

9/3/23

## **Telem Photovoice The Exhibit**

In the retrospective *Design on the Edge, A Century of Teaching Architecture at the University of California at Berkeley, 1903-2003*, the Social Factors section needs additional information and clarification on what transpired in those heady times of Free Speech, war protests, and People's Park. The paragraphs capture the history rather than the Spirit of the time.

The heart of the matter lies in the 1976 *Habitat Manifesto*, where teachers, researchers, and students petitioned for change in the College of Environmental Design. Ten areas were identified as needing immediate attention. In essence, we demanded a relevant education, courses in self-help housing, alternative energy, community involvement and participation, and hands-on, action-oriented experiential learning.

The CED administration balked at our demands, but the professors in Area E did not. Half of the proposed changes in the manifesto engage the idea of "voice," providing it to voiceless groups or giving an equal voice to controversial or vocal minority groups. In support of paying "more than lip service to the use of real, local problems in the studio," professors in Area E provided the technology and support for experiential learning.

Armed with photographic and video technology, the independent study area of the CED curriculum became the avenue for carrying out what we, the video collective Telem and minority students, felt was necessary for our education and communities. Giving voice to the voiceless, as far as CED and the architectural profession were concerned, enriched the CED community. It assisted students and faculty in developing empathy for "others" and provided them with real-world "answers" to their theoretical questions.

Unfortunately, the video of our achievements during that time has disintegrated. Some slides still document how students self-organized to fill the "gaps" noted in the manifesto. They are offered here in the presentation Telem Photovoice:

**Concrete**  
**Trust for Public Land**  
**We Can Turn It Around**  
**Mexicali Project**  
**Nairobi Project**

They have a story to tell. Strange things happened when CED faculty placed the technology in the hands of students. Video use made class participants both "students" and "teachers" and echoed Freire's critical pedagogy. The tale is about the use of technology and spontaneous organizing by students in designing their education in the College of Environmental Design. The stated objectives of the 198/298 independent study Community Design and Electronic Media Workshop were:

- Introduce students to participatory process in Community Design and fieldwork,
- Investigate new issues in Third World education concerning Community Design and Development,
- Experiment with innovative teaching technology and
- Provide a learning approach led by student-formulated course objectives.

Here are the examples.