

2021 Fall Forum
Pedagogies of Reparation and Rebuilding
Full Program

Friday, September 24, 2021

9:45-10:35 am

9:45-10:35 am: Breakout Room #1

Teaching is Learning: Experience over Expertise

Langdon Graves, Amy Khoshbin, and Dina Weiss

We will invite participants to share their own ideas and experiences on what a non-hierarchical inclusive, diverse, and equitable teaching and learning environment can be. We'll draw on our experiences from making and teaching art and what has been shared in our faculty forums, where we discussed strategies for helping our students find their creative voices in a supportive space. Historically academic institutions are top down environments and COVID exacerbated the need to rebuild our pedagogy from a decolonial non-hierarchical perspective. Through improvisational activities participants will be invited to consider the roles of play collaboration and creative action as research.

9:45-10:35 am: Breakout Room #2

Performance Matters: A Special Issue on Radical Pedagogies

Karin Shankar and Julia Steinmetz

Colleagues Julia Steinmetz and Karin Shankar are coediting a special issue of the journal Performance Matters focused on radical pedagogies and materialities of the (performance studies) classroom (forthcoming 2022). They will share a selection from this special issue at the session. If the syllabus, from its Greek origins, meaning "title," "slip" or "label," is a protocol for an experiment, this special issue asks how creative syllabi might engender radical spaces of knowledge making and reformulate the dynamics between the positions of teacher, student, and institution. As professors only rarely do, Julia and Karin will publicly share their classroom materials. If the commitment to repairing and rebuilding learning environments is a collective enterprise, their special issue proposes a commons of pedagogical materials.

9:45-10:35 am: Breakout Room #3

Recording Stories: Decolonial Assessment

Nida Abdullah, Chris Lee, Xinyi Li

This session is collaborative as it engages the work of the UG COMD curriculum committee. The session reframes typical models of assessment that rely on matrices and numbered criteria; we struggle with the relationship of measurement to coloniality. We push back on assessment as measurement, take the view that assessment can be forms of looking at stories, moving away from quantitative data, which tends to erase nuance. By recording stories we can cultivate a decolonial culture and perspective. Through this approach, the aim is not to develop reports to scrutinize, but rather to embody a space, develop a practice and encourage a community where stories are told and listened to.

10:45 - 11:35 am

10:45-11:35 am: Breakout Room #1

Cultivating Communities of Care in and out of the Classroom

Anahita Amirshahi, Natalie Tsui, and Kara Hearn

Anahita Amirshahi, Natalie Tsui, and Kara Hearn from Pratt's Film/Video Department will present on how students, faculty and staff have been working to build a community of care to improve student learning and retention and to address specific challenges that students have shared in annual DEI focus group meetings. The panel includes a student/activist, a faculty/staff member, and the department chair. They will each speak from a different vantage point about their interdependent efforts to spark engagement, hold space, redistribute power, and cultivate a strong community in Film/Video, before opening up to a group discussion.

10:45-11:35 am: Breakout Room #2

Preserving Activism Beyond and Between Pratt's Gates

Rebecca Krucoff, Heather Lewis, Cristina Fontanez Rodriguez, Keena Suh, and Vicki Weiner

The Preserving Activism Beyond and Between Pratt's Gates project team conducts historical research that seeks to foster public dialogue about social justice activism on and outside the Pratt campus. This past year faculty and students worked with the Institute Archivist to examine 20th century activism at Pratt through coursework and collection of oral histories, texts, and ephemera that will become part of the Archives. The project's digital storytelling shares how women and people of color have led the fight against inequality on and off campus. Through public engagement the project has forged connections between Pratt's Black student activists of the 1970s and those of today.

The session will feature a collaborative, interdisciplinary faculty and student research team. The presenters will discuss their strategies for expanding students' engagement with pedagogies that upend traditional approaches, and will demonstrate the power of welcoming students into an institutional archive as both researchers and records-creators. The presenters will share how student and faculty research has applied a critical lens to Pratt Institute's "origin story" and

identity as a bastion of progressivism, and how this deepens our understanding of the school's involvement in the struggle for social, racial, and economic equity as both an ally and, at times, an obstacle to the social justice movement.

10:45-11:35 am: Breakout Room #3

SPARK - Cultural Reckoning

Nida Abdullah, Todd Ayoung, Brian Brooks, Jeffrey Hogrefe, Amanda Huynh, Andrea Merx, and Migiwa Micki Spiller

SPARK is a teacher-to-teacher faculty forum aimed at exploring the unique and expansive dimensions and responsibilities of First-Year Foundation art and design learning and its connections with the rest of the Institute. Foundation faculty are a diverse collective of practicing artists, designers, educators and mentors specializing in all facets of student's capacity building and transformation, preparing students for a future engagement with the rigors of art and design practices.

SPARK is the laboratory where first year learning is shared, explored, tested and expanded upon within the Pratt community. SPARK - "Cultural Reckoning" is a space for re-envisioning and repositioning learning by questioning settler colonialism, white privilege & supremacy, underlying racist perspectives, microaggressions, Euro-centrism, and cultural dominance and hegemony in arts and design education.

Roundtable panelists will respond to any or all of the following questions and then we welcome further discussion as the session opens up to participants attending the Forum.

- How can an expanded and diverse range of cultural contexts play a dynamic transformative role in first-year Foundation Art and Design Studio Learning.
- The Pratt Foundation Department has in recent years clarified its learning outcomes, but where and how can an expanded breadth of cultural perspectives, less often represented or visible, make outcomes and pedagogy more impactful, relevant, flexible and embracing of diversity ?
- How can Pratt Foundation make a difference through anti-racist revisioning of our curriculum and teaching pedagogy ?
- Where are Pratt upper departments making headway in this process that would benefit teachers in the Foundation Department ?

11:45 am -12:30 pm

11:45 am -12:30 pm: Breakout Room #1

Indigenous Land & Knowledge — Frameworks for Land Acknowledgement

Amanda Huynh

This session will present findings from Indigenous Land & Knowledge Workshops that were open to all members of the Pratt Institute community. The workshops brought in facilitators from The Lenape Center and aimed to create an opportunity for Pratt students, faculty, and staff to build a deeper relationship with the land and place that we occupy.

Connecting with where we are, Lenapehoking, in a generative way, will strengthen our ability to move forward as cultural producers in unknowable futures. This Fall Forum session will introduce a living document of best practices to integrate land acknowledgement, and indigenous knowledge into teaching and learning practices.

11:45 am -12:30 pm: Breakout Room #2

Connecting to the Archive

Jeffrey Hogrefe, Scott Ruff and Pratt Students

We will present our teaching and community development efforts with regard to African American and Indigenous Space in central Brooklyn.

11:45 am -12:30 pm: Breakout Room #3

Political Intimacy

Amy Khoshbin and Camilo Godoy

Initiated by artist and current Civic Engagement Fellow Amy Khoshbin in collaboration with Recess: Assembly and Pratt Institute through Pratt Fine Arts' Fellowship in Civic Engagement, Political Intimacy is an ongoing collaborative civic art project that aims to empower and inspire youth to push for radical change in our broken electoral system from the ground up through civic deliberation, experiential learning, media and art-making, and creative action from running for office to getting involved with local politics. How do we demystify and humanize our political leadership structures through intimate vulnerable dialogue and non-hierarchical pedagogy?

1:30-2:20 pm

September 24, 1:30-2:20pm: Breakout Room #1

Ungrading the Flux: Rethinking Pedagogical Protocols

Kim Bobier, Bethany Ides and Chris Lee

This panel gathers the participants of this past year's combined CTL Faculty Learning Community, assembled under the banners of "Embracing the Flux" and "Ungrading." It aims to

explore the extent to which rigidity and measurement are characteristics of a stultifying and colonial mode of pedagogy.

By briefly sharing their various research projects, the panelists would like to open and cultivate a supportive and on-going exchange. In particular, we are eager to approach this panel as a place for those in attendance to discuss stories and practices that problematize, navigate, adapt to, and subvert the business-as-usual modalities of teaching, which counter a more empowering and emancipatory educational praxis.

1:30-2:20pm: Breakout Room #2

Gradeless Assessment

James Lipovac and Leslie Mutchler

Currently, Foundation is piloting gradeless assessment methods designed to give students more agency over their learning and progress. This conversation-based approach to assessment arises out of a need to address issues of access and a diversity of student learning.

The session will begin with a short intro (5-10 min) by Leslie Mutchler and James Lipovac about the specifics of Foundation's gradeless project. It would then open up to small group work and collaboration. Groups will discuss their own personal approaches to grading alternatives. Focus will be placed on helping participants develop strategies for conversation based assessment and moving away from traditional forms of evaluation.

September 24, 1:30-2:20pm: Breakout Room #3

Participatory Education

Eve Baron, Daniel Bergman, Caitlin Cahill, Adam Friedman, Amy Khoshbin, and Irina Schneid

Showcasing interdisciplinary research, teaching, and practice rooted in community engagement, this session seeks to foster institute-wide dialogue about participatory education. Sharing publicly the Pratt Community-Partnered Course Catalogue (CPCC), our presentation will shed light on the legacy, opportunities and challenges of academic-community partnerships at Pratt. Convening community-based practitioners from across the institute, our session will address key hurdles in sustaining continuous academic-community engagement, and determine, together, what actionable steps we can take to support partnerships beyond Pratt's gates.

2:30-3:20pm

2:30-3:20pm: Breakout Room #1

Facilitating A Future-Building Pedagogy

Alexa Pitt and Layla Zami

Dr. Layla Zami (HMS) shares ideas on her decolonial approach to researching, teaching, and learning, with a special focus on the intersection of building freedom and repairing memory. Alexa Pitt presents a creative assignment realized in Zami's class during the pandemic. The session includes a short reading and a creative activity, inspiring participants to find their own pathways towards decolonial teaching and learning.

September 24, 2:30-3:20pm: Breakout Room #2

Pandemic Pedagogy - Alternative, Supplemental, and Complementary Pedagogies for Artists in an Institutional Landscape

Chantal Feitosa, Andrew Freiband, and Sakura Kelley

Pandemic Pedagogy is a project that was initiated in collaboration with fellow teaching artists outside of any conventional arts institution, to respond to the interruption of critical support systems for artists during the pandemic. In response to the depth of structural fixity of historical institutions - adhering to economic normalcy even in the face of the pandemic, which we see as standing in the way of dismantlement or reparation - we offered a selection of free (and even stipended) courses for artists most heavily impacted by the pandemic (black and brown, economically precarious) - that deal with their whole being as humans, in an effort to support their creative practice as artists.

September 24, 2:30-3:20pm: Breakout Room #3

Spaces for Speculation and Healing: To repair, detail, and reimagine design praxis through our own lens

Caitlin Cahill, Catherine Chattergoon, and Sydney King

Our workshop calls attention to the significance of representation for BIPOC architecture students who do not see themselves represented in the curriculum, and the long-term impact of reproducing what George Lipsitz calls "the white spatial imaginary." Instead, how might we support a pedagogy of connection? To begin we will introduce student research and activism in the dept of Architecture focused on curricular change. Next, the workshop offers a collaborative space to explore relationships to home & community. Introducing issues of belonging and rootedness, the activity is guided by questions focused on collective safety. We conclude with reflection and dialogue on pedagogies that center relationships in the curriculum.

3:30-4:20pm



September 24, 3:30-4:20pm

Four Lenses to Dismantle Oppressive Practices in the Classroom towards Freedom of Learning

Ane Gonzalez Lara and Gaia Hwang

This session is a collaboration between faculty across different departments and schools. The proposal is to host a workshop or share the workshop facilitating tools with other faculty and administrators in the campus. This workshop is articulated around four lenses of inquiry that allow participants to analyze the systems of oppression present in their classroom settings. The lenses are inspired by feminist and critical pedagogies. The session will create opportunities to design, visualize and strategize an actionable plan aiming to dismantle these systems while taking into account the context of each participants' department, classroom, institution and position of power.