

ARCH 292: Design Studio – FALL TERM 2021

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Credit Value: 1.5
Class Schedule: Monday 9:30am – 5:00pm
Thursday 9:30am – 5:00pm

Tracks were a story.

Richard Wagamese, Medicine Walk, p.34

We respectfully 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. This land is deeply connected to the Indigenous peoples who have occupied it for millennia and who currently live here.

While it might be possible to regard this territorial acknowledgement as a conventional or even perfunctory inclusion in an official course outline, it cannot be so in this edition of Arch 292. This course is situated squarely in the Haldimand Tract and every move we make must reflect our consciousness of the reality of the donation and the multiple levels of betrayal that have taken place since.

Course Description

This Studio is about following tracks, about gaining an understanding of design not as a purely ex novo act, but as part of a cumulative, critical and transformative process that conserves, adds to and enriches the history of traces left for us and part of a natural environment which humanity has stressed across the border of crisis. We will seek to learn an architecture of response to existing and known conditions and to change our approach to the creation of form. This in no way diminishes the exercise of spatial, material and sociological imagination, but focusses on the art of creating fair, just and responsible buildings and cities, to reduce consumption, to limit damage and to work creatively with what we are given.

This Studio is intended to build on your experiences in first year, but also to truly bring you into the School of Architecture and the profession of which you seek to become a member. In the 2A Studio we will explore the realms of adaptive reuse and creative insertion. The syllabus contains four related design projects, each of which sets up situations in which you will explore how design responds in adapting and modifying rather than destroying or ignoring what exists.

In the same spirit this course is grounded in the local context; that is, in the shadow of the current dramatically expanding and intensifying condition of Waterloo Region. It will be informed by the growth and change that have brought them to this point. We will work with precincts and buildings that were created in the period of following the Second World War which witnessed the greatest expansion and transformation of the urban landscape in Waterloo Region until the present. The period is relevant precisely because, in the face of the climate crisis and the search for equity and reconciliation, there is a need today to make changes as profound as those that transformed these cities a half century ago. is necessary

In many ways this studio is autobiographical. This where our school is located. We are a part of the institutional and cultural history of the Region. At various times we have played a significant role in the narrative. Yet collectively we know too little about this place. Most Waterloo Architecture graduates know far more about Rome than Waterloo Region.

Waterloo Region is:

On the edge of the metropolis

On the edge of being a metropolitan area in its own right

In the tech corridor with Toronto

The 10th biggest Census District in Canada

The fastest (or second fastest) growing metropolitan area in the country

The smallest city with a rail-based public transit system

Deeply invested in educational infrastructure

A hub of technical innovation and the knowledge economy

Waterloo Region has More Governor General's Award-winning buildings than any other city in Canada outside the "Big Three:" Toronto, Montréal and Vancouver and more OAA Awards of Excellence than any other city in Ontario except Toronto.

The arc of the course begins with a consideration of the material facts of architecture and construction by designing with a set of arbitrarily selected “found objects.” Three longer projects follow, each of which deals with a programmed modification of an existing building or urban area, introducing relevant tools, methods, principles and examples that may be applied to achieve specific objectives set out. This is always done with the overarching intention of balancing change and the need for increased density with the maximum conservation of material and embodied energy and deliberate response to the characteristics and values of the original.

Project #1 (Group)

Found Objects: Sweets™ Lottery

Draw three products at random and design a pavilion.

Project #2 (Individual)

High Rise - Adaptive Densities

The project is set in a 1960's high rise apartment block in Kitchener. Each student will modify a part of the fabric of the building to respond to need for sustainability, density, flexibility, work space and common space. This project will involve the creation of individual physical and digital models designed to be combined to make an extraordinary composite high rise.

Project #3 (Group)

Northdale - Adaptive History

The Northdale area in Waterloo began as a typical Ontario suburb in the late 1950's. This project explores the options for intensifying the suburban environment. We will turn the clock back to the condition of the original post-war suburb, mapping change, noting erasure and analyzing the present state. We will create an alternate story for Northdale.. We will examine the overall plan of the neighbourhood. Map it and explore ways of responding to social change and increased density based on adaptation and insertion and the networks of public and private space. In this project we will consider the concepts of circular economy and modular construction.

Project #4 (Individual)

Remade – Adaptive Reuse

Each student prepares a design for the reuse and expansion of a prominent post-war modern building in Kitchener. A series of presentations and discussions provide various approaches to and examples of adaptive design.

Learning Objectives

Successful completion of this course requires that students demonstrate the following abilities and knowledge:

1. To understand the material implications of architecture and architectural design and to value the material, economic and environmental investment in existing buildings
2. To know the history of the region in which the school is located and the phases of its development leading up to the present day

3. To be able to develop and critically pursue a rigorous design concept
4. To be able to deploy various forms of representation in communicating design and design process, in particular the use of physical models
5. To be able to employ mapping and information systems productively in architectural analysis and design
6. To apply the principles of C. Wright Mills' notion of *sociological imagination*; that is, "the capacity to shift from one perspective to another and to pull away from a situation and think from an alternative point of view."
7. To accept the value of the existing buildings and urban conditions and demonstrate the skills to respond to them appropriately and critically
8. To grasp various approaches to the reuse of existing buildings

Instruction

Instruction occurs through individual meetings between faculty and/or TAs and students, lectures, seminars, symposia, group pinups, and workshops. Each project will conclude with a formal review. The class will operate as a whole for Projects #1 and #2. Faculty members will be associated with groups of students in Projects #3 and #4.

Students will receive equal opportunity for contact with instructors.

Weekly Schedule

Monday (in person/remote): 9:30 AM - 12:30 PM, 1:30 PM - 5:00 PM ET

Thursday (in-person (but not at School)/remote): 9:30 AM - 12:30 PM, 1:30 PM - 5:00 PM ET

Students are required to be present, available and working for the duration of these scheduled hours.

Repeated absences without cause may result in a request to withdrawal from the course.

Students are also required to attend and participate in all scheduled reviews, and strongly encouraged to attend all guest lectures and school events.

Since the Studio is concerned with the local context meetings may be scheduled on Thursdays at locations other than the School of Architecture. Any such locations will be easily accessible by public transit. Accommodation will be made for students participating remotely.

Given the uncertainty of the current situation it has been impossible as of the time of writing to confirm the off campus locations as indicated in the schedule. This information will be provided as soon as possible.

Visiting lectures and tutorials aimed at the acquisition of skills will normally take place online during the Thursday Studio.

Term Schedule

ARCH 292 – Fall 2021 - TERM SCHEDULE			
Monday, Sept 6	Labour Day	Thursday, Sept 9	10:00am – Introduction of Studio (in-person/remote)
Sept 13	AM/PM Desk Reviews (in-person/remote)	Sept 16	Project 1 Submission P1 Reviews P2 Introduction
Sept 20	AM/PM Desk Reviews/Model Tutorials (in-person/remote)	Sept 23	Project 2 Lectures
Sept 27	AM/PM Desk Reviews (in-person/remote)	Sept 30	AM/PM Desk Reviews (in-person/remote)
Saturday, Oct 2 Project 2 Deadline			
Oct 4	P2 Reviews	Oct 7	P3 Introduction **On-site in Waterloo or remote (tba)
Oct 11	Reading Week	Oct 14	Reading Week
Oct 18	AM/PM Desk Reviews (in-person/remote)	Oct 21	Lectures /Discussions (remote)
Oct 25	AM/PM Desk Reviews (in-person/remote)	Oct 28	AM/PM Desk Reviews (remote)
Saturday, Oct 30 Project 3 Deadline			
Nov 1	P3 Reviews	Nov 4	P4 Introduction **On-site in Kitcchener or remote (tba)
Nov 8	AM/PM Desk Reviews (in-person/remote)	Nov 11	Adaptive Reuse Symposium including faculty presentations (remote)
Nov 15	AM/PM Desk Reviews (in-person/remote)	Nov 18	Presentations/Discussions (remote)
Nov 22	AM/PM Desk Reviews (in-person/remote)	Nov 25	AM/PM Desk Reviews (remote)
Nov 29	AM/PM Desk Reviews (in-person/remote)	Dec 2	AM/PM Desk Reviews (remote)
Dec 6	No class	Dec 9	

Saturday, Dec 11 Project 4 Deadline	
Dec 13, 14	Final Reviews with external guest reviewers

Studio

The Studio is a place of work, study and collaboration. Design Studio is the centre of the life of an architecture student. It was precisely what was missing from your experience in first year. Clearly the experience this term is still limited by the fact you can only be in the building half the week, but the teaching team strongly urges you to make the most of the Studio experience, the possibilities of peer learning, critical dialogue, mutual support and cooperation. The Studio must always be a safe and inclusive environment in which all students can work without harassment or unnecessary distraction.

Remote Course Delivery Platforms and Communication

During this term of hybrid learning the following platforms will be used to deliver, organize, and share course content, learn and work:

UW LEARN: Official communication, work submission, and grade recording and release.

MS Teams: Remote lectures, remote desk crits, scheduling, course documents.

Miro: Virtual pin up space for presenting and sharing work. Used for remote desk crits and project reviews.

Zoom: May also be used for remote desk crits

Late Work

All projects are due at the specified time and date. Students are granted two late project passes for the term. This allows students a 24-hour extension on Project 2, 3, or 4 without penalty and without request for accommodation. If used, this late pass may not interfere with attendance or deadlines in other courses. Only in the case of a documented medical or personal reason will additional late work be accepted, and only if these have been officially submitted to the Undergraduate Student Services Coordinator and accepted by the Undergraduate Office.

Students are also granted two desk crit attendance passes for the term where an absence and/or lack of work will not be penalized in the participation component of the project grade. It must be understood that missing a desk crit may put a student behind and there will be need for catch up, without the opportunity for feedback.

Students seeking accommodations due to COVID-19, are to follow the accommodations outlined by the university.

Passing Grades

The minimum passing grade is 60% for all studio courses. Grades below the specified passing grade result in a course failure.

Evaluation

Evaluation is always confidential and carried out by the studio faculty working as a group, in which all critical aspects of each project are considered. The specific basis for the evaluation of each project will be identified in individual project assignments. Students must complete all projects and obtain a passing average to receive credit for this course. Notwithstanding the cumulative mark from aggregate term projects, failure to earn a passing grade in the final term design project will result in a failing grade for the term.

Grading rubrics will be provided for Projects #2, #3 and #4.

There will be four design projects in Arch 292:

1. Found Objects - Sweets™ Lottery (Group - 10% of the term mark)
2. High Rise - Alternative Densities (Individual – 20% of the term mark)
3. Northdale - Alternative Histories/Alternative Housing (Group – 30% of the term mark)
4. Remade (Individual – 40% of the term mark)

Communication with Studio Faculty

Students are required to use their uwaterloo.ca account for all official academic correspondence, and check this email account regularly. Students should ensure that their LEARN account is active, and that notifications are turned on for all required remote course delivery platforms. Failure to read communications will not be accepted as an excuse for late, incomplete, or unacceptable work.

Discussions concerning individual projects or any other matter requiring direction, confirmation or advice from faculty occur during scheduled studio hours. In special circumstances and with prior arrangement, students may email studio faculty regarding their studio projects. All official academic correspondence should be sent by email to the studio coordinator.

Course Time Zone

All dates and times communicated in the document are expressed in Eastern Time (local time in Cambridge Ontario, Canada). Eastern Standard Time (EST, UTC-05:00) applies November to March and Eastern Daylight Time (EDT, UTC-04:00) applies from March to November.

In-person Activities Planning

If course activities are impacted by a change in restrictions to in-person activities, such as changes in room occupancy limits, the instructor will communicate updated in-person activity plans. These plans may alter student plans for in-person activities.

COVID-19 Special Statement

Given the continuously evolving 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.

Student Notice of Recording

The course's official *Notice of Recording* document is found on the course's LEARN site. This document outlines shared responsibilities for instructors and students around issues of privacy and security. Each student is responsible for reviewing this document.

All live lectures, seminars and presentations including questions and answers will be recorded and made available through official course platforms. Students wishing not to be captured in the recordings have the option of participating through the direct chat or question and answer functions in the meeting platform. Individual desk crits/meetings and small group seminars will not be recorded.

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

We are committed to foster and support equity, diversity, and inclusion. We recognize that discrimination does occur, sometimes through an isolated act, but also through practices and policies that must be changed. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against LGBTQ2S+, or disability, there are different pathways to report them:

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 ([Anne Bordeleau](#)). 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](#).

University Policies

Academic integrity: 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 his/her 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 his/her 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 or about "rules" for group work 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](#).

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](#) 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.