

ARCH 693 Thesis Research and Design II (TRD2) Winter 2019

Coordinator: Lola Sheppard (lsheppar@uwaterloo.ca)

Studio hours: Tuesday, 1:00 pm - 7:00pm (most lectures are 1-4pm)

Science is certainty; research is uncertainty. Science is supposed to be cold, straight, and detached; research is warm, involving, and risky. Science puts an end to the vagaries of human disputes; research creates controversies. Science produces objectivity by escaping as much as possible from the shackles of ideology, passions, and emotions; research feeds on all of those to render objects of inquiry familiar.

Bruno Latour, "From the World of Science to the World of Research," *Science* 280: 208–09.

Within architectural education the thesis has been a valued technique for engaging the relationship between facts and fictions and, as a result, has provided an opportunity for both a personal and a disciplinary specific form of research.

David Salomon, "Experimental Cultures" *JAE* 65: 33-44

1.0 COURSE OBJECTIVES

There are two key requirements for any thesis:

1. A thesis needs to be an intellectual proposition that is supported by proofs and is therefore put forward for discussion. A master thesis needs to be presented as a well-researched and adequately supported argument but it does not need to be an original or unique contribution to the field. Your thesis can begin with an urgent question about the world we live in, and progresses as you define how architecture can address this question.
2. Your thesis needs to critically and creatively engage the practice of architecture and existing discourse. You must be clear about how you advance, refute or challenge existing practices or debates, and where your research situates itself within this larger field. This requires a clear question, methodologies, knowledge of relevant literature and relevant precedents (whether they be methodological, programmatic, tectonic, site-based, or other).

Your thesis research is a unique opportunity to conduct your own research and to position yourself within the discipline. It is not a culminating work, but rather a synthesis of interests you likely have held across numerous studios and courses in your undergraduate education, and an opportunity to position a set of future questions and interests that might propel future work, whether they be professional or academic.

The goal of the winter term TR&D II studio is to provide a framework of lectures, workshops and scheduled deliverables that support your individual research and design work while working directly with your thesis supervisor. The intent is that by the end of TRD 2, you will have a clear thesis question, a deliberate path toward completion, a timeline, a clear set of methods you intend to employ, a sense of the type of outcomes you hope you achieve by the end of the thesis. You will also produce an essay, which will either: (a) form the core of your writing if you are doing a design-research thesis or (b) become a distinct chapter of your book if you are doing a primarily research thesis.

2.0 STUDIO STRUCTURE:

The TR&D II studio is scheduled to meet once a week, for a total of 6 hours a week, although most guest lectures and workshops will occur in the 1- 4pm time slot. The term consists of a series of organized events, lectures and submission requirements. Each event is structured to provide technical support on different aspects of your thesis development. Work in studio on studio days. Be

in full attendance in studio at the scheduled studio times. All assigned parts of the work must be completed. Punctual completion is required.

Lectures & Workshops (ongoing)

Attendance to all events course lectures and workshops is required, as well as 3 out of 4 of the Arriscraft lectures. Lectures will be held in Loft

Thesis Presentation (Jan. 14)

This is a short 5--minute (max) summary of the thesis argument and goals in order to familiarize the rest of the studio with individual thesis research areas. This presentation also serves as preamble / test to the 3MT presentation format.

Mid-Term Review (Feb. 11)

Each thesis candidate will make a 10-15-minute presentation of their ideas to a review panel, including external reviewers, peers and if possible, your individual thesis supervisor.

Three Minute Thesis (3MT) Presentation (March 3)

Developed by University of Queensland (UQ) in 2008, this presentation requires students to use only 1 static slide and 3 minutes to explain the "breadth and significance" of their individual thesis research to a non-specialist audience. All thesis candidates are required to prepare and present a presentation following the 3MT format -- entrance into the university wide competition is optional, but encouraged.

***Presentation skills and public speaking:** 3MT coaching sessions will allow students to hone their public speaking and presentation skills before the competition occurs.*

***Research communication:** Graduate students enhance their ability to effectively explain the breadth and significance of their research to a non--specialist audience.*

***Research perspective:** Seeing how a research project fits within the larger picture is an important skillset. Distilling a research project into a 3 minute general audience presentation allows participants to gain new perspectives on their research and helps contribute to their research and writing process."*

End of Term Review (March 31)

At the final review students will be asked to present their thesis (in progress) to a review panel of critics, including their thesis supervisor. This feedback will help students to hone the thesis and organize it clearly into the final Thesis Essay. The presentation should include diagrams, drawings, models, artefacts or prototypes as required.

Thesis Statement and Essay (due April 7)

This is a 3000 – 5000 word original essay with select (key) visual artifacts. This document is a very abbreviated thesis in the format of an academic research paper. This should NOT simply be your TRD 1 expanded or resubmitted. It should be a coherent clear essay. The document should include an abstract, introduction, description of methodology and theoretical / contextual framework, as well as a preliminary presentation of some of the first experiments and results. As an appendix to the essay, you should also include a schedule for completion.

3.0 EVALUATION

25% Outline - due Feb. 4th (Graded by TRD Professor)

50% TRD Final Papers – April 7th (Graded by Supervisor, with TRD Professor input)

20% Participation and attendance in class and quality of Final TRD2 presentation

5% Short 250 word responses to 3 out of 4 Arriscraft Lectures

Total:100%

4.0 COURSE SCHEDULE

Week	Date	Content
1	Jan 7	Introduction: Defining Thesis Ambitions, Scope, Outcomes and Methods (Workshop)
2	Jan.14	Thesis Presentations (3-4 minutes, 5-10 slides)
	Jan. 16	<i>Arriscraft Lecture:</i> David Fortin and Ange Loft in Conversation
3	Jan. 21 1-3pm	Lecture: Academic Integrity and Ethics of Research , Erin Nearing & Karen Pieters
4	Jan. 28 1-3pm 4-6pm	Lecture: Thesis Completion Workshop , Maria Barichello & Nicole Westlund Stewart Workshop: GIS , Library Staff
5	Feb. 4 1-3pm 3:30-5:00pm	Lecture: Archival Research and your Thesis Jessica Blackwell 3MT Training , Elise Vist & Westlund Stewart Outline due: <i>Defining Thesis Ambitions, Scope, Outcomes and Methods</i>
	Feb. 6	<i>Arriscraft Lecture:</i> Emmanuel Pratt, Sweet Water Foundation (Chicago)
6	Feb. 11	TRD II - Mid Review
7	Feb 18	Reading (Writing/Making) Week
8	Feb 25 1-2 pm 2-4:30pm	Lecture: Applying for Conferences, Grants, Awards, Journals Lola Workshop / Feedback
	Feb. 27	<i>Arriscraft Lecture:</i> Gediminas Urbonas / Nomedas Urbonas, Swam School, ACT/MIT
9	March 3 1-3pm	3MT Presentations
10	Mar.10 1-4pm	Pin-up 1: Peer-reviewed Progress
11	March 17	Pin-up 2: Peer-reviewed Progress (<i>LS Away</i>) Peer-Reviewed Writing Workshop
	March 19	<i>Arriscraft Lecture:</i> Brian Porter / Matthew Hickey, Two Row Architects, Six Nations
12	March 24 1-3pm	Lecture: Copyright and your thesis , Lauren Byl
13	March 31	TRD II Final Review
14	April 5	TRD II Papers Due (<i>to your thesis supervisor and on LEARN</i>)

5.0 GENERAL INFORMATION

If you run into problems during the semester or if you are concerned about your progress, please contact the coordinator at any time via email or request a meeting during the class. This class is meant to provide the support you need to develop your thesis and research. The deadlines are imposed here to track your own progress in your thesis work. Successful time management will be an important skill for your success.

Class Meetings

Lectures, workshops, events and class meetings will be held throughout the term at the beginning of studio days and at the end. Be prepared to meet every studio day promptly at 1:00 p.m. Check your email late evening on the day before or early morning on studio days for updates on meeting times and locations.

Reviews

Reviews are not evaluations but rather the opportunity for a more public discussion of your work. It is important for each student to participate, not only in the review of their own work, but also in the reviews of the work of fellow students. Participation in class reviews and discussions is required.

Hand--in and Digital Submissions

Required format for each submission will be indicated in advance. A copy of each deliverable must be uploaded to LEARN as indicated by the course coordinators. Because your supervisor is continuously involved in the evaluation of your work, you are always required to also send a copy of the work you hand in directly to your supervisor via email.

Accommodation for Illness but not for General Travel

If you need to apply for accommodation of lateness or absence due for illness, make a formal application by using 'Verification of Illness' [VIF] forms or counseling letters, filed with the Architecture Office. Student travel plans are not considered grounds for granting alternative reviews and submission times.

Academic Integrity

To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. 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 graduate Associate Director. 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. Note: "Plagiarism, which is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of another people's work must be properly acknowledged and referenced [...]. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under this policy."

References:

www.uwaterloo.ca/academicintegrity/
www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.
www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Students with Disabilities

AccessAbility Services (<http://uwaterloo.ca/disabilityservices/>), located in the new addition to 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 the office at the beginning of each academic term.

Communication with Faculty

During the term, we may need to send communication to you. You should confirm your current active email address with the Graduate Student Service Coordinator and studio coordinator during the first week of class.

6.0 RECOMMENDED READINGS

Design/Research:

Furján, Helene. "Notes on a Manifesto," in Journal of Architectural Education, Vol. 61, No. 1, *Architectural Design as Research, Scholarship, and Inquiry* (Sept. 2007): 62-68.

Solomon, David. "Experimental Cultures: On the "End" of the Design Thesis and the Rise of the Research Studio," in Journal of Architectural Education Vol. 65, No. 1 (October 2011):33-44.

The Design-Based Research Collective, "Design-Based Research: An Emerging Paradigm for Educational Inquiry," in Educational Researcher, Vol. 32, No. 1, Theme Issue: *The Role of Design in Educational Research* (Jan. - Feb., 2003): 5-8

Till, Jeremy. "What Is Architectural Research? Architectural Research: Three Myths and One Model," in *Discussion Paper*. RIBA, London, 2005.

Disciplinary

Shumway, David R. and Ellen Messer-Davidow. "Disciplinary: An Introduction." in Poetics Today, Vol. 12, No. 2, *Disciplinary* (Summer, 1991), Duke University Press : 201-225

Brewer, Garry D. "The Challenges of Interdisciplinarity." Political Sciences 32, 1999: 327-337.

Pedagogy & Methods

Deamer, Peggy. "First Year: The Fictions of Studio Design," in Perspecta 36, *Juxtapositions*. MIT Press, 2005.

Groat, Linda N., and David Wang. Architectural Research Methods. Wiley Publishers. 2013.

Wigley, Mark. "Prosthetic Theory: The Disciplining of Architecture," Assemblage 15 (August, 1991): 6-29.