THE STUDIO CRITIQUE IN ARCHITECTURAL EDUCATION

by

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ABSTRACT

This is a feminist poststructuralist thesis about studio-based, architectural *critique* in architectural education.

Critique is central to the teaching and assessing of design work in Architecture Schools and is employed in developing skills necessary for professional practice. Despite its importance and centrality in architectural education and the profession, as a process critique has not been subjected to a critical scrutiny to ascertain whether current critique processes are equitable for all students. Through undertaking a critical ethnography of a School of Architecture involving extensive observations and interviews, and the deconstruction of observations and interviews through a poststructuralist analysis, I argue from my location as a feminist researcher, architect and teacher that critique is not equitable for all students, discriminating in many ways against some students, particularly women.

The narrative which describes and reflects on the research process moves between the micro-scale focus on the seemingly unproblematic everyday practices in one School of Architecture, and the macro-scale notion of architectural education embedded in a culture of architecture which has a strong tradition of white Eurocentrism and male domination.

In the final Chapter of the thesis I describe alternative critique processes which seek to involve all students in the judgement of their own work. Critique processes which reduce students' dependence on expert judgement, and help students build confidence in their own judgement are potentially more empowering, and more equitable for all students.

STATEMENT OF ORIGINALITY

This work contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text.

I give consent to this copy of my thesis, when deposited in the University library, being available for loan and photocopying, with the following exceptions:

I would like to have closed access to the thesis until all the student 'actors' are no longer enrolled in the School: i.e. until the end of 1995 or such time as is determined by the Head of the School in consultation with me.

Signed Dated 30-11-1995

Susan J. Shannon

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