

lessons learned from online learning

guwanyi'o'nya

PLEASE TYPE IN THE CHAT BOX TO ACKNOWLEDGE THE INDIGENOUS COUNTRYS YOU ARE JOINING US FROM

lessons learned from online learning:

ad hoc feminist readings

Who are we reading today?

Dolores Hayden : Rethinking Private Life

Donna Haraway : The Real-Time [Institutional] Cyborg

Aileen Moreton-Robinson : Reappropriated Property

rethinking private life:

Dolores Hayden

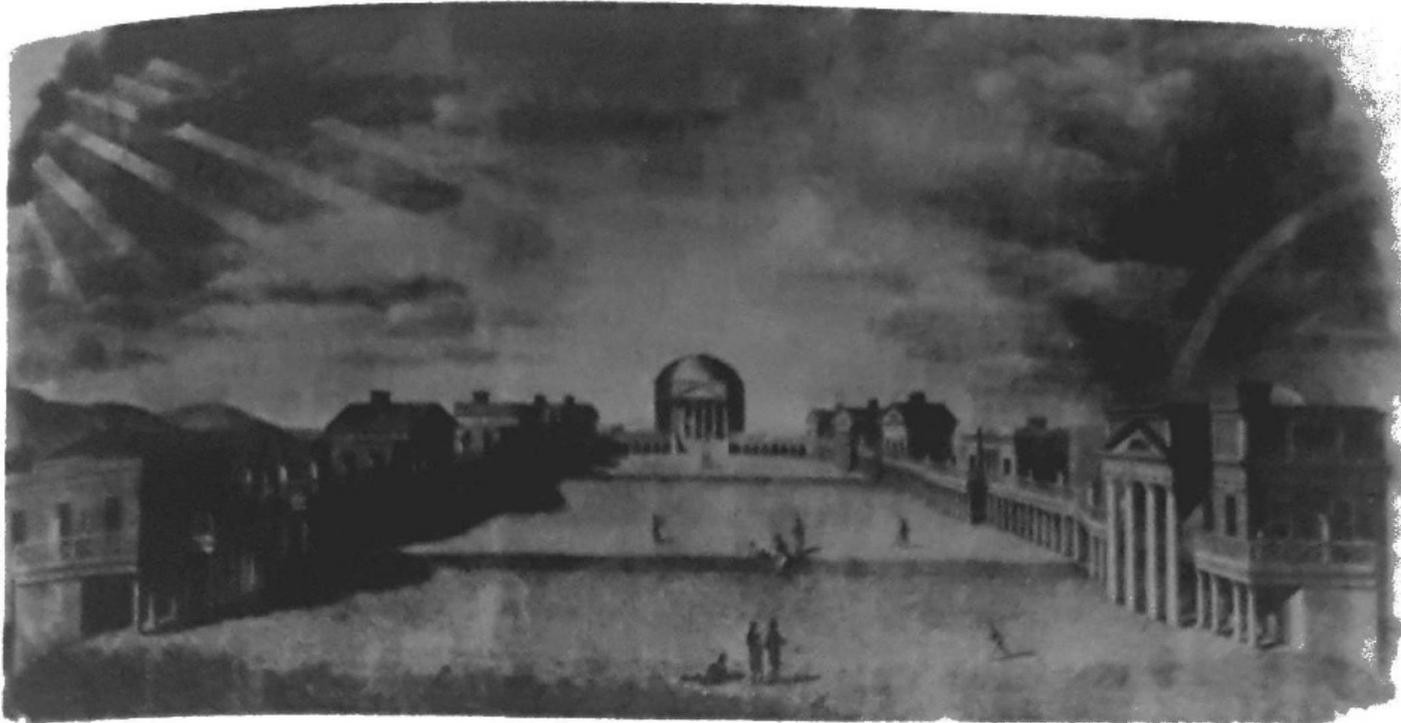
where does the domestic space start ... and end?!

where does the institution start ... and end?!



rethinking private life:

Dolores Hayden



5.8 Precedent for the neighborhood strategy: Thomas Jefferson, the "academical village" of the University of Virginia, view. Pavilions housing professors are linked by arcades lined with rooms for students.

rethinking private life:

spatiotemporal conflations

how do I separate home from studio when my tutor is in my room?

how do I keep my household out of class?

how do I switch off from the 'academical village'?

rethinking private life:

#architecturefromhome

The new studio is domest-institutional



rethinking private life:

how do I separate home from university when

my tutor is in the room formerly known as my bedroom?



rethinking private life:

spatiotemporal conflations

8.0 The Bedrooms

Rule 8.1: The owner of the room is the ruler of the room.

Rule 8.2: Respect the privacy of the occupant.

Rule 8.3: The door must be knocked on before traversing the threshold

Rule 8.4: You do not have to appropriately dress within the confines of your room, so long as your door is kept closed.

Rule 8.5: Once you step beyond the threshold of your room, you must dress and act conservatively.

Rule 8.6: You are responsible for the state of your room, you keep it as clean as you are comfortable with.

Rule 8.7: A hired cleaner will tidy and clean your room once a week.

Desks have been transformed into working or study spaces.

Introduction of the desk as a part of th furniture

Technology is kept in the bedrooms.

The bedroom space has been transformed to include working rituals.

Meals can be eaten in your room if you have long continuous working hours

Meals get delivered to my room if I should skip meal times due to work or study

The bedroom transformed into a public space

I must wear my scarf

My mother must take caution before entering my room so that she is not unveiled to my colleagues

Rule 8.8: No one will stop you from laying on the bed or floor

Rule 8.9: You can sleep on the floor if you wish

Rule 8.10: Your bed does not have to be made every morning

Rule 8.11: You must open your window periodically to air it out.

Rule 8.12: Only the mother is permit to cross the threshold without seeking permission if the door is closed,

Pre-COVID rules written in black

Post-COVID isolation rule
adaptations in red

rethinking private life:

spatiotemporal conflations

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rethinking private life:

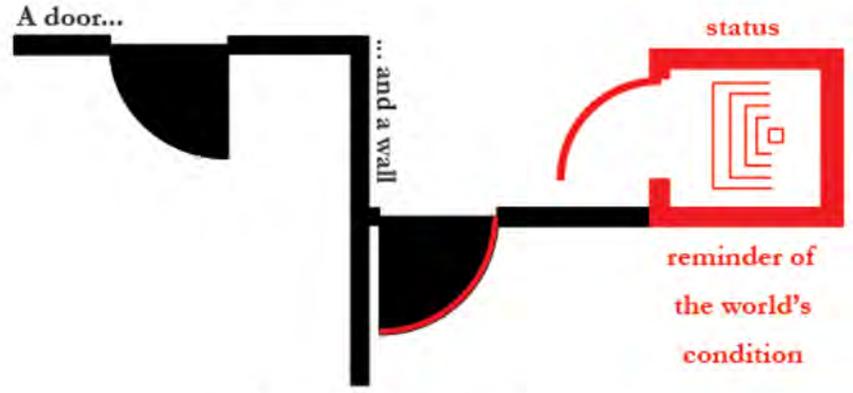


The ruler of the room

The walls create a threshold boundary for acceptable behaviours.
 The walls denote the principal occupant as supreme ruler of the behaviour that ensues between the thresholds.
WIFI tests the strength of the wall and the effectiveness of a door.
WIFI redefines new thresholds.
A shift from a place of idle relaxation to a place of work.

Social
Intersection
 Conservative Interactions

WIFI
 governs
 occupancy
 status



... denotes the occupant
ruler
 of the behaviour performed
 beyond the threshold.

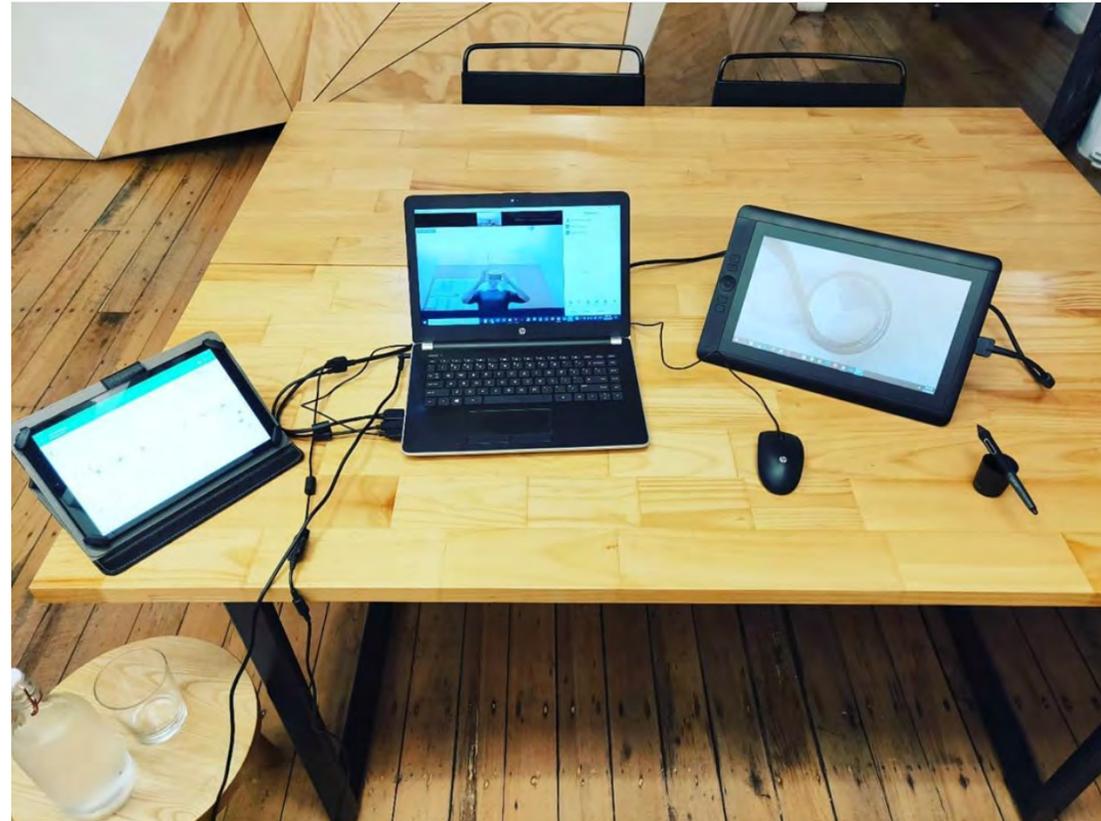
the uncompromising boundary line blurs
 ...whom requires it reigns
ruler
 of the room beyond the
 threshold

rethinking private life:

how do I separate home from university when
240 students are in the room
formerly known as my dining room?



danielbeasly



Liked by jodie_glenn and others

danielbeasly Another day of [#online](#) [#lecturing](#) [#teaching](#) [#utsarchitecture](#) seem to be adding a new screen each week

22 May

the real time [institutional] cyborg:

Donna Haraway



the cyborg is a rejection of rigid boundaries

separating *human* from *animal* and *animal-human* from *machine*

separating by *physical* and *non-physical*

the [institutional] cyborg manifesto articulates a chimeric, monstrous world of fusions between animal/student and machine/institution

The [institutional] cyborg wears a spatio-virtual onesie with slippers and a collar

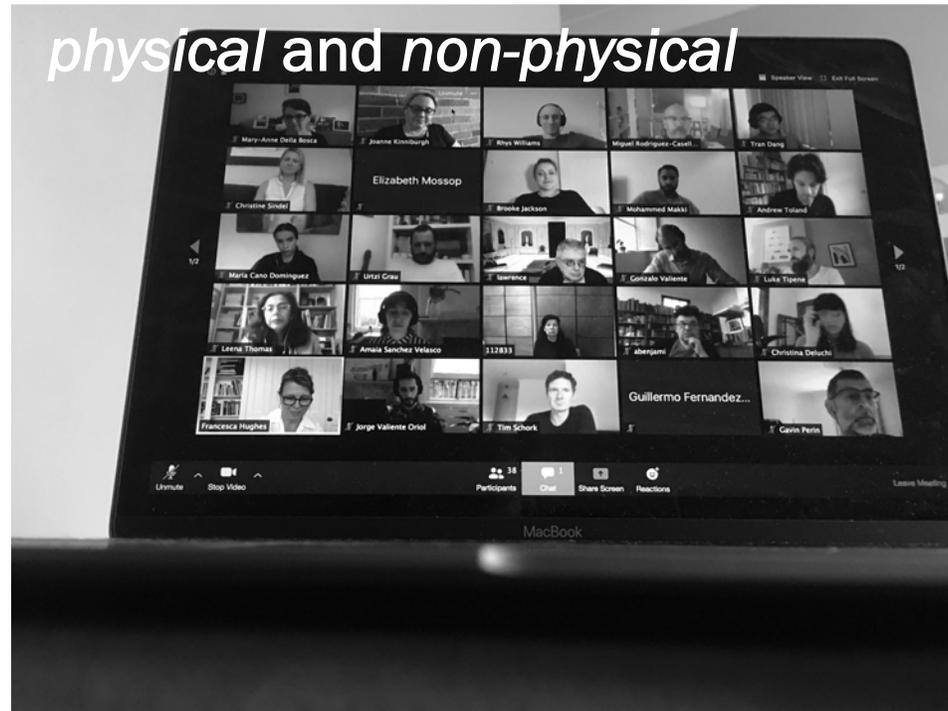
the real time [institutional] cyborg: pixel animal-human

the cyborg is a rejection of rigid boundaries

separating *human* from *animal* and *animal-human* from *machine*

separating by

physical and non-physical



the real time [institutional] cyborg:

pixel animal-human



the cyborg is

a chimeric, monstrous world of fusions between animal/student/academic (precarious or less so) and machine/institution

the [institutional] cyborg wears a **spatio-virtual onesie with slippers and a collar**



the real time [institutional] cyborg:



domestic space / wifi / furniture / hardware / stationery / ink / children / dogs / goldfish are **pixelated [institutional] cyborg appendages**

the real time [institutional] cyborg: **connection**

plug in

unplug?

we are private institutional mutant machines

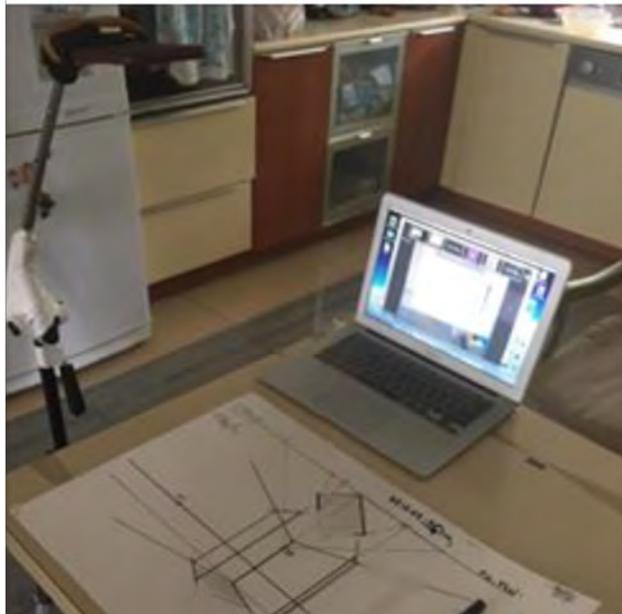
digital error: your connection is unstable

human/animal/machine error: you're on mute

nup... they're gone



the [institutional] cyborg:



Want to share a success story. Today I had my first demo as a try for the synchronous online technical drawing class I teach. First I tried to tape a selfie stick mini tripod on table but that didn't quite do it. Then I taped an actual tripod and the selfie stick together (i had them both at home and haven't even thought of using them till today three hours before class!!!). I hosted my zoom class from the uni's account that is used for this course and I also joined via my personal zoom account using my phone that is attached to the altered tripod, directly videoing the drawing. Everyone used the "pin video" to see my drawing page enlarged on their screen and could follow it. There were some challenges like i had to use dark markers instead of pencils to draw even the guidelines. Next step: need to convey lineweights very creatively 🤪 since I'll use markers but, overall it was worth the effort (setting this up took a couple hours) Students were so thankful, they gave very positive feedback about understanding the trial demo. 😊



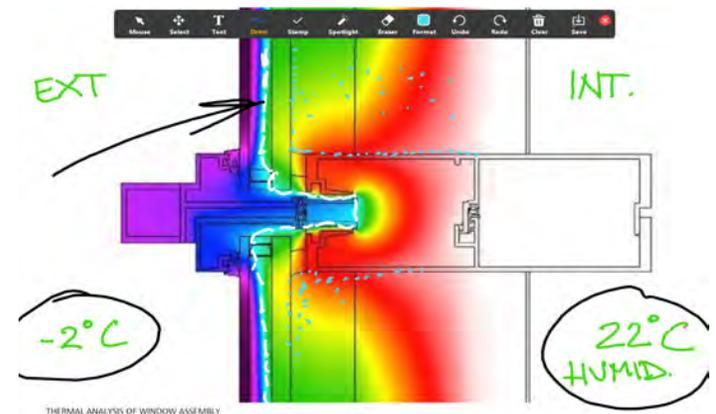
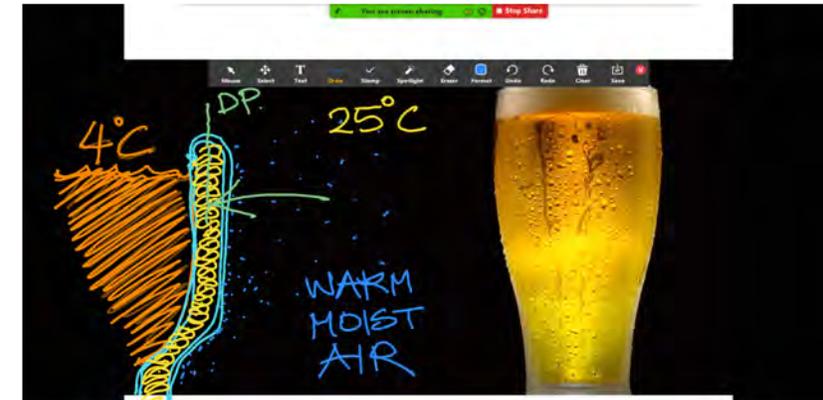
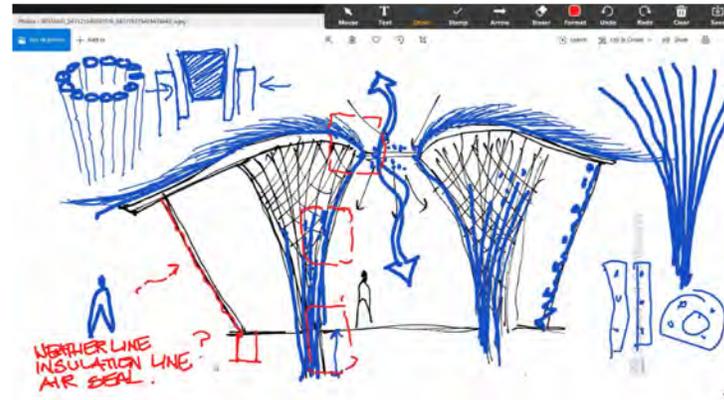
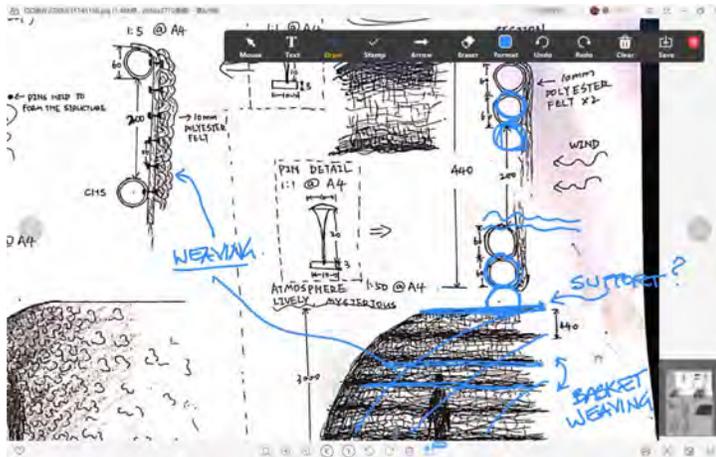
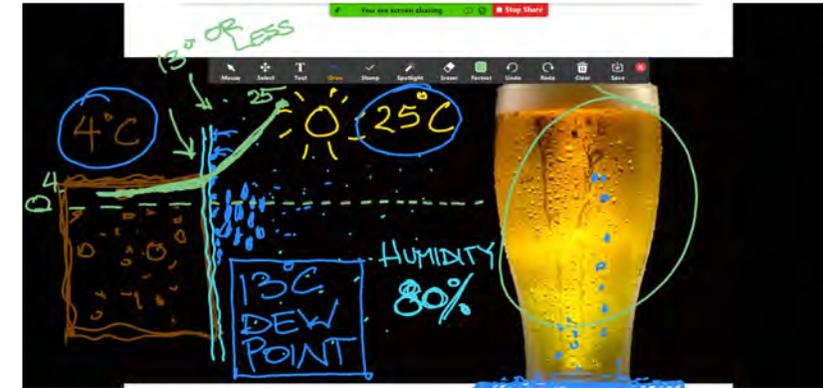
on my phone, i signed into my personal Zoom acct. and joined the meeting i was hosting for my class (and that is the university's account they created for each classroom). So i join as a host plus as a participant (the Phone)... does that make sense? 🤔

Like · Reply · 1d



the [institutional] cyborg:

sourced image / student sketch
pencil / pixel / chat box / voice



the [institutional] cyborg:

real time

If not real space, then **real time**

students preference going live for lectures

schedule maintains rhythm of connection

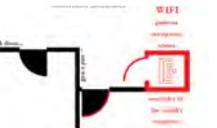
"Feminist cyborg stories have the task of recoding communication and intelligence to subvert command and control."

domestic space / wifi / furniture / hardware / stationery / ink / children / dogs / goldfish are

spatiotemporal confluences

pixelated [institutional] cyborg appendages

reappropriated property



reappropriated property:

Aileen Moreton-Robinson



PATRIARCHAL POSSESSIVE LOGICS

colonial [white] patriarchy operates possessively

'possessive logics' ... denote a mode of rationalization ... that produce a more or less inevitable answer

patriarchal whiteness is thus epistemologically and ontologically privileged but invisible within its socio-discursive regime capillarising through Australian disciplinary knowledges and modern colonial practices

2011 *The White Man's Burden: Patriarchal White Epistemic Violence and Aboriginal Women's Knowledges within the Academy*. *Australian Feminist Studies*, 26 (70) 413-431

reappropriated property:

every conversation recorded

Subject Documents



Lectures Uploaded

- Attached Files:
- [LECTURE 1 WEEK 1 CODES + CONVENTIONS.pdf](#) (8.793 MB)
 - [8 things I know about documentation-r-compressed.pdf](#) (7.245 MB)
 - [Zoom Installation and login steps.pdf](#) (2.049 MB)
 - [8 things I know about stairs-r2.pdf](#) (5.131 MB)
 - [LECTURE 2 WEEK 2 STRUCTURAL SYSTEMS + STAIRS.pdf](#) (71.84 MB)
 - [LECTURE 3 WEEK 4 WINDOWS.pdf](#) (19.059 MB)
 - [LECTURE 4 WEEK 6 BUILDING ENVELOPE.pdf](#) (32.515 MB)
 - [Things I know about Facades-r.pdf](#) (4.536 MB)
 - [GMT20200326-222524_11207-Architectural-Design-and-Construction-LECTURE-2_1760x900.mp4](#) (383.195 MB)
 - [GMT20200402-223000_11207-Architectural-Design-and-Construction-LECTURE-3_1686x768.mp4](#) (444.73 MB)
 - [GMT20200416-214817_11207-Architectural-Design-and-Construction-LECTURE-4_1760x900.mp4](#) (396.076 MB)
 - [LECTURE 5 WEEK 7 ARCHITECT + ARTIST.pdf](#) (75.107 MB)
 - [GMT20200430-225745_11207-Architectural-Design-and-Construction-LECTURE-5_1920x1048.mp4](#) (335.439 MB)
 - [LECTURE 6 WEEK 8 MATERIAL LIMITATIONS.pdf](#) (47.492 MB)
 - [GMT20200507-234555_11207-Architectural-Design-and-Construction-LECTURE-6_1832x850.mp4](#) (368.796 MB)
 - [GMT20200514-235321_11207-Architectural-Design-and-Construction-LECTURE-7_1920x1080.mp4](#) (334.494 MB)
 - [LECTURE 7 WEEK 9 FACADE REVISITED.pdf](#) (55.007 MB)
 - [GMT20200521-225008_11207-Architectural-Design-and-Construction-LECTURE-8_1920x1080.mp4](#) (292.3 MB)
 - [LECTURE 8 WEEK 10 BANNER GRAPHIC.pdf](#) (674.248 KB)

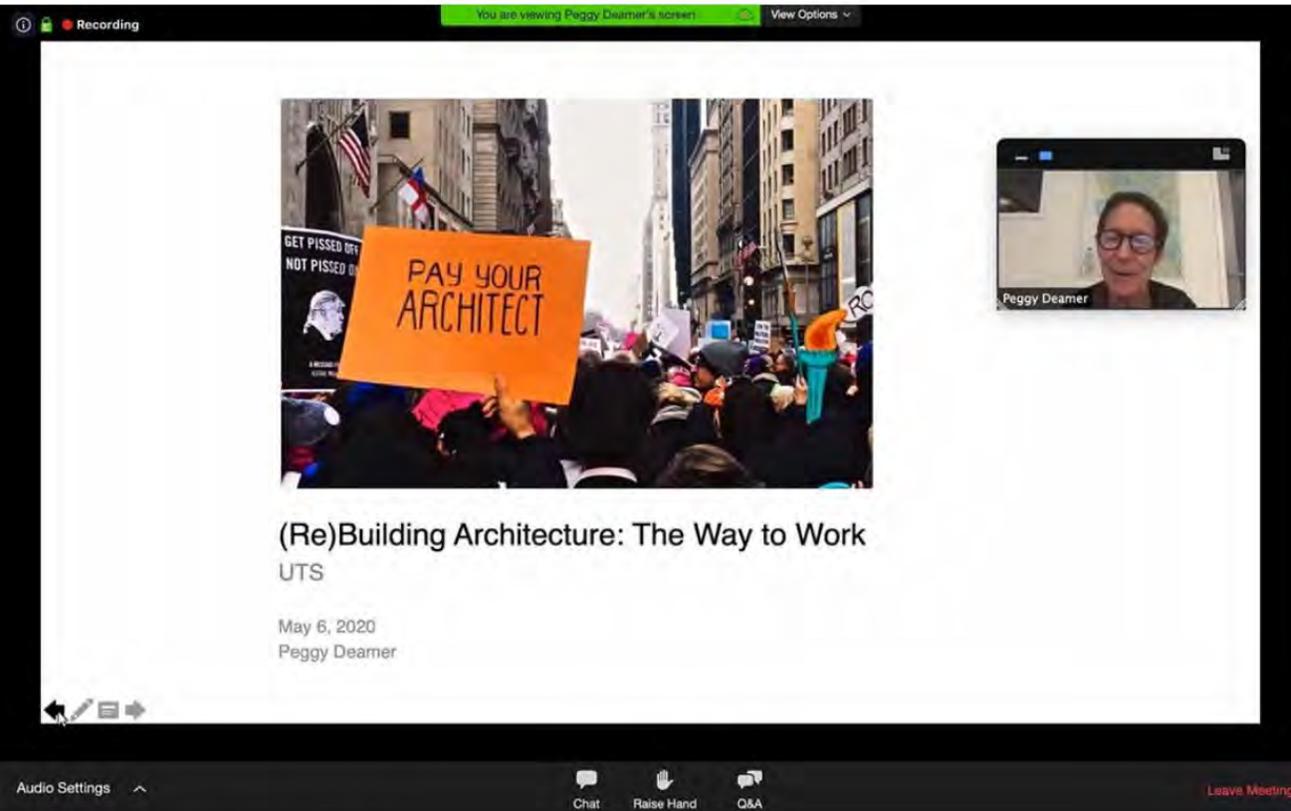
reappropriated property:

intellectual property

how does a casualised [precarious] academic earn a living from their own IP when the institution records, stores, and holds it?

how does a casualised [precarious] academic demonstrate the value of their their own IP when another institution has shared it in recorded form to hundreds of students and dissemination is therefore uncontrolled?

how safe is my IP when students can record (live) an unrecorded lecture?



Liked by **louisa_king_** and others

utsarchitecture Thank you Peggy Deamer for joining us tonight and giving a fantastic talk that reminded us of the value of what we, as architects, do (and can do... more

utsarchitecture Thank you Peggy Deamer for joining us tonight and giving a fantastic talk that reminded us of the value of what we, as architects, do (and can do) both to sharpen the discipline and contribute to the general public 🙌🙌🙌

5w

[Redacted] Ahh damn missed it, will a recording be made available?



5w Reply



[Redacted] Also interested in a recording - will there be one of this talk?



5w Reply

reappropriated property:

generative archive

Everything is on record

Extract: UTS Masters
Research Cultures –
Team: From Documents
to Discourse,
live exhibition
10th June 2020

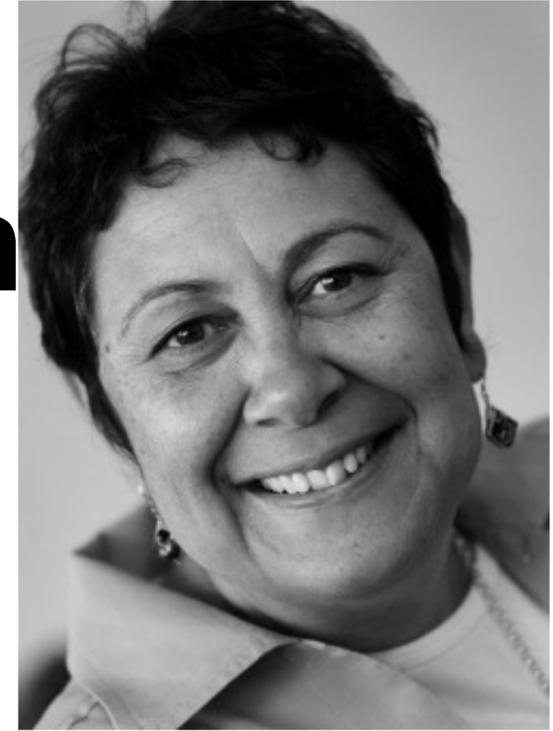
"IT IS TIME FOR A BREAK... LET THAT ALL SINK IN"

In preparation for the exhibition proposal, we wrote to each of the Studio Leaders – formally asking for their permission for students to record any or all interactions in their studio, and furthermore, for the content to be used in this exhibition. Of those that replied, the following comments were received:

"I guess this is a conversation for <anonymous> and I to have in detail. I've erred on the side of caution on these requests as I have had students purposely take me out of context before. When do you need an answer by? Could you supply more details about the specifics of the submission?"

reappropriated property:

Aileen Moreton-Robinson



AUSTRALIAN INDIGENOUS WOMEN'S STANDPOINT THEORY (AIWST)

AIWST provides one way of exercising our sovereignty as an integral part of our ... methodologies.

“To deny differences and privilege commonalities is how a colour blind and power evasiveness discourse operates”

reappropriated property:

intellectual property

how does the institution respect the sovereignty of Aboriginal, Torres Strait Islander, Māori and other Indigenous peoples knowledges, stories, practices, languages... intellectual property?

how is 'cerebral' knowledge wrenched from an appropriate cultural context and from embodied experience of knowledge through the thin surface of online and recorded lectures?

reappropriated property:

Aileen Moreton-Robinson



TALKING UP TO THE WHITE [INSTITUTION]

“White feminists in Australia accept, without criticism, anthropological representations of Indigenous women.” 181

White institutions in Australia accept, without criticism, anthropological representations of Indigenous knowledges [, recorded lectures divorced from cultural context, reappropriated IP...] of Indigenous [peoples]

and further, through precarious Indigenous employment in the sector?

... the necessity of income continuity



Dolores Hayden : Rethinking Private Life - Institutional property is domestic

Donna Haraway : The [Institutional] Cyborg – Institutional property is personal

Aileen Moreton-Robinson : Reappropriated Property – Institutional property is possessed

DIDJARIGURU'O'NGUN

BROOKE JACKSON

ACTING COURSE DIRECTOR: BACHELOR OF DESIGN (ARCHITECTURE)

University of Technology Sydney (UTS)

e. brooke.jackson@uts.edu.au

Brooke Jackson is a registered Architect, whose research explores the intersection of Policy + Intimacy – interrogating the homogenous legislative prescription of domestic space versus the specificity of ‘domestic life’.

JO PATERSON KINNIBURGH

DIRECTOR OF EDUCATION: ARCHITECTURE, LANDSCAPE ARCHITECTURE, INTERIOR ARCHITECTURE

University of Technology Sydney (UTS)

e. joanne.kinniburgh@uts.edu.au

I focus on concealed and marginal spatial histories as sites of potential resistance to dominant narratives of place. Through practice-based creative work, I relate contemporary spatial and performance design to larger political and socio-historical contexts of colonisation and erasure.