ARCH 570-002 - Towards Ha/f: Through Deconstruction, Salvage, and Reuse

Instructor: Juliette Cook, M.Arch | juliette.cook@uwaterloo.ca

Class time: Weekly, Friday 2-5pm Eastern Standard Time (EST), E-Classroom

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.

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 for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

Special note: *I understand that students may have various additional needs, commitments, or challenges. Please always feel free to get in touch with me about any extra support you may need in addition to those outlined in this document.*

COURSE DESCRIPTION

The course begins with an introduction to current climate-related goals, within Canada and the world, specifically looking at how these will impact the role of architects and designers in the coming years. This context will help to set up the key question for the course: how can we halve the carbon emissions associated with the built environment?

In answering the above question, this course identifies the practices of deconstruction, or the systematic dismantling of a building down to its components, and material reuse, as key measures that will enable carbon savings through the transition to a more circular form of construction. Students will become familiarized with these concepts and how they have been put into practice both historically and in the present context. Weaving together the theoretical understandings of deconstruction and reuse with the practical knowledge of life-cycle assessments (LCAs), students will be equipped to perform embodied carbon analyses that showcase the potential environmental benefits of preserving and re-specifying reclaimed building materials.

The course will be framed within wider notions of heritage, demolition, waste, local/global supply chains, and material specifications, among others. Studying deconstruction and reuse at a variety of scales, from the unbuilding of a single home, to the logistics of transporting, processing, and storing materials on a city-wide scale, will introduce students to the complexities and opportunities of these systems, while placing designers within a larger interrelated web of actors pushing for alternative building practices.

COURSE GOALS & LEARNING OBJECTIVES

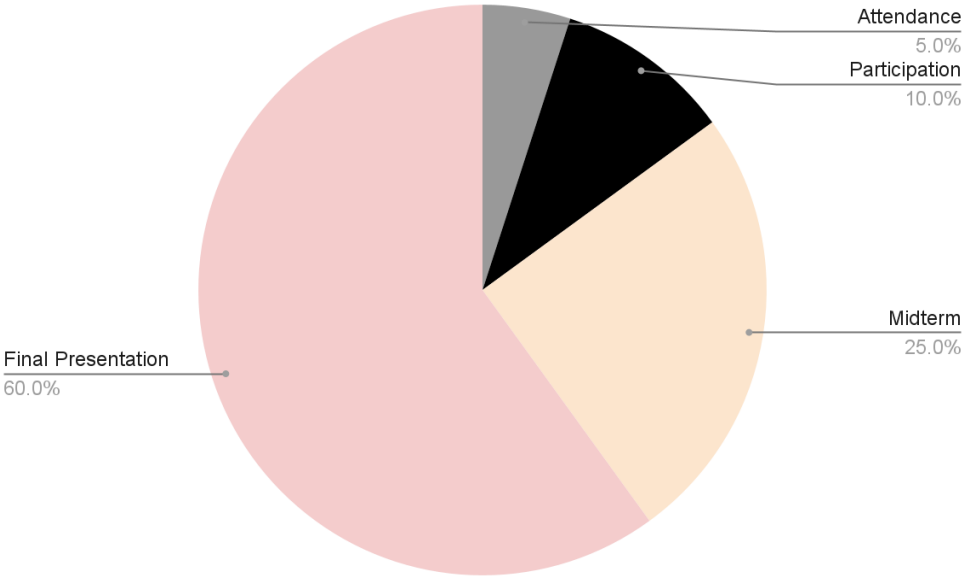
By the end of this course, students will be able to:

- Understand concepts related to climate change, especially as related to construction
- Perform embodied carbon analysis using available LCA tools
- Understand principles of building deconstruction and material reuse, and apply these in theoretical settings

COURSE STRUCTURE

This course's primary learning format is through **live lectures, in-class exercises, and extra reading/watching material.** During some weeks, we will also welcome guest lecturers. The required weekly read/watch list will be posted on LEARN.

COURSE REQUIREMENTS & EVALUATION



As shown above, the course evaluation is broken down into 5 components, which are covered below.

ATTENDANCE & PARTICIPATION **15%**

This portion of the grade is broken down into attendance (5%), which will be taken weekly via a roll call sheet, and participation (10%), which will be assessed by students' engagement with weekly readings, including **five** 300-500 word responses to their choice of lecture topic and reading material.

MIDTERM **25%**

Students will have an in-class midterm in Week 6 (**October 20th**), which will test their knowledge of course material (lectures and read/watch list) up to the end of Week 5 (**October 6th**) lecture content. The midterm will consist of two parts: (1) multiple choice questions worth 10% of the total mark, and (2) a take home assignment worth 15% of the total mark and that will be due at the start of class in Week 7 (**October 27th**) on LEARN.

FINAL PROJECT **60%**

Students will work in groups of 3 on a final project. Groups and topics are to be discussed with and approved by the instructor by Week 6 (**October 20th**). Projects will be presented to the entire class at the end of the semester. Presentation materials are to be submitted to LEARN **before class** in Week 12 (**December 1st**).

Note: *The final project will be introduced Week 4 (September 29th).*

SCHEDULE

This schedule of topics may be adjusted to reflect the in-class pace of learning.

W1	September 8	Welcome, introductions, syllabus, Q&A
W2	September 15	Lecture
W3	September 22*	Pre-recorded lecture (asynchronous class)
W4	September 29	**Final Project introduced**
W5	October 6	Lecture
		Final Project groups & topics Q&A
	October 13	**READING WEEK**
W6	October 20	**Midterm (in-class quiz + take home assignment)**
		Lecture / Site visit
		Final Project groups & topics finalized
W7	October 27	Lecture
		Midterm (take home assignment) due**
W8	November 3	Lecture
W9	November 10	Lecture
W10	November 17	Lecture
		Final Project check-in session
W11	November 24	Lecture
W12	December 1	**Final Project due****
W15	December 22	Deadline to submit Reading Reflections and any Late work

*Weeks where the instructor will not be physically present on campus.
**Assignments are to be uploaded to LEARN at the start of class on the due date.

COURSE DELIVERY & COMMUNICATIONS

Outside of our weekly in-person sessions, we will use the following platforms to organize materials & communications:

- MS TEAMS: supplementary discussions outside of in-person lecture time; students will be added in the first week of class
- LEARN: official communication, posting of weekly readings, work submission, grade recording and release
- MIRO: digital whiteboard used for in-progress research for projects & check-ins

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 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. For verified health concerns, please discuss this with your instructor before submitting a Verification of Illness Form (VIF) to the Academic Services Coordinator and Associate Director, in the Undergraduate Office. Personal extenuating circumstances need to be communicated to your instructor who will coordinate with the Undergraduate Office as needed. This is not the same as the AccessAbility Accommodations or the short term absence process.

Students seeking accommodations due to COVID-19, are to follow Covid-19-related accommodations as outlined by the university at the link here.

PASSING GRADE

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.

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.

MENTAL HEALTH SUPPORT

All of us need a support system. We encourage you to seek out mental health support when needed. Please reach out to Campus Wellness and Counselling Services.

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk 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 (DirectorArchitecture@uwaterloo.ca). 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.

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.

In general, you are required to undertake work that you represent as yours by yourself, without copying or adapting work by other, with the exception of work that you derive from others and in turn credit to those others. 'Others' includes AI tools. All work derived from others must be appropriately cited.

AI Policy: Permitted in this Course with Attribution: In this course, students are permitted to use Generative AI Tools like ChatGPT and Midjourney to support their work. In order to maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it. This disclosure should include AI generation whether in whole or part, including images, designs, in-text citations, quotations, and references.

The full extent of images and text passages should be cited. The following statement in assignments may be used to indicate general use of a Generative AI Tool: “The author(s) acknowledges the use of [Generative AI Tool Name], a model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment: [indicate, e.g. grammatical correction, gathering sources, generating specific images, etc.].”

Caution: When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

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.
