



(Canadian Embassy in Washington DC, Designed by Arthur Erickson)

Turtle Island's Embassies:

Revisiting c\ā\ñ\ā\d\ā's identity on the traditional territories of the Nakotchtank and Piscataway Peoples (Washington DC, USA)

Course Information

ARCH 393 – F2023

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

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

Office Hours: Tuesdays, 9-11 am EST or by appointment through email

Territorial Acknowledgement

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

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

We also acknowledge the generations of settlers who have made their home here among us. Oftentimes they were looking for the refuge which our native ancestors had prepared for them.



Indian delegations at Washington—presentation to the president / From a photograph by A. Gardner, Washington, D.C.
 Harper's Weekly, March 16, 1867. Library of Congress Prints & Photographs Division, LC-USZ62-106694.
<https://blogs.loc.gov/kluge/2015/03/the-indians-capital-city-native-histories-of-washington-d-c/>

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 increasingly 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 the Canadian Embassy in Washington, DC, designed by Arthur Erickson and opened in 1989. The studio will study the embassy typology in general, including a field trip to the embassy in Washington to learn more about its 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: Turtle Island Embassies Abroad - Precedent Research – 10%

Working in groups of 3 (or 4) you will research and summarize a comparative analysis of Canadian and American embassies in the following locations: **UK, India, China, and Australia.**

- A summary of relations between each of the two countries and how this may have impacted their embassies
- The urban or geographical context for each 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. Is there significance to the chosen location of the embassy?
- Name of architect and any information you can find on the design process for each embassy
- Programmatic spaces in each embassy (exterior and interior), with plans as available
- Overall design strategies. How do the embassies reflect Canadian and American values? Do they?
- 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
- Provide a comparative analysis that summarizes your findings

Your team will *present your precedent research in class during the morning of Thursday, Sept 21st*. Projects are **DUE Monday, Sept 18th at 10pm** (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 essay (2000 words not including bibliography) on questions surrounding boundary and occupation of space. 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? It is critical that you relate these questions 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 start with 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 might 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?

Refer to the course bibliography for sources, however, you are also encouraged to add your own. Please use [Chicago Style](#) for all of your writing in this course. **DUE Monday, Sept 18th at 10pm**

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

Details for this assignment will be covered on Sept 21st. The site analysis assignment (working groups of 2 or 3) will be **DUE Monday, Oct 2nd at 10:00pm** and presented on Oct 6th during studio.

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

Details for this assignment will be covered on Sept 21st. Mid-review work will be **DUE Monday, Nov 6th, 2023 at 10:00pm** and presented on Thurs. Nov 9th during studio.

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

Your final design project will be **DUE Sunday, Dec 10th, 2023 at 10:00pm** and presented all day on Tues. Dec 12th or Wed the 13th during Final Reviews.

Topics & Schedule

Week	Date	Activity (may change throughout semester)
1	Th Sept 7th	Morning - Studio selection/ballots Afternoon - Introductions, Course Introduction, Travel Information/Planning, Groups for Assignments identified. Lecture on the Design Lodge.
2	M Sept 11th	Morning - Lecture and Discussion with Global Affairs Canada (GAC) (topic - Future of Canadian/American Diplomacy)

Week	Date	Activity (may change throughout semester)
		Afternoon - Student Work Time (David to meet with groups)
	Th Sept 14th	Morning - Lecture and Discussion with Marie-Josée Therrien (OCADU) - confirmed
		Afternoon - Lecture and Discussion with Lisa Prosper; Student work time - confirmed
	M Sept 18th	Morning - Sharing circle and discussion followed by Student work time Asst 1B essay DUE on LEARN at 10pm
	Th Sept 21st	Morning - Student Presentations of Embassy Precedent Research (Asst 1A) (20 min presentations followed by 10 min Q/A)
		Sharing Circle about the spaces of hosting/visiting (Asst 1B) Student work time (Site analysis)
4	M Sept 25th	Morning - Watch lecture on Indigenous peoples in Washington DC. Discussion on the history of Indigenous peoples in the USA and Washington DC.
		Afternoon - Student work time (Site/History Analysis)
	Th Sept 28th	Morning - Watch interview with Dr. Elizabeth Rule - Indigenous DC. Followed by Student work time (Site/History Analysis)
		Afternoon - Student work time (Site/History Analysis)
5	M Oct 2nd	Morning - Student work time (Site/History Analysis)
		Afternoon - Student work time (Site/History Analysis) Site analysis material DUE on LEARN at 10pm
	Th Oct 5th	Morning - Students present Site/History Analysis
		Afternoon - Sharing Circle about embassies on Turtle Island. Students to have read Gournay/Loeffler "Washington and Ottawa: A Tale of Two Embassies" in advance.
6	**Saturday, Oct 7th	Depart for Washington DC
	Mon Oct 9th - Sat Oct 14th	Tours and Research in Washington, Ottawa
	**Sunday, Oct 15th	Return from Ottawa
7	M Oct 16th	No class - students to recover from trip, catch up on other school work
	Th Oct 19th	Morning - Final Project Issued followed by small group discussions.
		Afternoon - Student work time
8	M Oct 23rd	Morning - Guest Lecture on Cultural and Digital Diplomacy
		Afternoon - Student work time
	Th Oct 26th	Morning - Student Work Time

Week	Date	Activity (may change throughout semester)
		Afternoon - Pinups of Conceptual Ideas for project with guest reviewers/commenters.
9	M Oct 30th	Morning - Lecture and Discussion on Sustainability
		Afternoon - Discussion on Accessibility and Inclusivity
	Th Nov 2nd	Morning - Student work time (Mid-Project)
		Afternoon - Student work time (Mid-Project)
10	M Nov 6th	Morning - Student work time (Mid-Project)
		Afternoon - Student work time (Mid-Project) Mid-project material DUE on LEARN at 10pm
	Th Nov 9th	Morning - Mid-Project Reviews
		Afternoon - Mid-Project Reviews
11	M Nov 13th (David away)	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
	Th Nov 16th (David away)	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
12	M Nov 20th	Morning - Lecture and Discussion on Art and Reconciliation - followed by Student work time (Final Project)
		Afternoon - Student work time (Final Project)
	Th Nov 23rd	Morning - Presentation of Accessibility and Sustainable Design Strategies
		Afternoon - Student work time (Final Project)
13	M Nov 27th	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
	Th Nov 30th	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
14	M Dec 4th - FINAL CLASS	Morning - Student work time (Final Project)
		Afternoon - Student work time (Final Project)
FINAL REVIEWS	**Tuesday/Wednesday, Dec.12-13th	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

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.

Information on COVID-19 is available [here](#).

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.

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](#).

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](#).

AI Policy: Permitted in this Course with Attribution: In this course, students are permitted only under certain conditions, 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. Students should always verify information and data obtained through AI through other sources.

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.

Selected Course Bibliography

Indigenous peoples on Turtle Island

Blackhawk, Ned. 2023. *The rediscovery of America: Native peoples and the unmaking of U.S. history*. New Haven and London: Yale University Press.

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

Evans, Denise. 1995. "Superimposed Nations: The Jay Treaty and Aboriginal Rights," *Dalhousie Journal of Legal Studies* 4 (1995): 215-230.

George, Rachel (Yacaaᓱal). "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.

Grinde Jr, Donald A. 2002. "Iroquois border crossings: Place, politics and the Jay Treaty." In Sadowski-Smith, C. *Globalization on the Line: Culture, capital, and citizenship at US Borders*. New York: Palgrave Macmillan.

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.

Little Bear, Leroy. 2000. "Jagged worldviews colliding." In Maie Battiste, Ed. *Reclaiming indigenous voice and vision*. Vancouver, UBC Press. 77-85.

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.

Rule, Elizabeth. 2023. *Indigenous DC: Native peoples and the Nation's Capital*. Washington DC: Georgetown University Press.

Indigenous Peoples and Diplomacy

Carpenter, Kristen, and Tsykarev, Alexey. 2021. "Indigenous peoples and diplomacy on the world stage." *AJIL Unbound*, vol 115, 118-122.

Delay, Brian. 2015. "Indian polities, empire, and the history of American foreign relations." *Diplomatic History*. 39:5, 927-942.

Canadian Identity and Design

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

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

Jen, Leslie. 2021. *Canadian Architecture: Evolving a Cultural Identity*. Vancouver: Figure 1 Publishing.

Lam, Elsa, and Livesey, Graham. 2019. *Canadian Modern Architecture, 1967 to the Present*. New York: Princeton Architectural Press.

Sekula, Allen. 1988. "Geography Lesson: Canadian notes." *Assemblage*, no 6: 24-47.

Therrien, Marie-Josée. 2003. "Diplomatic malaise. The challenge of representing Canada abroad." *Journal for the Study of Architecture in Canada*, 1:2, 15-24.

Indigenous Architecture and Design

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

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.

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.

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 nisin* [Together we will build a village]." PhD diss., University of British Columbia.

Embassy Design

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Stouck, David. 2013. *Arthur Erickson: An architect's life*. Madeira Park: Douglas and Macintyre. (Includes a chapter on the US Embassy)

Therrien, Marie-Josée. 2008. "Canada's new face in Korea." *Canadian Architect*, 53:7, 26-30.