

University of Waterloo
Department of Architecture

ARCH 342/642 Modern Architecture

Winter 2022

Tuesday 10:00-1:00 AM

Wednesday 2:00-5:00 PM

Mode of Delivery:

**Until Jan 24, 2022 (or until public health conditions allow): Meetings held on MS
TEAMS**

[TEAMS LINK](#)

**After Jan 24, 2022 (or until public health conditions allow): Meetings held in
classrooms**



Instructor and T.A. Information

Instructor: Dr. Tara Bissett

Office Hours: Tue & Wed after class

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Teaching Assistants:

Wendy Yuan

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Martha Trivett

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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>)

Names and Pronouns

Feel free to tell me your preferred pronoun or name, if it differs from that provided on the University-generated registration system. My (Tara's) pronouns are she/her.

Universal Learning Design

This course supports Universal Learning Design (ULD), which is a “set of principles for curriculum development that give all individuals equal opportunities to learn” by creating “instructional goals, methods, materials and assessments that work for everyone—not a single one-size fits all solution” (UDL in Higher Ed). The course assignments take into consideration that students have a variety of learning styles and needs.

The principles of ULD offer 1) multiple means of representing information 2) multiple means of expressing knowledge and 3) multiple means of engagement (UDL On Campus).

For more information on ULD, please consult the following.

<https://uwaterloo.ca/accessability-services/sites/ca.accessability-services/files/uploads/files/uld-final2021.pdf>

Modern Architecture

“Our image of history is indissolubly bound up with the image of the past.”

--Walter Benjamin *Theses on the Philosophy of History*

“To create is first and foremost to create time,”

--Achille Mbembe

“Imperialism leaves behind germs of rot which we must clinically detect and remove from our land but from our minds as well.”

--Frantz Fanon *The Wretched of the Earth*

Modern Architecture is an exploration of multiple perspectives and discourses on global architectural culture since 1850. In this course, we will analyze these fragmented, but often connected modernisms, through various media: architecture and urbanism, material culture, film, dance, music, and literary texts. By tracing major historical events and recognizing new economic and political global alignments since the industrial revolution in Europe, our class discussions will centre on the social and political forces of change associated with global modernity. This theme-based course is organized to consider modern life through specific lenses, including the perseverance of craft, the spectre of hygiene and illness, affordable housing, urban planning, heritage and deconstruction, and architecture by and for women. We will analyze the complex relationships between colonial powers in Europe and countries like Algeria, Morocco, Nigeria, Mexico, Columbia, and India by considering how housing, infrastructure, and cultural forms are transferred, absorbed, and sometimes rejected. The role of political movements and uprisings in Mexico, France, and America will take the focus of the latter part of the course. Our course on modern architecture will finish with analysis and class discussion about the practice of architecture within increasingly globalized economies.

Course Requirements and Assessment for ARC 342 (note ARC 642 has a different schedule)

Assessment	Date of Evaluation	Weighting
Workshop 1- Reading and Research	Jan 12	5%
Workshop 2-Peer Review	Jan 26	5%
Short Paper on Chosen Topic	Feb 7	25%
Group Exhibition Project	Mar 21	25%

Exhibition	April 5 in class	5%
Reading Assignments	Weekly X 10	20%
Participation (inc. journal and <i>Horizontal Pedagogies</i> responses)		15%

Course Objectives

By the end of this course, students will have achieved the following.

- 1) Knowledge of the important modern discourses and concepts in global architecture and urban history and theory since 1900.
 - 2) Critical thinking skills.
 - 3) The ability to assess the authenticity and value of a document (digital, written, fictional, and cinematic).
 - 4) The practice of working collectively to discuss lecture material and to curate a final exhibition.
 - 5) A working knowledge of how to brainstorm, develop, outline, organize, and write an essay.
 - 6) An ability to read, unpack, and analyze complex theoretical texts and primary sources.
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Course Schedule

Week 1 Beyond the Nation State: Global Modernisms

Jan 5 Lecture

- Mark Jarzombek & Alfred B. Hwangbo, “*Global in a Not-so-Global World*,” *Journal of Architectural Education*, 59-65, 2011. Vol 64. Issue 2.
 - Duanfang Lu, “Introduction: Architecture, modernity, and identity in the Third World,” *Third World Modernism: Architecture, Development, and Identity*. Ed. Duanfang Lu. (New York: Routledge, 2009) 1-28.
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Week 2 Labour and Craft

Jan 11 Lecture

Jan 12

Workshop 1: Writing and Reading (with Carmen Peters)
Read all the non-supplementary readings below.

- Adolf Loos, "Ornament and Crime", 1929, republished in Adolf Loos, *Ornament and Crime: Selected Essays* (Riverside, California, Ariadne Press, 1998), p. 167-176.
- Lucy Lippard, *Making Something from Nothing* (Toward a Definition of Women's 'hobby art'), *The Craft Reader*, ed. Glenn Adamson. Oxford; New York: Berg Publishers, 2010, (483-490)
- Soetsu Yanagi, "A Painted Karatsu as Food for Thought," in *The Beauty of Everyday Things* (London: Penguin, 2018), 61-66.
- **For workshop only on Jan 12:** Read selected pages from Elspeth Probyn, "Writing Shame," *The Affect Theory Reader*. Duke University Press. 2010, 70-90 (read at least 70-76)

Supplementary

- Walter Gropius, "Program of the Staatliche Bauhaus in Weimar" [1919], Walter Gropius, "The Viability of the Bauhaus Idea," [1922], Hannes Meyer, "Building," [1928], and Mies van der Rohe, "Announcement to the Students of the Dissolution of the Bauhaus," [1933] in *The Bauhaus*, ed. Hans M. Wingler (Cambridge, 1978), pp. 31-33, 51-53, 106-108, 153-154, 189.
- Francesca Bray, Gregory Clancey, Annapurna Mamidipudi, "Introduction: Building Sites, Crafting Knowledge," *Journal of History of Science and Technology*, Vol. 15, no. 2, Dec 2021, pp. 1-16.
- Chang-Xue Shu, "Unspoken Modernity: Bamboo Reinforced Concrete, China 1901-40," *Journal of History of Science and Technology*. Vol. 15, no. 2, Dec 2021, pp. 88-120
- Karl Marx, Excerpt from *Capital*, Vol. 1 Chapter 15 (Machinery and Modern Industry), <https://www.marxists.org/archive/marx/works/1867-c1/ch15.htm#S3>
- William Morris, "The Lesser Arts of Life" (Speech, 1882). <https://www.marxists.org/archive/morris/works/index.htm>
- Walter Benjamin, "The Sewing Box," in *Berlin Childhood Around 1900*, trans. Howard Eiland (Cambridge, MA: The Belknap Press of Harvard University Press, 2006), 111-115.

Week 3

Making Modernism: Hygiene Discourses

Jan 18

Lecture

Jan 19

Film: *La Haine*, Mathieu Kassovitz, 1995

- Le Corbusier, "It is a Savage City," and "The Streets are at Right Angles to Each Other and the Mind is Liberated," *When the Cathedrals were White*, 46-51.
AND

- Mabel O. Wilson “Black Bodies/White Cities: Le Corbusier in Harlem,” *ANY: Architecture New York*, 1996, No. 16, Whiteness: WHITE FORMS, FORMS OF WHITENESS (1996), pp. 35-39
- OR
- Esra Akcan, ‘Nomads and Migrants: A Comparative Reading of Le Corbusier’s and Sedad Hakki Eldem’s Travel Diaries’. In: J. Traganou and M. Mitrasinovic (eds.), *Travel, Space, Architecture*. Burlington: Ashgate, 2009,. 85-102.

Supplementary

- Susan Sontag, “Selections,” *Illness as Metaphor*, Picador, New York, 1978, (3-42)
 - Giovanna Borasi & Mirko Zardini, “Demedicalize Architecture,” *Places Journal*, March 2012.
 - Le Corbusier, Excerpts, “Mass” and “Surface” from *Toward an Architecture*, Getty, Los Angeles, 2007. Originally 1923, (21-42).
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Week 4 Housing the Public

Jan 25

Lecture

Film: Film: Historic CBC Film on Africville

Jan 26

Workshop 2: Peer Review

- Kenny Cupers, “Building the Banlieue,” *The Social Project. Housing postwar France*, University of Minnesota Press, 2014, XI-XXVII
 - Eve Blau, “ISOTYPE and Architecture in Red Vienna: The Modern Projects of Otto Neurath and Josef Frank,” *Austrian Studies* 14 (2006): 227–259.
 - Hélène Frichot and Helen Runting, “In captivity: The real estate of co-living,” *Architecture and Feminisms*. Eds, Frichot, Hélène, Catharina Gabrielsson, and Helen Runting. Routledge, 2017, 140-152.
 - Silvia Federici, “Commons Against and Beyond Capitalism,” Federici, Silvia, and Peter. Linebaugh. *Re-Enchanting the World: Feminism and the Politics of the Commons / Silvia Federici*. Oakland: PM Press, 2019, 85-98.
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Week 5 Women, Space, Domesticity

Feb 1

Lecture

Films

Saute ma ville (dir. Chantal Akerman, 1968, 13m)

Semiotics of the Kitchen (dir. Martha Rosler, 1975, 6m)

Feb 2

Discussion/ Workshop: The Kitchen

Film: *Push*, Leilani Farha and Fredrik Gertten, 2019
<https://www.tv.org/video/documentaries/push-feature-version>

- Sherry Ahrentzen, "The F Word in Architecture: Feminist Analysis in/of/for Architecture," in Thomas Dutton and Lian Hurst Man, *Reconstructing Architecture: Critical Discourses and Social Practices* (Minneapolis: University of Minnesota Press, 1996), pp. 71-118.
- Dolores Hayden, 'What Would a Non-sexist City Be Like? Speculations on Housing, Urban Design and Human Work' *Gender, Space, Architecture*. Routledge, New York, 2000, 266-281.
- Sarah Supski, "It was Another Skin," *Gender, Place and Culture* Vol. 13, No. 2, pp. 133–141, April 2006

Supplementary

- Ellen Lupton, "Process of Elimination," *The Bathroom and the Kitchen and the Aesthetics of Waste*. The Center; Distributed by Princeton Architectural Press, New York: 1992.
- Esther de Costa Meyer, "La Donna e Mobile: Agoraphobia, Women and Urban Space," in *The Sex of Architecture*, ed. Diana Agrest, Patricia Conway, Leslie Kanes Weisman (New York Harry N. Abrams Inc., 1996), 141-156.
- Daphne Spain, "The Chicago of Jane Addams and Ernest Burgess. Same City Different Visions," *The City Revisited*. University of Minnesota Press, Minneapolis, 2011, 51- 64.

Podcast:

- The Kitchen Debates
<https://99percentinvisible.org/article/the-nixon-and-khrushchev-kitchen-debates-from-1959/>

Feb 7 Assignment One: 25%

Week 6

Habitat: Northern Africa and Paris Suburbs

Feb 8

Lecture

Feb 9

Film: *The Battle of Algiers*, Gilles Pontecorvo, 1966

- Hassan Fathy. Selections from *Architecture for the Poor. An Experiment in Rural Europe*. University of Chicago Press, 1973.
- Frantz Fanon, "On Violence," *The Wretched of the Earth*. Grover Press, New York. 1963. 2004.
- Aziza Chaouny, "Interview with Elie Azagury," *Journal of Architectural Education*, 68:2, October 2014.

Supplementary

- Zeynep Celik, "The Ordinary and the Third World at CIAM IX,"
- CIAM 9 - Doorn Manifesto (January 29-31, 1954), Bakema, Van Eyck, van Ginkel, Hovens-Greve, Smithson, Voelker, (1954) rpt. in *Architecture Culture 1943-1968. A Documentary*

Anthology ed. J. Ockman, E. Eigen (New York: Columbia Books of Architecture/Rizzoli, 1993), pp. 181-183.

- Oren Yiftachel, "Colonial City and "Gray Space": Mobilization of the Colonized," *Cities for People. Not for Profit*. Ed Neil Brenner, London. Routledge, 2012.

Week 7

South Asia: Building in the Kinetic City

Feb 15

Lecture

Feb 16

Workshop

1- Reading Theoretical Texts

2- Preparation for A2 with Carmen Peters

Resources: Librarian Carmen Peters' [booking page](#) for research tips

- Rahul Mehrotra, "Negotiating the Static and Kinetic Cities." *Other cities, other worlds: Urban imaginaries in a globalizing age*. Andreas Huyssen ed. Durham: Duke University Press, 2008, 205-221
- Ananya Roy, "Slumdog Cities: Rethinking Subaltern Urbanism," *International Journal of Urban and Regional Research*, Vol. 35.2. March, 2011.

Supplementary

- Anooradha Iyer Siddiqi, "Architecture Culture, Humanitarian Expertise: From the Tropics to Shelter, 1953–93," *Journal of the Society of Architectural Historians* 76, no. 3 (September 2017), 367–384.
- Gyan Prakash, "Mumbai: The Modern City in Ruins," *Other cities, other worlds: urban imaginaries in a globalizing age*. Andreas Huyssen ed. Durham: Duke University Press, 2008, 181-203.
- Arjun Appadurai, "Spectral Housing and Urban Cleansing. Notes on Millennial Mumbai," *Public Culture*. Vol. 12, No. 3, Fall 2000 (627-651)

READING WEEK: FEB 21-25

Week 8

Revolution and Renewal: Brazil, Mexico, Columbia

Mar 1

Lecture

Mar 2

Film: *La Guerre est Finie*, Alain Resnais, 1969

- Octavio Paz, "Olympics and Tlatelolco," and "Mexico and the United States," in *The Labyrinth of Solitude*. Grove Press, Inc. NY: 1985 (221-238 & 355-376).
- Luis Castaneda, "Beyond Tlatelolco: Design, Media, and Politics at Mexico '68," *Grey Room* 40, Summer 2010, pp. 100–126.

Supplementary

- Sarah Lopez, "Mexican Remittance Architecture: Building Neoliberal Subjectivities in the Spaces of Migration," in *Neoliberalism on the Ground: Architecture and Transformation from the 1960s to the Present*, edited by Kenny Cupers, Catharina Gabrielsson, and Helena Mattson (Pittsburgh: University of Pittsburgh Press, 2020): 315-336.

Week 9

Systems and Ecology

Mar 8

Lecture

Mar 9

Workshop: What can a body do?

Short Documentary:

[Examined Life: Judith Butler and Sunaura Taylor](#)

- Gordon Pask, "The Architectural Relevance of Cybernetics," (Architectural Design, Sept.1969), rpt. in Cyber Reader ed. Neil Spiller (London: Phaidon, 2002), pp. 76-82.
- Reyner Banham, "Alternative Networks for the Alternative Culture," Design Participation. Proceedings of the Design Research Society's Conference ed. Nigel Cross (London: Academy Editions, 1971), pp. 15-18.
- Tomoko Tamari, "Metabolism: Utopian Urbanism and the Japanese Modern Architecture Movement," Theory, Culture & Society, 2014, Vol. 31(7/8) 201-225

Supplementary

- Beatriz Colomina, "Information Obsession: the Eameses' multiscreen architecture," Journal of Architecture vol. 6 no. 3 (2001), 205-223.
- Donella Meadows, "Introduction" and "Technology and the Limits to Growth," *The Limits to Growth*, (New York, Universe Books, 1972), 17-24 & 129-155.
- Swathi Chattopadhyay, "Flows and Bumpy Roads," *Unlearning the City: Infrastructure in a New Optical Field*, University of Minnesota Press, 2012.
- **Link:** If the World were 100 People: <https://usm.maine.edu/international/if-world-were-village-100-0>

Supplementary Readings for Workshop:

- Jay Dolmage, "From Steep Steps to Retrofit to Universal Design, from Collapse to Austerity: Neo-Liberal Spaces of Disability." In *Disability, Space, Architecture*, 1st ed., Routledge (2017) 102-13. <https://doi.org/10.4324/9781315560076-13>
- Aimi Hamraie, "Designing Collective Access: A Feminist Disability Theory of Universal Design." *Disability Studies Quarterly*. Vol. 33, No. 4 (2003). <http://www.dsquds.org/article/view/3871/3411>
- Kevin Gotkin, "Alice Sheppard Is Moving The Conversation Beyond Loss and Adversity," *Dance*, June 18, 2018

Week 10

African Modernism

Mar 15

Lecture

Mar 16

Film: *Black Girl* (dir. Ousmane Sembène, 1966, 1h20m)

- Achille Mbembe, "Aesthetics of Superfluity," *Johannesburg: The Elusive Metropolis*. Ed. Sarah Nuttal & Achille Mbembe. Duke University Press. 2008, 46-76.
- Hilton Judin, "Unsettling Johannesburg. The Country in the City," *Other cities, other worlds: urban imaginaries in a globalizing age*. Andreas Huyssen ed. Durham: Duke University Press, 2008 (122-146).
- **Podcasts:**
[AbdouMaliq Simone in Conversation with Mpho Matsipa](#)
[Olalekan Jeyifous in Conversation with Wale Lawal](#)

Supplementary:

- Abdou Maliq Simone, "Too Many Things to Do: Social Dimensions of City-Making in Africa," *The Arts of Citizenship in African Cities*. Ed. Mamadou Diouf & Rosalind Fredericks. Palgrave. MacMillan. New York, 2014.
- Ananya Roy, "The 21st Century Metropolis: New Geographies of Theory," *Regional Studies*, Vol. 43.6, pp. 819–830, July 2009.
- Bernard Rudofsky, *Architecture Without Architects: A Short Introduction to Non-Pedigreed Architecture*. Albuquerque, NM: The University of New Mexico Press, 1964, reprinted in 1988. [Short Excerpts.]
- Mabel O. Wilson & Peter Tolkin, "Listening There: Scenes from Ghana," *Places Journal*, September 2010. Accessed 04 Jan 2022. <https://doi.org/10.22269/100923>
- Rosalind Fredericks, "The Old Man is Dead: Hip Hop and the Arts of Citizenship of Senegalese Youth," *The Arts of Citizenship in African Cities*. Ed. Mamadou Diouf & Rosalind Fredericks. Palgrave. MacMillan. New York, 2014, 137-157.

Watch: Rem Koolhaas interview about his project in Lagos.

- <https://vimeo.com/97503875>

Week 11

Post-War America

Mar 22

Lecture

Mar 23

Film: *Pruitt-Igoe Myth*, Chad Freidrichs, 2012

- W.E.B Du Bois, Excerpts from *The Philadelphia Negro* (1899), *The City Reader*. 5th Ed. Ed. Richard T. Gates and Frederic Stout. Routledge, London & New York, 1996. [Please keep the context of the writer and the time period when reading this piece and its use of language that is difficult to read today].

- bell hooks, "Class Claims: Real Estate Racism," *Where we Stand: Class Matters*. Routledge, 2000, 140-150.
- Fred Moten, "Nowhere, Everywhere," *Black and Blur*, Duke University Press, 2017

Supplementary

- Elizabeth Guffey, "Knowing their Space. Signs of Jim Crow in the Segregated South," *Design Issues*. Spring 2012, Vol. 28, No. 2 (Spring 2012), pp. 41-60 The MIT Press.
- Mable O Wilson, "Between Rooms 307," *Sites of Memory. Perspectives on Architecture and Race*, (13-26).
- Mike Davis: "Fortress LA" *City of Quartz. Excavating the Future in Los Angeles*, Verso, London. New York. 1990, 2006 reprint, 221-264.

Highly Recommended NPR Podcast:

<https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>

Week 12

Centre and Periphery

Mar 29

Lecture

Mar 30

Film: *Capernaum*, Nadine Labaki, 2018

- Giorgio Agamben, "The Camp as the 'Nomos' of the Modern," in *Homo Sacer: Sovereign Power and Bare Life*, trans. Daniel Heller-Roazen (Stanford: Stanford University Press, 1998), Excerpts
- Nassir Abourahme, (2015). *Assembling and Spilling-Over: Towards an 'Ethnography of Cement in a Palestinian Refugee Camp*. *International Journal of Urban and Regional Research*, 39(2), 200-217.
- Angie Morrill, Eve Tuck and the Super Futures Haunt Collective, "Before Dispossession, or Surviving it," *Liminalities: A Journal of Performance Studies* Vol. 12, No. 1 (2016)
- **Watch:** Documentary by Nairobi Refugees: *Protracted Displacements*
https://www.youtube.com/watch?v=_-N9RhACful&ab_channel=IIED

Supplementary

- Achille Mbembe, "The Universal Right to Breathe," *Critical Inquiry*, 2020
- Jane M. Jacobs "Urban Dreamings. The Aboriginal Sacred in the City", *Edge of Empire: Postcolonialism and the City*. Routledge, London and New York, 1996.
- Eve Tuck, Marcia McKenzie & Kate McCoy (2014) *Land education: Indigenous, post-colonial, and decolonizing perspectives on place and environmental education research*, *Environmental Education Research*, 20:1, 1-23.
- Libby Porter, "Unlearning Privilege: Towards the Decolonization of Planning," *Unlearning the Colonial Cultures of Planning*. Routledge, London, 2010
- Tiffany Shaw-Collinge, *Indigenous Perspectives on the Notions of Architecture*, The Site Magazine, <https://www.thesitemagazine.com/read/indigenous-perspectives>

Podcast

The Henceforward

- <http://www.thehenceforward.com/episodes/2020/4/21/episode-28-i-dont-know-if-a-city-can-be-liveable-an-interview-with-nasma-ahmed>
- <http://www.thehenceforward.com/episodes/2018/9/25/episode-25-gentrification-in-toronto>

Week 13

Exhibition

Apr 5

Exhibition 5%

Weekly Reading Assignments (Total of Ten to be submitted by the end of term).

***Note that you may use the reading response exercise from Week 2 Workshop for hand in.**

Please complete at least one reading response before the beginning of each class on Tuesday, 10 AM. Hand it in to Learn.

Instructions:

- 1) Read the article. What type of writing is it? Who is the audience?
- 2) Take a step back and write a digested summary of the main argument (roughly 300 words)
- 3) In a few more sentences, explain what you agreed/ disagreed with in the article. You might also comment on the author's methodology/voice/ perspective or the author's perceived aim for writing the article.

Grading of Reading Responses accord with specifications grading. Specifications grading means that you will receive a pass/fail on individual assignments based on detailed specifications (below). You decide what grade you would like to achieve in the reading responses

Assessment Pathways to Specific Grades

55%

Complete 4 Reading Assignments

60%

Complete 5 Reading Assignments

65%

Complete 6 Reading Assignments

70%

Complete 7 Reading Assignments

75%

Complete 8 Reading Assignments

80%

Complete 9 Reading Assignments

85%

Complete 10 Reading Assignments

Participation 15%

The participation grade includes the following:

- 1) Course reflections in the journal due at the end of term. See explanation below. Hand in a course journal at the end of the course. Note that this is distinct from the reading responses.

These should comprise a (roughly) half-page single space set of questions, or reflection based on 10 weeks of lecture. This should take you ten minutes after each lecture. Hand it in at the end of the term.

They should speak to at least two of the following.

- course lectures
 - reflection on subject matter as it links to studio, coop, work, or anything outside of this course
 - films
 - podcasts
- 2) Attending class on Teams synchronously (unless your time zone or extenuating circumstances prevent you from doing so).
 - 3) Participating in class discussions.
 - 4) Discussions with me or the TAs about course materials may also be included in participation grades.
 - 5) Flipgrid responses when offered.
 - 6) Writing a response to the lecture series "Horizontal Pedagogies".

COVID-19 Special Statement

Until Jan 24, 2022 (or until public health conditions allow): Meetings held on MS TEAMS. Please refer to the course LEARN page for update information on remote and in-person course access.

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.

In the event classes pivot to online delivery, instructors may need to record lectures. In this case, the course's official *Notice of Recording* document will be 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.

Late Work

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.

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 these circumstances can be troubling, and 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 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 ([Anne Bordeleau](#)). 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](#).

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.

For Graduate Students Only: Course Requirements and Assessment for ARC 642

Assessment	Date of Evaluation	Weighting
Workshop 1- Reading and Research	Jan 12	5%
Workshop 2-Peer Review	Jan 26	5%
Paper Outline	Feb 12	20%
Final Paper	Mar 15	35%
Reading Assignments	Weekly X 10	20%
Participation (inc. journal and <i>Horizontal Pedagogies</i> responses)		15%