

**University of Waterloo
School of Architecture**

ARCH 342/642 Modernisms: Local and Global

Winter 2024

Wednesday 2:00-5:00

(E-Classroom)

Friday 9:30-12:30

(Lecture Hall)

Instructor: Dr. Tara Bissett she/her

Office Hours: by appointment & after class

Email: tmbissett@uwaterloo.ca



Instructor and T.A. Information

Teaching Assistants:

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Territorial Acknowledgement

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River. (see references here:

<https://uwaterloo.ca/engineering/about/territorial-acknowledgement>)

Names and Pronouns

Feel free to tell me your preferred pronoun or name, if it differs from that provided on the University-generated registration system. My (Tara's) pronouns are she/her.

Universal Learning Design

This course supports Universal Learning Design (ULD), which is a “set of principles for curriculum development that give all individuals equal opportunities to learn” by creating “instructional goals, methods, materials and assessments that work for everyone—not a single one-size fits all solution” (UDL in Higher Ed). The course assignments take into consideration that students have a variety of learning styles and needs.

The principles of ULD offer 1) multiple means of representing information 2) multiple means of expressing knowledge and 3) multiple means of engagement (UDL On Campus).

For more information on ULD, please consult the following.

<https://uwaterloo.ca/accessability-services/sites/ca.accessability-services/files/uploads/files/uld-final202>

Modernisms: Local and Global

“Our image of history is indissolubly bound up with the image of the past.”

--Walter Benjamin *Theses on the Philosophy of History*

“To create is first and foremost to create time,”

--Achille Mbembe

“Why are things the way they are? Why can’t they be different?”

--Herman Hertzberger

Modern Architecture is an exploration of multiple perspectives and discourses on global architectural culture since 1850. In this course, we will analyze these fragmented, but often connected modernisms, through various media: architecture and urbanism, material culture, film, dance, music, and literary texts. By tracing major historical events and recognizing new economic and political global alignments since the industrial revolution in Europe, our class discussions will centre on the social and political forces of change associated with global modernity. This theme-based course is organized to consider modern life through specific lenses, including the perseverance of craft, the spectre of hygiene and illness, affordable housing, urban planning, histories of ecological change, and architecture by and for women. We will analyze the complex relationships between colonial powers in Europe and countries like Algeria, Morocco, Nigeria, Mexico, Colombia, and India by considering how housing, infrastructure, and cultural forms are transferred, absorbed, and sometimes rejected. The role of political movements and uprisings in Mexico, France, and America will take the focus of the latter part of the course. Our course on modern architecture will finish with analysis and class discussion about the practice of architecture within increasingly globalized economies.

Course Requirements and Assessment for ARC 342/642

Assessment	Date of Evaluation	Weighting
Hand in 1-Biblio and Subject	Feb 2	5%
Hand in 2-Synopsis	Feb 16	15%
Care Ethics Research Workshop	3 Workshops	10%
Paper/Annotated Timeline	March 29	30%
Reading Group Attendance	Weekly X 10 (at least)	20%
Participation	Weekly	20%

Participation Breakdown

Attendance and Course Journal	Feb 16 & April 5, 11 points
Workshop- Research 1	Jan 12, 1.5 points
Workshop- Research 2	Feb 7, 1.5 points
Participation- Class Discussions, Lecture Series	Weekly, 6 points

Course Objectives

By the end of this course, students will have achieved the following.

- 1) Knowledge of the important modern discourses and concepts in global architecture and urban history and theory since 1850.
 - 2) Critical thinking skills.
 - 3) The ability to assess the authenticity and value of a document (digital, written, fictional, and cinematic).
 - 4) The practice of working collectively to discuss lecture material and to analyze texts and buildings.
 - 5) A working knowledge of how to brainstorm, develop, outline, organize, and write an essay.
 - 6) An ability to read, unpack, and analyze complex theoretical texts and primary sources.
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Course Schedule

Readings for each week listed below. Supplementary Readings may be used for course assignments.

Week 1

Beyond the Nation State: Global Modernisms

Jan 10 -Lecture

- Mark Jarzombek & Alfred B. Hwangbo, "Global in a Not-so-Global World," *Journal of Architectural Education*, 59-65, 2011. Vol 64. Issue 2.
- Duanfang Lu, "Introduction: Architecture, modernity, and identity in the Third World," *Third World Modernism: Architecture, Development, and Identity*. Ed. Duanfang Lu. (New York: Routledge, 2009) 1-28.

Jan 12 -Workshop 1 & Reading Groups

Workshop 1: Research

Read at Home 9:30- 10:30

Meet at 10:30 in class

For workshop only on Jan 12: Read [What does it mean to design a space for care?](#) Alexandra Lange

Watch (10 minutes): Michel Lussault, [Caring for the Relational City](#).

Week 2

Labour and Craft

Jan 17- Reading Groups and Discussion Question

Jan 19- Lecture

- Adolf Loos, "Ornament and Crime", 1929, republished in Adolf Loos, *Ornament and Crime: Selected Essays* (Riverside, California, Ariadne Press, 1998), p. 167-176. *Please read this critically.
- Lucy Lippard, *Making Something from Nothing* (Toward a Definition of Women's 'hobby art'), *The Craft Reader*, ed. Glenn Adamson. Oxford; New York: Berg Publishers, 2010, (483-490)
- Soetsu Yanagi, "A Painted Karatsu as Food for Thought," in *The Beauty of Everyday Things* (London: Penguin, 2018), 61-66.
- George Nakashima, Excerpts from *The Soul of a Tree: A Master Woodworker's Reflections* (Tokyo/New York: Kodansha, 1981), 219-225.

Supplementary

- Walter Gropius, "Program of the Staatliche Bauhaus in Weimar" [1919], Walter Gropius, "The Viability of the Bauhaus Idea," [1922], Hannes Meyer, "Building," [1928], and Mies van der Rohe, "Announcement to the Students of the Dissolution of the Bauhaus," [1933] in *The Bauhaus*, ed. Hans M. Wingler (Cambridge, 1978), pp. 31-33, 51-53, 106-108, 153-154, 189.
- Francesca Bray, Gregory Clancey, Annapurna Mamidipudi, "Introduction: Building Sites, Crafting Knowledge," *Journal of History of Science and Technology*, Vol. 15, no. 2, Dec 2021, pp. 1-16.
- Chang-Xue Shu, "Unspoken Modernity: Bamboo Reinforced Concrete, China 1901-40," *Journal of History of Science and Technology*. Vol. 15, no. 2, Dec 2021, pp. 88-120
- Karl Marx, Excerpt from *Capital*, Vol. 1 Chapter 15 (Machinery and Modern Industry), <https://www.marxists.org/archive/marx/works/1867-c1/ch15.htm#S3>
- William Morris, "The Lesser Arts of Life" (Speech, 1882). <https://www.marxists.org/archive/morris/works/index.htm>
- Walter Benjamin, "The Sewing Box," in *Berlin Childhood Around 1900*, trans. Howard Eiland (Cambridge, MA: The Belknap Press of Harvard University Press, 2006), 111– 115.

Week 3

Making Modernism: Hygiene and Health

Jan 24- Workshops- In-Class Peer Review & Reading Groups

Jan 26- Lecture

- Le Corbusier, "It is a Savage City," and "The Streets are at Right Angles to Each Other and the Mind is Liberated," *When the Cathedrals were White*, 46-51.
 - **AND**
- Mabel O. Wilson "Black Bodies/White Cities: Le Corbusier in Harlem," *ANY: Architecture New York*, 1996, No. 16, Whiteness: WHITE FORMS, FORMS OF WHITENESS (1996), pp. 35-39
 - **OR**
- Esra Akcan, 'Nomads and Migrants: A Comparative Reading of Le Corbusier's and Sedad Hakki Eldem's Travel Diaries'. In: J. Traganou and M. Mitrasinovic (eds.), *Travel, Space, Architecture*. Burlington: Ashgate, 2009,. 85-102.

Supplementary

- Susan Sontag, "Selections," *Illness as Metaphor*, Picador, New York, 1978, (3-42)
- Giovanna Borasi & Mirko Zardini, "Demedicalize Architecture," *Places Journal*, March 2012.
- Le Corbusier, Excerpts, "Mass" and "Surface" from *Toward an Architecture*, Getty, Los Angeles, 2007. Originally 1923, (21-42).
- Tara Bissett, "Conflicts of Care. Contesting Visions of Urban Reform in Toronto," *Journal of the Society for the Study of Architecture in Canada*, Vol. 47. No 1. September, 2022.

Week 4

Habitat: Northern Africa and Paris Suburbs

Jan 31- Lecture

Feb 2- Reading Groups & Informal Peer Review

- Hassan Fathy. Selections from *Architecture for the Poor. An Experiment in Rural Europe*. University of Chicago Press, 1973.
- Aziza Chaouny, "Interview with Elie Azagury," *Journal of Architectural Education*, 68:2, October 2014.

Supplementary

- Zeynep Celik, "The Ordinary and the Third World at CIAM IX,"

- Kenny Cupers, "Building the Banlieue," *The Social Project. Housing postwar France*, University of Minnesota Press, 2014, XI-XXVII
 - Oren Yiftachel, "Colonial City and "Gray Space": Mobilization of the Colonized," *Cities for People. Not for Profit*. Ed Neil Brenner, London. Routledge, 2012.
 - Frantz Fanon, "On Violence," *The Wretched of the Earth*. Grover Press, New York. 1963. 2004.
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Week 5

Home, Dwelling, Housing

Feb 7- Reading Groups & Workshop 2: Discourse as Dinner Table Conversation

Feb 9- Lecture

Films (in class)

- *Saute ma ville* (dir. Chantal Akerman, 1968, 13m)
- *Semiotics of the Kitchen* (dir. Martha Rosler, 1975, 6m)
- *Mierle Laderman Ukeles Talks about Maintenance Art*, 2017

Readings

- Dolores Hayden, 'What Would a Non-sexist City Be Like? Speculations on Housing, Urban Design and Human Work' *Gender, Space, Architecture*. Routledge, New York, 2000, 266-281.
- bell hooks, "Homeplace: A Site of Resistance, *Race, Gender, and Social Politics*. Routledge, 2015. * just read pages 41-50.
- Sarah Supski, "It was Another Skin," *Gender, Place and Culture* Vol. 13, No. 2, pp. 133– 141, April 2006

Supplementary

- Ellen Lupton, "Process of Elimination," *The Bathroom and the Kitchen and the Aesthetics of Waste*. The Center; Distributed by Princeton Architectural Press, New York:1992.
- Sherry Ahrentzen, "The F Word in Architecture: Feminist Analysis in/of/for Architecture," in Thomas Dutton and Lian Hurst Man, *Reconstructing Architecture: Critical Discourses and Social Practices* (Minneapolis: University of Minnesota Press, 1996), pp. 71-118.
- Esther de Costa Meyer, "La Donna e Mobile: Agoraphobia, Women and Urban Space," in *The Sex of Architecture*, ed. Diana Agrest, Patricia Conway, Leslie Kanes Weisman (New York Harry N. Abrams Inc., 1996), 141-156.
- Iris Marion Young, "House and Home. Feminist Variations of a Theme," *Intersecting Voices. Dilemmas of Gender, Political Philosophy, and Policy*. Princeton University Press, 1997. Chapter 8.
- Eve Blau, "ISOTYPE and Architecture in Red Vienna: The Modern Projects of Otto Neurath and Josef Frank," *Austrian Studies* 14 (2006): 227–259.
- Jane Rendell, "Tendencies and Trajectories: Feminist Approaches in Architecture," in C.G.Crysler, S.Cairns and H. Heynen (eds), *The SAGE Handbook of Architectural Theory*, London: SAGE, 2012. pp. 85–97.

Week 6

Standard of Living: School, Playground, House

Feb 14- Lecture & Reading Groups

Feb 16- Film: [Push, Leilani Farha and Fredrik Gertten, 2019](#)

- Read the transcript or listen to recorded talk by Herman Hertzberger, *Reciprocity of Human Life and Habitat*, <https://www.pidgeondigital-com.proxy.lib.uwaterloo.ca/talks/reciprocity-of-human-life-habitat/>
- Wanda Katja Liebermann, "Jaap Bakema's Het Dorp, a Village for Disabled Citizens," *Journal of the Society of Architectural Historians*, Vol. 75, No. 2, JUNE 2016, 158-181.
- CIAM 9 - Doorn Manifesto (January 29-31, 1954), Bakema, Van Eyck, van Ginkel, Hovens-Greve, Smithson, Voelker, (1954) rpt. in *Architecture Culture 1943-1968. A Documentary Anthology* ed. J. Ockman, E. Eigen (New York: Columbia Books of Architecture/Rizzoli, 1993), pp. 181-183.

Supplementary

- CIAM 9 - Doorn Manifesto (January 29-31, 1954), Bakema, Van Eyck, van Ginkel, Hovens-Greve, Smithson, Voelker, (1954) rpt. in *Architecture Culture 1943-1968. A Documentary Anthology* ed. J. Ockman, E. Eigen (New York: Columbia Books of Architecture/Rizzoli, 1993), pp. 181-183.

Standards and Non-standards

- Camille Shamble, "Freeing Bodies and Prescribing Play in the Humanization of New York City: Richard Dattner's 1960s Playgrounds," Eds, Ekici, Didem, and Sarah Schrank. *Healing Spaces, Modern Architecture, and the Body*. Abingdon, Oxon ;: Routledge, 2017, 105-120.
- Aimi Hamraie, "Normate Template Knowing-Making the Architectural Inhabitant," *Building Access: Universal Design and the Politics of Disability*. University of Minnesota Press, Chapter 1.
- Tara Bissett, "Human Scale: The Vicissitudes of the Standard," V International Conference of Architecture, Design, and Criticism. *Critic|All* Proceedings (Delft, 10-11 October. ETSAM UPM), 2023.

READING WEEK: FEB 19-23

Week 7

African Modernism

Feb 28- Lecture and Reading Groups

Mar 1- Care Ethics Workshop Week 1

- Menna Agha, Emotional Capital and Other Ontologies of the Architect. *Architectural Histories*, X(X): X, 2020, pp. 1-13.
- Achille Mbembe, "Aesthetics of Superfluity," *Johannesburg: The Elusive Metropolis*. Ed. Sarah Nuttal & Achille Mbembe. Duke University Press. 2008, 46-76.
- **Podcasts:**
[AbdouMaliq Simone in Conversation with Mpho Matsipa](#)

Supplementary:

- Abdou Maliq Simone, “Too Many Things to Do: Social Dimensions of City-Making in Africa,” *The Arts of Citizenship in African Cities*. Ed. Mamadou Diouf & Rosalind Fredericks. Palgrave. MacMillan. New York, 2014.
 - Ananya Roy, “The 21st Century Metropolis: New Geographies of Theory,” *Regional Studies*, Vol. 43.6, pp. 819–830, July 2009.
 - Bernard Rudofsky, *Architecture Without Architects: A Short Introduction to Non-Pedigreed Architecture*. Albuquerque, NM: The University of New Mexico Press, 1964, reprinted in 1988. [Short Excerpts.]
 - Mabel O. Wilson & Peter Tolkin, “Listening There: Scenes from Ghana,” *Places Journal*, September 2010. Accessed 04 Jan 2022. <https://doi.org/10.22269/100923>
 - Rosalind Fredericks, “The Old Man is Dead: Hip Hop and the Arts of Citizenship of Senegalese Youth,” *The Arts of Citizenship in African Cities*. Ed. Mamadou Diouf & Rosalind Fredericks. Palgrave. MacMillan. New York, 2014, 137-157.
 - Hilton Judin, “Unsettling Johannesburg. The Country in the City,” *Other cities, other worlds: urban imaginaries in a globalizing age*. Andreas Huyssen ed. Durham: Duke University Press, 2008 (122-146).
 - Watch: Rem Koolhaas interview about his project in Lagos.
• <https://vimeo.com/97503875>
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Week 8

Revolution and Renewal: Brazil, Mexico, Colombia

Mar 6- Lecture & Reading Groups

Mar 8- Film: *Nostalgia for the Light*, Chile, 2010

- Octavio Paz, “Olympics and Tlatelolco,” and “Mexico and the United States,” in *The Labyrinth of Solitude*. Grove Press, Inc. NY: 1985 (221-238 & 355-376).
- Luis Castaneda, “Beyond Tlatelolco: Design, Media, and Politics at Mexico ’68,” *Grey Room* 40, Summer 2010, pp. 100–126.

Supplementary

- Sarah Lopez, “Mexican Remittance Architecture: Building Neoliberal Subjectivities in the Spaces of Migration,” in *Neoliberalism on the Ground: Architecture and Transformation from the 1960s to the Present*, edited by Kenny Cuypers, Catharina Gabrielsson, and Helena Mattson (Pittsburgh: University of Pittsburgh Press, 2020): 315-336.
 - Ana Maria Leon, “Introduction,” *Modernity for the Masses*. University of Texas Press, 2021.
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Week 9

Post-War America

Mar 13- Lecture, Film with Pope L. & Reading Groups

Mar 15- Film: *Pruitt-Igoe Myth*, Chad Freidrichs, 2012

- Fred Moten, "Nowhere, Everywhere," *Black and Blur*, Duke University Press, 2017
- bell hooks, "Class Claims: Real Estate Racism," *Where we Stand: Class Matters*. Routledge, 2000, 140-150.
- Josh Lukin, "Disability and Blackness," *The Disability Studies Reader*. Ed., Lennard J Davis, 4th ed. London: Taylor and Francis, 2013, 308-312

Supplementary

- Mable O Wilson, "Between Rooms 307," *Sites of Memory. Perspectives on Architecture and Race*, (13-26)
 - Elizabeth Guffey, "Knowing their Space. Signs of Jim Crow in the Segregated South," *Design Issues*. Spring 2012, Vol. 28, No. 2 (Spring 2012), pp. 41-60 The MIT Press.
 - W.E.B Du Bois, Excerpts from *The Philadelphia Negro* (1899), *The City Reader*. 5th Ed. Ed. Richard T. Gates and Frederic Stout. Routledge, London & New York, 1996. [Please keep the context of the writer and the time period when reading this piece and its use of language that is difficult to read today].
 - Mike Davis: "Fortress LA" *City of Quartz. Excavating the Future in Los Angeles*, Verso, London. New York. 1990, 2006 reprint, 221-264.
 - Highly Recommended NPR Podcast: <https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>
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Week 10

Participation, Systems, and Ecology

Mar 20- Care Ethics Week 2

Mar 22- Lecture and Reading Groups

- Gordon Pask, "The Architectural Relevance of Cybernetics," (Architectural Design, Sept.1969), rpt. in *Cyber Reader* ed. Neil Spiller (London: Phaidon, 2002), pp. 76-82.
 - Reyner Banham. "Alternative Networks for the Alternative Culture," *Design Participation. Proceedings of the Design Research Society's Conference* ed. Nigel Cross (London: Academy Editions, 1971), pp. 15-18.
 - Donella Meadows, "Introduction" and "Technology and the Limits to Growth," *The Limits to Growth*, (New York, Universe Books, 1972), 17-24 & 129-155.

Supplementary

- Beatriz Colomina, "Information Obsession: the Eameses' multiscreen architecture," *Journal of Architecture* vol. 6 no. 3 (2001), 205-223.
 - Swathi Chattopadhyay, "Flows and Bumpy Roads," *Unlearning the City: Infrastructure in a New Optical Field*, University of Minnesota Press, 2012.
 - Tomoko Tamari, "Metabolism: Utopian Urbanism and the Japanese Modern Architecture Movement," *Theory, Culture & Society*, 2014, Vol. 31(7/8) 201-225

- **Link:** If the World were 100 People: <https://usm.maine.edu/international/if-world-were-village-100-0>

Supplementary Readings on Disability Inclusion:

- Jay Dolmage, "From Steep Steps to Retrofit to Universal Design, from Collapse to Austerity: Neo-Liberal Spaces of Disability." In *Disability, Space, Architecture*, 1st ed., Routledge (2017) 102–13. <https://doi.org/10.4324/9781315560076-13>
 - Aimi Hamraie, "Designing Collective Access: A Feminist Disability Theory of Universal Design." *Disability Studies Quarterly*. Vol. 33, No. 4 (2003). <http://www.dsq-sds.org/article/view/3871/3411>
 - Kevin Gotkin, "Alice Sheppard Is Moving The Conversation Beyond Loss and Adversity," *Dance*, June 18, 2018
-

Week 11

Kinetic Cities: South Asia

Mar 27- Care Ethics Week 3

Mar 29- Lecture and Reading Groups

- Rahul Mehrotra, "Negotiating the Static and Kinetic Cities." *Other cities, other worlds: Urban imaginaries in a globalizing age*. Andreas Huyssen ed. Durham: Duke University Press, 2008, 205-221
- Ananya Roy, "Slumdog Cities: Rethinking Subaltern Urbanism," *International Journal of Urban and Regional Research*, Vol. 35.2. March, 2011.
 - **OR**
- Anooradha Iyer Siddiqi (2017) Crafting the archive: Minnette De Silva, Architecture, and History, *The Journal of Architecture*, 22:8, 1299-1336.

Supplementary

- Anooradha Iyer Siddiqi, "Architecture Culture, Humanitarian Expertise: From the Tropics to Shelter, 1953–93," *Journal of the Society of Architectural Historians* 76, no. 3 (September 2017), 367–384.
- Gyan Prakash, "Mumbai: The Modern City in Ruins," *Other cities, other worlds: urban imaginaries in a globalizing age*. Andreas Huyssen ed. Durham: Duke University Press, 2008, 181-203.
- Arjun Appadurai, "Spectral Housing and Urban Cleansing. Notes on Millennial Mumbai," *Public Culture*. Vol. 12, No. 3, Fall 2000 (627-651)

Week 12

Camp and Citizenship

April 3- Reading Workshops & Final Care Ethics Informal Workshop

April 5- Lecture and Conclusions

- Giorgio Agamben, "The Camp as the 'Nomos' of the Modern," in *Homo Sacer: Sovereign Power and Bare Life*, trans. Daniel Heller-Roazen (Stanford: Stanford University Press, 1998), Excerpts
- Angie Morrill, Eve Tuck and the Super Futures Haunt Collective, "Before Dispossession, or Surviving it," *Liminalities: A Journal of Performance Studies* Vol. 12, No. 1 (2016).
- **Watch:** Documentary by Nairobi Refugees: *Protracted Displacements*
https://www.youtube.com/watch?v=_-N9RhACful&ab_channel=IIED

Supplementary

- Achille Mbembe, "The Universal Right to Breathe," *Critical Inquiry*, 2020
- Nassir Abourahme, (2015). Assembling and Spilling-Over: Towards an 'Ethnography of Cement in a Palestinian Refugee Camp. *International Journal of Urban and Regional Research*, 39(2), 200-217.
- Jane M. Jacobs "Urban Dreamings. The Aboriginal Sacred in the City", *Edge of Empire: Postcolonialism and the City*. Routledge, London and New York, 1996.
- Eve Tuck, Marcia McKenzie & Kate McCoy (2014) Land education: Indigenous, post-colonial, and decolonizing perspectives on place and environmental education research, *Environmental Education Research*, 20:1, 1-23.
- Libby Porter, "Unlearning Privilege: Towards the Decolonization of Planning," *Unlearning the Colonial Cultures of Planning*. Routledge, London, 2010
- Tiffany Shaw-Collinge, Indigenous Perspectives on the Notions of Architecture, *The Site Magazine*, <https://www.thesitemagazine.com/read/indigenous-perspectives>

Podcast

The Henceforward

- <http://www.thehenceforward.com/episodes/2020/4/21/episode-28-i-dont-know-if-a-city-can-be-liveable-an-interview-with-nasma-ahmed>
- <http://www.thehenceforward.com/episodes/2018/9/25/episode-25-gentrification-in-toronto>

CACB Student Performance Criteria

The BAS/MArch program enables students to achieve the accreditation standards set by the Canadian Architectural Certification Board as described [here](#). This course addresses the CACB criteria and standards that are noted on the Accreditation page of the School of Architecture [website](#).

Please refer to section 3.11.2. B: Culture, Communications, and Critical Thinking
<https://cacb.ca/wp-content/uploads/2021/08/ConditionsAndTerms.pdf>

Course Delivery Platforms & Communication

The course will take place in person in the main lecture hall on both days. In the case that public health measures require the class to revert to an online mode, we will meet on Teams. The Teams meeting link is found on Learn.

In the case of a documented illness, it is possible to join the class on Teams, but only with advance request.

All communications will take place over the Learn platform.

COVID-19 Special Statement

Given the on-going situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (<https://uwaterloo.ca/coronavirus/>) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

Fair Contingencies for Emergency Remote Teaching

To provide contingency for unforeseen circumstances, the instructor reserves the right to modify course topics and/or assessments and/or weight and/or deadlines with due and fair notice to students. In the event of such challenges, the instructor will work with the Department/Faculty to find reasonable and fair solutions that respect rights and workloads of students, staff, and faculty.

Late Work

Assignments that are handed in late will receive an initial penalty of 5% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%.

Only in the case of a justified medical or personal reason will these penalties be waived. For verified health concerns, please discuss this with your instructor before submitting a [Verification of Illness Form \(VIF\)](#) to the Academic Services Coordinator and Associate Director, in the Undergraduate Office. Personal extenuating circumstances need to be communicated to your instructor who will coordinate with the Undergraduate Office as needed. This is not the same as the AccessAbility Accommodations or the [short term absence](#) process.

Information on COVID-19 is available [here](#).

Passing Grades

The standard minimum passing grade in each ARCH course is 50% with the following exceptions: the minimum passing grade is 60% for all studio courses (ARCH 192, ARCH 193, ARCH 292, ARCH 293, ARCH 392, ARCH 393, ARCH 492, and ARCH 493). Grades below the specified passing grade result in a course failure.

Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services/>).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Equity, Diversity and Inclusion Commitment

The School of Architecture is committed to foster and support equity, diversity and inclusion. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against 2SLGBTQ+, or disability, there are several pathways available for addressing this:

A) If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.

B) you can reach out to either the [Undergraduate office](#), [Graduate office](#), or Director (DirectorArchitecture@uwaterloo.ca). If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.

C) You can choose to report centrally to the Equity Office. The Equity Office can be reached by emailing equity@uwaterloo.ca. More information on the functions and services of the equity office can be found here: <https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office>.

D) [Racial Advocacy for Inclusion, Solidarity and Equity \(RAISE\)](#) is a student-led Waterloo Undergraduate Student Association (WUSA) service launching in the Winter 2019 term. RAISE serves to address racism and xenophobia on the University of Waterloo campus with initiatives reflective of RAISE's three pillars of Education and Advocacy, Peer-to-Peer Support, and Community Building. The initiatives include but are not limited to: formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community. You can report an incident using their [online form](#).

[Academic integrity, grievance, discipline, appeals and note for students with disabilities:](#)

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

In general, you are required to undertake work that you represent as yours by yourself, without copying or adapting work by other, with the exception of work that you derive from others and in turn credit to those others. 'Others' includes AI tools. All work derived from others must be appropriately cited.

AI Policy: Permitted in this Course with Attribution: In this course, students are permitted only under certain conditions to use Generative AI Tools like ChatGPT and Midjourney to support their work. In order to maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it. This disclosure should include AI generation whether in whole or part, including images, designs, in-text citations, quotations, and references.

The full extent of images and text passages should be cited. The following statement in assignments may be used to indicate general use of a Generative AI Tool: “The author(s) acknowledges the use of [Generative AI Tool Name], a model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment: [indicate, e.g. grammatical correction, gathering sources, generating specific images, etc.]”

Caution: When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

Turnitin will be used in this course to detect Generative AI Tools.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

