

## **Writing and the Written**

ARCH 510-003, 11833, Fall 2021

Fridays 2pm to 4:50pm (Teams)

Instructors: Claire Lubell (she/her) and Ushma Thakrar (she/her)

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 ten kilometres on each side of the Grand River.

As we are joining from regions and territories outside of the traditional territories of the Neutral, Anishinaabeg, and Haudenosaunee peoples, we also acknowledge all the ancestral and unceded territories of the Inuit, Métis, and Indigenous peoples.

### Course Description

Writing and the Written explores the multitude of ways in which architects, researchers, and scholars write about the built environment—including research papers, critical essays, journalistic articles, and narrative compositions—to speak to different audiences. In parallel to studying various models and formats of contemporary architecture publishing, students will undertake a semester-long writing project on a topic and in a style of their choosing. The project will be developed iteratively as a means to explore how writing can be used to conduct and shape—rather than simply present—architectural research. Through the writing process, students will also gain experience in the phases and techniques of editing.

### Learning Objectives

Through a semester-long writing project, students will learn how to use writing as a research tool as well as refine their abilities to communicate using text. During the seminar, students will be exposed to the construction and utility of different formats of writing and workshop sessions will develop editorial skills to apply to their own work and the work of others. Students will also gain experience pitching and presenting ideas and pieces for publication.

### Course Delivery Platforms & Communication

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

Zoom will be the videoconferencing software that we will be using to meet for each of the course sessions. Microsoft Teams will serve as the site through which course documents, activities, and discussions will be shared and organized. Students will be added to the course team in the first week of class.

LEARN will be the location for official communication, work submission, and grade recording and release.

### 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.

The Roundtable scheduled for Friday, October 8, 2021, including questions and answers, will be recorded and made available to students and faculty for reference purposes. Students wishing not to be captured in the recordings have the option of participating through the direct chat in the meeting platforms used.

### Community Agreement

To create conditions conducive to open and engaged dialogue, we ask that everyone respect the community agreement outlined below:

Acknowledge and respect everyone's pronouns\*, world views, and lived experiences  
Respond to and challenge ideas and work rather than people  
If and whenever possible, keep your video feed on  
Keep your microphone muted when you are not speaking to reduce background noise  
Keep chat to "everyone" to a minimum while people are speaking, aside for questions for those speaking  
Ensure the person speaking is done by their indicating so by turning their microphone to mute before unmuting yourself to contribute

\* You may want to consider including your preferred pronouns in your display name

### Course Schedule

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

#### *Week 1: Friday, September 10, 2021*

Course introduction

#### *Week 2: Friday, September 17, 2021*

Discussion: Authorship

Readings required:

Roland Barthes, "Death of the Author," in *Image-Music-Text*, trans. Stephen Heath (New York City: Hill & Wang, 1978), 142–148.

Michel Foucault, "What Is an Author?" in *Language, Counter-Memory, Practice: Selected Essays and Interviews by Michel Foucault*, ed. Donald Bouchard, trans.

Donald Bouchard and Sherry Simon (Ithaca: Cornell University Press, 1977), 113–138.

David Adjaye, Nikolaus Hirsch, and Jorge Otero-Pailos, "On Architecture and Authorship," *Places*, October 2011,

<https://placesjournal.org/article/on-architecture-and-authorship-a-conversation/#0>.

Workshop: Essay topics and research questions

Due: topic statement and research question

#### *Week 3: Friday, September 24, 2021*

Discussion: First-person writing

Required readings:

Amrit Phull, "How to Harvest Rabbits," excerpt from *Hunting For: Lessons on Architecture in Cree Territory*, Master of Architecture Thesis Dissertation (University of Waterloo, 2014), 163–168, <https://uwspace.uwaterloo.ca/handle/10012/9009>.

Youssef Bazzi, "Before with my Father, After for my Son," *Portal 9* no. 1 (Autumn 2012): 8–14, [https://issuu.com/portal9/docs/portal\\_9\\_the\\_imagined\\_english/8](https://issuu.com/portal9/docs/portal_9_the_imagined_english/8).

Ahmad Makia, "Dear City of Corpses," *Portal 9* no. 1 (Autumn 2012): 126–131, [https://issuu.com/portal9/docs/portal\\_9\\_the\\_imagined\\_english/60](https://issuu.com/portal9/docs/portal_9_the_imagined_english/60).

Bogdan Bogdanovic, "The City of My Friends," in Arna Mackic, *Mortal Cities Forgotten Monuments* (Zurich: Park Books, 2016), 79–85.

Robert Smithson, "A Tour of the Monuments of Passaic, New Jersey, 1967," in *Robert Smithson: The Collected Writings* (Los Angeles: University of California Press, 1996), 68–74.

Workshop: Research and references

Due: references

*Week 4: Friday, October 1, 2021*

Discussion: Architecture criticism

Required readings:

Terry Eagleton, *The Function of Criticism* (New York City: Verso Books, 2005), 9–27.

Joseph Rykwert, "Does architecture criticism matter?" *Domus*, May 21, 2014,

[https://www.domusweb.it/en/opinion/2014/05/21/does\\_architecturecriticismmatter.html](https://www.domusweb.it/en/opinion/2014/05/21/does_architecturecriticismmatter.html).

Mimi Zeiger, "It's time to abolish the architecture critic," *Dezeen*, March 1, 2021,

<https://www.dezeen.com/2021/03/01/abolish-architecture-critics-newspaper-mimi-zeiger/>.

Recommended readings:

Eva Hagberg Fisher, "Criticism in Crisis," *Architect Magazine*, December 3, 2018,

[https://www.architectmagazine.com/design/criticism-in-crisis\\_o](https://www.architectmagazine.com/design/criticism-in-crisis_o).

Michael Sorkin, "Critical Mass: Why Architectural Criticism Matters," *The Architectural Review*, May 28, 2014,

<https://www.architectural-review.com/essays/critical-mass-why-architectural-criticism-matters>.

Workshop: Taking a position and building an argument

Due: positioning text

*Week 5: Friday, October 8, 2021*

Roundtable with invited guests (see Notice of Recording above)

Due: midterm submission

*Week 6: Friday, October 22, 2021*

Discussion: Rereading history

Required readings:

Michael Osman and Daniel M. Abramson, "Evidence and Narrative," *Journal of the Society of Architectural Historians* 76, no. 4 (December 2017): 443–445.

Barbara Penner, "We shall deal here with humble things," *Places*, November 2012,

<https://placesjournal.org/article/we-shall-deal-here-with-humble-things/>.

Nader Vossoughian, "Workers of the World, Conform!," *Triple Canopy*, August 3, 2017,

<https://www.canopycanopycanopy.com/contents/workers-of-the-world-conform>.

Colin Marshall, "Los Angeles and the 'great American streetcar scandal'," *The Guardian Story of Cities*, 25 April 2016,

<https://www.theguardian.com/cities/2016/apr/25/story-cities-los-angeles-great-american-streetcar-scandal>.

Workshop: Architecture publishing landscape

Due: piece of writing from an architecture publisher and first draft

*Week 7: Friday, October 29, 2021*

Discussion 5: Practice as writing

Required readings:

Alex Lehnerer et al., "Spaghetti Urbanism" and "Introduction to the Territory," *The Western Town* (Germany: Hatje Cantze, 2013), 7–23.

Keith Krumwiede, "Notes on the Death and Life of Some American Dreams," *Atlas of Another America: An Architectural Fiction* (Zurich: Park Books, 2017), republished by

*The Avery Review* (20 December 2016),  
<http://averyreview.com/issues/20/some-american-dreams>.

DOGMA, *Stop City*, 11 Projects (London: AA Publications, 2013), 10–20.

Rania Ghosn and Ya Suo, “Detroit S.A.R,” in *Fairy Tales: When Architecture Tells a Story Vol. 1* (Blank Space Publishing, 2014), 118–126.

Workshop: Architecture publishing landscape II

Due: piece of writing from a “non-architecture” publisher

*Week 8: Friday, November 5, 2021*

Workshop: Audience and interpretation

Due: presentation of a peers’ first drafts

*Week 9: Friday, November 12, 2021*

Tutorials: first drafts

*Week 10: Friday, November 19, 2021*

Discussion: Culture and language

Required readings:

George Orwell, “Politics of the English Language,” April 1946,

<https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/politics-and-the-english-language/>.

Judith Butler, “On Linguistic Vulnerability,” in *Excitable Speech: A Politics of the Performative* (New York City: Routledge, 1997), 1–13.

Recommended readings:

Minna Salami, “Why I don’t believe the word ‘black’ should always have a capital ‘b,’” *The Guardian*, June 3, 2021,

<https://www.theguardian.com/commentisfree/2021/jun/03/word-black-capital-letter-blackness>.

Kwame Anthony Appiah, “The Case for Capitalizing the B in Black,” *The Atlantic*, June 18, 2020,

<https://www.theatlantic.com/ideas/archive/2020/06/time-to-capitalize-blackand-white/613159/>.

Guest presentation: *Galt’s* editorial process

Workshop: Editing writing

Due: revised draft

*Week 11: Friday, November 26, 2021*

Workshop: Communicating edits

Due: editing exercise

*Week 12: Friday, December 3, 2021*

Student presentations: Pitches

Due: abstract

*Week 13: Friday, December 10, 2021*

(No class)

Due: final submission and self-evaluation on class preparation and participation

### Course Requirements and Assessment

40% Class preparation and participation

Class preparation and participation will be assessed on the basis of student attendance to course sessions and their demonstration of having adequately prepared and engaged with the

readings and assignments to contribute to and participate in group discussions and workshops. This assessment will be made in relation to students' self-assessing their participation in the course at the end of term.

10% Midterm

Due: Friday, October 8, 2021

Revised topic statement (1 sentence), revised research question (1 sentence), references (10), revised positioning statement (100 words) will be graded together, assessed for development from the initial presentations of these pieces and their ability to cohesively convey the content of the first draft of the essay.

10% First draft

Due: Friday, October 22, 2021

A complete first draft of the text, following the structure laid out in the midterm submission, will be graded for completion.

10% Editing exercise

Due: Friday, November 19, 2021

A complete mark-up of a peer's first draft with developmental, line, and copy edits, will be graded for completion.

30% Final

Due: Friday, December 10, 2021

The final submission for the course consists of one 2,500- to 3,500-word text and a 100-word abstract to be submitted Friday, December 10, 2021. The text will be graded for its ability to lucidly communicate the research, attention to craft (spelling, sentence construction, style, tone, format, and word choice), and its development from the first draft of the text submitted in October. The abstract will be graded for its concise communication of the main ideas presented in the text and its crafting.

### Grading

The standard minimum passing grade for this course is 50%. Grades below 50% result in a course failure. The following represents the interpretation of percentile grades that will be given for the course:

90–100

All course work is exemplary and exceeds expectations

All course work is executed at a very high level

Student demonstrates consistent and thorough engagement with and critical thinking in relation to course materials and session throughout the term

86–89

Most course work exceeds expectations

Most course work is executed at a very high level

Student demonstrates consistent and thorough engagement with and critical thinking in relation to course materials and session throughout the term

80–85

Course work is consistently above average

Student demonstrates engagement with and critical thinking in relation to course materials throughout the term

76–79

Course work is consistently average

Student demonstrates expected levels of engagement and competency with course materials and sessions throughout the term

70–75

Course work is complete and meets expectations on some points but operates below expectations on others

Student demonstrates some engagement and competency with course materials and sessions throughout the term

50–69

Course work is complete and meets minimal expectations

Student demonstrates minimal engagement with and comprehension of course materials and sessions throughout the term

50 and below

Course work is unacceptable and does not fulfill the requirements

Student does not demonstrate adequate comprehension of course materials and sessions throughout the term

### Late Work

Assignments that are handed in late will receive an initial penalty of 5% on the first calendar day late and a 5% penalty per calendar day thereafter. After five (5) calendar days, the assignment will receive a 0%.

Students are allocated one (1) late pass for the term. This allows students to make one (1) submission up to 72 hours after the stated deadline without penalty and without any request for accommodation.

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>).

### A Note on COVID-19

Given the continuously evolving situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (<https://uwaterloo.ca/coronavirus/>) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules, and other university level responses to COVID-19.

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>).

### Mental Health Support

We recognize that the pandemic has created and continues to create several added stresses for everyone. We encourage you to care for your mental health throughout the term and beyond. You can reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services>) whenever you find yourself in need of support with your mental health. Likewise, 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

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 to address this:

You can reach out to either the course instructors, 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.

You can choose to report centrally to the Equity Office. The Equity Office can be reached by emailing [equity@uwaterloo.ca](mailto: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>.

[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](#).

### 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.