

LEARNING AND RECONCILIATION: ENVISIONING NORTHERN EDUCATION

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We must teach our children their mother tongue. We must teach them what they are and where they come from. We must teach them the values which have guided our society over the thousands of years. We must teach them the philosophies which go back beyond the memory of man.

John Amagoalik, We Must Have Dreams (1977)

As citizens, [Inuit] see education as the means to minimize internal and external socio-economic disparities, and ultimately the means towards self-reliance. In resolving how to organize postsecondary education, what programs to offer, where they are to be delivered, and who the students are; postsecondary education institutions become a site through which one can access the effective meanings of the Inuit right to self-determination.

Olga Patricia Gavia, Inuit self-determination and postsecondary education: The case of Nunavut & Greenland (2013)

A consideration of the spatial programming of schools in the Inuit territories calls for the simultaneous analysis of three fields: education, architecture, and environment.

Marie-Josée Therrien, Built to Educate: The Architecture of Schools in the Arctic, 1950-2007 (2015)

1.0 INTRODUCTION AND PREMISE

The Canadian North faces many challenges: housing, health, economic development, education, and cultural sovereignty, amongst others. Education has long been at the center of discussions across Inuit Nunangat (the non-state country of the Inuit people in Canada), where high school graduation rates remain low, and access to post-secondary education is limited. The challenges are also deeply intertwined with the history of residential schools in Canada and the role they played in imposing, in our Prime Minister's words, a "cultural genocide" on our Indigenous peoples. Rather than a place of learning and empowerment, schools were the site of innumerable abuses. Today, the road-blocks to education in Inuit Nunangat are multiple: access to post-secondary education often requires leaving one's region and family, and travelling 1500 kilometers south; compounded with low high school graduation rates; high rates of student absenteeism, and a lack of teachers, particularly Inuit ones. The challenges are not simply related the classroom. Housing, both for students and teachers is scarce in northern communities, women have children much younger and hence may need child-care while they pursue their education, and leaving family members and community to study can be emotionally challenging. Some of these challenges lie outside the scope of architecture – but a key question motivating the studio is the question of what is the agency of architecture in such complex questions? Where can we have impact as professionals?

The *United Nations Declaration on the Rights of Indigenous Peoples* affirms that “Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.” The studio will focus on issues of post-secondary education in the region of Nunavik, in northern Quebec, which is home to 13,000 Inuit, living in 14 communities scattered along the coasts of Hudson Bay, Hudson Strait and Ungava Bay across a territory 440,000 km² in area. Negotiations for regional autonomy and resolution of outstanding land claims in Northern Quebec took place in the 2000s. It was decided that the seat of government would be Kuujuaq. Negotiations on better empowering Inuit political rights in their land are still ongoing. “The desire for the colonially-imposed institutions, including schools, to reflect and be controlled by Inuit, and for Inuit to have learning spaces which maintain and build on Inuit culture and language is ratified in each of the land claims signed by Inuit groups in Canada. The James Bay and Northern Quebec Agreement (1975) established an Inuit school board in Nunavik, with the Kativik School Board fully assuming control of Inuit education by 1978.” *[(re)Visioning Success in Inuit Education: a report of the 2017 Inuit Education Forum]*

Education: Challenges, Empowerment and Community Well-being

Multiple government reports speak to the failure of education in the region. Kuujuaq, the centre of government and the site of the studio has 44% of its population under 25 years of age. Given Nunavik's young and rapidly growing population, and that is one of the few northern regions with no post-secondary education, these issues are particularly urgent. And yet studies examining education in the Canadian North and indeed, for indigenous people throughout Canada, acknowledge the crucial role education plays in readying a future generation of indigenous people to govern, plan, educate, and lead health and well-being in their respective communities. Education is a keystone to supporting indigenous language and thus culture, and giving access to employment. Indigenous scholar Jodie Lane bears witness to this challenge in “If We Tore down the Barriers”, writing: “The potential [of each student] is there right from the start, but what is amazing to witness is how varied people's experiences are simply due to factors beyond their control. [...] Whether it is the education levels of our parents, our first language, or the supports we receive in the schools themselves, some students are just destined to do better than others. But how can the institutions work with us to help even things up? How are they able to intervene and encourage even the most wary of students? How do we Indigenize the academy?”

New Education Networks

Author Heather McGregor identifies the dilemma of modern northern education: “Aboriginal education is required to make a difficult compromise between two purposes: (1) The preparation of Aboriginal students for economic success in a system primarily underpinned by Euro-North American culture and (2) the revitalization of Aboriginal traditions and cultures – not as a relic of the past but as a key to the future of Aboriginal peoples.” [Inuit Education and Schools in the Eastern Arctic](#) (2015) A key premise of the studio is the speculation that if post-secondary education were present in the region, ‘higher’ learning would appear less out of reach to many students. Many Canadian northern territorial post-secondary education institutions operate as a network, with different specialties in different communities and indeed some components being mobile. As Nunavik begins discussions about post-secondary education, we will collaborate with local partners and invest ourselves in design thinking about northern indigenous spaces of learning in the context of Nunavik. Students will develop new ideas for post-secondary education, examining questions of pedagogy, curriculum, spatial needs, environment and detailed architectural responses.

2.0 STUDIO OBJECTIVES & FRAMEWORK

The studio will be grounded by in-depth research in the first weeks of the studio, and is organized such that research and design continue to feedback on each other through most of the term. The studio encourages broad speculations, independent thinking, and the positioning of architecture within a comprehensive geographic, cultural, and logistical context. The studio attributes new roles to the architect – not simply problem solver, but cultural, environmental and spatial detective, bringing to light the forces at work within a given geography, and the possibility of leveraging opportunities and synergies to imagine new formats of architecture. The studio asks what larger agency can architecture have in such politically, culturally and geographically charged contexts?



Nunavik, QC

While the ambitions of the studio are broad, the course will be structured to enable students to move effectively across scales, with the term project divided into several sub-phases. The studio will work across a range of scales—from the territorial, to the site specific, to detailed tectonic resolution. We will work—from large-scale cartography, photography, and diagrams, to plans, sections, axonometrics, down to detailed design through models. Because of the range of scales and complexity of issues of the studio, students are strongly encouraged to **work in pairs of two**, throughout most of the key design phases. A series of lectures by scholars on northern education and indigenous planning, as well as readings, will complement the early phases of the studio, as will a studio field trip.

The studio will use the context of Nunavik to grapple with 3 inter-related questions:

- ***Architecture and environment:***
Nowhere is architecture more confronted with context than in the extreme conditions of the Canadian North. The studio asks what is architecture's relationship to climate, geography, and territory. How can architecture operate locally but think at a territorial scale? The studio will also grapple with questions of time and seasonality in architecture—challenging students to consider how one designs across seasons and how does one represent such temporal changes?
- ***Architecture and culture:***
Canada has a long history of importing and imposing southern models of architecture, planning, education, language, and social structures, as tools of colonization. This studio asks how can architecture instead be a tool of cultural empowerment—how can it embody and reflect a culture, help materialize traditional practices, and foster local knowledge?
- ***New Northern Indigenous vernaculars:***
The studio will grapple with what might constitute a northern indigenous response to design, with respect to site, spatial layout, materials and spaces of gathering? How can this be done in ways that learn from and reflect Inuit culture in Nunavik, are authentic yet avoid nostalgia?

03: STUDIO STRUCTURE & METHODOLOGY

The course will be structured around a **single project, broken into three phases**. Detailed descriptions will introduce each phase of the project. While the ambitions of the studio are large, the course will be structured to enable students to move effectively across scales, with the term project divided into several sub-phases. Indeed, the studio posits that only way to test architecture's agency in such an expanded territory of ambitions is to engage architecture at multiple scales: that of regional thinking, urban design, and building. The studio assignments are designed to work these scales.

The term will be organized in a series of assignment which build upon each other, from core research and precedent study, field research, urban design to building design. The studio will privilege thinking across scales—from the regional to the detailed building scale. Students will be very strongly encouraged to work in pairs.

1. The studio will study the history of education initiatives in Nunavik, northern Canadian regions and other regions of the circumpolar world; their relationship to cultural emancipation; and design precedents for indigenous education;
2. Emerging from the collective research, students will be asked to work in pairs to develop initial ideas for the education hub in Kuujuaq and how it could operate as a network across Kuujuaq.
3. We will then, as a class, visit Iqaluit and Kuujuaq to understand the cultural, spatial, geographic and climatic realities shaping Canada's North.
4. After our field study, students will develop schematic designs for their education hub, followed by (after the mid-term) a detailed design.

Below is the outline of key studio phases in greater detail:

P1: DOCUMENTING THE LEGACY OF NORTHERN EDUCATION: *[Architecture and environment]*

The first project will involve intensive research, analyzing the history of education in Nunavik, the Truth and Reconciliation report as it pertains to education and culture, the intersection of education, health and community well-being; building precedents related to education in arctic climates, and general research the geography, history, climate, culture and governance of Nunavik. Discussions about architecture's role in relationship to Truth and Reconciliation, and indigenous cultural empowerment will underpin class discussions. Resources, readings and lectures will be shared to create a communal knowledge about architecture in Canada's North, and its social, cultural and technological legacy.

P2: RETHINKING THE SCHOOL: *[Architecture and Culture]*

Based on the research from Project 1, students will strategically select a site within Kuujuaq and begin to formulate a pedagogical and spatial model for their post-secondary education. They will need to conceive of the curriculum (leaning on current regional discussions), develop a supporting spatial brief, logic for siting and schematic design. This project will begin with a one-week charrette. Students are encouraged to consider how northern and southern knowledges and curriculum priorities might intersect and support each other.

P3: SCALES OF LEARNING: *[New Northern Indigenous vernacular]*

Project 3 represents the last and longest phase of the studio. Based on the schematic plan developed in Project 2, students will be asked to develop specific building design proposals that refine and materialize in programmatic and tectonic ideas. Questions of architecture's response to culture, land, community and learning will be central. This project will begin with a one-day design charette.

The studio will work through a range of documentation and presentation methods—from cartography, photography, and diagrams, to plans, sections, axonometrics, and models— and across a range of scales—from the territorial, to the community scale, to the building and detailed tectonic resolution.

04: PEDAGOGICAL OBJECTIVES

This studio will operate as a design research laboratory, in which the initial collective research of the studio will allow each student to formulate a thesis question centered on the studio's premise. The intention of the option studio is to prepare students for the Master's thesis; to encourage students to engage in independent, critical thinking and to develop - through rigorous preliminary research - a specific site and program within the larger framework of the studio. However, each assignment will be framed in such a way as to help students focus their work and efforts in the most effective way possible.

Students will be evaluated on their capacity:

- to pursue independent research
- to develop and articulate a critical position relative to architecture, site and program, material expression
- to develop a project at a range of scales – from site strategy, to building development and tectonics
- to exhibit dexterity and understanding of geometry, scale, craft
- to work through a range of representation modes

05: FIELD TRIP / TRAVEL

An *optional* studio field trip to Iqaluit, Nunavut and Kuujuaq, Nunavik will take place from October 14-19, during reading week. The trip is intended for deeper understanding and first-hand experience of the geography, climate, culture and spatial realities of Nunavik and the Eastern Arctic. We will meet with community leaders, teachers, students and other key stakeholders in both communities, to understand the challenges and opportunities related to education in these two regions. Cost and itinerary will be confirmed the first week of class. Students will be asked to commit the first week of School, as to their participation in the field trip. See Draft Itinerary below.

06: SCHEDULE AND STUDIO ATTENDANCE

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

Office Hours: on request

Studio attendance: You are expected to be in studio all day on studio days. (Breaks for lunch, coffee, library or lab use is, of course, permitted.) 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 and you will be requested to withdraw from the class. Class attendance and participation play a key part in the course and will form part of the participation grade.

The studio sessions will include lectures, individual desk-critiques, pin-ups and formal reviews.

Detailed descriptions will introduce each project. Lectures and other presentations will be given in conjunction with each introduction.

COURSE SCHEDULE

Week 01 Priorities				
SEPT	RESEARCH	M 02	am pm	NO CLASSES
		Th 05	am pm	STUDIO INTRO and LECTURE P1 HANDOUT – DOCUMENTING (Individual)
Week 02				
SEPT	RESEARCH	M 09	am pm	Guest Lectures Desk crits
		Th 12	am pm	Desk Crits + GIS Desk Crits
Week 03				
SEPT	RESEARCH	M 16	am pm	Research Pin-Up Pin-up
		Th 19	am pm	P1 REVIEWS P2 HANDOUT – RETHINKING THE SCHOOL (Group)
Week 04				
SEPT	PROGRAM	M 23	am pm	Readings + Desk Crits Desk Crits
		Th 26	am pm	P2 CHARETTE – SITING AND CULTURE
Week 05				
	CONCEPT	M 30	am pm	Independent work –Identifying potential sites (LS away)
OCT	MARKING LAND	Th 03	am pm	Inuit Studies Conference, Montreal – (optional attendance) (LS away)
Week 06				
OCT	MASSING	M 07	am pm	Desk Crits Desk Crits
		Th 10	am pm	PIN UP
Week 07				
OCT	SITE VISIT	Su 13	Am pm	Thanksgiving / Reading Week TRIP (Departure)
		Sa 19		TRIP (Return)
Week 08				
OCT	SCHEMATIC DESIGN	M 21	am pm	Desk Crits Desk Crits
		Th 24	am pm	P2 – RETHINKING THE SCHOOL - REVIEW P3 HAND OUT – SCALES OF LEARNING
Week 09				
OCT		M 28	am pm	Desk Crits Desk Crits
		Tu 29		<i>Bill Woodward lecture in ARCH 100 (recommended)</i>
	FRAGMENT	Th 31	am pm	P3 CHARETTE – INHABITING (In class work)

Week 10				
NOV	MASSING	M 04	am	Desk Crits
			pm	Desk Crits
	ORGANIZATION	Th 07	am	Desk Crits
			pm	Desk Crits
Week 11				
NOV	STRUCTURE	M 11	am	Desk Crits
			pm	Desk Crits
		Th 14	am	Desk Crits
			pm	Desk Crits
Week 12				
NOV	SCALES OF SPACES	M 18	am	P3.2 MID REVIEW - SCALES OF LEARNING
			pm	
		T 21	am	Desk Crits
			pm	Desk Crits
Week 13				
NOV	MATERIALS	M 25	am	PIN UP
			pm	
		Th 28	am	Desk Crits
			pm	Desk Crits
Week 14				
DEC	ATMOSPHERE	M 02	am	Last day of classes
			pm	Desk Crits
		Th 05	am	Desk crits (voluntary)
			pm	
Week 15				
DEC		M 09	am	Plotting Deadline to ACM
			pm	
		W 11	am	FINAL REVIEW
			pm	
		F 13	am	USB HAND IN (tbc)
			pm	

07: EVALUATION

Students will be graded on the work performed during this 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:	15%
Project 2.1 (Charette):	5%
Project 2.2:	25%
Project 3.1 (Charette):	5%
Project 3.2 Mid-review:	5%
Project 3.2:	40%
Participation & USB:	5%
Total:	100%

The specific basis for the evaluation of each project will be identified in individual project handouts. Grades will be posted on LEARN within 2 weeks of deadline/review.

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

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.

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 **USB** 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 3.2, with subfolders indicating study models, 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 20 on the first calendar day and 5% penalty per day thereafter. After five calendar 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.

08: COMMUNICATION WITH STUDIO COORDINATOR AND FACULTY

During the course of the term, the professor may need to send communications to ARCH 393 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 lsheppard@uwaterloo.ca

09: 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.

RECOMMENDED READINGS

Attached is a bibliography of books and websites that touch upon many of the issues will be discussing this term. 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. We encourage all students to actively use the *Musagetes Library* collection.

Understanding Nunavik, Quebec

Le Plan Nord towards 2035. Reference Framework. Quebec. www.plannord.gouv.qc.ca

Habiter le Nord Research Group. <https://www.habiterlenordquebecois.org/>

Northern Education & its Architecture

*Vick-Westgate, Ann (2002). Nunavik: Inuit-controlled education in Arctic Quebec. University of Calgary Press. Institute of North America and Katujiniq (Nunavik's Regional Development Council), Northern Lights Series.

Inuit Tapiriit Kanatami. (re)Visioning Success in Inuit Education: a report of the 2017 Inuit Education Forum August 2017.

Lane, Jodie. (2013). If we tore down the barriers would we still be equal: Nunatsiavut Students and Post-secondary education. Indigenizing the Academy: A hard copy 40th anniversary special edition of The Morning Watch. Retrieved from <http://www.mun.ca/educ/faculty/mwatch/vol40/winter2013/toreDownBarriers.pdf>

Lévesque, Francis, Mylène Jubinville and Thierry Rodon. 2016. En compétition pour construire des écoles L'éducation des Inuits du Nunavik de 1939 à 1976. Création orale et littérature. Recherches amérindiennes au Québec. Volume 46, Number 2-3. URI: <https://id.erudit.org/iderudit/1040442ar>

Therrien, Marie-Josée. (2015). Built to Educate: The Architecture of Schools in the Arctic from 1950 to 2007. Journal of the Society for the Study of Architecture in Canada | JSÉAC 40, No 2: 25-42.

News Articles

<https://www.kativik.qc.ca/fr/services-aux-etudiants-du-postsecondaire/options-detudes/college-cegep-y-compris-nunavik-sivunitsavut/>

<https://indigenouspeoplesatlasofcanada.ca/article/education/>

<https://www.cbc.ca/radio/unreserved/they-don-t-know-what-they-don-t-know-teachers-reach-out-for-tips-on-integrating-indigenous-content-1.4990312/innovative-program-recruits-future-indigenous-teachers-from-high-school-classrooms-1.4992033>

Introduction to Inuit Culture

Tester, Frank & Shirley Tagalik (2017). Inuit Qaujimagatuqangit : What Inuit have always known to be true. edited by Joe Karetak. Halifax ; Winnipeg : Fernwood Publishing,

TESTER, Frank J. and Peter IRNIQ, 2008 Inuit Qaujimagatuqangit: Social history, politics and the practice of resistance, *Arctic*, 61, suppl.1: 48-61.

Wenzel, Georges, 2004 From TEK to IQ: Inuit Qaujimagatuqangit and Inuit Cultural Ecology, *Arctic Anthropology*, 41(2): 238-250.

Design Research on the North

Royse Land, E and Ro, O. Northern Experiments: The Barents Sea Urban Survey. Oslo Triennale, 2009

Gugger, H., Couling, N., Blanchard, A. eds. Barents Lessons: Teaching and Research in Architecture. Park Books, 2013.

Sheppard, L and White, M. (2017). Many Norths: Spatial Practice in a Polar Territory. Barcelona: Actar 2017.

Cho, Leena and Matthew Jull (2019). Mediating Environments. Arctic Design Group. Applied Research & Design.

Arctic Urbanism

Dybbroe Susanne, Jens Dahl & Ludger Müller-Wille, "History Matters: Dynamics of Arctic Urbanization," Acta Borealia: A Nordic Journal of Circumpolar Societies, Vol. 27, Issue 2, 2010. p.120-124.

Edwards, W.A. (1957). An Arctic House Study. Ottawa: Department of Northern Affairs and National Resources.

Erskine, R. (1968) Architecture and town planning in the North. Polar Record, Volume 14, Issue 89, (May 1968): pp 165-171.

Hemmersam, P. "Recovering Place in the Arctic," In Beyond Ism: The Landscape of Landscape Urbanism. SLU, Alnarp: 19.10.2016–21.10.2016. 41–51.
http://www.slu.se/globalassets/ew/org/centrb/fuse/conf-beyond-ism/proceedings/hemmersam_-_recovering-place.pdf

Hammersam, P. "The Empty Spaces of Future Thinking," OCULS, Post Feb. 12, 2017.
http://www.oculs.no/projects/future-north/news/?post_id=4533

Janike Kampevoid Larsen, Peter Hemmersam eds (2018) Future North: The Changing Arctic Landscapes. Taylor and Francis.

Cold Climate Architecture

Kalman, H. (1994). A history of Canadian Architecture. Toronto; New York : Oxford University Press.(Chapter on Arctic Architecture)

Lstiburek, Joseph, Builders Guide to Cold Climates.The Taunton Press, Newton CT: 2000.

Muller, Andreas, ed. Arctic Perspective Cahier No. 1: Architecture. Ostfildern: Hatje Catnz Verlag, 2010.
www.arcticperspective.org

Smith, Peter F., Architecture in a Climate of Change, Architectural Press, Oxford: 2001.

Strub, H. (1996). Bare Poles: Building Design for High Latitude, Montreal & Kingston: McGill-Queen's University Press.

Architectural Vernaculars & Participatory Architecture

De Carlo, G. (1980). "An Architecture of Participation," Perspecta, Vol. 17, The MIT Press: 74-79

Frampton, Kenneth (1983). Towards a Critical Regionalism: Six Points for an Architecture of Resistance. The Anti-Aesthetic: Essays on Postmodern Culture. Ed. Hal Foster. Port Townsend: Bay Press.

Burns, Carol (1999). On Site: Architectural Preoccupations. in Site Matters: Design Concepts, Histories, and Strategies. Andrea Kahn ed. New York: Routledge.

Guest Speakers

Patricia Gavia, post-doctoral researcher in Higher Education at OISE, University of Toronto, focusing on Indigenous Knowledge Production and Indigenous Peoples rights.

Marie-Josée Therrien, Associate Prof and Associate Dean of Arts, OCAD University. Author of "Built to Educate: The Architecture of Schools in the Arctic from 1950 to 2007"

Albert Brookes, RWDI, Guelph, ON on Design for Northern Climates (TBC)

Lori Campell, Director, Waterloo Indigenous Student Centre (TBC) or Bill Woodward, Indigenous Architect & Adjunct Professor UW

Additional References

DAVELUY, Michelle, 2005b Self-governance VS Linguistic Peace among the Canadian Inuit, *Proceedings of the Linguapax 10 Conference*, Barcelona, Linguapax, CD-Rom.

DORAIS, Louis-Jacques, 1979 The Dynamics of Contact between French Nationalism and Inuktitut in Northern Quebec, in Bjarne Basse and Kirsten Jensen (eds), *Eskimo Languages. Their Present-Day Conditions. Majority Language Influence on Eskimo Minority Languages*, Aarhus, Arkona: 69-76.

DORAIS, Louis-Jacques, 1990 The Canadian Inuit and their language, in D. Collis (ed.), *Arctic languages: An awakening*, Paris, UNESCO: 185-289

DRAPEAU, Lynn and Jean-Claude CORBEIL, 1992 Les langues autochtones dans la perspective de l'aménagement linguistique, in J. Maurais (ed.), *Les langues autochtones au Québec*, Québec, Les Publications du Québec: 389-414.

NALUKTURUK, Alasia, 2006 The Kativik School Board and the road to genuine Inuit empowerment, presented at Sivunivut (Kujjuaq, Nunavik, May 30-31 2006), reproduced in François Trudel (ed.), *Self-Governance in Arctic Societies: Dynamics and Trends*, Québec, Université Laval and CIÉRA: 177-181.

NUNAVIK COMMISSION / COMMISSION DU NUNAVIK, 2001 *Partageons. Tracer la voie vers un gouvernement pour le Nunavik*. Rapport de la Commission du Nunavik / *Let us Share. Mapping the Road toward a Government for Nunavik*. Report of the Nunavik Commission, Kujjuaq, Governments of Quebec and Canada.

NUNAVIK EDUCATIONAL TASK FORCE / GROUPE DE TRAVAIL SUR L'ÉDUCATION AU NUNAVIK, 1992 *Silatunirmut. The Pathway to Wisdom*. Final Report of the Nunavik Educational Task Force / *Le chemin de la sagesse*, rapport final du Groupe de travail sur l'éducation au Nunavik, Kujjuaq, Makivik Corporation and Government of Quebec.

PETIT, Céline, 2003 L'éducation et la scolarisation au Nunavik et au Nunavut, in *Les Inuit de l'Arctique canadien*, Québec, CIDEF-AFI and Inuksuk, coll. Francophonies: 207-226.

TARGÉ, Anne-Pascale, 2004 Problems of the transmission of Inuit knowledge from Elders in schools, in R. Danby, J. Rausch, H. Castleton and A. Giles (eds), *Breaking the Ice: Proceedings of the 7th ACUNS (Inter)National Student Conference on Northern Studies*, Edmonton, CCI Press: 162-166.

TFALC (TASK FORCE ON ABORIGINAL LANGUAGES AND CULTURES), 2005 *Towards A New Beginning – A Foundational Report for a Strategy to Revitalize First Nation, Inuit and Métis Languages and Cultures*. Report to the Minister of Canadian Heritage (online at: <http://www.aboriginallanguagetestaskforce.ca>)

DRAFT ITINERARY: Oct 14th – 20th

Mon. Oct 14th – (Thanksgiving)
Fly First Air - Ottawa to Iqaluit.
(Students must make their own way to Ottawa.)
Arrive 12:30pm Walk through community

Tues. Oct 15th – Meetings
Visit to Local Schools (date TBC)

Wed. Oct. 16 – Meetings
2:30pm Fly First Air from Iqaluit to Kuujjuaq
Walk around town

Thurs. Oct 17th - Meetings
Site documentation
Visit to Local Schools (date TBC)

Fri. Oct 18th – Meetings
On the land trip (tbc)

Sat. Oct 19 – Meetings (tbc)
Fly First Air Kuujjuaq to Montreal

Sun. Oct. 20th – Make way from Montreal to Cambridge

Estimated Costs:

Air fare:	\$2010 (Normally \$2500)
Accommodation:	\$40-60/night x 6 nights = \$240-360
Support:	\$500/ student support generously covered by Dean Sullivan \$125+ /student support generously covered by UWSA / Director

TOTAL ESTIMATED COSTS: \$1600-1750

Optional Costs: On the land trip by ATV or boat with local outfitter (Cost TBC)

Not included:

Travel to Ottawa & from MTL	Lola can likely offer a ride to 6 students to Ottawa and back from MTL. One way mini-van rental will reduce costs.
Food & Misc.	Food is more expensive than in the South, however purchasing food at grocery store will help keep costs down.