

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

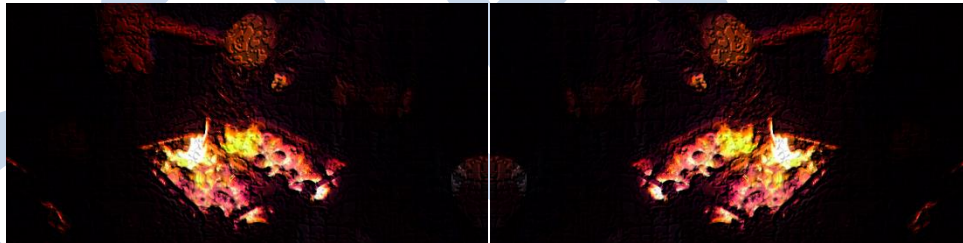


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*"Things are going to slide, slide in all directions
Won't be nothing
Nothing you can measure anymore
The blizzard, the blizzard of the world
has crossed the threshold
and it has overturned
the order of the soul."
Leonard Cohen, The Future, 1992*

Instructor:

Dr. Brian R. Sinclair, PhD DrHC FRAIC AIA (Intl)
Monday, Tuesday, Thursday & Friday | 14:00-18:00



Preamble

*"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 seem 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 2022 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 for 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 architectonic & experiential exploration -- may be developed and modeled in greater detail. Landscape is an essential & integrated component of the project. Model making will consider the online teaching milieu + mode.

Schedule

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

February 4th (F) Initial Review (25% of the final grade)

Phase Two – Design Development + Project Delineation

February 21-25 Family Day + University of Calgary Term Break (no studio)

March 11 (F) Mid-term Review (35% of the final grade)

March 14-18 SAPL Block Week (no studio)

Phase Three – Design Refinement + Final Depiction

April TBD Final Review (40% of the final grade = 30% Review Deliverables + 10% Portfolio | Book Chapter)

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 Wytenbach, 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, *Façade 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.
 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.
 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.

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%.

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 to pass the course.

Late Assignments will lose a letter grade every 24 hours after the submission date/time.

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

Guidelines for Zoom Sessions

Some activities within studio may require the use of digital conferencing. 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 + 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

Contact & Office Information

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Please contact instructor with any questions or concerns.



photographs © brian r. sinclair 2021

- 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 Tehranian, 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.

