



(Canadian Embassy in Mexico City, Designed by Étienne Gaboury.
<https://www.visaplace.com/blog-immigration-law/canadian-embassy-in-mexico-mexico-city/>)

Designing for the Future of Diplomacy in the Age of Reconciliation

Course Information

ARCH 393 – F2022

Mondays and Thursdays 9:30am - 5:30pm (one hour lunch break included)

Instructor: Dr. David Fortin, Office - ARC 2014 , dftfortin@uwaterloo.ca

Office Hours: Tuesdays, 9-11 am EST

Territorial Acknowledgement

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River. (see references here: <https://uwaterloo.ca/engineering/about/territorial-acknowledgement>)

Course Description

Embassy design inherits the responsibility to embody “nation state” identities and values around the world, but how is this done in our current era, when countries such as Canada are understood as political entities representing diverse populations living on land dispossessed from sovereign Indigenous nations who are still thriving today? Moreover, how can the rich cultures and histories of the Indigenous peoples from the site of the embassy also be considered in a thoughtful and appropriate way?

In collaboration with Global Affairs Canada, this studio will examine Canadian embassy design through a case study of Mexico City, which will be significantly updated in the coming decade. The studio will include visits to Ottawa and Mexico City to learn more about the embassy as an architectural typology

while better understanding the contextual complexities. What is the future of diplomacy for Canada in the age of reconciliation and how can embassy design help express and form a new path forward?

Learning Objectives

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

- better understand the architectural typology of the Canadian embassy
- better understand the shifting expectations for federally funded projects in the context of Reconciliation
- better understand how design can help bridge complex histories between groups of peoples and provide the infrastructure for respectful relations moving forward
- begin to formulate approaches to design and architectural thinking that can better contribute to reconciliation efforts, as informed through Indigenous design principles

Required Text

Required readings will be uploaded to LEARN.

Course Requirements and Assessment

Assignment 1A: Canadian Embassy Precedent Research – 10%

Working in groups of 3 (or 2) you will research and represent one of Canada's embassies abroad. The following items must be addressed:

- A summary of relations between the two countries and how this may have impacted design decisions.
- The urban or geographical context for that embassy. Include site plans (either existing or newly drawn ones). Consider main vehicular access, public transit, nearby public amenities, visibility of the embassy, relation to the host nation political buildings or other important places
- Name of architect and any information you can find on the design process for that embassy
- Programmatic spaces in the project (exterior and interior), with plans as available
- Overall design strategies. How does the embassy design reflect Canadian values? Does it?
- Combine photos and existing drawings with new interpretive narratives that highlight the key design features of the projects. New diagrams, and other drawings/models are encouraged that help explain the project to your classmates.
- If there are relevant Indigenous relations related to the embassy, please summarize
- Some of the Canadian Embassies you might consider choosing include the following: **USA, India, China, United Kingdom or South Korea**. You may also propose another

embassy to your instructor for approval if your team feels that you can find adequate information and it will provide a unique perspective to the discussion (think of geographical regions not included here such as on the African continent, South America, or other European locations).

Your team will *present your precedent research in class during the morning of Thursday, Sept 22*. Projects are **DUE Wednesday, Sept 21 at 7pm** (please upload pdf or PowerPoint or photos of any physical items to LEARN prior to the deadline). Presentations should be designed for 20 minutes so please plan accordingly to not be less or more than that amount of time.

Assessment - Students will be assessed on the effort competed to research the precedent and the level to which they create interpretive representation to explain the project (ie the team should be challenging themselves to represent the embassy in informative and engaging ways). Site context should be well represented and diagrammed, as well as design intent and relevant historical context.

Assignment 1B: Being a Guest/Host in a Globalizing World – 5% of final grade

What does it mean to be a guest in another country or place given the ongoing globalization of the world? You will write a personal reflection piece (2500-3000 words not including bibliography) on questions surrounding boundary and occupation of space. Begin from the domestic scale - who determines who can and cannot enter one's home? Based on your experience, how does one greet someone into their home? How does one behave as a guest in that context? How is culture part of this exchange? What things are shared and what things are not, and how does design respond to this? What language is used to communicate? Now consider this at the scale of the nation state. How do countries welcome guests? What is the etiquette of being a guest in another group of peoples' home? How does the question of boundary change when the 'host' and 'guest' are each representing millions of people? Based on your research and thoughts into this topic, what do you think is the role for our Canadian embassies, and how can they express these complexities? How does design factor into this?

This first writing piece is intended to be half personal diary, half research, that will help inform your thoughts. Through it you should begin to think deeply about the role of the embassy as both an internally inspired space (representative of multiple cultures and communities in a 'nation') and externally (as a guest in another's 'home' land). Please use [Chicago Style](#) for all of your writing in this course. **DUE Wednesday, Sept 21 at 7pm**

Assignment 2: Site and Historical Analysis of Mexico City Embassy (15% of final grade)

Details for this assignment will be covered on Sept 22nd. The site analysis assignment (working groups of 2 or 3) will be **DUE Oct 5th, 2022 at 7:00pm** and presented on Oct 6th during studio.

Assignment 2B: Indigenous Territories of Turtle Island – 5% of final grade

For your second personal reflection piece, you will write about the complexities of hosting/visiting you explored in your first reflection piece, but relate it directly to the topic of Reconciliation in Canada and across Turtle Island (North America). For a Canadian Indigenous perspective regarding some of these complications, please refer to Niigaan Sinclair's short opinion piece for CBC found [here](#). Based on your individual research and thoughts into this topic, what do you think is the role for our Canadian embassies in an era aspiring towards

reconciliation, and how can they express this? What kind of programming could be changed in the future of the embassy? What role will Indigenous peoples of Canada play in the future embassies and what about the host country and their Indigenous peoples? How can the design process respond to these questions?

Like your first writing piece, this is intended to be half personal diary, half research. Take this as an opportunity to consider the Indigenous perspectives of Canadian First Nations, Métis and Inuit peoples as well as Indigenous peoples in Mexico. Refer to the course bibliography for potential sources, however, you are also encouraged to look up your own sources. Try to seek out Indigenous authors instead of settler scholars as appropriate. Please use [Chicago Style](#) for all of your writing in this course. **DUE Wednesday, Sept 21 at 7pm**

Assignment 3A: Final Project Mid-Review (25% of final grade)

Details for this assignment will be covered on Sept 22nd. Mid-review work will be **DUE Wed Nov 9th, 2022 at 7:00pm** and presented on Thurs. Nov 10th during studio.

Assignment 3B: Final Project (40% of final grade)

Your final design project will be **DUE Monday, Dec 12th, 2022 at 7:00pm** and presented all day on Tues. Dec 13th during Final Reviews.

Topics & Schedule

Week	Date	Activity (may change throughout semester)
1	Th Sept 8th	Morning - Studio Selection Process Afternoon - Introductions, Course Introduction, Travel Information/Planning, Groups for Assignments identified. Lecture on the Design Lodge.
2	M Sept 12th	Morning - Lecture and Discussion with Global Affairs Canada (GAC) (topic - Future of Diplomacy and Justice) Afternoon - Student Work Time (David to meet with groups)
	Th Sept 15th	Morning - Remote Lecture and Discussion with Marie-Josée Therrien (OCADU) Afternoon - Lecture and Discussion with Lisa Prosper; Student work time
3	**Sunday Sept 18th	Travel to Ottawa. Hotel to be confirmed. Students to carpool.
	M Sept 19th	All-day meetings in Ottawa with GAC; Return time to be confirmed
	Th Sept 22nd	Morning - Student Presentations of Embassy Precedent Research (20 min presentations followed by 10 min Q/A)
		Afternoon - Screening of 499, and discussion here , followed by Sharing Circle about the spaces of hosting/visiting. Student work time (Site analysis)
4	M Sept 26th	Morning - Lecture on the history of Indigenous peoples in Mexico

Week	Date	Activity (may change throughout semester)
		Afternoon - Lecture by Selina Martinez (Arizona State University); Student work time (Site Analysis)
	Th Sept 29th	Morning - Student work time (Site/History Analysis)
		Afternoon - Student work time (Site/History Analysis)
5	M Oct 3rd	Morning - Lecture on Reconciliation and Design
		Afternoon - Student work time (Site/History Analysis)
	Th Oct 6th	Morning - Students present Site Analysis
		Afternoon - Students present Site/History Analysis followed by Sharing Circle about colonialism on Turtle Island.
6	**Saturday, Oct 8th	Depart for Mexico City (tbc)
	Mon Oct 10th - Sat Oct 15th	Tours and Research in Mexico City
	**Sunday, Oct 16th	Return from Mexico City
7	M Oct 17th	No class. Students recover from trip, focus on other classes.
	Th Oct 20th	Morning - Guest talk from GAC about Programmatic Requirements
		Afternoon - Final Project Issued followed by small group discussions.
8	M Oct 24th	Morning - Guest lecture and discussion on Boundaries, Security and Design
		Afternoon - Student work time
	Th Oct 27th	Morning - Lecture on Storytelling through Design
		Afternoon - Pinups of Conceptual Ideas for project with guest reviewers/commenters.
9	M Oct 31st	Morning - Guest Lecture on Cultural and Digital Diplomacy
		Afternoon - Student work time (Mid-Project)
	Th Nov 3rd	Morning - Lecture and Discussion on Art and Reconciliation
		Afternoon - Student work time (Mid-Project)
10	M Nov 7th	Morning - Student work time (Mid-Project)
		Afternoon - Student work time (Mid-Project)
	Th Nov 10th	Morning - Mid-Project Reviews
		Afternoon - Mid-Project Reviews
11	M Nov 14th	Morning - Technical Requirements by GAC

Week	Date	Activity (may change throughout semester)
		Afternoon - Lecture and Discussion on Accessibility and Sustainability followed by Student work time (Final Project)
	Th Nov 17th	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
12	M Nov 21st	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
	Th Nov 24th	Morning - Student work time (Final Project)
		Afternoon - Presentation of Accessibility and Sustainable Design Strategies
13	M Nov 28th	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
	Th Dec 1st	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
14	M Dec 5th - FINAL CLASS	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
FINAL REVIEWS	**Tuesday, Dec. 13th	All-day Final Reviews

Course Delivery Platforms & Communication

This course will be in-person. To organize materials and communication outside of weekly in-person sessions, we will use the following:

LEARN – Official communication, work submission, and grade recording and release.

MS TEAMS – May be used for supplementary discussions outside of in-person class time. Students will be added to the course team as required.

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.

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 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>).

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.

Trauma-related Course Content

This course will be covering material related to conflict and trauma inflicted on various groups of people, including an emphasis on Indigenous people in Canada. Topics include genocide, political oppression, and violence, and the importance of a healing path moving forward. Please be mindful that if you have been involved in a traumatic situation linked to the course material, this course could be triggering. Please share any concerns you have with your instructor and seek support if you feel this will help you cope (see below). Alternatively students are encouraged to reconsider taking the course if they feel the content might be disruptive to their personal health and/or academic performance.

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 the demands of your studies can be troubling, and that you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Equity, Diversity and Inclusion Commitment

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 with 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. 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 launched in 2019. 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.

Selected Course Bibliography

Boddy, Trevor. 1984. "Ethnic identity and contemporary Canadian architecture." *Canadian Ethnic Studies = Etudes Ethniques au Canada*. 16:3, 1-15.

Cardinal, Douglas. 1977. *Of the Spirit*. Edmonton: NuWest Press.

Cowan, Gregory. 2001. "Collapsing Australian architecture: The aboriginal tent embassy." *Aboriginal Policy Research Consortium International (APRCi)*, 407, 30-36. Online: <https://ir.lib.uwo.ca/aprci/407>. Accessed July 21, 2022.

Cruz, Lourdes. 2020. "The Japanese embassy in Mexico: A fortunate association, a threatened heritage." *docomomo*, 63:2, 62-69.

Dalla Costa, Wanda. 2016. "Contextualized metrics and narrating binaries: Defining place and process in indigenous North America." In Conference Proceedings, Association Collegiate Schools of Architecture (ACSA), 2016 International Conference. Santiago, Chile. 210-215.

Dalla Costa, Wanda. 2018. "Metrics and margins: Envisioning frameworks in indigenous architecture in Canada." In *The Handbook of Contemporary Indigenous Architecture*. Eds. Grant, Elizabeth, Greenop, Kelly, Glenn, Daniel J., and Refiti, Albert L. Singapore: Springer. 193-221.

Deloria, Vine. 1978. "Civilization and isolation." *The North American Review*, 263:2, 11-14.

Fortin, David. 2019. "From Indian to Indigenous Agency: Opportunities and Challenges for Architectural Design." In Marie-Ève Marchand and John Potvin, Eds., *Design and Agency*. London: Bloomsbury. 243-258.

George, Rachel (Yacaaꞑal). "A move to distract: Mobilizing truth and reconciliation in settler colonial states." In Aimée Craft and Paulette Regan, Eds. *Pathways of reconciliation: Indigenous and settler approaches to implementing the TRC's Calls to Action*. Winnipeg: University of Manitoba Press. 87-116.

Goodstein, Ethel S. 1988. "Contemporary architecture and Canadian national identity." *American Review of Canadian Studies*, 18:2, 127-159.

Gournay, Isabelle, and Loeffler, Jane C. 2002. "Washington and Ottawa: A tale of two embassies." *Journal of the Society of Architectural Historians*, 61:4, 480-507.

Guenova, Natasha D. 2012. "Form follows values: Explaining embassy architecture." Ph.D. Diss. University of Tennessee, Knoxville.

Jashari-Kajtazi, Teuta. 2014. "Architecture as political expression/ the Expression of national identity in embassy buildings; Berlin experience." *THESIS*, 3:2, 139-160.

- Jen, Leslie. 2021. *Canadian Architecture: Evolving a Cultural Identity*. Vancouver: Figure 1 Publishing.
- Kimmerer, Robin W. 2013. *Braiding Sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Minneapolis: Milkweed editions.
- King, Thomas. 2013. *The inconvenient Indian: A curious account of Native people in North America*. Toronto: Doubleday.
- Lam, Elsa, and Livesey, Graham. 2019. *Canadian Modern Architecture, 1967 to the Present*. New York: Princeton Architectural Press.
- Little Bear, Leroy. 2000. "Jagged worldviews colliding." In Maie Battiste, Ed. *Reclaiming indigenous voice and vision*. Vancouver, UBC Press. 77-85.
- Loeffler, Jane C. 2004. "The American embassy: Design excellence vs. security?." *Architectural Record*, 192:7: 67-69.
- Loeffler, Jane C. 2007. "Fortress America." *Foreign Policy*, 162: 54-57.
- MacDonald, Laura. 2020. "Stronger together? Canada-Mexico relations and the NAFTA re-negotiations." *Canadian Foreign Policy Journal*. 26:2, 152-166.
- McGregor, Deborah. 2018. "From 'Decolonized' to reconciliation research in Canada: Drawing from Indigenous research paradigms." *ACME: An International journal for critical geographies*, 17:3, 810-831.
- Reyes, Rodrigo, dir. 499. 2020; Mexico-United States: La Maroma Producciones. 88 min.
- Smoke, Eladia, Fortin, David, and Dalla Costa, Wanda. 2021. "The Indigenous Peoples Space: Architecture as Narrative." In Kevin O'Brien, Rebecca Kiddle and luugigyoo patrick stewart, Eds., *Our Voices 2: Decolonization and Architecture*. Novato: Oro. 130-135.
- Stewart, Patrick R. R. 2015. "Indigenous Architecture through Indigenous Knowledge : *Dim sagalts'apkw nisiin* [Together we will build a village]." PhD diss., University of British Columbia.
- Therrien, Marie-Josée. 2003. "Diplomatic malaise. The challenge of representing Canada abroad." *Journal for the Study of Architecture in Canada*, 1:2, 15-24.
- Therrien, Marie-Josée. 2008. "Canada's new face in Korea." *Canadian Architect*, 53:7, 26-30.