UNIVERSITY OF CALGARY
SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

Winter 2024

Course Number	ARCH 692.5 L01	Classroom		CBDL Event hall
Course Name	Gillmor Theroy Seminar: Architecture is a Verb			
Pre/Co-Requisites				
Instructor	**Professor Ana de Brea**	**Office Hours/Location**		
	Email: adebrea@bsu.edu		**Phone: 1(765)744.9410**	
Class Dates	February 12 to February 16			
Instructor Email Policy				
Name and Email of Teaching Assistant(s)				

Workshop Description:

Students will be asked to produce a rigorous in-depth exploration on architectural design:

Project:

A Living Space in the Financial Hub of a Metropolitan City [For Now On]
Site: Crowns, Puerto Madero, Buenos Aires

Puerto Madero, Buenos Aires. The Most Official Neighborhood of the City

Important points of observation – Course Outline and Learning Outcomes

- **Conceptualization of an idea** + Architectural Documentation that shows the whole study [plans, sections, elevations, sketches, models, videos, music, …and more]

- **Architectural materialization of a concept** + Graphic and Written Documentation that shows the study [plans, sections, elevations, sketches, models, videos, music, …and more]

  connecting + adapting + morphology
- *join together*
- bring together or into contact
- associate or relate in some respect
- [of a thing] provide or have a link or relationship with form a relationship or feel an affinity.

+

- make [something] suitable for a new use or purpose: modify.
- *become adjusted to new conditions.*
- alter or move [something] slightly in order to achieve the desired fit, appearance, or result.
- [in the senses 'harmonize discrepancies' and 'assess [loss or damages]': from old French 'ajoster' 'to approximate,' based on Latin ad 'to'+ juxta 'near'

+

- Maintain and improve important learning and communication skills, including your ability to read, write, and think critically, use new technology, and make oral presentations, among others.

To remember:

The new knowledge is based on the questions you ask but also on the questions you do not.

> *'…The Art of Seeing. It is essential to an architect to know how to see: I mean, to see in such a way that the vision is not overpowered by rational analysis.'*
> Luis Barragan, from his acceptance speech of the Pritzker Prize 1980

More than ever a truly great part of the world lives connected socializing with dedicated websites or other cyber applications; communicating with each other by posting information, comments, messages, images, and more. This new world translates into architecture with conceptualizations such as 'immaterial-ultra material,' 'invisibility,' 'pieces suspended in the air,' 'Less Virtuality/More Reality,' among others; and with titanium, fabric or plastic revealing the constructed skin of the current culture.

The architecture programs have also changed, as we know. We can buy, read, listen to or record music, communicate, watch a film, negotiate, work out, seeing each other… without moving. Inhabitants are just 'sleepwalkers,' as Doug Aitken interprets, among other current thinkers.

Doug Aitken – New York February 2007 – MOMA

To Think About:
/ Tolerance / Performance (the '…ING Architecture') / Actions vs Objects / Structure / **@ more than Copyright** / Teamwork Including Collaboration / Aesthetics / Anatomy / **Ethics** / Responsibilities / Versatility / Speculation / Spectacle / **Screening** / Laboratory … AND MORE

Analyzing and studying the processes of materialization that move the very traditional theses towards a more theoretical discussion, as well as investigating new approaches to the making of architecture from re-considerations, re-cycling, and reformulations critically looking at the world around us:

Folding – Weaving – Crocheting – Pleating – Fabricating – Intertwining – knitting + **more**.

All those elements motivate conceptual studies and discussions that start with a collection of hypotheses of the meaning of body/volume/physicality in the architectural discipline, and an almost inherent search for innovation and creativity that the whole group (students and professor) brings to the table producing together a set of evidence that becomes the starting stage for further investigations –later in the process, towards the materialization of the idea.

and then we question:
What solid analysis-position we (architects/designers/thinkers) assume in relationship to structures, construction, composition, anatomy, constitution, arrangement, framework, configuration, and pattern, among others?

How all that gravitates on the domestic-scale events, on the everyday life in a global scenario?

How do we translate the 'laboratory' into the empirical arena?

All those pivotal objectives and disquisitions have been critical points in my rethinking of architecture and consequently in my teaching and in my research. **I emphatically do not separate theory from practice**; I use that stress as a skeleton from where to look over, from where to scrutinize, and to inquire into to understand better the world and the culture in which we live so to fashion and formulate from there.

TENTATIVE SCHEDULE
The introductory project will be developed during the entire week (estimated presentation on Friday afternoon TBD)

- In person presentation of the project would be very possibly in the form of Pecha Kucha Talks: 20 images / 20 seconds per image what makes a total of 6 min 40seconds per staging. Among other characteristics a Pecha Kucha type of presentation challenges the presenter to deeply edit the content of the work done
- Each student is required to submit the presentation in digital form [PDF format or PPP with the voice over the images included]

- Each presentation should be based on the evidence of the architectural understanding/approach of the topical thesis studied in both, conceptualization, and materialization. [Why we do it this way and not in a different one]

"Architects must take risks again, have to be specialists, have to be authorities, and have to take the Metropolis as their domain for technological production and invention. The city will be silent, noiseless, and clean, and the new domain for production and live/life; the domain for slowness; the domain for diversity. New discoveries, new risks, new expeditions are now taking researchers to "outer space," without comfort. Mars, Pluto, and Jupiter will challenge us, give us new content, and give us new opportunities to overcome, the Modern."
--Wiel Arets, "A Wonderful World," MCHAP: The Americas 1 (New York/Chicago: Actar/IITAC, 2016).

Topics to think about:
Openness – Intuition – Making – Freedom – Failure – Authority – Ethics – Technique – Artifice – Activism – Power – Collective – Control – Multiplicity – Subtext – Void – Territories – Agency… **and MORE**

Images to think about:

proxemics | präkˈsēmiks | plural noun *[treated as singular]* the branch of knowledge that deals with the amount of space that people feel it necessary to set between themselves and others. DERIVATIVES **proxemic** adjective ORIGIN 1960s: from proximity, on the pattern of words such as *phonemics*.

This weeklong exploration will also require:
- **Intellectual curiosity.**

- **Intelligent perseverance.**

- **Ability to questioning.**

- **Self-discipline.**

Learning Resources:
Readings and visual material will be provided by the instructor.
Technology requirements:
Students are expected to have a fully charged and functioning laptop at all class sessions along with working versions of Adobe Creative Cloud and Zoom -in case needed.

Students are expected to have their cameras and microphones on during all video meetings. Please have your mic muted, except when you're speaking to the group.

Students are expected to be focused on every studio discussion, and to take notes in addition to participation.

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.

Assessment and Evaluation Information
Attendance and Participation Expectations:
Students are expected to attend and come **prepared** to **meaningfully engage** in **all** class sessions. This includes producing or preparing content necessary for discussion and contributing to individual and class-wide discussions and/or conversations/assessments with the Course Instructor.

Additional University Policies are detailed here **G.1.2 In-Course Assessments and Absences**.
Expectations for Writing (https://www.ucalgary.ca/pubs/calendar/current/e-2.html):

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	

CACB Student Performance Criteria (for Architecture courses only)

Design Thinking Skills + Communication
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Integrated Evaluations & Decision-Making Design Process
Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Topic Areas & Detailed Class Schedule
- Study requiring focused inquiry into topical areas of architectural design leading to a more complex perspective of the discipline of architecture.
- Daily studio talks and discussions, videos, articles, published academic work to ground the design explorations developed in the workshop.
- Specific active learning explorations are given to enable students to internalize understandings and develop abilities for organizing the complexity of architectural design in service to the process of design.
- Teamwork will also be included allowing students to celebrate the full range of skills, knowledge, and attitudes acquired in previous years of studies encouraging fundamentally creative design inquiry, critical analysis, broad and

deep communication skills –in different forms such as conceptual synthesis, cyber agoras, what to communicate and how, among others.

Course Schedule Date	Topic	Assignments/Due Dates
Monday Feb 12	Introduction +	
Tuesday Feb 13		
Wednesday Feb 14		
Thursday Feb 15		
Friday Feb 16		

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 accommodation policy can be found at: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities:https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

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://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy
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 (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy .

UNIVERSITY STUDENT APPEALS OFFICE
If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (https://www.ucalgary.ca/pubs/calendar/current/i-3.html) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

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