"Do not Try to Remember": Pedagogy in Transition

Chaired by Winifred Elysse Newman, Professor and Director of the Institute for Intelligent Materials, Systems and Environments at Clemson University, and Lee Fithian, Associate Professor of Architecture at the University of Oklahoma

---

Let's break it down. What are the underlying assumptions of our current architecture program curricula? Is NAAB the dog wagging the program tail or are we piecemeal borrowing from previous generations of pedagogues? More importantly what are our pedagogy biases? Are design skills are naturalized or learned? What should 21st century architecture programs include to address the professional education and practice? What models of education or curricula would you propose? One familiar trope is the perception of architect as generalist, but this emerged from the Vitruvian model and is (almost) two millennia out of date. Vitruvius first century text, The Ten Book on Architecture, arguably still informs the underlying intellectual structure of the education of the architect, but the educational context of Vitruvius' text lacked institutional or professional bearings. Universities and professional offices didn't exist in Augustinian Rome. In contrast, texts like the 1996 Boyer Report are a product of the modern research university indebted to the liberal artes or 'free arts' model divided between 1) knowledge for knowledge sake and 2) knowledge about how things are made.

This session looks at our epistemology and asks what an architectural education could or should be in the 21st century. What, if any, of the persistent Vitruvian model is relevant in our post-modern condition? Do the new NAAB program guidelines offer a way forward or what do we learn from the image of our profession projected through the lens of the Boyer Report and it's like? We are interested in papers that challenge, validate, analyze, critique or invent new curricula for the professional education. This can include the professional, post-professional and 4-year degree programs. The proposals should take into consideration the epistemological, educational design, and theoretical underpinnings of general pedagogy in architecture schools.

-

Visit http://architecture.ou.edu/schools-of-thought for more information and to submit a proposal for this session.