



FaFa Exhibition

September 2020

DIRECTED STUDY PROPOSAL

[...insert your topic here...]

It's your turn to speak.

Directed Study Proposal - FaFa Exhibition

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Part 1 - General context information

1.1 Context

This directed study is geared toward the production and organization of an independent exhibition initiative driven by the student association FaFa (For a Feminist Architecture), which has been part of SALA since 2018.

As part of a greater initiative to increase awareness in favour of equality in the field of architecture, FaFa will organize an exhibition to showcase the unique work of the students involved. The idea is to host an event that will celebrate student work that engages with issues of gender, oppression, social justice and equality as it relates to the field of architecture, landscape architecture and design in general. The main content of the exhibition will feature in part the zines produced during “Zine Nights” organized by FaFa, as well as student’s directed studies concerned with FaFa-related themes. SALA students will enroll in a three (3) credit directed study geared towards content production.

We propose that the generation of content could be combined with the organization of the exhibition itself, in a two-part course, for six (6) credits. Any student who wishes to generate content within the scope of FaFa’s advocacy work and also be part of the curation team could merge the two different directed studies together, completing the first part and the second part simultaneously in the summer and September. For details about the two different directed studies, refer to *Part 2.1 Content* or *2.2 Exhibition Curation*.

Students who are interested in the “Content” directed study should talk to a FaFa member about their chosen topic and idea. FaFa has already started to engage in conversation with interested professors at SALA to advise the students. Examples of deliverables are provided in part *2.1.3* and *2.2.3 Deliverables* of this proposal.

1.2 Objectives

The main objective of this proposal is to encourage students to create engaging content that will not only celebrate diversity but also raise awareness within the school and possibly, the architectural and design community in Vancouver. As current SALA students, we are aware of the feeling within our student population that there is not enough feminist content embedded into our school curriculum. While in school, we have rarely been directly asked to create content that considers the voices of the marginalized, the oppressed or the erased. Production of content for the *FaFa Exhibition* presents an opportunity for students to create critical content that engages these issues, outside of the usual lexicon within which architecture students are usually operating.

Themes that are aligned with FaFa advocacy work (but not limited to):

- Issues of the workplace (representation, gender, etc.)
- Initiatives advocating for changes to architectural education (studio/firm culture)
- Presentation of the work of underrepresented groups (not limited to women)
- Contested spaces
- Erasure
- Counter-narratives
- Advocacy merged with design work
 - Social justice within design
 - Social inequalities within design

Naturally, proposals are welcome to explore themes that go beyond these, as long as they gravitate around FaFa values and challenges, outlined in our manifesto. To humbly quote ourselves: “Our purpose is to uplift voices - regardless of their sexualities, abilities, or genders - which have historically been repressed in the culture of architectural education.” (FaFa Manifesto). We encourage students to submit any proposals they feel would align with feminist values at the school.

1.3 Proposal submission

This document can be used as a guideline to structure the directed study proposal specific to each student. The “Context” section can remain the same. The “Objectives” section can also remain the same while being supplemented with more specific information. The “Methods”, “Timeline” and “Deliverables” sections should be rewritten according to the specific aim of the student’s directed study.

Part 2 - Directed Study

2.1 Content

2.1.1 Methods

The methods used for this directed study are open for students to propose and explore. Ideally, students will propose something that lends itself to easily be featured in an exhibition (visual content), but we are open to all ideas. Some examples may include but are not limited to, visual representations of a topic of interest. For example, collages, photography, models, can all help to represent historical research, interviews, advocacy initiatives, experimental representation, etc. We believe it is best to leave the working methodology open and fluid between students, and not mandate a strict format that all participants must follow. However, we will give some examples of projects or simple guidelines in part 2.1.3 *Deliverables* to help students formulate their proposals.

2.1.2 Timeline

This Part I of the *FaFa Exhibition* directed study will have to be completed before the actual exhibition in September 2020. Participating students will be guided by FaFa to find an advisor.

A more detailed breakdown of the schedule, subject to change, is below:

March-April 2020 - Let FaFa know you are interested, discuss with us about what you want to do and we will direct you to an advisor.

April 2020 - Submit DS proposal to faculty for approval (typically to Jaynus). At this point, you should know who is advising you.

May-August 2020 - Development of the project in collaboration with an advisor.

August 2020 - Submission of the project to FaFa for the *FaFa Exhibition* with the advisor's supervision.

August-September 2020 - Submission of the project to advisor/faculty, for grading and credit approval.

September 2020 - Exhibition.

2.1.3 Deliverables

We expect that deliverables will vary widely, according to each individual proposal. Examples of materials that could be created are printed matter (collages, photographs, illustrations, architectural illustrations, hand-drawing, etc.), exploratory and exhibition-level models, booklets, short films, etc.

Students must submit projects in their most complete states to their course advisors in order to complete the course (for credit), and to the FaFa team for inclusion in the *FaFa Exhibition*.

Examples of projects:

- Contested spaces for women in the Middle-East
 - 4 A1 panels with visualizations of 4 contested spaces.
 - Collages, plans, diagrams
- Visible minorities in architectural professions in Vancouver
 - Large printed photographs mounted on panels of interviewed design professionals
 - Small text accompanying the photographs to explain their point of view
- Genders and domestic spaces
 - Series of architectural drawings exploring typical domestic spaces
 - Series of experimental models exploring how to modify existing domestic spaces to be more gender flexible
- Mini-documentary on past, present and future studio practices in school and practice in Vancouver
 - Mini documentary (typical informative style or experimental, images, clips and collages style)
 - Accompanying text/essay on how the practices changed over time.

2.2 Exhibition Curation

2.2.1 Methods

The exhibition will take place in September 2020. Content will be generated by SALA students (through directed studies) and from the Zine Collages that were made during FaFa events at the school. Any student who wishes to participate will have a role within a team, and will of course not be responsible for all the tasks listed below. These tasks could include, but are not limited to:

- Advertising the event and invitation (design posters, promote on Instagram/Facebook/schools/professional firms)
- Curation of the exhibition (FaFa and DS content)
- Printing material
- Designing floor plans of the exhibition, adapting the content to the venue
- Designing exhibition
- Preparation of the venue
- Set-up of the material
- Planning of the vernissage (food, alcohol, etc.)
- Hosting the exhibition
- Organizing for a guest lecturer, discussion panel
- Taking down the exhibition, clean-up
- Photo documentation of the event
- Booklet of the event

2.2.2 Timeline

The directed study will take place before, during, and/or after the *FaFa Exhibition*. Participating students will be responsible for their own work with their faculty advisor, but should also feel free to seek help from any FaFa members.

A more detailed breakdown of the schedule, subject to change, is below:

March-April 2020 - Submit your Directed Study proposals to FaFa - mainly an outline of what you are thinking of doing.

April 2020 - Submit DS proposal to faculty advisor (FaFa will put you in contact with an interested faculty advisor or you can ask any professor you want) and then for approval (typically to Jaynus). This could include Part I or Part II proposals on their own, or together (for three or six credits, respectively).

May-July 2020 - Organization and planning for the curation of the *FaFa Exhibition* to take place in September. This part could include plans/marketing imagery or any document that will help to plan the exhibition. Keep track of all

organizational documents leading up to the exhibition.

See *Methods - Exhibition* for details.

September 2020 - Exhibition. Installation and/or building of the curatorial material. Planning of the event, hosting of the event alongside FaFa members.

See *Methods - Exhibition* for details.

September 2020 - Post Exhibition - Submission of any “final product” for grading purposes to the advisor. See *Deliverables* for details.

2.2.3 Deliverables

Apart from actively organizing the exhibition and overseeing its successful completion, we anticipate that participating students will find a way to creatively document the process of this course. This would include the directed study itself, as well as the actual exhibition event.

For example, students could produce a small book summarizing the event, complete with insights about its organization, production, and impacts. This could include interviews carried out during the different stages of the event, photographs of the works and processes, and contributions made by different people along the way. The way this documentation is presented by students need not adhere to any specific guidelines and is entirely up to the discretion of its creator. Students would also be welcome to work together on how they wish to present this final documentation.