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## Winter 2024

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<b>Course Number</b>	ARCH 702 (B01)	<b>Classroom</b>	CBDL TBD
<b>Course Name</b>	Senior Research Studio in Architecture II – Health & Design		
<b>Pre/Co-Requisites</b>			
<b>Instructor</b>	Dr. Brian R. Sinclair	<b>Office Hours/Location</b>	PF3103 By appointment
	<a href="mailto:brian.sinclair@ucalgary.ca">brian.sinclair@ucalgary.ca</a>	(403) 210-8613	
<b>Class Dates</b>	Monday-Tuesday-Thursday-Friday 14:00-18:10		
<b>Instructor Email Policy</b>	Please note that all course communications must occur through your @ucalgary email – instructor will endeavor to respond to emails sent via student’s @ucalgary emails within 48 hours.		
<b>Name and Email of Teaching Assistant(s)</b>	Not applicable.		

### Course Description:

## Salutogenesis, Society + Design for Wellness

ARCH 702 B-01 is a research design studio in which students collaborate with design faculty in exploring projects that engage contemporary issues defining the built & natural environments. This course explores research as an activity that informs, influences and inspired architectural design. Using the vehicle of a 5000 M2 health-oriented project, the studio delves into vital aspects concerning the relationships between design, behavior, environment and wellness.

The particular section of the studio considers specifically an individual project located in a complex, compelling and challenging large inner city site. More details on the site, programming and analysis will be distributed once studio commences. Site development must consider not only the reasonable disposition of a 5000 M2 building, but critically the need for significant urban/public space to be provided for the project and to the community. Attention to site, over the semester, will examine & explore urban design and landscape architecture as vital complements to the design of the building(s) proper.

The studio will have a single individually-executed project developed, in three stages, over the semester. The overall gross area of the studio project is 5000 M2 (+/- 10%). In terms of the pedagogical strategy for program development, there are two major components: The Salutogenesis Institute (3000 M2) and an associated arts & creativity centre (2000 M2). The program for the Salutogenesis Institute will be roughly delineated by the instructor, with an expectation of refinement – both quantitatively and qualitatively - by individual students. In other words, given a base program individual students will subsequently set a trajectory for the institute in terms of definition, delineation and development of constituent spaces. Associated with the Salutogenesis Institute will be a 2000 M2 arts & creativity centre. The program for the centre, and its relationship (functionally, spatially, operationally, etc.) with the institute, will be primarily at the discretion of each student. Early in the semester students will thus have the opportunity to shape and refine an outline program for the institute as well as to fully conceive and craft a unique program for their arts & creativity centre. A likely aspiration will be, of course, to have the two programmatic aspects be in relationship, resonance and hopefully synergy.

A more detailed outline program for the Salutogenesis Institute will be distributed/discussed at the opening of the term. Students will begin considering/defining their arts & creativity purpose/program in tandem with refining/detailing the program for the Salutogenesis Institute.

The project is shaped, developed and delineated over the Winter academic term with a clear intention to have a final well-conceived, well-considered, well-designed and compelling contribution to each student's graduating portfolio.

## **Course Hours:**

(0-8)

## **Course Learning Outcomes:**

1. To consider the roles, opportunities and obligations concerning research in design.
2. To develop design skills through the design of a mid-sized health-focused project, based on a critical understanding of an urban condition, complex program, and contemporary architectural processes.
3. To develop advanced knowledge of programming, materials and assemblies, building systems, and structural concepts.
4. To develop skills and awareness of urban contexts through research, analysis, and interpretation, leading to an appropriate architectural project.
5. To develop site design, graphic, concept design, and design development skills.
6. To understand the concept that buildings are ecologies that participate in larger ecologies (flow systems), and to understand the roles that people, place, technology, culture and context play in this interface.

## Learning Resources:

Recommending readings, textbooks and learning materials follows (initial list – more detailed information and targeted sources will follow as the semester unfolds).

Main Textbook:

Battisto, Dina and Wilhelm, Jacob B. (Editors). Architecture and Health: Guiding Principles for Practice. Routledge: New York. 2020

Supporting Sources:

Lyon, Corbett. “Humanistic Principles, Sustainable Design and Salutogenics”. In Design For Health: Sustainable Approaches to Therapeutic Architecture. Editor: Terri Peters. Architectural Design. No 146, March/April 2017. Pp 56-65

Mazuch, Richard. “Salutogenic and Biophilic Design as Therapeutic Approaches to Sustainable Architecture.” In Design For Health: Sustainable Approaches to Therapeutic Architecture. Editor: Terri Peters. Architectural Design. No 146, March/April 2017. Pp 42-47

Murphy, Michael and Mansfield, Jeffrey. “Can Architecture Heal: Buildings as Instruments of Health”. In Design For Health: Sustainable Approaches to Therapeutic Architecture. Editor: Terri Peters. Architectural Design. No 146, March/April 2017. Pp 82-89

Pallasmaa, Juhani. The Eyes of the Skin: Architecture and the Senses. John Wiley and Sons: Sussex, UK. 2005

Sinclair, Brian R. “Salutogenesis + design: pursuing an architecture of wellness in an age of illness”. Performative Environments: ARCC Conference 2021. Architectural Research Centers Consortium. Tucson, Arizona, USA 2021

Sinclair, Brian R. “Integration | Innovation | Inclusion: Values, Variables and the Design of Human Environments”. Cybernetics and Systems: An International Journal, 46:6-7, pp 554-579, 2015.

Sinclair, Brian R. “Spirituality and the City”. Book chapter: The Routledge International Handbook of Spirituality in Society and the Professions. Edited by Laszlo Zsolnai and Bernadette Flanagan. Routledge: Oxon, UK. 2019. Pp 93-102.

Sinclair, Brian R. “Devising Design: Agility, Aptness, Equilibrium, Imperfection”. Pp 41-58. In: Building Dynamics: Exploring Architecture of Change (Editors: B. Kolarevic + V. Parlac). Routledge: London, 2015.

Zumthor, Peter. Atmospheres: Architectural Environments – Surrounding Objects. Birkhauser: Basel, Switzerland. 2006

## Technology requirements:

The studio will rely on D2L for communications, digital submissions, etc. UCalgary email addressed must be used for any digital engagement, correspondence and submissions.

The studio will include digital and analog deliverables, requiring use of a personal computer with relevant software as well as physical model making.

## Workshop Safety Training Requirement

This studio requires the use of the SAPL workshop – necessitating all students to have access to the workshop (i.e., completed relevant University of Calgary safety courses, the online Trajectory safety training course, as well as in-person workshop training and a grade of pass on the final evaluation project).

## Assessment Components:

The following components comprise the evaluation for this senior research studio:

Assessment Method	Description	Weight
A1. Conceptual Design	Site Analysis, Parti, Precedents, Programming, Schematics	30%
A2. Research	In-depth Exploration of Relevant Research Topics	30%
A3. Design Development	Reconsidering Design in Reflection of Evidence	30%
A4. Portfolio	Portfolio + Studio Book	10%

## Assessment and Evaluation Information

### Attendance and Participation Expectations:

Students are expected to attend all studio sessions and actively participate in the culture, conduct and intellectual life of the course.

## Guidelines for Submitting Assignments:

Studio deliverables will be distributed for each phase of the course. Digital components will, in general, be submitted to a phase dropbox in D2L. Physical deliverables will be submitted in accordance with instructor guidance.

## Expectations for Writing

<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>

## Late Assignments:

All assignments (e.g., projects, papers, presentations, etc.) must be turned in on time. Late assignments will lose a letter grade every 24 hours after the submission date/time. Late assignments submitted more than four days late, without instructor approval, will constitute a failure.

## Criteria that must be met to pass:

A passing grade on all components of the studio (reviews and portfolio/book) is essential if the student is to pass the course as a whole.

## 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.

The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School.

<https://www.ucalgary.ca/pubs/calendar/current/f-1-3.html>

## CACB Student Performance Criteria

The following CACB Student Performance Criteria will be covered in this course at a primary level (other criteria will be covered at a secondary level): A5: Collaborative Skills; B1: Design Skills; B2: Program Preparation; B3: Site Design; B4. Sustainable Design; B5. Accessibility; B6. Life Safety; B7: Structural Systems; B8. Environmental Systems; B9. Building Envelope; B10. Building Services; B11. Building Materials; C1: Detailed Design Development (see CACB SPC matrix for further details)

## Topic Areas & Detailed Class Schedule

Course Schedule Date	Topic	Assignments/Due Dates
Jan 8 – 12	Conceptual Design	A1 Distributed Mon Jan 08
Jan 15 – 19	Conceptual Design	
Jan 22 – 26	Conceptual Design	
Jan 29 – Feb 2	Conceptual Design	<b>A1 Reviews Fri Feb 02</b>
Feb 5 – 9	Research	A2 Distributed Mon Feb 05
Feb 12 – 16	Winter SAPL Block week	
Feb 19	Family Day Observed	
Feb 19 – 23	Winter Term Break	
Feb 26 – Mar 1	Research	
Mar 4 – 8	Research	<b>A2 Reviews Fri Mar 08</b>
Mar 11 – 15	Design Development	A3 Distributed Mon Mar 11
Mar 18 – 22	Design Development	
Mar 25 – 28	Design Development	
Mar 29	Good Friday – University closed	
Apr 1	Easter Monday – University closed	
Apr 2 – 5	Design Development	
Apr 8 – 9	Design Development	
Apr 15 – 19	Final Review week	<b>A3 Reviews + Portfolio/Book Due</b>
<ul style="list-style-type: none"> <li><i>Schedule is subject to change based on circumstances, opportunities, etc.</i></li> </ul>		

# University of Calgary Policies and Supports

## ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>. Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

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/](http://www.ucalgary.ca/access/).

## ATTENDANCE POLICY

- Attendance and Participation Expectations:
  - Students are expected to attend and come prepared to meaningfully engage in all class sessions. This includes producing or preparing content necessary for discussion and contributing to individual and class-wide discussions and/or conversations/assessments with the Course Instructor.
  - **Excused Absences:** In the event of an exceptional circumstance (e.g., illness, bereavement, etc.) or an exceptional opportunity (e.g., varsity athletic competition, national conference or awards ceremony, pow wow, etc.) up to four excused absences (for courses that meet twice or more per week) and up to two excused absences (for courses that meet once per week) are allowable per semester before jeopardizing one's own course grade and ability to pass the course. However, any such accommodations must be approved by the Instructor with advance notice by the student.
  - **Unexcused Absences:** Attendance at all class sessions and participation in all assessments is mandatory. Unexcused absences in excess of two per semester (for courses that meet twice per week) and one per semester (for courses that meet once per week) are grounds for failure in the course.
  - **Total Number of Absences:** The combined total number of excused or unexcused absences per semester cannot exceed four per semester (for courses that meet twice per week) or two per semester (for courses that meet once per week). Any number in excess are grounds for failure in the course.

## **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://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

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 (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy> .

### **UNIVERSITY STUDENT APPEALS OFFICE**

If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades.

### **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