

The Devil's Cropⁱ: Exploring Social Justice, Human Rights, Design + Dignity

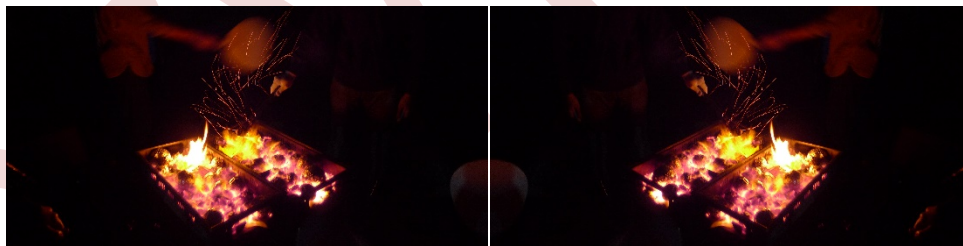


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*"Things are going to slide, slide in all directions
Won't be nothing
Nothing you can measure anymore
The blizzard, the blizzard of the world
has crossed the threshold
and it has overturned
the order of the soul."
Leonard Cohen, The Future, 1992*

Instructor:

Dr. Brian R. Sinclair, PhD DrHC FRAIC AIA (Intl)
Monday, Tuesday, Wednesday & Friday | 14:00-17:50



Precise

"If everybody always lies to you, the consequence is not that you believe the lies, but rather that nobody believes anything any longer."ⁱⁱ (Hannah Arendt, 1974)

Complex conditions demand critical thinking. Turbulent times warrant heightened composure. Perplexing politics necessitate increased scrutiny. In our modern world the fabric seems to be unravelling in many ways and over numerous dimensions. An impressive period of relative peace and an arguably stable global order has been upended through escalating group think, expanding movements of the masses and an unprecedented vacuum of leadership. Tolerance and respect seems to be waning while polarization, populism and hatred rises around us. Plurality and diversity are viewed with growing suspicion while categorization and separation transcend. Thrown into the mix are mounting fears around political incorrectness, swelling cynicism of government, rising wariness of globalization and developing distrust of established institutions. People feel under pressure to assume postures and take sides. Those vastly separated sides demarcate their own boundaries around behavior and promote their own ideations

about utopia. Civility decays and bullying builds. Attacks, whether physical, psychological or sociological, inflict serious damage. Those who endeavor to harm humanity in the end harm themselves. Those who spuriously demonize the other ironically assume the part of demons. In many ways the picture is bleak. However dark the scene it seems imperative for some to rise up, to challenge the normalization of abuse, and to bring hope.

Research Studio Directions

“In a world in which terms such as ‘civilized’ and ‘civilization’ have been monopolized and abused, why continue employing such concepts? In an age of globalization and clash of cultures, how can we distinguish between human rights and human wrongs, moral rectitude and technological supremacy? Finally, how can we build a global civilization that is inclusive rather than exclusive, unifying rather than divisive, celebrating diversity rather than homogenizing, upholding democracy rather than hegemony, promoting equity and justice rather than monopolies and exploitation?”
(Dr. Majid Tehranianⁱⁱⁱ *Informatic Civilization: Promises, Perils, Prospects*).

Our modern world is highly complex, with countries and cultures routinely colliding with both positive and negative consequences. Resources are depleting, pollution is increasing, uncertainty is commonplace and crises are escalating (in frequency and severity). Our planet is now more urban than rural, with significant opportunities and spectacular obstacles falling onto the doorsteps and into the hands of environmental design professionals. The problems of our contemporary ethos are no longer the exclusive dominion of politicians, with growing responsibilities now shifting beyond formal governance mechanisms into realms of academia, the professions, non-governmental organizations and citizens. The pervasive spread of social media and the realities of a rapidly connecting world call for new, inventive and effective ways of tackling wicked problems. Architecture and design stand as viable vehicles for adding value to the mix. The need to move from a climate of conflict and the waging of wars into a culture of peace seems logical yet elusive. Cooperation is critical. Knowledge is needed. Wisdom is essential. Dialogue is vital. Design is potent. Education is empowering. H.G. Wells once noted that “Civilization is a race between education and catastrophe”.

The present research studio calls for a dramatic [re]-consideration of civilization, including investigation into ways through which more productive and demonstrable Human Rights, Shared Values + Common Vision can transpire – physically, politically, psychologically, sociologically, culturally, spiritually and so on. Civility, peace and accordance are key goals.

Humans employ a wide range of technologies and systems in their creation and modification of environments; included in this are the many technologies involved in the design, construction, and inhabitation of buildings and their related environments. In this studio, the design of a building, including interrelationships with context (site, climate, regulatory structures, customs, etc.), are explored through the intertwined development of spatial, cultural, psychological, structural, enclosure, environmental and other crucial systems.

Providing for Human Rights, Shared Values and a Common Future

“The legal breakthrough for human rights treaties came in the last decade of the 20th century. Virtually every country in the world now has ratified at least one human rights convention and as a result human rights have become a universal legally binding concept.”
The Face of Human Rights, 2004

*“The root cause of violence may be found in alienation, dualism, and antagonism generated by systemic marginalization of vast segments of the world population.”
M. Tehranian + D.W. Chappell, A New Peace Agenda for a New Millennium, 2002*

The Senior Research Studio in Winter 2020 considers the design of an innovative ‘think tank’ building that embodies and celebrates Human Rights, Values + Vision. The senior research studio will develop a building project, located in the urban core of Calgary, Canada, aimed at furthering the study, understanding, promotion and propagation of human rights. The facility will be a cooperation | collaboration | conversation-oriented architectural complex that brings together key players in a spirit of talking, learning, sharing and understanding. The non-profit centre will include a rich mix of uses, users, places and spaces, with key components comprising education, research, interpretation, communication and socialization with overarching goals including the advancement of human rights, the quest for dignity and the cultivation of peace.

Students will have some latitude concerning the specific siting within the city core, the conceptual directions, as well as the pressing problems + current issues that their program/project pursues. Located in Calgary, Alberta, Canada, a city characterized by its youthfulness, enthusiasm and innovation, the facility will prove a meeting place for dialogue, relationship and invention. The architecture & design of the building must facilitate and promote the purposes and aspirations of the initiative while concurrently serving as a model of creativity, originality, integration and sustainability.

Inciting provocation should be coupled with instilling cooperation.

Site & Program

The Centre for Human Rights, Values + Vision, an approximately 5000 m² education, research, administration & think-tank facility, will be located in Calgary’s downtown area. Siting should provide strong access to transit and the core, afford rich opportunities for design exploration, and offer possibilities for identity, branding and high exposure. The architectural programme for the facility acknowledges the importance of innovation, the potential of design + space to influence behaviour (e.g., catalyzing discussion), and the value of a diversity of both uses & users. Site selection, analysis & treatment, being intensely urban and undeniably connected to the heart of the city, demands resourcefulness, sensitivity and skill in order to achieve an ethos conducive to protecting human rights, promoting shared values and shaping future vision. Detailed site information and programmatic requirements for the facility will be developed separately by students as the term commences.

Objectives

The emphasis of the research studio is especially on the cultural, political, social and environmental (i.e. sustainability) potential of novel design and building technologies. The studio will explore the relationships between architectural form, its tectonic and material articulation, its cultural resonance and its environmental impacts. The basic curricular objective is the overall formal, spatial, and tectonic resolution of a moderately complex building (Centre of Human Rights, Values + Vision) of approximately 5000 m², situated in an urban context, including appropriate allocation of the program, resolution of circulation, as well as a basic articulation of building structure, environmental systems, assembly, and envelope, and adherence to relevant codes/regulations. Critical consideration will be

given to user needs and human dimensions, including environmental perception, symbolism and meaning, ergonomics and adaptability, cultural sensitivity and place-making.

Requirements

In addition to normative drawings (plans, sections, elevations) and digital 3D models and renderings, various physical scale models may, at the instructor's discretion, be expected at specific stages. In addition to a developed design of the project's spaces and areas, its structural and environmental systems will have to be conceptually articulated and adequately documented. A selected segment of the building – that is, a sectional architectural & experiential exploration -- may be developed and modeled in greater detail. Landscape is an essential & integrated component of the project.

Grading

Reviews will occur at the end of each phase and grades will be given at each of those milestones. Grades will be cumulative through the semester, and will count according to time allotment for each assignment. Students are expected to meet all requirements for each assignment/phase to receive a passing grade. In general grades will be based on the following (depending on the topic and the assignment): development (process) 30%, conclusion (product) 30%, presentation 30%, attendance and participation 10%.

NOTE: If a student receives a grade less than B- for any assignment worth 30% or more, the student will receive an F grade for the course.

| 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 | |

Notes: Passing grades must be achieved on all assignments weighted over 30% of the total course assessment. 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. Students are expected to complete all course assignments on time. There will be no final exam. Students must obtain an overall passing grade to pass this course, however, if a student fails any phase of the course worth 30% or more they will fail the course. A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded may request to have the paper re-graded. The student shall discuss the work with the instructor within **fifteen days** of being notified of the mark or of the item's return to the class. More information can be found in the Graduate Calendar:
<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>

Schedule

Phase One – Research, Site Selection/Analysis, Programme, Parti + Conceptual Design

February 7 (F) Initial Review (25% of the final grade)

Phase Two – Design Development + Project Delineation

February 16-22 Family Day + University of Calgary Term Break (no studio)

March 6 (F) Mid-term Review (35% of the final grade)

March 9-13 SAPL Block Week (no studio)

Phase Three – Design Refinement + Final Depiction

April TBD Final Review (40% final grade) (reviews digital + online using synchronous and/or asynchronous methods) (no new physical models will be required/constructed in this final stage of the senior research studio)

Note: Schedule is subject to change. All review dates are tentative. Various supporting assignments, such as programming, site selection, site analysis & research work, are meaningfully embedded within studio processes & deliverables.

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)

Recommended Textbooks

Pallasmaa, Juhani. *The Thinking Hand: Existential and Embodied Wisdom in Architecture*. (AD Primers Series). John Wiley & Sons: West Sussex, UK. 2009;
Allen, Edward and Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (Sixth Edition). New York: Wiley, 2017.
Human Rights:
Kalin, Walter, Muller, Lars and Wyttenbach, Judith (Editors). *The Face of Human Rights*. Lars Muller Publishers: Switzerland. 2004.

Supplementary Reading

The City:

Biswas, Ramesh Kumar (Editor). *Metropolis Now! Urban Cultures in Global Cities*. SpringerWein: New York, 2000.
"Metropolis Now". *Foreign Policy: Global Politics, Economics & Ideas*. September/October 2010. Especially article: "Beyond City Limits" by Parag Khanna. Pp 120-128.
Bridge, Gary and Watson, Sophie (Editors). *The Blackwell City Reader (2nd Edition)*. Wiley-Blackwell Publishing: West Sussex, UK. 2010
Clear, Nic (Editor). "Architectures of the Near Future". *Architectural Design*. September/October 2009. Profile No. 2010. John Wiley & Sons: West Sussex, UK.
Lahoud, Adrian, Rice, Charles and Burke, Anthony (Editors). "Post-Traumatic Urbanism". *Architectural Design*. September/October 2010. Profile No. 207. John Wiley & Sons: West Sussex, UK.
Knox, Paul L. *Cities and Design: Critical Introductions to Urbanism and the City*. Routledge: New York, 2011.
Mostafavi, Moshen and Doherty, Gareth Editors | Harvard University Graduate School of Design). *Ecological Urbanism*. Lars Muller Publishing: Baden Switzerland. 2010.

Theory, Practice & Process:

Reiser, Jesse and Umemoto, Nanako. *Atlas of Novel Tectonics*. New York: Princeton Architectural Press, 2006.
Sakamoto, Tomoko, Ferre, Albert and Kubo, Michael (Editors). *The Yokohama Project*. Barcelona: Acta, 2003.

Sinclair, Brian R. Culture, Context, and the Pursuit of Sustainability: Contemplating Problems, Parameters, and Possibilities in an Increasingly Complex World. In *Planning for Higher Education*, Ann Arbor: Oct.-Dec. 2009. 38-1, pp. 6-22.

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.

Tehrani, Majid + Chappell, David W. (Editors). *Dialogue of Civilizations: A New Peace Agenda for a New Millennium*. London: I.B Tauris in association with the Toda Institute for Global Peace and Policy Research. 2002.

Design | Construction Methods, Delineation & Communication:

AIA, *Architectural Graphic Standards* (12th edition). New York: Wiley, 2016.

Allen, Edward and Iano, Joseph. *Fundamentals of Building Construction: Material and Methods* (Sixth Edition). New York: Wiley, 2013.

Brock, Linda. *Designing the Exterior Wall: An Architectural Guide to the Vertical Envelope*. New York: Wiley, 2005.

Brookes, Alan and Grech, Chris. *The Building Envelope and Connections*. Butterworth, 1996.

Ching, Francis DK. *Architectural Graphics* (6th edition). John Wiley: New York 2015.

Ching, Francis DK. *Architecture: Form, Space & Order*. (4th edition). John Wiley: New York 2014.

Ching, Francis DK. and Winkel, Steven. *Building Codes Illustrated: A Guide to Understanding the 2006 International Building Code* (5th edition). New York: Wiley, 2015.

Ching, Francis DK. and Adams, Cassandra. *Building Construction Illustrated* (5th edition). New York: Wiley, 2014.

Hegger, Manfred et al. *Construction Materials Manual*. Basel: Birkhauser, 2006.

Hegger, Manfred et al. *Energy Manual: Sustainable Architecture*, Basel: Birkhauser, 2008.

Herzog, Thomas, *Facade Construction Manual*. Basel: Birkhauser, 2005.

Kaltenbach, Frank. *Detail Practice: Translucent Material: Glass, Synthetic Materials, Metal*, Birkhauser, 2004.

Knack, Ulrich et al, *Facades: Principles of Construction*. Basel: Birkhauser, 2007.

Lechner, Norbert. *Heating, Cooling, Lighting: Sustainable Design Methods for Architects*. New York: Wiley, 2008.

Oesterle, Eberhard. *Double-Skin Facades: Integrated Planning*. 2001.

Schittich, Christian. *Glass Construction Manual*. Basel: Birkhäuser, 1999.

Schittich, Christian. *Steel Construction Manual*. Basel: Birkhäuser, 2000.

Schittich, Christian. *Building Skins: Concepts, Layers, Materials*. Basel: Birkhäuser, 2001.

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.

Weller, Bernhard et al. *Glass in Building: Principles, Applications, Examples*. Basel: Birkhauser, 2009.

Wiggington, Michael. *Intelligent Skins*. Architectural Press, 2002.

7group and Bill G. Reed. *The Integrative Design Guide to Green Building: Redefining the Practice of Sustainability*. New York: Wiley, 2009.

NOTES

Media and Recording in Learning Environments

Part 1

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

Part 2

The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording. Any video-recording would be intended to only capture the instructor and the front of the classroom. Students/other participants would not necessarily be visible on video recordings.

Special Budgetary Requirements

Special budgetary requirements are limited to the optional purchase of course readings and, in specific courses, mandatory supplementary fees to cover certain expenditures, such as field trips. Mandatory supplementary fees

must be approved by the University prior to implementation. Instructors are required to list and describe approved optional and mandatory supplementary fees for courses. This can include possible costs incurred for special materials, equipment, services, or travel. The \$150 supplemental fees for all studio courses is charged to cover workshop costs of use and maintenance of hand tools, assorted power tools, CNC routers, laser cutters, 3D printers, and robotics.

Optional:

For certain courses students may be given the option of purchasing course readings. In these cases the cost of the reading package should be stated in the course outline. When course readings are available for purchase, a minimum of two copies of the readings must be made available at the SAPL Reception.

Mandatory:

The University has approved supplemental fees for the following courses:

2019/2020 SUPPLEMENTARY COURSE FEES

| | |
|---|----------|
| ARST 484/EVDA 580 - Studio I Design Thinking | \$150.00 |
| ARST 444/EVDA 582 - Studio II in Architecture | \$150.00 |
| EVDA 682.02 – Intermediate Studio | \$150.00 |
| EVDA 682.04 - Comprehensive Arch. Studio | \$150.00 |
| EVDA 782 - Senior Arch. Studio (all Calgary sections) | \$150.00 |
| EVDL 639 – Landscape Response to Climate Change | \$90.00 |
| EVDL 667 – Landscape Architecture Studio I | \$150.00 |
| EVDL 668 – Landscape Architecture Studio II | \$150.00 |
| EVDL 767 – Regional Landscape Systems Studio | \$150.00 |
| EVDL 777 – Senior Research Studio in Landscape Architecture | \$150.00 |
| EVDS 620 – Urban Design Studio | \$150.00 |
| EVDS 640 – Regional Planning Studio | \$90.00 |
| EVDP 625 – Site Planning Studio | \$75.00 |
| EVDP 626 – Landscape Planning and Ecological Design | \$125.00 |
| EVDP 636 – Community Planning Studio | \$150.00 |
| EVDP 644 – Advanced Professional Planning Studio | \$150.00 |

University of Calgary Policies and Supports

ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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.

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.

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://ucalgary.ca/student-appeals/>

More student support and resources (e.g. safety and wellness) can be found here: <https://www.ucalgary.ca/registrar/registration/course-outlines>

Contact & Office Information

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Please contact instructor with any questions or concerns. Meetings by appointment.



photographs © brian r. sinclair 2020

ⁱ Sinclair, Brian R. "The Devil's Crop: Rightness, Wrongness + Appropriateness in an Upside-Down Abyss". Keynote Address, Intersymp 2019. Published in: IIAS-Transactions on Systems Research and Cybernetics. Volume XIX, No.1. 2019. Baden-Baden, Germany. Pp 17-22.

ⁱⁱ Arendt, Hannah. 1974 Interview as quoted in "Why the world is turning to Hannah Arendt to explain Trump". See <https://m.dw.com/en/>

ⁱⁱⁱ Tehrani, Majid + Chappell, David W. (Editors). Dialogue of Civilizations: A New Peace Agenda for a New Millennium. London: I.B Tauris in association with the Toda Institute for Global Peace and Policy Research. 2002.

