UNIVERSITY OF CALGARY
SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

Spatial Justice: Accessibility in Historic Buildings - ARCH 672 - 1.5 Units (3-0)   **Winter 2023**

Instructor: Cameron Gillies cameron.gillies1@calgary.ca

Class Dates and Times:
Mandatory Classes: Monday - Friday, March 13-17, 8am – 12pm
Daily Assignment Time: Monday – Thursday March 13-16, 1-5pm (all assignments due at 11:59pm)

Email Policy:
All course communications must occur through your @ucalgary email, instructors will respond within 48hrs.

Course Overview

Historic buildings are important pieces of our built environments because of the material textures they add, the construction methods they display, & the stories they tell. They can be read like history books on architecture. They can also tell the histories of race, gender, religion, social class, & identity.

On these levels we often find that the deeper & uncelebrated stories told by historic buildings include accounts of oppression & exclusion.

This course explores the premise that vital to the conservation of historic buildings - and also critical to the reconciliation of the profession of architecture - is adapting historic buildings to be physically & programmatically inclusive spaces. A variety of complimentary ideas, frameworks & concepts will be presented by the instructor and a range of accessibility & conservation experts.

Assignments will give students practical experience in exercises like, identifying a historic building's 'Character Defining Elements', auditing a building's accessibility, preparing an 'Intervention Request', and designing their own accessibility upgrades for a historic building.

Course Objectives & Learning Outcomes

Students will critically evaluate & record the general attributes of a typical historic building. They will see how certain cultural factors influenced the design of historic buildings & public spaces. They will understand how some architectural conceptual & theoretical frameworks of the past resulted in some historic buildings being purposely exclusionary.

Students will also learn what accessibility/inclusivity is by assessing real-world examples. They will see why it's vital, not only to the future of architectural conservation, but also that it's the responsibility of today's architects to correct the exclusionary designs of previous generations, & adapt to current needs.

They'll apply these learnings to their own design for overcoming the exclusionary barriers of a historic building, and then use visual media effectively to communicate their solutions in an oral presentation.

Upon completion of the course, students will have learned:

- How to evaluate a historic building & be able to identify its character defining elements
- How to prepare a statement of significance for a historic building & how to apply for designation
- What are the relevant processes & standards for architectural conservation, and how to use them
- The various levels of designation for historic buildings & how they interrelate
- How to audit a building or public space for accessibility
- The various codes, standards & guidelines for accessibility, & how they interrelate
- The regulatory authorities having jurisdiction for conservation & accessibility projects
- How to prepare an intervention request
- Some international best practices on providing inclusivity in historic buildings
- Technical factors to consider when planning accessibility upgrades to historic buildings
- How to design an accessibility upgrade for a historic building

Canadian Architectural Certification Board (CACB) Student Performance Criteria (SPC)

This course is an elective, outside the CACB's required core curriculum. It does however reference & reinforce some of the CACB's SPCs covered in other required courses. The following CACB Student Performance Criteria will be covered in this course:

This course deals with issues of Culture, Communications, and Critical Thinking.

B1. Critical Thinking and Communication

B2. Architectural History

B3. Architectural Theory

B4. Cultural Diversity and Global Perspectives

This course also requires students to utilize their design skills:

A1. Design Theories, Precedents, and Methods

This course also covers some other key areas of technical knowledge:

C1. Regulatory Systems

C2. Materials

Course Approach to Teaching, Schedule, & Assignments

The course delivers content through presentations by subject matter experts & exposure to essential practical reference materials. Topics and relevant issues will be introduced through the instructor & practitioners in accessibility & conservation. The engagement will be structured through in-person presentations, moderated discussions, and Q&A periods. Case studies, templates, checklists, & processes will also be provided for students' consideration.

After each morning session (Mon – Thu), students will complete a related assignments demonstrating their understanding of the topics and issues raised that day.

During the 2nd half of Friday's morning session, students will present their own designs for an accessibility upgrade to a historic building.

The assignments will be based on a building located on the main campus (or another convenient & familiar location) of the students' own individual choosing. The selected building should be one that the student deems to be a potential historic building of the future. It should also be a building that presents significant accessibility barriers to users. Students will work individually to complete the assignments.

Full assignment details will be disclosed in each morning session.

Course Requirements

The course evaluation will be based on the assignments completed during the course, which includes written/graphic assignments, presentation of work and facilitated discussions. There will be no final examination.

Assignment 1	Write a Statement of Significance	20%
Assignment 2	Audit a Historic Building	20%
Assignment 3	Prepare an Intervention Request	20%
Assignment 4	Design an Accessibility Upgrade	20%
Presentation	Pitch your Accessibility Upgrade	10%
Student Participation in Presentations and Class Discussions		10%
Total		**100%**

Course Schedule

Mon Mar 13   Session 1a (8-9:30am): Course Introduction, by Instructor
                Session 1b (9:45-11:15am): Heritage Buildings, by **Josh Traptow**
                Observations, Questions, & Assignment 1 (11:30-12pm): Write a Statement of Significance

Tue Mar 14   Session 2a (8-9:30am): What is Accessibility?, by **Nabeel Ramji & Erin Shilliday**
                Session 2b: (9:45-11:15am): Accessibility Beyond Code, by **Shawna Cochrane & Chad Oberg**
                Observations, Questions, & Assignment 2 (11:30-12pm): Audit a Historic Building

Wed Mar 15   Session 3a (8-9:30am): Conservation & Accessibility First, by Instructor (TBC)
                Session 3b (9:45-11:15am): Proper Management of Historic Buildings, by **Darryl Cariou**
                Observations, Questions, & Assignment 3 (11:30-12pm): Prepare an Intervention Request

Thu Mar 16   Session 4a (8-9:30am): Planning Conservation Projects, by Instructor (TBC)
                Session 4b (9:45-11:15am): Designing for Accessibility, by **Ron Wickman**
                Observations, Questions, & Assignment 4 (11:30-12pm): Design an Accessibility Upgrade

Fri Mar 17   Session 4a (8-9:30am): Case Studies in Conservation & Inclusivity, by **Dave Chalmers**
                Student Presentations of Assignment 4: Student Presentations: Each student will have 5
                min to present the results of their 4th Assignment.

Course References, Readings, & Learning Resources

Alberta Heritage Conservation & Protection https://www.alberta.ca/heritage-conservation-protection.aspx
Alberta Historic Places, Statements of Significance
https://albertashistoricplaces.files.wordpress.com/2012/02/evaluating-historic-places_what-is-a-sos.pdf
Alberta Safety Codes Council Barrier Free Design Guide:
https://ebs.safetycodes.ab.ca/documents/webdocs/PI/Barrier-Free-Design-Guide_WEB-Aug2019.pdf
Bonnett & Nee. (2021). Inclusive Design for Historic Buildings. Crowfoot Press.
Calgary Access Design Standards https://www.calgary.ca/development/accessible-design.html
Canadian Handbook of Practice for Architects, Royal Architectural Institute of Canada. https://chop.raic.ca/
Clearing Our Path - Design Needs, CNIB. https://www.clearingourpath.ca/8.0.0-design-needs_e.php
Federal Heritage Buildings Review Office (FHBRO): https://www.pc.gc.ca/en/culture/beefp-fhbro
Heritage Calgary https://www.heritagecalgary.ca/explore-inventory
Historic Places webpage: https://www.historicplaces.ca/en/home-accueil.aspx
Parks Canada webpage: https://www.pc.gc.ca/en/index
Rick Hansen Foundation https://www.rickhansen.com/become-accessible/accessibility-resources
The Standards and Guidelines for the Conservation of Historic Places in Canada
https://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Note: A passing grade in all assignments is required in order to pass the course as a whole.
Late Assignments will lose a letter grade every 24 hours it is submitted after the submission date.

Technology Requirements:
This course is intended to be delivered in-person. However the sessions *could* be delivered remotely, in which case, students are required to have reliable access to the following technology:
- A computer with a supported operating system, and current security/malware/ antivirus updates;
- A current and updated web browser & broadband internet connection
- Webcam (built-in or external), Microphone and Speaker (built-in or external), or headset with mic;

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS:
https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.
Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.
SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .

ACADEMIC MISCONDUCT
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf
Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

COPYRIGHT LEGISLATION:
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (https://www.ucalgary.ca/pubs/calendar/current/k.html).

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. https://www.ucalgary.ca/secretariat/student-appeals

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk