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|--|---|------------------------------|---|
| Course Number | PLAN 616 | Classroom | online |
| Course Name | Urban Design Studio – DS20f KUNIYA | | |
| Pre/Co-Requisites | | | |
| Instructors | Fabian Neuhaus Hal Eagletail | Office Hours/Location | by appointment |
| | Email: fabian.neuhaus@ucalgary.ca | | Phone: 403.210.3857 |
| Class Dates | Mandatory real-time Zoom classes: Tuesdays and Thursdays, Sept 8 – December 8, 14:00 to 18:00 Other asynchronous tasks and assignments (formative and summative) due during Sept 8 to Dec 9, 2020 | | |
| Instructor Email Policy | Please note that all course communications must occur through your @ucalgary email. | | |
| Name and Email of Teaching Assistant(s) | N/A | | |

Course Description

In this studio, we will be working with the Tsuut’ina First Nation exploring urban design in a cross-culture context. The co-instructor Hal Eagletail, a Knowledge Keeper from the Tsuut’ina Nation, as a cultural advisor, will steward the navigation of the ethical space (Ermine, 2007) this studio seeks to explore.

Cross-Culture

For some time now, the Tsuut’ina Nation has been developing strategic sections of their land building an economic basis, workplaces and business opportunities for Nation members and neighbors alike. After signing Treaty 7 (*Copy of Treaty and Supplementary Treaty No. 7, 1966*), the current Tsuut’ina Reserve neighboring Calgary was established in 1877 and has been home to the Nation for several generations now. However, pre-treaty signing the traditional territory of the Tsuut’ina Nation stretched along the Rocky Mountains as far north as Edmonton and as far East as the Cypress Hills out in the prairie (see native-land.ca).

Located in the North-West corner of the reserve, Redwood Meadows was the first non-native development on reserve land in Canada and wrote its history under the 3P Partnership with the Nation, the province, and private residents.

Today the TAZA project along the Eastern side of the reserve is the country's largest development project currently underway, developed in a unique partnership between the Tsuut'ina Nation and a private developer.

Land and Place

First Nation cultures have a strong relationship with the land. Aboriginal cultures have provided stewardship for the environment for thousands of years (Berry and Brink, 2004). The culture and the land are closely linked through practice and frequently celebrated in cultural events. In contrast to the western/settler perspective of owning land, Aboriginal cultures often refer to 'taking care' of the land for future generations to describe the relationship between people and the land. For example, North America is often referred to as Turtle Island, in many ways implying a personality or ascribing a character to the land itself.

These differences in worldview will collide more specifically in the concept of the site as a location for a proposal. We want to use the concept of an "ethical space" to navigate this challenge.

The sites for this studio are pieces of the Tsuut'ina reserve land that are separated by roads that cut through the reserve. The North-West corner is divided by the highway 22x from Bragg Creek to Cochrane. The Eastern part of the reserve is cut by the Calgary Ring Road currently under construction. Both parcels are excellent locations for strategic business opportunities, housing, and retail or service uses but could also be left 'intact' as greenspaces and recreational areas. How those areas shall be developed and used are questions/assumptions have to play out in a broader cross-culture context in order to develop a responsible/respectful proposal (socially, economically and environmentally).

Native Urban Design?

The studio aims to explore how the built environment can express a First Nations' perspective and the unique Tsuut'ina culture explicitly. Or put it differently, how the built environment can be developed and designed based on First Nation culture and attitude. We will explore the complicated and challenging history of planning and urban design practice in Canada, its impact on First Nation culture and its consequences that are still present today. We want to discuss what our professions can contribute, for example by following the Truth and Reconciliation Report's Call to Action (Truth and Reconciliation Commission of Canada, 2015) and expanding on the Canadian Institute of Planners Policy on Planning Practices and Reconciliation (Canadian Institute of Planners, 2019). Using this understanding and having

listened to the stories and to accounts of the history to developed sensitivity for the setting, we will attempt to sketch possible strategies to design urban environments in a cross-culture setting. For each student, the goal is to formulate a robust individual position through a design proposal in the context of the Tsuut'ina Reserve. This position speaks to how to challenge the status quo of a western/settler dominated perspective on planning and propose and a new planning/design/practice model for a cross-culture setting specific to the Canadian and Treaty 7 context.

Course Hours: 6 units; (0-8)

<https://www.ucalgary.ca/pubs/calendar/grad/current/planning-plan.html#45283>

Online Delivery

Learning will occur in both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, developing proposals etc.) contexts. This course contains both sections with individual work tasks as well as group modules that require teamwork.

This course will take place **online** via Desire2Learn (D2L), Zoom and Miro. Students are required to participate in the asynchronous learning tasks using the D2L learning environment / Miro and synchronous Zoom / Miro sessions. If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Course Learning Outcomes

Upon completion of this course, students will know and be able to:

1. Understand their own creative process
2. Formulate and design the creative process, both individually and collaboratively
3. Start to develop an understanding of the unique and complex cross-culture setting of Indigenous planning in Canada in a historic context and the situation of the Tsuut'ina in particular
4. Refine abilities to use a range of media including drawing, collage, map, modelling and communicate ideas effectively
5. Understand the perspective of different stakeholders concerning the built environment
6. To experiment with urban design principles
7. Translate sustainable concepts set in a cross-culture context into a proposal in a specific urban setting
8. Articulate a clear individual position in regards to cross-cultural Indigenous Planning in the Canadian context

Learning Resources

The course is held online as per the UofC and SAPL requirements/guidelines for Fall 2020. The main resources will be D2L as the course and learning management platform. We will also use Miro as a co-create platform. The tool for communication is Zoom. Additional resources might be introduced as necessary.

Required readings, textbooks and learning materials:

Main Bibliography:

- Berry, S., Brink, J., 2004. *Aboriginal Cultures in Alberta: Five-Hundred Generations*. Provincial Museum of Alberta, Edmonton, AB.
- Canadian Institute of Planners, 2019. *Policy on Planning Practice and Reconciliation*. Canadian Institute of Planners, Ottawa.
- Copy of Treaty and Supplementary Treaty No. 7, made 22nd Sept., and 4th Dec, 1877, between Her Majesty the Queen and the Blackfeet and other Indian Tribes, at the Blackfoot Crossing of Bow River and Fort MacLeod. (Treaty), 1966 (original 1877). Ottawa.
- Ermine, W., 2007. *The Ethical Space of Engagement*. *Indigenous Law Journal* 6.
- Truth and Reconciliation Commission of Canada, 2015. *Truth and Reconciliation Commission of Canada: Calls to Action*. TRC, Winnipeg.

Secondary reading material and resources:

- *Treaty 7 Elders and Tribal Council*, Hildebrandt, W., First Rider, D. and Carter, S., 1996. Chapter Two: Pre-Treaty Life of Treaty 7 First Nations. In: *The True spirit and original intent of Treaty 7*, McGill-Queen's native and northern series. [online] Montreal, Montreal [Que.]: McGill-Queen's University Press. pp. 83–110.
- Native-land at <https://native-land.ca/maps/territories/tsuu-tina/>
- Brody, H., 2009. *Other Side of Eden: Hunters, Farmers and the Shaping of the World*. D & M Publishers, Vancouver.
- Walker, R., Jojola, T., Natcher, D., 2013. *Reclaiming Indigenous Planning*. MQUP, Montréal.
- McLennan, W.M., 1996. *Beaver...Sarsi...Sarcee...Tsuù t'ínà*. Fort Brisebois Publishing, Calgary, Alta.
- Churchill, E., 2000. *Tsuu T'ina: a history of a first nation's community*. University of Calgary.

Technology requirements (D2L etc.):

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone. There are no requirements to purchase additional online software or tools.

Additional Classroom Conduct and Related Information

Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components

| Assessment Method | Description | Weight | Aligned Course Learning Outcome |
|---|---|---------|---------------------------------|
| A1, Introduction, me myself and I or how can we start a conversation. | Develop a reflective introduction to oneself as a individual, a professional, a designer, a ... - this is me starting a conversation. | 10% ind | 1, 3, 5 |
| A2, Analysis | Reading and describing the location setting in a broad spectrum of aspects using the Matrix a a guide. | 15% grp | 2, 3, 4, 5 |
| A3, Reference | | 15% ind | 3, 5, 6, 7, 8 |
| A4, Proposal | | 40% grp | 2, 4, 5, 6, 7, 8 |
| A5, Reflection | | 10% grp | 1, 2, 3, 4, 5, 6, 7, 8 |
| A6, Portfolio | Curated summary of complete term work. | 10% ind | 1, 2, 4, 8 |

Assessment and Evaluation Information

Attendance and Participation Expectations:

Students are expected to actively participate in all activities (see schedule)

Guidelines for Submitting Assignments:

Assignments are due on the day of the crit, 11:59 and are to be submitted via D2L in a dedicated dropbox folder either individually or group folder, one submission per group only. Submission in PDF format only, no larger than 20 mb per file. All assignment, except A6 portfolio, are further to be presented online in a dedicated synchronous session, see schedule.

Final Examinations:

Assignments are due on the day of the crit, 11:59The is no Final Examination. However there is a Final Crit with guest critics. This is the opportunity to present the complete work and demonstrate how the assignments A1-5 build on one another.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

Late Assignments:

Late submission of work is not acceptable; grades will be deducted for work submitted later than the deadline specified in the assignment brief or as discussed in class. One grade will be deducted per late day for example an A will be downgraded to A-.

Criteria that must be met to pass:

- In order to pass the course, a passing grade in each assignment is required.
- The combined assignments make up the final course grade.

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.

Topic Areas & Detailed Class Schedule

Include information relevant to the class schedule, such as weekly topics, readings, and assignment due dates. For online, remote or blended courses include whether course activities are synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.). It is recommended that important dates including the first day of classes, holidays, term breaks and last day of classes also be included.

| Course Schedule Date | Topic | Assignments/Due Dates |
|----------------------|------------------------------|-----------------------|
| September 8 / 10 | Introduction | A1, 2020-09-15 |
| September 15 / 17 | A1 review; Analysis (intro) | A2, 2020-09-29 |
| September 22 / 24 | Analysis (desk crit (dc)) | |
| Sept 29 / Oct 1 | A2 review, Reference (intro) | A3, 2020-10-20 |
| October 6 / 8 | No classes / SAPL Block Week | |
| October 13 / 15 | Reference (dc) | |
| October 20 / 22 | A3 review, Proposal (intro) | A4, 2020-12-10 |
| October 27 / 29 | Proposal (dc) | |
| November 3 / 5 | Proposal (dc) | |
| November 10 / 12 | No classes – term break | |
| November 17 / 19 | Proposal (dc) | |
| November 24 / 26 | Proposal (dc) | |
| December 1 / 3 | Review (intro) | A5, 2020-12-10 |
| December 8 | Review (dc) | |
| December 10 | Final Crit | |
| December 17 | Portfolio | A6, 2020-12-17 |

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the

instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit:

<https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

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