UNIVERSITY OF WATERLOO SCHOOL OF ARCHITECTURE
ARCH 292 – 2A STUDIO / FALL 2020 / REFLECTIONS ON COMMUNALITY

CLASS MEETING TIMES (All times in EDT/EST)

Mondays	Thursdays
9:30 AM -12:30 PM	9:30 AM -12:30 PM
1:30 PM – 5:30 PM	1:30 PM – 5:30 PM

TEACHING TEAM
STUDIO INSTRUCTORS
Jake Chakasim jchakasim@gmail.com
Michelle Fenton michelle@khoradesign.ca
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TEACHING ASSISTANTS
Kate Brownlie kebrownlie@uwaterloo.ca
Mitchell Martyn mitchell.martyn@uwaterloo.ca

Office Hours: by appointment

CONSULTANT
Reuben Grin – Consulting Campus Housing Architect

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)

1. COURE DESCRIPTION
Responding to the now all too familiar situation of COVID isolation, the studio will be focusing on the question of community and building spaces for communal gathering. Since early March 2020, we've been experiencing an unprecedented situation shared by people across the entire world, being forced into isolation, and for the foreseeable future our habits of collective gathering and use of public space have been interrupted or severely curtailed. As a result, we are in a unique position to think about and question habits of human collective activity, communality and public space which are often key places in the evolution of societies around the world, through history and to the present day. Whether we look historically at the Agora of Athens, the Forum of Rome, the galleries and terraces of Angkor Wat, or in contemporary cities: the vibrant hub of Tahrir Square, the expansive space of Tiananmen Square, the intensely occupied Ghats of Varanasi on the Ganges River, or closer to our local context, in Toronto's Nathan Philip Square, public spaces are places of dialogue and debate, collective ritual and celebration, and at times spaces of protest and transformation.

Public space and collectivity associated with it, what it means to us and what we choose to celebrate, to valorize, to discuss or to protest, differs greatly from place to place and from one time to another. While collectivity is celebrated by some, it is also treated with skepticism by others.

There is no power for change greater than a community discovering what it cares about.
Margaret Wheatley

The civil rights movement was about access to public space. We had to fight for public space.
Jaqueline Woodson

A group experience takes place on a lower level of consciousness than the experience of an individual. This is due to the fact that, when many people gather together to share one common emotion, the total psyche emerging from the group is below the level of the individual psyche. If it is a very large group, the collective psyche will be more like the psyche of an animal. The psychology of a large crowd inevitably sinks to the level of mob psychology. If, therefore, I have a so-called collective experience as a member of a group, it takes place on a lower level of consciousness than if I had the experience by myself alone.
C.G. Jung

The 2A studio provides students the opportunity to think about ideas related to public space and to the design of collective space in two design projects during the term, coupled with research on collectivity in dwelling and public space. We will focus on spaces that may be familiar to your experience as a student, using the main campus of our university, as the site for the term. We will be looking at collective spaces on campus and the way they support notions of collectivity, public gathering and identity. The campus sits on the Haldimand Tract, the land promised to the Haudenosaunee Six Nations, within the Grand River basin. These are the traditional territories of the Indigenous peoples of this region, the Anishnabeg, Attawandaron (Neutral), Chippewa, Haudenosaunee and Wendat, and it is within this largely erased Indigenous context that we are operating.

We start the studio with a short exercise P1, questioning the meaning of the term indigenous, by exploring our own indigeneity, thinking about identity of the individual and the group, leading later in the term to the design of spaces of collectivity within the campus. A research exercise P2, examines the campus context, and explores questions of collective dwelling and gathering spaces. Following this, the first design exercise of the term P3, will involve students working in groups of three, for the design of an Indigenous Gathering Space, within one of the key collective spaces, at the heart of the University of Waterloo campus. The final, individually authored, design project of the term P4, involves a design proposal for combined collective dwelling and gathering spaces, in the form of a student residence and communal student facilities, focused on different aspects of collective gathering. The building will be set within the section of the campus dedicated to student housing, immediately adjacent to the main academic, administrative and recreational facilities of the campus.

2. SITE
As the site of the 2A studio, the University of Waterloo campus, will be examined in various ways, understood as an evolving construct, first planned in the 1960's as a relatively small science focused suburban university, catering to the post WWll baby-boom generation. It was part of a huge nation-wide university campus building program, that saw university enrollment double in the country, during the late 1960's. Waterloo has since evolved as one of the largest and most successful universities in the

country, and is currently undergoing a major redefinition of its campus master plan, with expansion of programs, and a reorganization of the core public spaces of the campus. The design projects of the term will respond to this new plan, situated within its core public spaces, grappling with ideas of collectivity and identity, while developing an architecture that meets the needs of the coming generations with enduring sustainability.

During the term Reuben Grin, our Consulting Campus Housing Architect will be contributing lectures and participating in project reviews, providing a comprehensive overview of the evolving campus master plan, as well as planning processes for campus housing, practices and policies. Reuben Grin is a graduate of the UW School of Architecture, and is a project manager with the University of Waterloo Housing Department.

3. STUDIO STRUCTURE

PROJECT 01: *TO LIVE THE STORY OF THE OBJECT*

An exploration of our own indigeneity in space

PROJECT O2: *COLLECTIVE DWELLING AND GATHERING SPACE RESEARCH*

Research on site, collective dwelling and gathering spaces

PROJECT 03: Design 1 - *INDIGENOUS GATHERING SPACE*

A collective design project, reconciling our individual indigeneity to the Indigenous space of the Waterloo campus

PROJECT 04: Design 2 - COLLECTIVE CAMPUS STUDENT DWELLING AND GATHERING FACILITY

Individual design for a building complex incorporating collective student housing and gathering spaces.

4. OBJECTIVES + OUTCOMES

By the end of the course, students will be able to:

+ Understand the role of research (site research, precedent research) in generating ideas about site, program, and tectonics.
+ Reflect on the relationships between public space and built form in architecture
+ Develop and understanding of Indigenous context
+ Develop an architectural proposal responding to requirements of public gathering
+ Develop and articulate a critical position relative to site and program.
+ Demonstrate analytic and representation skills in relation to site context and architecture systems.
+ Engage site history and conditions as subject and context of design, including microclimate.
+ Develop a basic understanding and application of topographic contours, and ground materials.

+ Develop a project across a range of scales, from site strategy through to structural and tectonic considerations.
+ Demonstrate an understanding of basic principles of enduring sustainable design
+ Demonstrate the ability to work in groups and communicate verbally and graphically within a small group and in a more public setting.
+ Actively participate and attend (virtually) all desk crits, pin ups, reviews and lectures (or address asynchronous   learning strategies with the studio instructors.
+ Upload curated process work and final design proposals to specified digital platforms.

5. GRADING SCHEME

Project 1 - 5%

Project 2 – 20%

Project 3- 20%

Project 4 – 55%

Grading Scheme The following is offered as a guide to numerical grade assignments:

>=90 Consistent exemplary work that exceeds expectations. Work is holistically thought provoking and executed at a very high level.

85-89 Some elements of work are exceeding expectations and executed at a high level but this level of achievement is not maintained throughout all project elements

80-84 Work is consistently above average and student is actively participating and actively engaging the course material

77-79 Average work. Student is completing work in a timely manner and participating in the course. No attendance issues. Shows expected levels of competency in course

materials. 70-76 Work is complete and meets expectations on some points while operates below expectations on others. 50-69 Work is incomplete or completed with minimal comprehension and effort.

< 50 Work is unacceptable and does not fulfill the requirements.

While detailed sets of expectations and requirements will be included with each project description, the following criteria is used consistently throughout the term when assessing work:

+ Intellectual Clarity: Enquiry and extension of the course material will be essential to producing successful explorations. Students must be able to clearly articulate their design ambitions, intellectual underpinnings and all design work in discussions, desk crits, group crits and reviews.

+ Independent Enquiry: Students are expected to advance their projects through self-

motivated and self-framed agendas and pursuits. Projects are seen as offering students a framework through which to explore and exercise architectural skills.

+ Technique: All work must be executed with intent and care where the precision and craft of artefacts created are continuously valued.

+ Attendance + Steady Progress: Attendance is expected for all scheduled hours of the studio. If you are unable to attend studio during class hours, please discuss asynchronous participation options with the co-coordinators. Work should be developed over the entire phase of a project. Iteration and incremental development is paramount.

+ Completion: Timely completion of work is expected

6. SCHEDULE
Each studio day we will have a 9:30 introductory meeting 15 – 25 minutes, re announcements, planning, etc.
This will be followed either by a lecture/or workshop, desk crits or project crits

Our TA's will make up a schedule including a link for a collective Webex meeting link, followed by individual group Webex meeting links. Everyone will log into the collective meeting first for announcements, lectures etc. All lectures will be synchronously delivered, watched by the full class (as much as possible) but will also be recorded and posted on LEARN, ensuring universal availability for time zone, technical and scheduling difficulties people may have.

The studio will be divided into 5 groups, and each group will meet with four of the five studio faculty in rotation during the course of the term, and the fifth studio faculty member for final reviews.

	Su	M	Tu	W	Th	F	Sa
Wk 1	6	7 Labour Day	8	9	10 AM: Course Introduction P1 Introduction PM: Desk crits	11	12
Wk 2	13	14 AM/PM: P1 Hand In / Reviews	15	16	17 AM: P2 Introduction Lecture - Reuben Grin: UW Campus Master Plan AM/PM: Desk crits	18	19
Wk 3	20	21 AM: Prof. Susan Roy, Phil Monture: Understanding the Indigenous Context PM: Desk Crits	22	23	24 AM: Faculty Talk (9:45) AM/PM:Desk Crits	25	26

Wk 4	27	28 AM/PM: P2 Hand In / Reviews	29	30	Oct 1 AM: P3 Introduction PM: GIS Workshop - Anne Leask / Desk crits	2	3
Wk 5	4	5 AM/PM: Desk crits	6	7	8 AM: Faculty Talk (10:00) AM/PM: Desk crits	9	10
Wk 6	11	12 No Classes: Reading Week	13	14	15 No Classes: Reading Week	16	17
Wk 7	18	19 AM/PM: Desk crits	20	21	22 AM/PM: P3 Hand In / Reviews	23	24
Wk 8	25	26 AM: P4 Introduction & Reuben Grin Lecture: Campus Housing	27	28	29 AM/PM: Desk Crits	30	31
Wk 9	Nov 1	2 AM/PM: Desk crits	3	4	5 AM: Faculty Talk AM/PM: Desk crits	6	7
Wk 10	8	9 AM/PM: Interim Review 1	10	11	12 AM/PM: Desk crits	13	14
Wk 11	15	16 AM: Faculty Talk AM/PM: Desk crits	17	18	19 AM/PM: Desk crits	20	21
Wk 12	22	23 AM: Faculty Talk AM/PM: Desk crits	24	25	26 AM/PM: Interim Review 2	27	28

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Wk 13	29	30 AM/PM: Desk Crits	Dec 1	2	3 AM/PM: Studio Desk crits (Optional Check-in)	4	5
Wk 14	6	7	8	9	10 Final Reviews	11	12

7. READINGS

There is no official textbook required for the course. Specific recommended readings and references will be distributed with each project handout.

Reference material will be provided in electronic formats via Microsoft Teams. We encourage all students to actively use the Musagetes Library online collection and the recommended readings. Our Architectural Librarian Evan Schilling has put together a collection of online resources in an Architecture Research during COVID-19 Research Guide.

8. REMOTE COURSE DELIVERY PLATFORMS & COMMUNICATIONS

> Webex - will be used for face to face interaction, meetings, desk crits and project crits, lectures and workshops
- Miro - will be used as the graphic communication interface
- UW Learn - will be the official site for access to course materials handouts, lectures, supplementary course materials and for student project submissions
- MS Teams - Virtual Hub for the course. Used for organizing course documents, activities and discussions. Students will be added to the course team in the first week of course.
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We will be utilizing Webex as our virtual classroom and review space. All lectures, desk crits, group seminars and reviews will take place during scheduled hours on this platform. Both Learn email and Microsoft Teams will be used as communication and dissemination tools for text messaging. You will receive general communications from the teaching team regarding studio announcements and scheduling through Learn email. **It is expected that you check your uwaterloo email address regularly and that you ensure proper enrollment in ARCH 292's LEARN site and Teams site.**

Any official academic correspondence regarding studio matters should be addressed to studio coordinator John McMinn (jcmcminn@uwaterloo.ca).

Office Hours: This studio will be run on Mondays and Thursdays from 9:30-12:30 and 1:30-5:30. It is expected that most communication will take place during these hours. Just as in a typical studio, faculty will attempt to answer your questions in a timely manner, but cannot guarantee an immediate response outside of studio hours. Communication with studio faculty outside of office hours should be pre-

arranged and conducted via email. As well, we understand that students may be offline outside of class times. This is an important boundary to maintain so that both students and staff can 'leave-work' in a time when the line between work and home is blurred. The teaching assistants will post their drop-in office hours as the term progresses.

Things To Do To Support Your Success:

Be curious   Be open-minded and adaptable   Be prepared to iterate

Be organized and manage your time   Ask good questions   Take notes for each other during reviews Work consistently throughout the term

Maintain an open dialogue with your Instructors Take risks and push your abilities and limits   Ask thoughtful questions   Find a way to be passionate about your work   Build healthy habits with food, friends, exercise, and sleep

Participation and Attendance: Your online presence is requested all day on studio days. (Breaks for lunch, coffee, etc. are permitted.) If you fail to be available during scheduled studio hours without prior agreement from your instructor or a valid personal or medical reason, with appropriate documentation, a 2% penalty will be applied to your final grade for each day missed. Missing three or more desk-crits, reviews, lectures, or mandatory workshops without a satisfactory explanation and documentation will also result in a 0 in your participation grade.

Sketchbook: Students should maintain a sketchbook for personal use and informal development of project ideas.

Desk Crits: Students should prepare for desk crits by organizing their work and their thoughts. Presentation of informal sketches and rough notes should be kept to a minimum. Students will be signed up for their meeting time each desk crit day. All material to be discussed during desk crit must be uploaded to the appropriate Miro board at least a half hour before each desk crit.

Reviews: Reviews are not evaluations but rather the opportunity for a public discussion of your work. Evaluation will take place in confidential sessions by the studio faculty working as a group, in which all critical aspects of each project will be considered. It is important for each student to participate not only in the review of their own work, but in the reviews of the work of fellow students. Participation in class reviews is mandatory.

Hand-in and Digital Submissions: You are required to submit a digital submission for all formal reviews. Last minute problems, lost or corrupt files will not be accepted as an excuse for late project submissions. You are required to upload a digital record of your work at the end of the term. Details outlining the structure and format of this submission will be provided. For all digital upload submissions, it is the students' responsibility to verify that the upload was successful, that the size and preview of the upload are correct.

Course Time Zone: All dates and times communicated in the document are expressed in Eastern Time (Local time in Waterloo Ontario, Canada). From September 8 – October 24 2020 times are indicated in Eastern Daylight Time (EDT, UTC—4:00) and from October 25 – December 31 2020, times are indicated in Eastern Standard Time (EST, UTC—5:00)

Fall 2020 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

Late Work: Assignments that are handed in late will receive a penalty of 10 % for the first late day and an 5% late penalty for each additional calendar day late. 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, and only if these have been officially submitted to the Undergraduate Student Services Coordinator and accepted by the Undergraduate Office.

Students seeking accommodations due to COVID-19, are to follow Covid-19-related accommodations as outlined by the university here: (https://uwaterloo.ca/coronavirus/academic-information#accommodations).

 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 (LEARN and/or MS Teams). 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 platforms used.

Course events, if any, that will not be recorded are indicated in the course schedule.

Individual desk critiques/meetings and small group meetings will not be recorded.

Course events that will be recorded and made available through official course platforms (LEARN and/or MS Teams) are indicated in the course schedule with a *. 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 platforms used.

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
At the School of Architecture, we are committed to foster and support equity, diversity and inclusion. We recognize however, that discrimination does occur, sometimes through an isolated act of discrimination, but also through practices and policies that must be rewritten. If you ever experience discrimination and need to report on instances of micro-aggressions and other forms of racism, sexism, discrimination against LGBTQ2S+, or disability, please note that there are different pathways to report these instances:
A) if you feel comfortable bringing this up directly with the Faculty or person who has said or done something offensive, we invite you, or a friend, to speak directly with this person.
B) If you do not wish to bring this up with this person directly, you are invited to reach out to either the undergraduate (Donna Woolcott or Maya Przybylski) or graduate office (Nicole Guenther, Lola Sheppard, or Jane Hutton). If you contact any of these people in confidence, they are bound to preserve your anonymity and will be able to follow up on the report. Alternatively, you may always reach out to director Anne Bordeleau directly, and she will protect your identity and follow up on the report.
C) Finally, you may also 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.

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 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 (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.
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.