

Building Kinship: Land-Based Community Engagement in Design

SPRING 2022 | ARCH 285_001

Instructor/Facilitator: Amina Lalor (amlalor@uwaterloo.ca)

Time: Tuesdays, 9:30am – 12:30pm EDT

Location: RM 2026, Waterloo School of Architecture, 7 Melville St S, Cambridge ON, N1S 2H4

Office Hours: By Appointment



Walking on the land during a Nokom's House community workshop in the University of Guelph Arboretum. Photo by Wesley Chu.

Overview:

This course will centre on the concept of engaging with *all our relations* in site analysis and design processes. This calls for expanding our conventional circle of engagement beyond humans to include plant, fungal, and animal communities. Grounded in the responsibility to care for the treaty lands we inhabit for the generations to come, we will spend time on the land visiting with other-than-human species as well as with local community members/initiatives/organizations. We will collaboratively explore and practice methods of

relationship building, site analysis, community engagement, collaborative schematic design/planning, and visual storytelling informed by decolonial and Indigenous methodologies.

Objectives:

- Make time and space to visit with each other and other-than-human kin on the land.
- Reflect on our personal relationships to land and our collective responsibility to care for land in a time of heightened social and environmental unrest.
- Build a critical understanding of the role of design practice in the settler colonization of Indigenous lands across Turtle Island.
- Build an understanding of decolonial and Indigenous methodologies and how they can apply to architecture and design practice.
- Begin to build relationship with local Indigenous community organizations.
- Develop literacy in community-engaged design practice
- Learn to apply collaborative design and community engagement methodologies that prioritize ecological and community wellbeing.

Course Requirements and Assessment:

Detailed assignment descriptions and assessment criteria will be distributed when each assignment is formally issued.

In addition to class assignments, students are expected to keep up with weekly readings to engage fully in class discussions.

Assignment 1: Land Journal/Sketchbook (30%)

In week one of the course, you will be asked to select an outdoor site in Cambridge that will be your companion for duration of the course. Over the course of the term, you will visit the site often (at least once weekly) and record your observations of human and other-than-human activity in a designated notebook/sketchbook (digital or analog). *Assigned Tuesday May 10.*

Submissions (10 Total) Due on Learn: Weekly (starting in Week 3), Tuesdays, 9:00am EDT

Assignment 2: Land Stories (15%)

You will create an 11x17 (or digital equivalent) image (collage, drawings, etc.) illustrating explorations/reflections of your personal relationships to land. *Assigned Tuesday, May 10.*

Submission Due on Learn: Tuesday, May 24, 9:00am EDT

Assignment 3.1: Community Engagement Plan (15%)

In groups of ~5 you will craft a detailed community engagement plan for the design of a hypothetical building to be located near the University School of Architecture in Cambridge. We will discuss and confirm the hypothetical building program and site as a class. *Assigned Tuesday, May 24.*

Submission Due on Learn: Monday, June 13, 11:00pm EDT

Assignment 3.2: Peer Workshops (10%)

Combining activities from each group’s Community Engagement Plan, we will test out your proposed engagement plans by conducting workshops among our class. Each group (from A3.1) will be responsible for conducting one activity. Workshop 1 will focus on activities that develop the vision and program for the hypothetical building, and workshop 2 will be a co-design workshop that will result in schematic site plans. *Assigned Tuesday, May 24.*

Workshops will take place during class time on July 12 and July 19

Assignment 4: Land Relations Map (20%)

Drawing from the notes/sketches in your land journal/sketchbook, you will create a Land Relations Map of your site (selected at the start of the term) that illustrates the interspecies activity that you have observed over the course of the summer. *Assigned Tuesday, May 31.*

Draft Submission Due on Learn: Monday, July 4, 11pm EDT

Submission Due on Learn: Monday, August 8, 11pm EDT

Participation (10%)

To receive full participation marks you must attend every class and engage in class discussions. Half of the participation mark will be based on attendance, while the other half will be evaluated based on class engagement and group discussions (in class and/or online).

Topics & Schedule:

Week	Date	Topic	Have Prepared:
1	May 3	“The Work Before the Work”	N/A
2	May 10	Indigenous Methodologies & Land-based Pedagogies <i>A1 & A2 Introduction</i>	<ul style="list-style-type: none"> • Readings • Survey Response (due May 8) • Site Selection
3	May 17	Settler-Colonization & Design	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry
4	May 24	A2: Land Stories Presentations <i>A3 Introduction</i>	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry • A2: Land Stories (Due May 24, 9am)
5	May 31	Land-based & Community-Engaged Design <i>A3: In-class work time</i> <i>A4 Introduction</i>	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry
6	June 7	Field Trip – Visit to Nokom’s House Site (TBC)	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry

7	June 14	A3.1: Community Engagement Plan Presentations Peer Workshop Planning	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry • A3.1: Community Engagement Plan (Due June 13, 11pm)
8	June 21	Field Trip – National Indigenous People’s Day Celebration (TBC)	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry
9	June 28	Field Trip – Garden Visit (TBC)	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry
10	July 5	A4: Land Relations Map Draft Review Peer Workshop Planning	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry • A4: Land Relations Map Draft (Due July 4, 11pm)
11	July 12	A3.2 Peer Workshop 1	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry
12	July 19	A3.2 Peer Workshop 2 Community Engagement Plan Reflection	<ul style="list-style-type: none"> • Readings • A1: Journal/Sketch Entry
13	August 9 (TBC)	A4: Land Relations Map Final Presentations & Potluck (TBC)	<ul style="list-style-type: none"> • A4: Final Land Relations Map (Due August 8, 11pm)

Weekly readings will be shared in weekly class plan documents shared via email and Learn.

Course Delivery Platforms & Communication

To organize materials and communications outside of weekly in-person sessions, we will use the following:

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

MS TEAMS – Used for supplementary discussion outside of in-person class time (ie. group work, optional reading discussion).

MIRO – Used for sharing weekly A1 entries as well as for sharing A2 and A4 submissions. May be used for other class collaborations.

COVID-19 Special Statement

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.

Should we pivot to remote teaching this term, 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.

Fair Contingencies for Emergency Remote Teaching

We are facing unusual and challenging times. The course outline presents the instructor's intentions for course assessments, their weights, and due dates in Spring 2022. As best as possible, we will keep to the specified assessments, weights, and dates. 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>).

Late Pass: Students are allocated **one** late pass for the term. This allows students to make **one** submission **up to 24 hours** after the stated deadline without penalty and without any request for accommodation. Students are required to communicate with your instructor their intention to use a late pass before the relevant deadline.

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.