

INDIGENOUS PLACEKEEPING PEDAGOGY 7-4-4-7: RE-IMAGINING ARCHITECTURE

Making Room for New Indigenous Voices on the Leading Edge of Architecture Practice

Recent research shows that the “post-Millennial generation is already the most racially and ethnically diverse generation” in history (Frye + Parker, 2020). While our North American populations are becoming increasingly diverse, the profession is headed in the opposite direction— the profession of architecture becomes “more male and more white as experience levels increase” (Budds, 2020). There is a disconnect between those who are designing our built environment and the user group.

Moreover, we are unaware of the full effects of the disconnect. As a recent scholar of Indigenous architecture stated, “an important consequence of colonization has been the imposition of culturally inappropriate architectures—based on dominant settler cultural values—on Indigenous communities across the world. The full impact of culturally inappropriate buildings and spaces on Indigenous cultures is still being o e i l e h l a h e k a b n a h n a n a e d h m r p g g b g h n l n e n k l g f g r h n a buildings within which they live or work is clear.” (Grant et al., 2018). It is time to shift the paradigm to be more inclusive, diverse, just, and equitable.

This session will focus on creating a set of tools that will assist in re-imagining architectural education. The session will summarize four theories that, together, form the building blocks of an innovative 21st Century pedagogy: seven (7) elements of Cultural Sustainability Theory, four (4) modes of Indigenous Knowledge, four (4) components of an Indigenous Research Paradigm, and seven (7) parts of Indigenous architecture.

PRESENTER: Wanda Dalla Costa, Masters of Architecture, AIA, OAA, AAA, SAA, LEED A.P.

INDIGENOUS AND COMMUNITY HUBS - THEIR DESIGN AND ORGANIZATIONAL STRUCTURE

Collaborations: Indigenous / Non-Indigenous Co-Design and Building with First Nations, Metis and Inuit Communities

The Indigenous population across Canada has been migrating from on reserve locations to urban centres for many years now partly in the hopes of attaining education, employment, and a decent standard of living for their families. In response, a number of urban Indigenous service providers have been created to assist this population in many areas such as education, health, training, employment, affordable housing, the arts, social activities associated with friendship centres, and others. The majority of these Indigenous service providers are located in makeshift structures, and a very few have managed to fund and construct purpose-built facilities.

Notably, in the last few years, there has been a keen interest in the Indigenous service providers located within certain cities to create Indigenous Hubs. These purpose-built facilities would allow the groups to share amenities such as waiting areas, boardrooms, community kitchens, gymnasiums, classrooms, etc. They would also offer the groups the opportunity to realize reduced operating expenses such as those associated with reception, security, lawyer fees, accounting services, janitorial services, etc. There is a strong belief held that, by combining similar agencies under one roof, net operating costs can be reduced. More importantly, the user experience can be greatly improved through synergies and the Hubs can become galvanizing assets for the populations that they serve.

Two Row Architect has had the privilege of working on a select number of Indigenous and mainstream hubs.



NOKOM'S HOUSE: CREATING SPACE FOR RESEARCH IN GOOD RELATION

SUPPORTING INDIGENOUS INITIATED ARCHITECTURE IN CANADA THROUGH THE ARCHITECTURAL CURRICULUM

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Recently an increasing number of Indigenous communities have decided to take charge of their built environment. They are now insisting that their built environments speak of and reflect their cultures. The communities have realized that they can and must demand this. However, this means that they have to learn how to participate in the creative process that leads to the development of their built environments.

FUNDING SOVEREIGNTY: LESSONS FROM THE IHII ACCELERATOR FUNDING PILOT PROJECT

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This presentation will review the successes and lessons from a new approach to funding, represented by a

Adrian Blackwell, BES, BArch, MUD

Associate Professor, University of Waterloo, School of Architecture

Spanning photography, video, sculpture, urban theory, and design, Adrian Blackwell's practice focuses on the political economy of space and has been exhibited at the Shenzhen, Chengdu Chicago and Toronto Biennials. He has taught architecture and urbanism at Universities including: Chongqing (China), Michigan, Harvard, and Toronto, and is an Associate Professor at the University of Waterloo.

Wanda Dalla Costa, Masters of Architecture, AIA, OAA, AAA, SAA, LEED A.P.

Institute Professor (ASU); Principal (Tawaw Architecture Collective)

Arizona State University Wanda Dalla Costa, AIA, OAA, AAA, member of Saddle Lake Cree Nation, is the director and founder of the Indigenous Design Collaborative, a community-driven design and construction program. Indigenous Design Collaborative brings together tribal community members, industry and a multidisciplinary team of students, and faculty to co-design and co-develop solutions for tribal communities. Her practice, Tawaw Architecture Collective, is based in Phoenix, Arizona.

David Fortin, PhD, OAA, SAA, Architect AAA, MAA, MRAIC

Associate Professor and Director, Laurentian University

David Fortin is a practicing architect with research interests in Métis design topics, Indigenous design agency, and speculative thinking in design. Since 2005, he has taught undergraduate and graduate courses in architectural design, history and theory in the UK, USA, and Canada. He is a citizen of the Métis Nation of Ontario.

Alain Fournier, FRAIC, OAO, OAA, ALBNL, AANB, AIBC, NWTAA

Architect, Managing Partner, EVOQ Architecture



Kawennanóron Lisa Phillips

Executive Director, Kanien'kehá:ka Onkwawén:na Raotitióhkwa Language and Cultural Center

Kawennanóron Lisa Phillips is Kanien'kehá:ka (Mohawk), born and raised in Kahnawà:ke. Kawennanóron is the Executive Director of Kanien'kehá:ka Onkwawén:na Raotitióhkwa Language and Cultural Center (KORLCC) in the Mohawk community of Kahnawà:ke. She has been an employee of KORLCC for twenty-one years, in various positions, four times as Interim Executive Director, and in the position of Executive Director since October 2019. Kawennanóron is a graduate of the Kanien'kéha Ratiwennahnírats Adult Education Program at McGill University.

Brian Porter, B. Arch., OAA, MRAIC, Ncarb

Principal, Two Row Architect

Brian Porter hails from Six Nations of the Grand River. He has been a business leader for many years, designing and overseeing the construction of projects for Indigenous communities across Canada and the United States. He has demonstrated success in designing culturally appropriate facilities and has worked tirelessly to maximize the participation of the Indigenous workforce on his projects.

Eladia Smoke, OAA, OAAQ, MAA, M.Arch., B.Tech (on)7.5 004i.Das , LEEDPrincipal, Tch.,t