



UNIVERSITY OF CALGARY
SCHOOL OF ARCHITECTURE,
PLANNING AND LANDSCAPE

Winter 2023

Course Code: ARCH 672.24 Lec 05
Course Name: Equity in Architecture: Pursuing Socio-Spatial Justice in Building Design
Course Units: 1.5 Units (0-1.5)
Pre-Requisites: NA
Classroom: PF2165
Class Dates/Times: March 13th to March 17th, 2023 (M/T/W/T/F)
2:00 to 5:40pm
Monday - Friday: in-person
Asynchronous assignments due as described in the project briefs, throughout the duration of the course.
****Any deviations from this will be promptly and properly communicated*

Instructor: **Chika Daniels-A**
chika.danielsakunekw@ucalgary.ca
Office Hours: by appointment, via Zoom

Instruction: Mandatory synchronous in-person
Email Policy: Please note that all course communications must occur using your @ucalgary.ca email address. I will respond to emails within 2 business days.

Teaching Assistants: TBD/TBA

EQUITY MEETS ARCHITECTURE

"Recognizing the need is the primary condition for design" – Charles Eames

COURSE OBJECTIVES / LEARNING OUTCOMES

- Introduce or awaken students to the concept of equitable architecture, specifically socio-spatially.
- Stimulate the/an appetite to challenge conventional thinking of design in the built environment.
- Review and critique both problematic and complaisant precedents, where design has been seen to empower (one group) and disempower (another) respectively.
- Enhance ability to observe the built environment through a critical lens that identifies design shortfall.
- Explore the role of the architect in ensuring that architecture does not propagate disenfranchisement.
- Explore principles and processes that support (more) equitable design, and introduce students to approaches, and methods targeted at tackling socio-spatial justice issues in building design.
- The over-arching outcome is that the student comes away having developed a broader sense of justice in design – *a recommendation that is necessary for professional practice.*

LEARNING RESOURCES / READINGS

- Anthony, K. *Designing for Diversity: Gender, Race and Ethnicity in the Architectural Profession*. Chicago: University of Illinois Press, 2001.
- Avermaete, T. (2018). The Socius of architecture: spatializing the social and socializing the spatial, *The Journal of Architecture*, 23(4), 537-542
- Burr, K. L. & Jones, C. B. (2010). The Role of the Architect: Changes of the Past, Practices of the Present, and Indications of the Future, *International Journal of Construction Education and Research*, 6(2), 122-138
- Cohen, L., Wilkinson, A., Arnold, J., & Finn, R. (2005). 'Remember I'm the bloody architect!' Architects, organizations and discourses of profession. *Work, employment and society*, 19(4), 775-796.
- Daniels-Akunekwe, C. C., & Sinclair, B. R. (2019). An Architectural Traverse: the idea-reality connection. Argument for Social Housing. *Proceedings of the Architectural Research Centers Consortium (ARCC) International Conference on 'Future Praxis: Applied Research as a Bridge between Theory and Practice'*, Toronto, Canada, 2019. May 29th – June 1st, 2019.
- Dean, L. (2017). The Social Roles of Buildings: An Account of Materiality and Meaning in Urban Outcomes. *Stockholm Studies in Sociology, New Series 65*, Retrieved from: <http://www.diva-portal.org/smash/get/diva2:1062813/FULLTEXT03.pdf>
- Faraldo, F. The Changing Role of the Architect: New Research Collective Is Rethinking the Building Design Process, *Propmodo*. Retrieved from:

<https://www.propmodo.com/the-changing-role-of-the-architect/>

Accessed on 17/03/2022

- Fopp, R. (2008). Social constructionism and housing studies: A critical reflection. *Urban Policy and Research*, 26(2), 159-175.
- Forsgren, R. (2012). The Architecture of Evil: On the delusion that technical work is morally neutral, *The New Atlantis*, Retrieved from: <https://www.thenewatlantis.com/publications/the-architecture-of-evil>
- Ghinita, A. (2016). How buildings influence society and how society is influenced by buildings. *LinkedIn*. Retrieved from: <https://www.linkedin.com/pulse/how-buildings-influence-society-influenced-ana-maria-ghinita>
- Innes, J. (1998). *The Arsenal of Exclusion and Inclusion*. New York and Barcelona: Actar Publishers.
- Leitner, B. (n.d.) Architecture as a weapon: Hitler's Speer, *Artforum*, Retrieved from: <https://www.artforum.com/print/197010/architecture-as-a-weapon-hitler-s-speer-36375>
- Perez, E. I. (2021). The Forbidden Existence: Anti-Homeless Architecture and the Regulation of Public Spaces, *Apollon*, Retrieved from: <http://www.apollonejournal.org/apollon-journal//the-forbidden-existence-anti-homeless-architecture-and-the-regulation-of-public-spaces>
- Rossi, A. (1982). *The Architecture of the City*, Cambridge, Massachusetts: MIT Press
- Sennett, R. (2018). *Building and dwelling: Ethics for the city*. Farrar, Straus and Giroux.
- Stickells, L. The Right to the City: Rethinking Architecture's Social Significance. *Architectural Theory Review* 16, no. 3 (2011): 213–227.
- Tschumi, B. (1996). *Architecture and disjunction*. MIT press.
- Whyte, W. (2006). How do buildings mean? Some issues of interpretation in the history of architecture 1. *History and Theory*, 45(2), 153-177.

ASSESSMENT / ASSIGNMENTS COMPONENTS (AC)

The course is evaluated based on participation and submitted assignments:

#	%	Assignment/Exercise	Issue date	Due date
AC1	20%	Class participation (critical discussion + group activities)	Daily	Daily
AC2	30%	Group (Presentation) Exercise	March 13 th	March 17 th
AC3	50%	Reflection paper	March 17 th	March 24 th (17:00)
	100%	TOTAL	N/A	N/A

Guidelines for Submitting Assignments: All assignments will be due in class on the noted due date. Additionally, all assignments must be submitted digitally to the designated Dropbox on D2L on the prescribed due date, in PDF format, including images of design projects, PDF presentations and papers.

Final Examinations: There is no final examination for this course.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>): Students are expected to write at a university level, demonstrating a highly proficient and professional use of English, proper citation methods, and compliance with academic regulations to negate instances of plagiarism and academic misconduct.

GRADE SCALE

Final grades shall be reported as letter grades, correlating to the grade point value as per column 2 below. Final grades shall be calculated according to the 4-point range as noted in column 3. Assignments calculated by percentage grades will use the equivalent values shown in column 4.

Grade	Grade Point			Description
	Value	4-Point Range	Percent	
A+	4.00	4.00	95-100	Outstanding performance.
A	4.00	3.85-4.00	90-94.99	Excellent performance.
A-	3.70	3.50-3.84	85-89.99	Approaching excellent performance
B+	3.30	3.15-3.49	80-84.99	Exceeding good performance.
B	3.00	2.85-3.14	75-79.99	Good performance.
B-	2.70	2.50-2.84	70-74.99	Approaching good performance.
C+	2.30	2.15-2.49	65-69.99	Exceeding satisfactory performance.
C	2.00	1.85-2.14	60-64.99	Satisfactory performance.
C-	1.70	1.50-1.84	55-59.99	Approaching Satisfactory performance.

D+	1.30	1.15-1.49	50-54.99	Marginal Pass. Insufficient preparation for subsequent courses in the same subject.
D	1.00	0.50-1.14	45-49.99	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	0.00	0-0.49	0-44.99	Failure. Did not meet course requirements.

- A grade of “C-“ or below may not be sufficient for promotion or graduation, see specific faculty regulations.
- The number of “D” or “D+” grades acceptable for credit is subject to specific undergraduate faculty promotional policy.

GUIDELINES / CONDUCT 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.

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. Student must behave in a professional manner during the session. Students, employees, and academic staff are expected to demonstrate behavior in class that promotes and maintains a positive and productive learning environment.

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 behavior 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.

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.

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 or online.

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