

## ARC 392 Syllabus

### NEW FORMS OF COLLECTIVITY: CITY AND CAMPUS

January 2019

#### Instructors:

Paul Dolick - paul.dolick@gmail.com  
Jonathan Enns – jonathan.enns@uwaterloo.ca  
Dereck Revington - dereck.revington@uwaterloo.ca  
Lola Sheppard - lsheppar@uwaterloo.ca (coordinator)  
Jonathan Tyrrell - jonathan.d.tyrrell@gmail.com

#### Teaching Assistants:

Julia Nakanishi - jnakanishi@edu.uwaterloo.ca  
Jim Shi - j35shi@uwaterloo.ca

*If there is to be a "new urbanism" it will not be based on the twin fantasies of order and omnipotence; it will be the staging of uncertainty; it will no longer be concerned with the arrangement of more or less permanent objects but with the irrigation of territories with potential; it will no longer aim for stable configurations but for the creation of enabling fields that accommodate processes that refuse to be crystallized into definitive form; it will no longer be about meticulous definition, the imposition of limits, but about expanding notions, denying boundaries, not about separating and identifying entities, but about discovering un-namable hybrids... Since the urban is now pervasive, urbanism will never again be about the "new;" only about the "more" and the "modified." It will not be about the civilized, but about underdevelopment.*

"What Ever Happened to Urbanism?", Rem Koolhaas, 1995

## 1: INTRODUCTION

The city is both a reflection of social aspirations and the tangible product of economic and political forces, which often compete with the former. The broad ambition of the studio is to incite discussion and thinking about what constitutes the city, how to shape it, and how housing can form a constituent part of city making. The studio will explore these questions through the vehicle of university student housing.

**1. The campus as idealized model of city and society:** The term *campus* comes from the Latin, meaning field. Although the term originally referred only to the central green spaces that characterized American colleges, it later came to refer to the entire property of buildings and open spaces. In France, Italy, northern and central Europe, university buildings were integrated into the urban fabric. In the Anglo-Saxon tradition, the university campus was, strongly influenced by monastic buildings, and like these, was conceived of as an idealized vision of society, carefully structured socially, culturally and spatially. The university was imbued with a sense of community and rituals, and traditionally represented a spatially defined fragment of the city. In the UK, and even more so in North America, the university was conceived of as a kind of arcadia, typically centered around a campus "green". This is embodied in campuses such Thomas Jefferson's plan for the University of Virginia, which he called the "Academical Village."

With the social and cultural upheavals of the 1960s came the desire, in Europe and North America, to democratize education. Further motivated by the post-war baby boomers coming of age, new universities were established and built across Canada, including Waterloo, Trent, York, Carleton, among many others. This paralleled trends in many western nations. Many of these new institutions embraced a pseudo-arcadian vision of the campus, removed from the city centre, albeit now with the suburban inflection afforded by the new-found mobility of the car. Today, these newer campuses are urbanizing, both through increasing density of campus buildings and the encroaching suburbs now subsuming them. This is redefining the role of the university campus within a new emergent city.

The term 'campus' continues to acknowledge that the university has a defined territoriality, with edges, boundaries, its own rules, police, code of conduct, and often, quite literal gates. Today, the North American campus, reflects "the university's oscillation between two pre-vailing positions: isolation from society and integration into society. In the twentieth century these two positions produced two distinct forms of campus: the "ivory tower" and the urban campus."<sup>1</sup> What then is the nature of the University campus in the 21<sup>st</sup> century? Is the modern day campus more network than place? Which traditional academic planning models remains relevant, and what must be rethought?

**2. Fragment(ation)s of the city:** Many urban theorists, from Mike Davis, to Koolhaas to Marc Augé, have described the progressive transformation of the city as a product of the unflinching forces of capitalism, the inevitable outcome of processes decided far removed from the city itself. In an era where architecture tends to be flattened by these globalizing forces of finance, image and consumer desires, what is the role of architecture and urban design? Can, and should, it resist these forces and produce meaningful difference—socially, aesthetically, and culturally? How does one envision new fragments of the city, and to what degree must they be ideological, as well as morphological continuations or disruptions of the existing city?

**3. The blurring spectrum of public and private:** In The Capsular Civilization, urban philosopher Lieven de Caeter writes: "*Someday in the distant future, a historian discussing our times will name the present era...the capsular civilization. Why? Because the level of technology and production stands out sharper than ever against the systematic, uncompromising exclusion of a major, and still increasing, segment of mankind...The capsule is a device that creates an artificial ambient, which minimizes communication with the outside by forming its own time-space milieu, an enclosed (artificial) environment.*"<sup>2</sup> De Caeter, of course, does not mean a literal capsule, but rather, the idea of segregated spaces: from the condo, to the mall, to the Starbucks, to supposedly public spaces, ideas of security, control and consumption drive our contemporary urban realm. This has profoundly shifted Hannah Arendt's notion of the public realm from a "*space of appearance*", in which visibility of actors produces power and collective action, to a *space of surveillance* and consumption. How does one understand public and private realm in an era of greater privatization and control, and what is the stance of the university campus in this urban dilemma? The selection of student housing was deliberate, as notions of private and collective may be challenged. How might one imagine community, and what form does it take? How can the design of the collective realm help, in Koolhaas' words, "stage uncertainty" and create "territories of potential"?

**4. Relationship of housing to city making:** Many of the projects we will study at the start of the term are the work of a group of international architects that were part Team 10, which existed from 1953-1980. They emerged out of an earlier collective of architects that formed CIAM, the *Congres International d'Architecture Moderne*. The Team 10 architects repudiated CIAM's dogmatic stance toward architecture and urbanism and advocated for a more humanist approach, one informed by the particularities of site, culture, dwelling, and habitat. Historian K. Frampton describes the aspirations of Team 10: "to find a more precise relation between physical form and socio-psychological need."<sup>3</sup> Architecture, urban design and planning were understood as nested scales, each offering ways for people to live collectively. "*Town planning and architecture are the parts of a continuous process. Planning is the correlating of human activities; architecture is the housing of these activities. Town planning establishes the milieu in which architecture can happen.*"<sup>4</sup> The studio this term similarly takes a position that a project should work across scales, from that of the masterplan, to the building, to the bedroom, to the balcony. Each student will need to consider what is the relationships of public, semi-public and private, and how one negotiate and design the thresholds between these scales.

<sup>1</sup> "The campus in the twentieth century: The urban campus in Chicago from 1890 to 1965," M. Giliberti, Urbani Izziv, Vol. 22, No. 2 (December 2011): 77-85.

<sup>2</sup> The Capsular Civilization: The City in the Age of Fear, L. de Caeter, NAI publishers, 2004.

<sup>3</sup> Team 10: an Archival History, Pedret, Anni, Routledge Press, 2013.

<sup>4</sup> Candilis, Josic, Woods in Team 10 Primer 1953-62, Allison Smithson

## 2: SITE

### 1. York Campus: Brief History

The site of the studio's investigations will be York University located north of Toronto. Incorporated in 1959, York is the third largest University in Canada, with over 52,000 students. While York began as a liberal arts and science University, it now has many faculties, including well established schools of engineering, law, business, and education, and an renowned film school. It has 120 undergraduate program and numerous research centres and institutes. The initial campus was, and is, located at Glendon College, near Lawrence and Bayview avenues. The Keele campus, located on the northern edge of Toronto, at Steeles Avenue, was established in 1965, on a site which was ostensibly farmers' fields at the time. While the area was regarded as isolated from the city at the time of its inauguration, it was considered an ideal location because planners anticipated that population growth in Toronto would occur towards the northwest, and the site was accessible to future traffic arteries.

With the rapid expansion of Toronto's suburbs, York University now sits in a rapidly urbanizing region, connected by rapid transit, and progressive densification. The subway opened at Vaughan Metropolitan Centre in Keele campus in 2016, and is anticipated to bring an additional 150,000 people to the area over the next 30 years. The city and mayor of Vaughan have stated the intention to use the subway extension to spur the development of a transit-oriented city centre at Vaughan Metropolitan Centre station.

### 2. Urban Development around York

A campus masterplan was put forward by York University Development Corporation, in October 2013, that projects a residential population of up to 24,500 and 21,000 jobs on the lands along Steeles and Keele, in the next 10-15 years. The plan places a strong emphasis of infilling and densifying the campus, improving public realm and giving greater definition to open spaces; improving pedestrian and cycling experience, and improving safety. There is currently a Precinct Plan for the Southwest precinct of the campus designed by the Toronto firm Urban Strategies, presents an elegant if familiar mid-rise development and an open space strategy.

Much of Toronto's residential development, both within the core and at suburban nodes, has followed a traditional model of high density condominium development. This is a product of intense land speculation, economic proformas, risk-averse developers, and a weak municipal planning regime. However, the confluence of three realities: (1) York University as a (presumably) enlightened client, (2) the pressure for intensification at transit nodes (outlined in the *Places to Grow* and *Growth Plan for the Greater Golden Horseshoe, 2017*), and (3) the slightly lower land values than what is found in the downtown core, offers the opportunity to imagine alternate models of urbanism and development.

While it will be essential to understand the entire campus and its evolution and future intended development, the *specific* site of concern for this studio, from an urban design perspective, will be the southeast corner of the campus (adjacent to the southwest precinct), in an area defined by Pond Road to the North, Keele St to the West, Murray Ross Parkway to the South and Evelyn Wiggins Drive to the West.

### 3. Challenges of student housing

Toronto's four universities—Ryerson University, University of Toronto, OCAD University and York University—are currently collaborating on a research initiative called *StudentDwellTO* to tackle one of the biggest issues facing post-secondary students in the Greater Toronto Area (GTA): affordable housing. This research follows a previous collaboration— a massive survey of student travel behaviour called *StudentMoveTO*. That survey “uncovered an unsettling narrative – students said a lack of housing affordability led to longer daily commute times, lower levels of campus engagement and, in some cases, hidden homelessness.”<sup>1</sup> There are over 180,000 students spread across seven campuses in the GTA. Access to affordable and proximate housing is key for quality of life and hence academic performance, and because it enables a richer co-curricular life for undergraduate and graduate students.

Strikingly, in light of the *StudentDwellTO* initiative, the York University Development Corporation is not specifically mandated to provide student housing, but simply to ensure development of the land. The cost of student residences remain comparable to market rental rates, making residence unaffordable for many students. At York, residences are divided into two complexes on either side of campus: Complex 1, on the North end of the campus, includes Winters Residence, Tatham Hall Residence, Vanier Residence, and Founders Residence; Complex 2, to the west, includes Bethune Residence, Calumet Residence, Stong Residence, and Pond Residence (The newest residence, and sometimes referred to as Complex 3 is grouped with the York Apartments). There is also 'informal' student housing (ie. not offered by the University) in the Villlage at York south of the campus.

### 3: PROGRAM

The program for the term will be student housing for York University's Keele Campus in Toronto. Students will be required to develop a range of housing and unit types, which address the diverse demographics of the student body and the city itself. Students will develop a masterplan for a precinct of the campus, and then develop one building within their masterplan. In working across these scales, students will be asked to take a position on how the conceive of the student housing and the degree and nature of communal living. Housing for undergraduate students typically requires more collective/shared amenities, while housing for graduate students, who may live as couples or even have with families, might require a very different nature of shared amenities. This begs the question: what differentiates student housing from any other type of rental or market housing. What is the nature of community within a university? And what is the relationship of the residences to the larger university?

### 4: STUDIO OBJECTIVES

While the focus of the studio is housing and urbanism, the pedagogy of the course is intended to allow each student to formulate a question centered on the studio's premise. The studio encourages speculations, independent thinking, and the positioning of architecture and urbanism within a broader cultural context.

Students are expected to:

- understand the role of RESEARCH in generating ideas about urban conditions, site, program, and tectonics.
- develop and articulate a CRITICAL POSITION relative to site and program.
- develop a clear spatial STRATEGY for a building and urban design.
- develop a project across a range of SCALES—from site strategy through to structural and tectonic considerations.
- Demonstrate mastery of building organization fundamentals, including: spatial layout, circulation, structure, materials, daylight, public / private interfaces and essential building code principles.
- exhibit dexterity and understanding of GEOMETRY, SCALE, CRAFT.
- work through a range of REPRESENTATION modes and demonstrate mastery of architectural drawing conventions.
- demonstrate a degree of DESIGN LITERACY with regard to precedent and strategies in architecture and urban design
- demonstrate the ability to work in groups, and COMMUNICATE VERBALLY AND GRAPHICALLY your ideas effectively within a small group and more public setting.

In relation to CACB accreditation requirements, the studio will cover the following criteria / requirements

#### For Student Performance Criteria:

A1: Design Theories, Precedents and Methods

A2: Design Skills

A3: Design Tools

A4: Program Analysis

A5: Site Context and Design

A6: Urban Design  
 C3: Structural Systems

**For Program Performance Criteria:**  
 PPC4: Collaboration, Leadership and Community

## 5: STUDIO STRUCTURE

The term will revolve around a single project broken into three distinct phases.

### PROJECT 1: HOUSING AS URBANISM [2 weeks – group work]

The first assignment, to be done in groups, will develop skills in research, spatial analysis and synthesis, and its representation, and will form the armature for the design phases. The group research will cover:

- History and evolution of the York University Campus, & production of site documentation
- Precedent studies of University housing project and masterplans
- Precedents studies of important urban design projects

### PROJECT 2: MASTERPLAN: CONSTRUCTING COMMUNITY [3 weeks – group work]

The second phase, also done in groups, will be the development of larger scale masterplan for the design of several block of housing and community amenities for the University. Questions of public, semi-public and shared collective realms (both interior and exterior) will be key, and how open space, landscape, and building massing contribute to this. Students will be expected to consider degrees of public porousness, and access. The collective research of Project 1 should strongly inform this phase of design work. This phase will focus on larges-scale site plan, site models, site sections, and diagrams. This phase of project will also integrate into work done in ARCH 313.

### PROJECT 3: HOUSING: CONSTRUCTING THE DOMESTIC AND THE COLLECTIVE – [8 weeks – individual work]

The last and longest assignment will be done individually and will involve the development of a building proposal, which embodies a component of the masterplan developed in Project 2. This phase will move through the overall design of the building down to the scale of the individual units. Students will be asked to develop their building through massing, urban ‘address,’ spatial experience, circulation, structure, materials, and public-private interfaces. This phase of the project will be organized in such a way as to allow students to focus each week on a specific issue, working progressively through the range of issues listed above. This phase of the project will integrate into work done in ARCH 313, ARCH 362, and ARCH 364.

## 6: EVALUATION

Students will be graded on the work performed during the course. Grading will be based on the degree to which submitted work satisfies the requirements and objectives of each assignment. In addition, grading will reflect student participation, commitment, effort and improvement over the 13 weeks of the course. The weighting of the projects throughout the term is as follows:

|  |   |
|--|---|
| Project 1 –Precedent Research (group work) | 15%   |
| Project 2 – Master-planning (group work)   | 30%   |
| Project 3 – Project Development            |   |
| 1. Mid Review                              | 5%  |
| 2. Building                                | 45%   |
| Growth and Participation:                  | 5% <i>(This includes presence in studio, attendance of reviews, lectures, &amp; digital hand-in).</i> |
| <b>Total:</b>                              | <b>100%</b>   |

**Note:** You must receive a passing grade in P3.2 in order to pass the course.

Active participation and in person attendance at desk crits, pin-ups, reviews, and lectures is a critical component to ensure the learning outcomes of this course.

The specific basis for the evaluation of each project will be identified in individual project handouts. Grades will be posted on the studio notice board, and each student identified solely by their student number. The first two numbers will be excluded in order to further ensure the confidentiality of each student's assigned grade

**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 and seminars is mandatory.

**Hand-In and Digital Submissions:** Students must complete all projects to an acceptable level and obtain a passing average in order to receive credit for this course.

You are required to have hard copy print-out for all pin-ups and formal reviews. Last minute printing problems, lost or corrupt files will not be accepted as an excuse for late project submissions. All work in this course must be presented in hard copy format regardless of one's preferred working methodology.

You are required to hand in a CD at the end of the term, documenting ALL your studio work for the term. The CD should be clearly organized into project folders identifying Project 1 through 4, with subfolders indicating study models, preliminary sketches/diagrams, final drawings and final models.

**Late Work:** All assignments are due in class (or online) at the specified time and date. Project deadlines can be extended only in cases of illness or incapacity, or special circumstances. Requests for such extensions must be made **before** the project deadline to the studio coordinator, using the Request for Extension form available from the front office, and be accompanied by a medical certificate when appropriate.

Work submitted after the hand-in date and time without a confirmed extension will be subject to a penalty of 10% per day thereafter, and after four days a mark of zero will be recorded for the project.

For all digital upload submissions, it is the students' responsibility to verify that the upload worked, that the file size and preview of the upload are correct.

## **7: SCHEDULE AND STUDIO ATTENDANCE**

**Studio hours:** Mondays and Thursdays:  
9:30am-12:30pm, 1:30pm – 5:30pm

**Office Hours:** Fri. 10:00am -12:00pm on request

**Studio attendance:** You are required to be in studio all day on studio days. (Breaks for lunch, coffee, library or lab use is, of course, permitted.) If you fail to attend studio without prior agreement from your instructor or a valid personal or medical reason, with appropriate documentation, a 5% penalty will be applied to your final grade for each day missed. If you miss 3 or more desk-crits, reviews, lectures, without a satisfactory explanation and documentation, this **will also result in a 0 in your participation grade.**

The studio sessions will include lectures, individual desk-critiques, pin-ups and formal reviews. Class attendance and participation play a key part in the course and will be noted and evaluated by instructors. Detailed descriptions will introduce each project. Lectures and other presentations will be given in conjunction with each introduction.

**Presentation at Final Reviews:** While studio reviews are not evaluated per se (and in particular, the discussions of studio reviews are no indication of grading outcomes) attendance and presentation of work is mandatory. Students who fail to present their work without prior agreement with a studio professor will receive a 10% grade deduction on the project, over and above any late penalties that might apply.

## **8: COMMUNICATION WITH STUDIO COORDINATOR AND FACULTY**

During the course of the term, faculty may need to send communications to ARCH 293 students. It is required that each student confirm their current active email address with the Undergraduate Student Service Coordinator during the first week of class. Any correspondence regarding studio matters can be addressed to [Isheppard@uwaterloo.ca](mailto:Isheppard@uwaterloo.ca)

## **9: AVOIDANCE OF ACADEMIC OFFENSES**

**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 <https://uwaterloo.ca/academic-integrity/> for more information.]

**Grievance:** Students, who believe that a decision affecting some aspect of their university life has been unfair or unreasonable, may have grounds for initiating a grievance. Students should read [Policy #70](#), Student Petitions and Grievances, Section 4. When in doubt, students must contact the department's/school's administrative assistant who will provide further assistance.

**Discipline:** Students are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean of Science for Undergraduate Studies. For information on categories of offenses and types of penalties, students should refer to [Policy #71](#), Student Discipline. For information on typical penalties, students should check [Guidelines for the Assessment of Penalties](#).

**Appeals:** A decision or penalty imposed under Policy 33 (Ethical Behavior), Policy #70 (Student Petitions and Grievances) or Policy #71 (Student Discipline) may be appealed, if there is a ground. Students, who believe they have a ground for an appeal, should refer to [Policy #72](#) (Student Appeals).

**Note for Students with Disabilities:** [AccessAbility Services](#), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If students require academic accommodations to lessen the impact of their disability, they should register with AccessAbility Services at the beginning of each academic term.

**Accommodation:** Should students require accommodation due to illness, they must provide a Verification of Illness Form to support their requests. [Check <https://uwaterloo.ca/registrar/current-students/accommodation-due-to-illness> for more information.]

**Exam Period Travel:** *Student travel plans are not considered acceptable grounds for granting an alternative examination time.*

**10: COURSE SCHEDULE**

|                           |                                      |       |          |   |
|---------------------------|--------------------------------------|-------|----------|---|
| <b>Week 01</b> Priorities |                                      |       |          |   |
| january                   | RESEARCH                             | M 07  | am<br>pm | <b>STUDIO INTRO</b><br><b>P1 HANDOUT</b> – Group Research                           |
|                           |                                      | Th 10 | am<br>pm | Desk Crits<br>Desk Crits  |
| <b>Week 02</b>            |                                      |       |          |   |
|                           | RESEARCH                             | M 14  | am<br>pm | Desk Crits<br>Desk Crits  |
|                           |                                      | Th 17 | am<br>pm | <b>P1 REVIEWS</b><br><b>P2 Hand Out</b> – Masterplan                                |
| <b>Week 03</b>            |                                      |       |          |   |
|                           | MASTERPLAN                           | M 21  | am<br>pm | <b>Toronto Field Trip</b>   |
|                           | <i>Model</i>                         | Th 24 | am<br>pm | Lecture: <i>Urban Principles &amp; Representation</i> [LS, JT]<br>All Day Charrette |
| <b>Week 04</b>            |                                      |       |          |   |
|                           | MASTERPLAN<br><i>Diagram</i>         | M 28  | am<br>pm | Desk Crits ( <i>LS AWAY</i> )<br>Desk Crits   |
|                           | <i>Plan/ Section</i>                 | Th 31 | am<br>pm | <b>Pin Up</b>   |
| <b>Week 05</b>            |                                      |       |          |   |
| february                  | MASTERPLAN                           | M 04  | am<br>pm | Desk Crits<br>Desk Crits ( <i>dwg digital hand-in 6:00pm, models due Th. 07</i> )   |
|                           | <i>Urban Section</i><br><i>Model</i> | Th 07 | am<br>pm | <b>P2 REVIEWS</b> of Masterplan<br><b>P3 Hand Out</b>                               |
| <b>Week 06</b>            |                                      |       |          |   |
|                           | BLDG STRATEGY<br>& MASSING           | M 11  | am<br>pm | Lecture: <i>Building Strategy</i> [All]<br>Desk Crits                               |
|                           |                                      | Th 14 | am<br>pm | <b>Cities Symposium</b><br>Group Desk Crits   |
| <b>Week 07</b>            |                                      |       |          |   |
|                           | BUILDING<br>ORGANIZATION             | M 18  | am<br>pm | <b>Reading Week</b>   |
|                           | <i>Plans /</i><br><i>Sections</i>    | Th 21 | am<br>pm | <b>Reading Week</b>   |
| <b>Week 08</b>            |                                      |       |          |   |
|                           | CIRCULATION<br>UNIT LAYOUTS          | M 25  | am<br>pm | Desk Crits ( <i>Co-op Interview day</i> )<br>Desk Crits                             |
|                           | <i>Axonometric</i>                   | Th 28 | am<br>pm | <b>PIN UP</b>   |
| <b>Week 09</b>            |                                      |       |          |   |
| march                     | STRUCTURE/<br>UNIT LAYOUTS           | M 04  | am<br>pm | Lecture: <i>Structure &amp; Unit Layout</i> [JE & AA]<br>Desk Crits                 |
|                           | <i>Plans /</i><br><i>Sections</i>    | Th 07 | am<br>pm | Desk Crits<br>Desk Crits  |
| <b>Week 10</b>            |                                      |       |          |   |



|                |                               |       |          |  |
|----------------|-------------------------------|-------|----------|--|
|                | MATERIALS                     | M 11  | am<br>pm | <b>MID REVIEW</b>  |
|                | <i>Model/Axo</i>              | Th 14 | am<br>pm | <i>Lecture: Materials Sequences</i> [PD]<br>Desk Crits       |
| <b>Week 11</b> |                               |       |          |  |
|                | ATMOSPHERES                   | M 18  | am<br>pm | Desk Crits<br>Desk Crits                                     |
|                | <i>Sectional Perspectives</i> | Th 21 | am<br>pm | <i>Lecture: Materials and Atmosphere</i> [DR]<br>Desk Crits  |
| <b>Week 12</b> |                               |       |          |  |
|                | ELEVATIONS/<br>STREET RELSHIP | M 25  | am<br>pm | <b>PIN UP</b><br><i>Design refinement and representation</i> |
|                | <i>Section / Video</i>        | T 28  | am<br>pm | Desk Crits<br>Desk Crits                                     |
| <b>Week 13</b> |                               |       |          |  |
| april          | REVISITING<br>MASTERPLAN      | M 01  | am<br>pm | Desk Crits<br>Desk Crits                                     |
|                |                               | Th 04 | am<br>pm | Last day of classes  |
| <b>Week 14</b> |                               |       |          |  |
|                |                               | M 10  | am<br>pm | FINAL STUDIO HAND-IN   |
|                |                               | F 12  | am<br>pm | <b>FINAL REVIEWS</b>   |
| <b>Week 15</b> |                               |       |          |  |
|                |                               | M15   | am<br>pm | DIGITAL HAND IN  |

## 12: RECOMMENDED READINGS

Attached is an partial bibliography of books that touch upon some of the issues will be discussing this term. In addition, a list of more specific readings and references will be distributed with each project handout. Reference material will be held on reserve in the Musagetes Library for use by the class, or will be provided in pdf form and posted to LEARN. Students are strongly encouraged to actively use the *Library* collection.

### **BIBLIOGRAPHY** (will be on reserve in the Library)

#### **Housing**

Architecture and the Welfare State, Mark Swenarton, Tom Avermaete and Dirk van den Heuvel, Routledge.

Density: New collective housing. Condensed edition, Javier Mozas, Aurora Fernández Per, (Barcelona: A+T Architecture publishers, 2006)

Density Projects: 36 New Concepts on Collective Housing, Aurora Fernández Per and Javier Arpa, Barcelona: A+T Architecture publishers)

New forms of collective housing in Europe, Arc en rêve centre d'architecture. (Basel : Birkhäuser 2009)

The Grand Domestic Revolution: A History of Feminist Designs for American, Dolores Hayden, (Cambridge: MIT Press, 1982)

Floor Plan Manual: Housing, Friederike Schneider, Oliver M. Heckmann (Eds)

#### **Urban**

The Image of the City, Kevin Lynch (Cambridge: MIT Press, 1960)

Rem Koolhaas, "Whatever Happened to Urbanism?" Design Quarterly, No. 164, Sprawl (Spring, 1995), pp. 28-31  
URL: <http://www.jstor.org/stable/4091351>

University Planning and Architecture, The search for perfection, J. Coulson, P. Roberts, I. Taylor, 2010.

Architecture and participation, Blundell-Jones, Peter.; Petrescu, Doina; Till, Jeremy. (New York : Spon Press 2005)

#### **Toronto**

The Growth Plan: at [http://www.placestogrow.ca/index.php?option=com\\_content&task=view&id=53&Itemid=65](http://www.placestogrow.ca/index.php?option=com_content&task=view&id=53&Itemid=65)

Neptis Foundation's analysis of the Growth Plan

<http://www.neptis.org/publications/commentary-ontario-governments-proposed-growth-plan-greater-golden-horseshoe>

Blais, Pamela. "The Growth Opportunity: Leveraging New Growth To Maximise Benefits In The Central Ontario Zone", Neptis: The Architecture of Urban Regions, Issue Paper: no. 5 (2003).