**ARCH 610**          **Architectural Analysis and Research**
**FALL 2022**          Monday 9:30 am - 12:20 pm**,** Room 1101

**Instructor:**   Dr Anwar Jaber, with faculty and guest contributions
                        Contact:   anwar.jaber@uwaterloo.ca
                        Office hours:  by appointment, office 2011

### 1.  Territorial Acknowledgement

The University of Waterloo is located on the traditional lands of the Neutral, Anishinaabeg and Haudenosaunee peoples. The earliest peoples were hunter/gatherers of, whom we know only by the artifacts they left behind. The first people encountered by Champlain were the Cholondon "people of the deer" - peaceful Iroquoians. Their neighbours were the Neutral and Petun peoples, along with the Hurons farther north, and south the Anishnaabeg Missisaugas.

The University is situated on the Haldimand Tract, the land granted to the Mohawk of the Six Nations that includes 10 kilometres on each side of the Grand River in 1794 by George III. They came there in exile from their traditional lands in New York State.  They reside now on the largest [by population] First Nations Reserve in Canada.  They are the direct neighbors of Waterloo Architecture.

We also acknowledge the generations of settlers who have made their home here among us.  Often they were looking for the refuge our native ancestors had prepared for them.  (Text provided by William Woodworth Raweno:kwas, Elder in Residence)

### 2.  Course Description

This course intends to support graduate students in the development of a master's thesis in Architecture. Throughout the course, we will question what might constitute a thesis in

architecture and how one engages in architectural research. We will cover conventions and methods of research within the discipline of architecture, as well as methods of research which may be generated outside the discipline, all while questioning what the disciplinary boundaries might be or might mean. The consideration of precedents, case studies, relevant literature and other design research methods is intended to assist students as they position their ideas within a larger conceptual discourse. Through guest contributions, the purpose of the course is to expose students to epistemological questions, research methodologies, as well as analytical and explorative strategies, so as to guide them in their research and design thesis.

Throughout the term, we will consider the discipline, the construction of architecture as an object of research, the intention and foundations of such research, as well as the shifting boundaries of architecture as a practice and research activity. Another objective of Architectural Research and Analysis is to expose students to the range of disciplinary methods and approaches that architectural research and analysis can take from social sciences and humanities, geography and science and others.

## 3. Course Objectives:

- ✓ Strengthen critical thinking skills.
- ✓ Gain proficiency in research skills (data collection & analysis; impact on program and design).
- ✓ Strengthen ability to speak and write effectively about their architectural thesis.
- ✓ Get the students to appreciate, understand and consider the diversity of needs, norms, values, as well as social and spatial patterns in an architectural project.
- ✓ Strengthen awareness of the history and theory of the different topics investigated.
- ✓ Gaining an understanding of the different disciplines involved in the development and implementation of architectural projects.
- ✓ Gaining an understanding of some of the ethical issues involved in architectural research and practice.

**Students Performance Criteria (CACB):**
B1. Critical Thinking and Communication
B3. Architectural Theory
B4. Cultural Diversity and Global Perspectives

## 4. Topics and Schedule

Every week, there will be a presentation by two or three different guests. These presentations will also be interspersed with training and information sessions on library research, GIS, ethics, or referenceing. Please check the next page for the full schedule.

| Date | Faculty | Guests |
|---|---|---|
| Sep 12 | Anwar Jaber | |
| Sep 19 | Philip Beesley | Thesis Workshop: Affective Components of Research<br>Evan Schilling |
| Sep 26 | Lola Sheppard<br>Adrian Blackwell | Amanda McKenzie (Academic Integrity) |
| Oct 3 | Tara Bisset<br>David Fortin | Thesis Workshop: Subjectivity and Sociocultural Context for Research<br>Evan Schilling |
| Oct 10 | Reading Week – No class | |
| Oct 17 | Arfa Aijazi<br>Jaliya | Karen Pieters, Research Ethics |
| Oct 24 | Maya Przybylski<br>Marie-Paule MacDonald | |
| Oct 31 | | Thesis Workshop, Evan Schilling, TBD |
| Nov 7 | David Correa<br>Fiona Lim Tung | Mary Ochana, GIS Workshop |
| Nov 14 | Mohamad Araji<br>Elizabeth English<br>Val Rynnimeri | |
| Nov 21 | Terri Meyer Boake<br>John Straube | External session, TBD |
| Nov 28 | Tracey Eve Winton*<br>Rick Haldenby<br>Robert Jan van Pelt | |
| Dec 5 | Students Presentations | |

## 5. Course Requirements and Assessment:

There will be three main assignments throughout the term (70%), as well as your ability to formulate questions for our guest speakers (30%). The intent of these assignments is to ensure that you have a grasp of the essential parts of graduate research in architecture.

| Assignment | Grade % | Due date |
|---|---|---|
| Write about your research | 20% | Sept 29th |
| Review a previous UW thesis | 20% | October 20th |
| Present your research progress | 20% | Dec 5th |
| Participation – Submission of one question to speakers on weekly basis | 10% | Ongoing – before 11pm every Sunday |
| Discussants – groups | 20% | Ongoing |
| Attendance | 10% | Ongoing |

**1. Write about your research**

At this early stage of your thesis, what do you think your thesis will be about? In no more than 500 words, mention the topic/question and the context/site. What interests you and why? And what do you imagine your final outcome would be (thesis, project, film, drawing … etc.)? Submit no more than a two-page, PDF document that includes three key references and one image with captions. Please note that the word count does not include the references and the captioned image. Submissions should be uploaded to Learn no later than Sept 29th at 6 pm.

**2. Review a previous UW thesis**

What does a thesis at Waterloo School of Architecture look like? In this assignment, you are required to visit the Musagetes library and find a previous MArch thesis that interests you. After reviewing the thesis, please submit a three-page PDF document that answers the following questions:

1. Why did you choose this particular thesis? How may it help you better understand your research?
2. What aspects of the thesis interest you? Is it the methodology? Images? Literature it reviews? etc.

Your submission could include images and text as you find needed. Please note that you are not required to read the whole thesis or summarize it. Instead, the aim of this assignment is to help you understand what your final thesis may look like. You are welcome to review more than one thesis if needed. Submissions should be uploaded to Learn no later than Oct 20th at 6 pm.

**3. Presentation of research progress**

In the final class, students are required to present their thesis research progress. Presentations could include any material the student combined/produced during the term. Please submit 3 PowerPoint slides to Learn. Please note:
   a. Only PowerPoint slides are accepted. Submit slides by December 1st.
   b. Students are expected to present their slides to the rest of the class on December 5th.
   c. Presentations are only 3 mins long. Each student is expected to present their research progress within this timeframe.

**4. Participation – Submission of one question to speakers on a weekly basis**

Before each class, the students must submit one question to the guest speakers. The students are responsible for looking up the guest speakers, finding their area of expertise before each class and then formulating a question. Questions should be submitted on Learn in a discussion board.

**5. Discussants – Groups**

The students will be divided into groups. Each group is expected to be a discussant for the week and lead the discussion after the lecture of every guest speaker. To facilitate the discussion, The group should prepare questions to the guest speakers (one question per group member) and be prepared to discuss these questions with the speakers on that week.

Please note that other students are also expected to ask questions to the guest speakers and make comments during the class.

**6. Attendance**

Due to the flexible nature of this course, the student's attendance is a must. Students will lose grades if they don't show up and are only allowed to miss one class during the whole term. Please note that attendance will be taken every class.

## 6. Course Delivery Platforms & Communication

We will be using additional platforms to deliver, organize and share course content, learning and work. Here is a breakdown of tools we will use in this course:

**LEARN** will be used to post all readings and course material. All official communication will be coming through and from LEARN, and all assignments must be handed in to a LEARN dropbox. LEARN will also be used for grade recording and release.

**MS TEAMS** will be used as the virtual hub for the course. All classes will be streamed on Teams.

## 7. 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.

## 8. Late Work

Assignments that are handed in late will receive an initial penalty of 20% 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, and only if these have been officially submitted to the Undergraduate Student Services Co-Ordinator 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).

## 9. 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.

## 10. 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.

## 11. 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.

## 12. 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 (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.

## 13. 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.

## 14. Selected Bibliography

Adrian Forty, *Words and Buildings* New York, N.Y.: Thames & Hudson, 2000, introduction.

Andrew Ballantyne, *Deleuze and Guattari for architects*, London ; New York : Routledge 2007

Andrew Levitt, *Inner Studio: A designer's guide to the resources of the psyche,* Cambridge: Riverside Architectural Press, 2009.

Andrzej Piotrowski and Julia Williams Robinson, eds, *The Discipline of Architecture,* Minnesota: University of Minnesota Press, 2001.

Arie Graafland and Leslie Jaye Kavanuagh, *Crossover. Architecture, Urbanism, Technology,* Rotterdam: 010 Publishers, 2006, Section VIII: Theory and Praxis, pp. 646-703.

Bob Sheil, ed., *Manufacturing the bespoke: making and prototyping architecture,* Chichester: John Wiley, 2012.

Carol J. Burns, Andrea Kahn eds, *Site Matters: Design Concepts, Histories, and Strategies*, New York: Routledge, 2005, pp. 131-152.

Giancarlo de Carlo, "Architecture's Public", in *Architecture and Participation*, ed. by Peter Blundell Jones, Doina Petrescu and Jeremy Till, Abingdon: Spon Press, 2007, pp. 3-22.

Iain Borden and Katerina Rüedi Ray, *The Dissertation, A guide for Architecture Students,* London: Routledge, 3rd edition, 2014, "Researching", pp. 20-64.

James C. Scott, *Seeing like a state: How certain schemes to improve the human condition have failed,* Yale: Yale University Press, 1999, pp. 1-52.

Jane Rendell, 'Architectural Research and Disciplinarity", *Arq: Architectural Research Quarterly,* vol. 8, no. 2, 2004, pp. 141-7.

Jeremy Till, "What is Architectural Research?" RIBA Research Committee Document. 1-6.

John Dixon Hunt, *Historical Ground: The role of history in contemporary landscape architecture,* London, New York: Routledge, 2014.

John Zeisel, *Inquiry by Design,* New York, London: Norton & Company, 2005.

Joseph Rykwert, "Architecture and the Public Good", in *Research and Practice in Architecture,* Helsinki: Alvar Aalto Akatemia, 2001, pp. 8-14.

Linda Groat, David Wang, *Architectural Research Methods,* New York, N.Y.: John Wiley & Sons inc, 2002, "Literature Review", pp. 45-71.

M. Elen Deming, Simon Swaffield, *Landscape Architecture Research: Inquiry, Strategy, Design,* Hoboken, New Jersey: John Wiley & Sons, 2011.

Marjan Colletti, *Digital poetics : an open theory of design-research in architecture*, 1972, Burlington : Ashgate Publishing 2013

Murray Fraser, ed., *Design research in architecture : an overview*, Farnham, Surrey, England : Ashgate 2013, Introduction, pp. 1-14 and "A two-fold Movement': Design Research as Dialectic Critical Practice, pp. 217-248.

Neil Brenner, "What is critical urban theory", *City,* vol. 13: 2-3, 2009, pp. 198-207.

Paul Feyerbend, *Against Method, Outline of an Anarchist Theory of Knowledge,* London: Verso, 1993, Introduction and Chapter 1, pp. 9-19.

Ray Lucas, *Research methods for architecture*, London, United Kingdom : Laurence King Publishing 2016, pp. 6-57

Soumyen Bandyopadhyay, Jane Lomholt, Nicholas Temple, Renée Tobe, eds, *The Humanities in Architectural Design: A Contemporary and Historical Perspective,* London: Routledge, 2010.

Tapn k. Dhar, Luna Khirfan, "Community-based adaptation through ecological design: Lessons from Negril, Jamaica, *Journal of Urban Design,* vol. 21, no. 2, 2016, pp. 234-55.