Accelerating SDG’s in Cities through
De-colonizing architecture’s curriculum

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Pratt’s Strategic Plan 2019-2021

(1) Diversity, equity, and inclusion
   SDG5: Gender Equality
   SDG10: Reducing Inequality

(2) Global education

(3) Academic excellence

(4) Student success
   SDG4: Quality Education
   SDG13: Climate Action

(5) Civic Engagement
   SDG11: Sustainable Cities & Communities
   SDG17: Partnerships
Why should architectures curricula deliver the SDG’s?
How can decolonizing architectures curricula deliver the SDG’s?
Decolonizing the curriculum Defⁿ;

A fundamental interrogation of what the subject matter is, who is teaching it and how it's being taught.

A confrontation of the established and previously unchallenged institutionally generated power structures, systems of privileging, and claims of ownership of authoritative, avant-garde, and world-leading forms of knowledge and culture.
1 // Acknowledgement of the origins of academic endowments

Rhodes Must Fall, South Africa 2015

Harvard College buildings, 1767, funded by slavery
21st Century Master Architects:
A recent Google images search for ‘Master Architect’ revealed no female faces
3:// Affordability is a diversity issue

“Less than 10% of children from working-class families graduate from university compared to 60% of middle-class and wealthy families.”

“The wealth of the median black family in the US had fallen to a mere 10% that of its white counterpart. Put another way, in 1953”

Federal Reserve Bank of Minneapolis, 2018 Working Paper
1:3 female/male architectural educators (UK)
HOWEVER!
Only 2.5% (1:40) of UK Architecture faculty is female at Dean level

1:4 female/male architectural educators (USA)
20% (1:5) at Dean level

*A recent US study concluded women academics work a 100-hour week when childcare is factored in to their workload.*
5// Recruitment and progression imbalances

UK
47% architecture students female
43% USA

UK
22% architects are female
41% USA
6// Retention imbalances

50% drop out rate for students from ‘non-white’ backgrounds (RIBA 2016, UK)

43% feel they need to out-perform Caucasian students in order to be taken Seriously (AJ Survey, 2018).

Minority students are 1.5 times more likely to drop out than their counterparts despite 50% of the student population. (The Chronicle, Feb 2019)
Unconscious bias

Students see male professors as brilliant geniuses, female professors as bossy and annoying

Students tend to think their male professors are “geniuses,” while their female professors are “bossy,” a new interactive chart reveals. Using data from RateMyProfessors.com, a popular forum for griping or raving about classes, Benjamin Schmidt, a Northeastern University professor, was able to clearly map out students’ biases.

2018 study of the different language students use to categorize their professors performance on ratemyprofessor.com
Gendered language disadvantages women, and also affects the way in which everyone interprets the world around them.

Prewitt-Freilino, Casswell, Laakso, 2011, p.268
9 // cultural subjectivity of learning / pedagogic privileging
Meanwhile, colonization continues
Designing a decolonised curriculum as a prerequisite to delivering the SDG’s in schools, and then ultimately, into industry
The epistemological ‘DNA’ of Architecture?

Thank you.