In the late 1970s architectural and spatial practices in the UK were challenged by feminist approaches derived from within the architectural discipline itself. From the 1990s onwards, architectural history / theory has been informed by gender theory appropriated, or migrated, from other disciplines. More recently, interdisciplinary critical methodologies have been used to reconceptualise architectural production, criticism and representation. What we evidence today, despite an emphasis on ‘Global Architecture,’ is that all these efforts are still largely informed unilaterally, and constructed within ‘Western’ and ‘Anglo-Saxon’ frameworks. This leaves a field defined as the ‘West’ and the ‘rest’. Further, the majority of rethinking of gender and decolonisation occurs within institutional and academic frameworks through the practices of teaching and writing. This activity, though pertinent, often remains interior and self-referential and fails to permeate to and affect the exterior worlds of professional architectural and design practices.

This interdisciplinary symposium proposes to explore and question the practice of teaching architectural history / theory primarily focused in the UK context though welcoming a debate through dialogues with other contexts from a feminist and critical perspective, asking: how is it constructed, from which positions, and from where its content derives; how can its construction be critiqued and informed by other disciplines such as feminist geographies, environmental psychology, cultural studies, technology and science studies, queer theory and urban geography amongst others; and, moreover, how should architectural histories and theories be constructed in the future. We will situate ourselves at the boundary: looking both inside at the fundamentals of architecture; and looking outside at the expanded field, yet always maintaining a critical gendered perspective.

Taking place at the beginning of the symposium ask: What forms might a gendered history and theory of architecture take? What are our modes of operation, how do we teach, and how can we learn from others and exchange with critical thinkers both inside and outside the academy? By situating ourselves within the established frameworks, both historiographical and institutional, and how can we establish new frameworks and networks that transfer/exchange knowledge between the university and different modes of practice?

**Keynote speakers:**

- **Professor Katie Lloyd Thomas** (Newcastle University)  
- **Professor Lesley Lokko** (University of Johannesburg)

The symposium will focus on:

1. **Critiques:** What constitutes the canon of architecture (the rules, frameworks, habits, practices, contents). How is this an effective architectural knowledge base? How can this be critiqued? What does the criticism in itself constitute as a method or framework? What questions can/should be formed here on decolonisation?
2. **Addressing the sites of architectural knowledge, we work towards creating a knowledge inclusive of gender, class and race, and one that flexes and bends, grows rather than calcifies and sets limits. How can we reflect on and from where its content derives; how can its construction be critiqued and informed unilaterally, and constructed within ‘Western’ and ‘Anglo-Saxon’ frameworks through practices of teaching and writing? This activity, though welcoming a debate through dialogues with other contexts from a feminist and critical perspective, asks:** What constitutes the canon of architecture (the rules, frameworks, habits, practices, contents). How is this an effective architectural knowledge base? How can this be critiqued? What does the criticism in itself constitute as a method or framework? What questions can/should be formed here on decolonisation?

3. **Modes and sites of writing and research:** Focusing on the institutional and cultural sites and frameworks in which architectural knowledge is produced and constrained, we reconsider writing and researching as spaces of action, production and contestation. How can we critique, challenge and re-propose modes of writing and dissemination?

4. **Modes and sites of teaching:** Engaging with modes of architectural exploration in pedagogical settings – from the lecture theatre, the seminar, to the tutorial, to the online rubric – how can we re-evaluate the relationships between content and context, how can we develop and scope the invention and application of new methods of teaching and writing that reflect this?

**Practicalities:**

- **Submission:** We have endeavoured to keep costs to a minimum, but will ask for a registration fee of: £65 affiliated delegates/speakers [£80 including evening meal]  // £45 students/unaffiliated [£60 including evening meal].

This symposium is financially supported by the School of Architecture and Design and the Creative Futures at the University of Brighton.

**Further information:**

- **Main Conference Outputs:**
  - **V Symposium on Architecture and Gender**
  - **Fielding Architecture: Feminist Practices for a Decolonised Pedagogy**

- **Further information:**

  - **Fielding Architecture: Feminist Practices for a Decolonised Pedagogy**
  - **Call:**

    - Please send your 200 word abstracts, plus short biography (150 words max) indicating which area or areas you think your research falls into. Please also indicate your preference for a 10 minute or a 10 minute paper.

- **Practicalities:**

  - **Deadline:**
    - **February 28, 2019:** Deadline for submissions of abstracts
    - **March 18:** Announcement of selection of 20 min papers and 10 min position papers
    - **June 3:** Submission of full papers
    - **June 24-25:** Fielding Architecture symposium

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