

From Shundana Yusaf-Banuri to Everyone: (2:38 PM)
Hi Anna, so good to see you

From JHENNIFER AMUNDSON to Everyone: (2:40 PM)
was that workshop recorded/archived? is there a link you can share?

From Gail Dubrow to Everyone: (2:41 PM)
No but this session is a summary of findings, and an extension of it

From Dubravka Sekulic to Everyone: (2:45 PM)
Saidiya Hartman's article >> <https://www.artforum.com/interviews/saidiya-hartman-83579>

From Jason Anderson to Everyone: (2:46 PM)
Thank you, Dubravka.

From Eliana Abu-Hamdi to Everyone: (2:48 PM)
For more information on teaching materials and funding opportunities, visit gahtc.org

From Dubravka Sekulic to Everyone: (2:54 PM)
This is sooo important! Incorporating anti-racist practices across curriculum! Thank you for stressing that!

From Katherine Taylor-Hasty to Everyone: (2:55 PM)
Will we be able to get access to these slides later?

From Kai Gutschow to Everyone: (2:55 PM)
Will these slides or the recording be made available?

From Eliana Abu-Hamdi to Everyone: (2:55 PM)
The recording will be posted to gahtc.org
Next week

From Sylvia Kornecki to Everyone: (2:55 PM)
Thanks!

From Gail Dubrow to Everyone: (2:57 PM)
As we incorporate anti-racist practices, how do we ensure our pedagogy is also addressing intersectional issues such as a non-sexist, homophobic, and disability inclusive classroom.. Not to dilute the anti-racist focus but develop a coherent approach to addressing issues of power and inequality structured into our field

From Tessa Paneth-Pollak to Everyone: (3:00 PM)
I have a conflict at 4pm, but this has already been so rich and I will check back for the recording. Thank you for your work.

From Thaisa Way to Everyone: (3:02 PM)

recommend Christine elucia's book memorylands as an example of this re-reading of land and place
DeLucia...sorry

From Dubravka Sekulic to Everyone: (3:07 PM)

From Catalina Mejía Moreno to Everyone: (3:07 PM)

Thank you Dubravka

From Sylvia Kornecki to Everyone: (3:07 PM)

Thanks Dubravka!

From Kimberly Zarecor to Everyone: (3:09 PM)

NAAB has changed its HTC criteria in the new 2020 Conditions/Procedures
At schools not scheduled for 2021 visits, it is worth looking at these documents
<https://www.naab.org/accreditation/program-resources/current-conditions-and-procedures/>

From Amber Wiley - she/her to Everyone: (3:10 PM)

A LOT a lot.

Re: Invisible labor.

From Katie Swenson to Everyone: (3:12 PM)

Thank you for this great session

From Gail Dubrow to Everyone: (3:12 PM)

As we think more ambitiously about our collective leverage to transform the curriculum it is worth acknowledging the variety of disciplinary rubrics within which we as architectural historians work.. Art History, Am Studies, etc. etc. The challenges vary but Architecture is especially problematic.

From Shumi Bose to Everyone: (3:16 PM)

Such a wonderful session: thank you so much. Not aware of too many cogent conversations on this within architecture schools in the UK, so we are very grateful and so, so ready to take this energy to our colleagues. XXX

From Samia Kirchner to Everyone: (3:16 PM)

Great session, thank you! How may we start identifying within architectural history the use of bio-racist justification to create value/significance of some buildings over others? Samia

From Amber Wiley - she/her to Everyone: (3:17 PM)

Yes, we can put DEI language in the trash at this point. Anti-racism and abolitionism are the way forward.

From Dubravka Sekulic to Everyone: (3:18 PM)
Amber!!!! thank you!

From Diane Shaw to Everyone: (3:19 PM)
Architecture, architects, NAAB are problems....Five years later I'm still trying to come up with my rejoinder to an Architecture colleague who reported back to me that students who weren't taught the Pazzi Chapel (by me) should ask for their tuition back.

From Ariel Chesley to Everyone: (3:19 PM)
Thank you for this session, working to form a collective of architecture students in the UK who are recognising the need to question the very pedagogies that have shaped our educations, so this conversation is very helpful both in practice and to circulate

From Kimberly Zarecor to Everyone: (3:19 PM)
I should have said that the new NAAB language for HTC is significantly better and integrates well with an anti-racist point of view

From Andrea Roberts to Everyone: (3:19 PM)
👍amber

From Samia Kirchner to Everyone: (3:22 PM)
Can we reflect on the racist historiography of architectural history? samia

From Mark Jarzombek to Everyone: (3:22 PM)
Great conversation, thanks. One of the key elements of racism today revolves around nationalism — how do we add the critique of nationalism into the mix. The rise of books in our field - museums etc. that are nation-based has been astonishing. The critique of racism often hinges on the intellectual-cultural producers, but nationalism impinge on popular culture as well. etc.

From Irene Brisson to Everyone: (3:24 PM)
I would also look towards the work of Andrea R. Roberts on the problematics of the register of historic places tool: see “‘Until the Lord Come Get Me, It Burn Down, Or the Next Storm Blow It Away’: The Aesthetics of Freedom in African American Vernacular Homestead Preservation,” *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 26, no. 2 (December 18, 2019): 73–97.

From William Littmann to Everyone: (3:24 PM)
Mark: thanks for making this great point. It is increasingly difficult to teach using nationalist categories and I'm increasingly avoiding this approach.

From Diane Shaw to Everyone: (3:24 PM)

I'm thinking of doing non-debatable "style" lectures as asynchronous lecturettes that are homework, and then trying to do something more interpretive in class.

From Gabrielle Esperdy to Everyone: (3:25 PM)
UNESCO's Historic Urban Landscape guidelines/approach offers a way beyond the style trap of historic preservation.

From Mrinalini Rajagopalan to Everyone: (3:25 PM)
Thank you Irene Brisson for this citation!

From Gail Dubrow to Everyone: (3:25 PM)
I have a comment on preservation as a follow up

From Amber Wiley - she/her to Everyone: (3:25 PM)
Same re: preservation. Gail may cover my points.

From Desiree Valadares to Everyone: (3:25 PM)
how do we as scholars and teachers of "race" in north america remain attentive to global discourses/distinctions international student populations, issues of caste and other social hierarchies that are not easily folded into a north american "anti-racist" framework?)

From Sarah Dreller to Everyone: (3:25 PM)
I taught American architectural history in a historic preservation program for 13 years without a focus on style. It's definitely possible.

From Tara Dudley to Everyone: (3:26 PM)
Absolutely, Irene. Architectural history definitely has implications for historic preservation--speaking here as an architectural historian and preservation consultant. However, the field of historic preservation has its own set of issues which includes the manner in which significance and integrity are assessed.

From Elaine Stiles to Everyone: (3:26 PM)
Preservation systems are very flexible when it comes to approaches to architectural history and have moved significantly away from the "What style is it?" criteria. We are teaching our students in preservation to read buildings formally socially, economically, and in their local context/cultural landscape. This is more in demand as public history and preservation, like many other fields and disciplines address its classist and racist roots. These changes are very welcome.

From Samia Kirchner to Everyone: (3:26 PM)
UNESCO / World Heritage Center process relies on State Parties to nominate properties on the Tentative List. How can minority groups within a nation nominate their heritage? samia

From Kimberly Zarecor to Everyone: (3:26 PM)

Question - can the panel comment on the call for anti-racist action and anti-capitalist action to go together? (from Hartman's piece for example), most architectural history is a history of capitalism and architecture, in all of the discussions of moving to a global framework for the 19th/20th c., architectural production by architects living in Communist/Socialist countries is rarely discussed or included, where does anti-capitalism fit then in where we want to take the discipline?

From Diane Shaw to Everyone: (3:27 PM)

Sarah Dreler can you share your syllabus? Thanks!

From Dubravka Sekulic to Everyone: (3:27 PM)

Understanding also the classist basis of historic preservation the way it is formed is also important - In my opinion what is excellent with teaching history is teaching about the dynamics of power that defines what is "worth" historicizing what is worth preserving so - one way to think about how it influences is that this shift in history is a way to denaturalise categories and methods as neutral through disciplines

From Daniela Sandler to Everyone: (3:28 PM)

^To Diane's point: I'd love a way to share resources (syllabi, readings)

From Elisa Elorza to Everyone: (3:29 PM)

^

From axel dechelette ramon to Everyone: (3:29 PM)

I would like to add to this as well

From Daniela Sandler to Everyone: (3:30 PM)

To Mabel's point and reference: Louis Nelson's work has helped me address these issues really effectively

From Keith Krumwiede to Everyone: (3:30 PM)

Yes, Mabel

From Thaisa Way to Everyone: (3:30 PM)

another resource: <http://racespacearchitecture.org/index.html>

From Andrea Roberts to Everyone: (3:30 PM)

this exactly ! question the architectural framework !

From Gail Dubrow to Everyone: (3:30 PM)

Historic preservation has its own anti-racist movement and the skills, competencies and practice surrounding it are rich. It is beyond this conversation but worth examining on issues of significance, the object of analysis and what we are saving....

From Elaine Stiles to Everyone: (3:30 PM)

Yes! I always say I teach the history of the built environment, not architecture.

From Dubravka Sekulic to Everyone: (3:30 PM)

Mabel!!!! Yes!

From Robert Cowherd to Everyone: (3:31 PM)

Question: Students step into the lecture hall and go from being “experts on their own life experience” to being empty receptacles to be filled with information. About half the time I teach history in reverse chronological order from the present back in time. Each step back, the challenge is to link forward to their expertise. Students, Colleagues and TAs object and I remain torn: do we favor student relevance or honor the disciplinary norms?

From Deborah Hutton to Everyone: (3:31 PM)

I recently had a conversation with a thoughtful colleague who said: we—with good intentions—often think we have to mold our students into mini versions of ourselves—so that they can succeed in the system as it exists. But what we should be doing is teaching students how to create a new, better system.

From Mabel Wilson to Everyone: (3:33 PM)

The *WBYA? Field Guide* has been used in professional practice courses and studio
<http://whobuilds.org/who-builds-your-architecture-a-critical-field-guide/>

From Thaisa Way to Everyone: (3:34 PM)

allies also outside design to include faculty in history, sociology, indigenous studies, African-American studies,... and the many strong programs that grapple with these issues directly as their scholarship

From Jose Brunner to Everyone: (3:34 PM)

+1 Thaisa

From Mark Jarzombek to Everyone: (3:35 PM)

studies have shown that if you get a student to talk - if only to say hello and their name - in the first class, they are more likely to speak in later sessions

From Patricia Morton to Everyone: (3:35 PM)

Any thoughts about teaching anti-racist history remotely? As I found last term, talking about race and racism on Zoom is very challenging.

From Ingrid Quintana Guerrero to Everyone: (3:36 PM)

Thanks Mark!

From Andrea Roberts to Everyone: (3:36 PM)

I tell my students we are here to co-create a “brave” space.

From Shumi Bose to Everyone: (3:37 PM)

where i teach, mental health and wellbeing concerns mean that we cannot really coerce students to speak certainly not in first session.

From Shumi Bose to Everyone: (3:37 PM)

sorry that this would appear to throw a spanner at what Mark is saying!

From Mark Jarzombek to Everyone: (3:38 PM)

It all depends on how one frames such a conversation

From Shumi Bose to Everyone: (3:39 PM)

100% Charles!!!!

From JHENNIFER AMUNDSON to Everyone: (3:40 PM)

“We get students somewhere on their path...” that’s a great perspective to remember.

From Samia Kirchner to Everyone: (3:41 PM)

How may we create a remote learning module so our students experience the wide range of humanity that exists across Predominantly White Institutions (PWIs) and Historically Black Colleges /Universities (HBCUs)

From Catherine Bonier to Everyone: (3:43 PM)

In my experience (in Louisiana), removing the hierarchical friction by organizing student-run discussions (with faculty as background referee keeping a safe framework) sometimes helps students hear and understand in a new way.

From maite borjabad to Everyone: (3:44 PM)

would love to make a question somehow connected to what Ana Maria just mentioned ;)

From Erica Allen-Kim to Everyone: (3:44 PM)

Charles’ point also makes a strong case for not siloing these topics and conversations, the burden shouldn’t be on the shoulders of a few. Some courses can go even deeper, but anti racist pedagogy should a faculty wide commitment

From Elaine Stiles to Everyone: (3:44 PM)

I have had success having students work in assigned, rotating pairs outside of class to craft joint responses to readings. Flipping the classroom works very well, also.

From Kurt Pelzer to Everyone: (3:44 PM)

Trauma-informed pedagogy as a part of anti-racist practice, I believe, is incredibly important. Trauma can be personal and intergenerational. The deeply personal reflections both of teachers and learners requires vulnerability and it is important to cultivate radical care in a learning environment.

From Mrinalini Rajagopalan to Everyone: (3:44 PM)

I have to go pick up my daughter from daycare, but this has been a wonderful session: Thank you so much to the panelists and to the GAHTC team for putting this together!

From Lisa Findley to Everyone: (3:44 PM)

Irene, yes! also my experience in an intensive four week online summer studio.

From Daniela Sandler to Everyone: (3:45 PM)

Irene, thanks for bringing up Freire, I've been very interested in how his work could help us now

From Mark Jarzombek to Everyone: (3:45 PM)

For my survey, we developed a parallel blog site here students can discuss and answer outside of the classroom. It worked great

From Gail Dubrow to Everyone: (3:46 PM)

The practice literature on grassroots organizing for community engagement has a relevant, radically democratic pedagogy of use in restructuring teaching and learning in the classroom m

From Samia Kirchner to Everyone: (3:46 PM)

Online/Remote allows for experimenting trans-institutionally. I am teaching a course that is cross-registered at Yale. The course is intentionally operating with a more horizontal format for learning that centers content on an antiracist and inclusive approach to design and urban studies education. Notably, the online course format allows students at a partner institutions to share a virtual learning experience together. Since we are not presuming access to the class is based on having on any particular (white and Eurocentric) episteme or presumed mastery of a particular subject matter, it is our objective to have these conversations and engage in necessary learning/unlearning during this time with a diversity of students across a PWI & an HBCU. Since this is the case, the course is appropriate for both undergraduate and graduate students. In terms of logistics, we presume that there will be a mix of graduate Architecture students, undergraduate Yale Urban Studies students, and undergraduate (4th year) Morgan

From Tara Dudley to Everyone: (3:46 PM)

Yes, Catherine Bonier...in my African American Experiences in Architecture seminar I "lectured" for the for the first half, then students (who had previously selected the week they would lead) facilitated discussion on that week's topics and related readings.

From Shumi Bose to Everyone: (3:49 PM)

@axel YES: relates to the calls to align antiracism with positions against capitalist structures cf. comments above. and yes, the commodification. love your candour.

From Daniela Sandler to Everyone: (3:49 PM)

^

From Dubravka Sekulic to Everyone: (3:50 PM)

@axel THANKS! so important what you said!

From Bara Safarova to Everyone: (3:50 PM)

Thank you for bringing that up axel!

From Helen Kongsgaard to Everyone: (3:51 PM)

^ we need to address how these issues relate to studio curriculum and practices as well.

From Gail Dubrow to Everyone: (3:52 PM)

Please let's consider disability within this context because the transformed classroom depends on attention to our conception of talent, ability, commodified qualities

From Charles Davis II (he/him) to Everyone: (3:53 PM)

I have advocated for the creation of student awards for activism, social justice, and/or social awareness, which are not always expressed through the aesthetics of the building or design. (I've found this to be a positive way of affirming students who wish to focus on these issues in their work, especially thesis work.)

And most of the times the faculty I've worked with were receptive of this approach.

From Gabriela Pereira to Everyone: (3:53 PM)

Hi.

I am a professor at the architecture school in Salvador, Bahia (Brazil). Happy to see Paulo Freire mentioned here, but unfortunately, although he is highly respected by many teachers, he is almost never mobilized to deal with racial issues, especially in the Architecture course. It is associated with the teaching of peasant communities, or the like, but rarely to think about racial differences in teaching or the relationship with different students.

From Adela Locsin to Everyone: (3:53 PM)

current GSAPP student - the aspect of being able to restructure and reprioritize what is being taught in our curriculum is something that is running deeply throughout the school. i would encourage all faculty to be open to their students and their ideas about what needs to be taught in schools - especially now, where we're aware that we're entering uncharted territory and being able to be effective and critical will play more of a role in reshaping the systems that we exist in vs. being able to produce good drawings!!

From Brian Goldstein to Everyone: (3:53 PM)

Charles, I think rethinking reviews would be so helpful too. It's a format that tends to privilege the visual and reviewers mostly focus on what they see in the brief span of time allowed.

From Gail Dubrow to Everyone: (3:53 PM)

Charles - makes a lot of sense to me that we shift what behavior is VALUED and affirmed.

From Kimberly Zarecor to Everyone: (3:54 PM)

I will reiterate my question about what it means to have a position "against capitalism" - what alternatives are scholars offering? it is easy to say that you see capitalism as the problem, but very difficult to offer a convincing alternative

From Brian Goldstein to Everyone: (3:54 PM)

I don't teach studio anymore but when I did we built a complex studio/seminar focused on social questions alongside formal ones and at the end of the semester the students all focused their time and attention on what would be most visible. It was hard to get them to unlearn that.

From Charles Davis II (he/him) to Everyone: (3:54 PM)

Brian, this is very true, although you can invite certain guests who will challenge that... it's really great to see students engage with sociologists, anthropologists, film critics, community activists, etc.

From Brian Goldstein to Everyone: (3:55 PM)

Yes, I think that's a good idea. Also working on different kinds of assignments—we had them use mapping to analyze socioeconomic dynamics, for ex.

From Robert Walsh to Everyone: (3:56 PM)

reply to Brian Goldstein - excellent point re studios we have had good results at my school using "voicethread" - a platform for online crits

From Dubravka Sekulic to Everyone: (3:56 PM)

From Dubravka Sekulic to Everyone: (3:56 PM)

Gloria Anzaldua - Borderlands / La Frontera - text that AML is mentioning

From Sylvia Kornecki to Everyone: (3:57 PM)

Thanks Dubravka for sharing this text

From Patricia Morton to Everyone: (3:57 PM)

@Kimberly, rather than take a stand "against capitalism," I teach my students to see the connections between capitalism, colonialism and racism, among other intersections.

From Meredith TenHoor to Everyone: (3:57 PM)

Thank you for taking this question - it is a big one for me too.

From Amber Wiley - she/her to Everyone: (3:57 PM)

Students and recent alumni at various architecture schools will be in conversation on "New Grounds for Design Education" on July 30:
https://www.instagram.com/p/CC4JE_hMsbh/

From Lisa Findley to Everyone: (3:58 PM)

me too!

From Shundana Yusaf-Banuri to Everyone: (3:58 PM)

Thank you everyone for a useful conversation and a lively chat. Till later

From Brian Goldstein to Everyone: (3:58 PM)

I highly recommend Max Bond's interview with Timothy Dutton in Voices in Architectural Education. It's a great articulation of a theory of design education that is anti-racist avant la letter.

From Braden Engel to Everyone: (3:58 PM)

The knowledge students build in history and theory courses often don't realize how much they've learned until months or even years later. I think it's important to be transparent with students about this, so that they don't feel they need to "understand everything" by the end of the semester. This makes the grade a difficult thing, since student performance is being judged and yet what we are doing is preparing the students to think and experience the world better.

From Amber Wiley - she/her to Everyone: (3:58 PM)

To register: nyra.nyc.org/rsvp

From Richard Cleary to Everyone: (3:59 PM)

Thank you, organizers and participants. This session has been both thought provoking and constructive. This is an exciting time for our field.

From Braden Engel to Everyone: (3:59 PM)

Thank you so much everyone for this talk and information.

From Deborah Hutton to Everyone: (3:59 PM)

Thank you—this was a wonderful discussion.

From Sharone Tomer to Everyone: (3:59 PM)

Thank you to everyone. This was so wonderful!

From Daniela Sandler to Everyone: (3:59 PM)

This has been wonderful, inspiring and encouraging! Thanks everyone

From Victoria Young to Everyone: (3:59 PM)
Excellent workshop! Thank you so much everyone!

From JHENNIFER AMUNDSON to Everyone: (3:59 PM)
This was really fantastic. Thanks to all.

From Gabrielle Esperdy to Everyone: (3:59 PM)
Thanks everyone—will look forward to the toolkit!

From Nina Rappaport to Everyone: (3:59 PM)
Thank you! This is perfect timing.

From Lucy Maulsby to Everyone: (3:59 PM)
thank you all so much for this workshop!

From Sylvia Kornecki to Everyone: (3:59 PM)
Excellent session!

From Erica Allen-Kim to Everyone: (3:59 PM)
there is a lot of concern about multilingual students being unable to participate fully in the curriculum, but this concern often has an undercurrent of bias and xenophobia.

From Gul Kale to Everyone: (3:59 PM)
Thank you!

From Andrea Roberts to Everyone: (3:59 PM)
great workshop.

From Gail Dubrow to Everyone: (3:59 PM)
WELL DONE

From Hadley Arnold to Everyone: (3:59 PM)
Thank you organizers and panelists for pulling us all together. To be continued!

From Dubravka Sekulic to Everyone: (3:59 PM)
Thank you so much to everyone! This has been fantastic and I am looking forward too more conversations!

From Elisa Elorza to Everyone: (3:59 PM)
Thank you - this was great.

From Sara Stevens to Everyone: (3:59 PM)
Thank you, everyone. Great presentations, lively chat, great questions.

From Anna Goodman to Everyone: (3:59 PM)
Thank you!!

From Megan Holmes to Everyone: (3:59 PM)
Thank you!

From Shumi Bose to Everyone: (3:59 PM)
THANK YOU SO MUCH

From Samantha Martin to Everyone: (3:59 PM)
This has been fantastic. Thank you, everyone.

From Bara Safarova to Everyone: (3:59 PM)
Thank you so much! Very helpful, I can see how I can work with this!

From Clarissa Mendez to Everyone: (3:59 PM)
Thank you to everyone!

From Jose Brunner to Everyone: (3:59 PM)
Thank you for this invigorating discussion!

From Sarah Dreller to Everyone: (3:59 PM)
I'll be thinking about this for a long time. Thank you!

From Prita Meier to Everyone: (3:59 PM)
Thank you!

From Lisa Findley to Everyone: (3:59 PM)
thank you, all! Looking forward to the toolkit!!

From Zachary Colbert to Everyone: (3:59 PM)
Many thanks!

From Anne Bordeleau to Everyone: (3:59 PM)
Thank you!

From Meredith TenHoor to Everyone: (4:00 PM)
Thank you everyone - this was excellent

From Ruth Lang to Everyone: (4:00 PM)
Wonderful to begin to the work!

From Sylvia Kornecki to Everyone: (4:00 PM)
Thank you to everyone!!!

From Peter Minosh to Everyone: (4:00 PM)
Thank you, excellent conversation

From Erica Allen-Kim to Everyone: (4:00 PM)
Thank you for facilitating this conversation!

From Patricia Morton to Everyone: (4:00 PM)
Thank you all!

From Mary Sies to Everyone: (4:00 PM)
Great session—great to think with!

From Joanna Merwood-Salisbury to Everyone: (4:00 PM)
Thanks so much -extremely valuable!

From Susan Rogers to Everyone: (4:00 PM)
Thank you all.

From Burak Erdim to Everyone: (4:00 PM)
Thank you, Everybody!

From Anne Marshall to Everyone: (4:00 PM)
Thanks, all, for a great session. Look forward to the toolkit!

From Jon Ritter to Everyone: (4:00 PM)
thank you to all!

From Helen Kongsgaard to Everyone: (4:00 PM)
thank you for organizing

From Tara Dudley to Everyone: (4:00 PM)
Thank you everyone, well done.

From Laura Diamond to Everyone: (4:00 PM)
Perhaps historical exchanges such as between Du Bois & Ambedkar is a way to open up questions around caste

From Catalina Mejía Moreno to Everyone: (4:00 PM)
Thank you all

From Katherine Taylor-Hasty to Everyone: (4:00 PM)
Thank you!

From Mario Gooden to Everyone: (4:00 PM)
Thank you everyone - This is inspiring work.

From Deniz Karakas to Everyone: (4:00 PM)

This has been an extremely helpful session. Thank you very much to the GAHTC team for putting this meeting together!!!

From Fernando Luis Martinez Nespral to Everyone: (4:00 PM)

Thank you! Great conversation!

From Sandy Isenstadt to Everyone: (4:00 PM)

Thanks to everyone. So much to do!

From Keith Krumwiede to Everyone: (4:00 PM)

Thank you all for sharing your great work and for this great discussion.

From Shumi Bose to Everyone: (4:00 PM)

Amber, just registered, much' gracias'!!

From Alexandra Quantrill to Everyone: (4:01 PM)

Thank you so much.

From Bara Safarova to Everyone: (4:01 PM)

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From Vishal Khandelwal to Everyone: (4:01 PM)

nyra.nyc/rsvp

From Thomas Provost to Everyone: (4:01 PM)

https://www.instagram.com/p/CC4JE_hMsbh/

From Gail Dubrow to Everyone: (4:01 PM)

Students want to be part of this — so please consider them in future forums

From Erica Allen-Kim to Everyone: (4:01 PM)

thank you Amber!

From Tara Dudley to Everyone: (4:01 PM)

Thanks, Amber!

From Carla Yanni to Everyone: (4:01 PM)

Thank you, Amber

From Reina Loreda to Everyone: (4:01 PM)

A great session! Thanks

From Bara Safarova to Everyone: (4:01 PM)

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From Anooradha Siddiqi to Everyone: (4:01 PM)

Caste is being studied vigorously by committed scholars in South Asia. It is a social construct linked intimately to questions of labor and craft. Very important for architectural history.

From Shumi Bose to Everyone: (4:01 PM)

<3

From Carla Yanni to Everyone: (4:01 PM)

thanks - this was a great session!

From Anousheh Kehar to Everyone: (4:02 PM)

Thank you!!

From Peter Wong to Everyone: (4:02 PM)

thank you!

From Anooradha Siddiqi to Everyone: (4:02 PM)

Thanks to all!

From Donna Kacmar to Everyone: (4:02 PM)

Thank you!!!

From Sibel Sayek to Everyone: (4:02 PM)

Great session. Thank you everyone!

From Jonathan Crisman to Everyone: (4:02 PM)

Thank you, all!

From Isabelle Tan to Everyone: (4:02 PM)

<3

From Laura Diamond to Everyone: (4:02 PM)

Thank you everyone.

From Nida Rehman to Everyone: (4:02 PM)

Thank you!

From Katherine Wheeler to Everyone: (4:02 PM)

THANK YOU!!!~

From Ufuk Ersoy to Everyone: (4:02 PM)

Thanks

From Jeff Balmer to Everyone: (4:02 PM)
thank you all

From Mark Jarzombek to Everyone: (4:02 PM)
thank you!

From Kimberly Zarecor to Everyone: (4:02 PM)
thanks!