



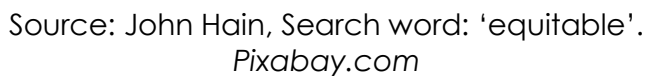
UNIVERSITY OF CALGARY
SCHOOL OF ARCHITECTURE,
PLANNING AND LANDSCAPE

Winter 2024

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: PF4140
Class Dates/Times: February 12th to February 16th, 2024 (M/T/W/T/F)
2:00 to 6:00pm
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: **Dr. Chika C. Daniels**, MRAIC, NOMA, RIBA.
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



This course is intended for students (within the School of Architecture, Planning + Landscape) whose academic study is centered around the built environment. It is a 5-day intensive course that offers both an introduction into and in-depth study of the nature of architecture/architectural design, as it pertains to the architect's ethical responsibility of ensuring justice and equity in design for the client as well as for the greater community. This course will explore the forces at play and their effect in determining the final architectural

<https://contacts.ucalgary.ca/info/evds/courses/w24/ARCH672.24?destination=courses%2Fuser>

This course requires an in-person synchronous class format. Students are required to participate in the synchronous classes, as per the noted times. Students will participate asynchronously, on their own time, study readings (as required), and complete class assignments, projects and exercises. If, due to unforeseen circumstances, a student is unable to participate in a class session or hand in an assignment, please advise your instructor ahead of time via email **24 hours ahead of the scheduled class time.**

COURSE OBJECTIVES / LEARNING OUTCOMES

- Introduce or awaken students to the concept of equitable architecture, specifically socio-spatially.
- Create and/or stimulate 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 equitable design, and introduce students to approaches, and methods targeted at tackling socio-spatial justice issues in building design.
- Additional exposition into value-inclusive design, gender equity in design, equity and the public realm, and the *wicked problem* of architectural design equity.
- 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>

- Farauo, 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.
**** see <https://library.ucalgary.ca/copyright>)

Technology requirements (D2L etc.):

In order 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,

Workshop Safety Training Requirement

If a course requires the use of the SAPL workshop, students must complete all online University of Calgary safety courses, the online Trajectory safety training course, as well as in-person workshop training and a grade of pass on the final evaluation project, to be granted access to the SAPL workshop. This training is offered once a year, around the start of the Fall term and has a completion deadline.

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 (AC)

Assessments carried out during the last 14 calendar days of classes in Fall/Winter Terms and the last 7 calendar days in Spring/Summer Intersessions (as defined in the [Academic Schedule](#)) may not total more than 15 per cent of the final grade, except in the case of laboratory or oral testing, presentations or summative projects/papers.

c. The final exam may not count for more than 50 per cent of the final grade, except in: (1) the cases of clinical or professional practice-based courses in academic programs leading to professional designation, registration and/or licensing (2) or in situations outlined in section [G.1.2 In-Course Assessments and Absences](#).

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	February 12 th	March 16 th
AC3	50%	Reflection paper	February 16 th	February 23 rd (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 Value	4-Point Range	Percent	Description
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.

Late Assignments: Late submissions will be penalized.

Criteria that must be met to pass: (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.

The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the school.

<https://www.ucalgary.ca/pubs/calendar/current/f-1-3.html>

TOPIC AREAS + DETAILED CLASS SCHEDULE

	Course Schedule Date	Topic	Percent
1	February 12	History of Architecture alongside the mindset of architectural enterprise	Refer to chart above on Assessment component
2	February 13	Mindset of architecture – review of historical architects + their approach to design	
3	February 14	The point of collision between past perceptions, traditional architecture + a changing society The changing role of the architect	
4	February 15	Exposition into value-inclusive design, gender equity in design, equity and the public realm, and the <i>wicked problem</i> of architectural design equity.	

5	February 16	Exploring equity/inequity in design + a review of cases (global examples)	

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UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

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 and Gender-based 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