Experiential Learning in Architecture   **ARCH 672.20 L06 _ Fall 2022**
Studio, PF4140   Block Oct 03-08 8:00am to 11:40am

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COURSE DESCRIPTION

In this block week studio, we will design a community greenhouse to accommodate year-round indoor programs such as early childhood development, seniors' engagement and an events venue. The students are asked to design a five thousand-square feet structure with translucent facades with the main objective of urban farming and providing food security, social interactions and community engagement. The design must incorporate a building envelope assembly that becomes an intersection of utility and beauty. Vacant sites in specific communities in wards 9 and 10, where the average family income is substantially below the City of Calgary median income, will be selected. The instructor will share documentation on four (4) potential sites. The student(s) will design a greenhouse structure with a footprint of 5000 sqft that will be sensitive to its context and will relate and utilize the exteriors and interiors in creative ways. The design development shall remain at the schematic level but with sufficient graphical information to understand the design intent and how users will use the proposed spaces.

OBJECTIVES

- Engage in the design process tailored for participatory community-based projects
- Acquire theoretical background on improving marginalized communities' quality of life through design
- Become familiar with building systems and building envelope assemblies related to a community greenhouse
- Demonstrate consideration of social justice and inclusion through design

TEACHING APPROACH

Students will be exposed to themes, precedents and skill developments to envision an architectural project through directed self-inquiry and class discussions. We will explore how development-oriented design intervention can contain layers of complexity and contradiction.
There will be lectures, class discussions with invited guests, and question and response sessions. The students can work on the design project individually or in small groups. However, the deliverables will be allocated proportionately. Students must come prepared for class sessions, preferably with their personal computers, to work on their projects while in class. The students are encouraged to create a shared repository of information, from literature reviews to site pictures, drawings elements and blocks to final presentation and book templates.

Content

Session 1 Oct 03 Course outline, site selection, programming, why a design intervention? 5 papers presentations
Session 2 Oct 04 Finalize functional requirements, the design concept, and final design project deliverables. 5 papers presentations.
Session 3 Oct 05 Mid-week projects review: presentations and discussions (5 min. presentations + 5 min. feedback) 4 papers presentations
Session 4 Oct 06 Final Projects checklist, design development
Session 5 Oct 07 Final Projects Presentations (5 min.), documentation and online publication. We may need to stay in class to finish through the afternoon.

REQUIRED READINGS

Each student will only be required to read and present One (1) paper from the list below. However, time permitting, the students are encouraged to read as many papers as possible. Each student will have Five (5) minutes to present their understanding of the subject and should utilize a PowerPoint presentation format to insert pictures and other illustrations. The presenter will then facilitate a class discussion on the topic for Ten (10) minutes. As a group, we will decide to adopt a quote from the paper discussed for our final project book.
The following articles are uploaded on D2L.

Bates. (2020). Charles Booth's London poverty maps [Review of Charles Booth's London poverty maps]. CHOICE: Current Reviews for Academic Libraries, 57(9), 1034–1034. American Library Association CHOICE. https://go-gale-com.ezproxy.lib.ucalgary.ca/ps/i.do?p=CPI&u=ucalgary&id=GALE|A618950279&v=2.1&it=r (paper 1)
Kimball. (2006). London through Rose-Colored Graphics: Visual Rhetoric and Information Graphic Design in Charles Booth's Maps of London Poverty. Journal of Technical Writing and Communication, 36(4), 353–381. https://doi.org/10.2190/K561-40P2-5422-PTG2 (paper 1)
Gadhoke, Pemberton, S., Foudeh, A., & Brenton, B. P. (2019). Informing the design of a food security and public health nutrition pilot intervention for clients of a community-based organization contending with urban poverty. Journal of Hunger & Environmental Nutrition, 14(5), 629–642. https://doi.org/10.1080/19320248.2018.1484314 (paper 2)
Goodman. (2020). Karl Linn and the Foundations of Community Design: From Progressive Models to the War on Poverty. Journal of Urban History, 46(4), 794–815. https://doi.org/10.1177/0096144219836968 (paper 3)
Astell-Burt, Feng, X., Mavoa, S., Badland, H. M., & Giles-Corti, B. (2014). Do low-income neighbourhoods have the least green space? A cross-sectional study of Australia's most populous cities. BMC Public Health, 14(1), 292–292. https://doi.org/10.1186/1471-2458-14-292 (paper 4)
Tolfo, & Doucet, B. (2022). Livability for whom?: Planning for livability and the gentrification of memory in Vancouver. Cities, 123, 103564–. https://doi.org/10.1016/j.cities.2022.103564 (paper 5)
Janet Music, Lisa Mullins, Sylvain Charlebois, Charlotte Large, & Kydra Mayhew. (2022). Seeds and the city: a review of municipal home food gardening programs in Canada in response to the COVID-19 pandemic. Humanities & Social Sciences Communications, 9(1), 1–12. https://doi.org/10.1057/s41599-022-01301-6 (paper 6)
Gabriel LaPlante, Sonja Andrekovic, Robert G Young, Jocelyn M Kelly, Niki Bennett, Elliott J Currie, & Robert H Hanner. (2021). Canadian Greenhouse Operations and Their Potential to Enhance Domestic Food Security. Agronomy (Basel), 11(6), 1229–. https://doi.org/10.3390/agronomy11061229 (paper 7)
Deaton, & Scholz, A. (2022). Food security, food insecurity, and Canada's national food policy: Meaning, measures, and assessment. Outlook on Agriculture, 51(3), 303–312. https://doi.org/10.1177/00307270221113601 (paper 8)
Grum, & Kobal Grum, D. (2020). Concepts of social sustainability based on social infrastructure and quality of life. Facilities (Bradford, West Yorkshire, England), 38(11/12), 783–800. https://doi.org/10.1108/F-04-2020-0042 (paper 9)
August. (2016). "It's all about power and you have none:" The marginalization of tenant resistance to mixed-income social housing redevelopment in Toronto, Canada. Cities, 57, 25–32. https://doi.org/10.1016/j.cities.2015.12.004 (paper 10)
Pearsall, & Anguelovski, I. (2016). Contesting and Resisting Environmental Gentrification: Responses to New Paradoxes and Challenges for Urban Environmental Justice. Sociological Research Online, 21(3), 121–127. https://doi.org/10.5153/sro.3979 (paper 11)
García-Lamarca, Anguelovski, I., Cole, H. V. S., Connolly, J. J. T., Pérez-del-Pulgar, C., Shokry, G., & Triguero-Mas, M. (2022). Urban green grabbing: Residential real estate developers discourse and practice in gentrifying Global North neighborhoods. Geoforum, 128, 1–10. https://doi.org/10.1016/j.geoforum.2021.11.016 (paper 12)
Greening cities, growing communities: learning from Seattle's urban community gardens. (2010). Choice (Middletown), 47(6), 47–47–3153. https://doi.org/10.5860/CHOICE.47-3153 (paper 13)
Karen Boujaoudeh Khoury. (2021). Ethics in architecture responsibilities and moral decisions in sustainable design. Ramon Llull Journal of Applied Ethics, 12, 41–53. https://doi.org/10.34810/rljaev1n12id389295 (paper 14)

MEANS OF EVALUATION

Course evaluation will be based on assignments completed during the week, which include design development and submission, presentation of work, and facilitating discussions through questions. Students are expected to participate in class discussions.

Understanding of course materials and engagement will be demonstrated by the response to resources and lectures. Value is given to the ability to articulate ideas with a focused and clear position and communicate with conviction, clarity and intent. Assignments should exhibit appropriate written and visual communication skills. There will be a final presentation. The final deliverables will include 4-6 letter-size pages showing the site plan, floor plan, elevations, 1-2 cross sections, rendered views and the project description. The assumption is that students shall spend equal to class time afterwards on their own to develop their designs and read their designated papers.

Class Participation	15%
Reading List Presentation	10%
Mid-Week Review Presentation	25%
Final Project	40%
Documentation	10%

CACB Student Performance Criteria

The following CACB Student Performance Criteria will be covered in this course at a primary level: A1. Design Theories, Precedents, and Methods A2. Design Skills The student must demonstrate an ability to apply design theories, methods, and precedents to the conception, configuration, and design of buildings, spaces, building elements, and tectonic components. A4. Program Analysis The student must demonstrate an ability to analyze and respond to a complex program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws, and site selection and design assessment criteria. A5. Site Context and Design The student must demonstrate an ability to analyze and respond to local site characteristics, including urban, non-urban, and regulatory contexts; topography; ecological systems; climate; and building orientation in the development of an architectural design project. A6. Urban Design The student must demonstrate an ability to analyze and respond to the larger urban context where architecture is situated; its developmental patterning and spatial morphologies; the infrastructural, environmental, and ecological systems; to understand the regulatory instruments that govern this context; the broader implications of architectural design decisions on the evolution of cities; and the impact of urbanism on design. A7. Detail Design The student must demonstrate an ability to assess, as an integral part of design, the appropriate combinations of materials, components, and assemblies in the development of detailed architectural elements through drawing, modeling, and/or full-scale prototypes. A8. Design Documentation The student must demonstrate an ability to document and present the outcome of a design project using the broad range of architectural media, including documentation for the purposes of construction, drawings, and specifications.

GRADING SCALE

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.

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	

TECHNOLOGY REQUIREMENTS
To successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:
- 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.

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

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.

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-bycopyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C42/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.