

## **ARCH 5115.03: Post-Colonial Culture, Architecture, and Urbanism** **Course Outline — Fall 2023**

Classes: Tuesday, 2:30–5:30 p.m. AT; online via Zoom (<https://tinyurl.com/arch5115>)

Instructor: Vajdon Sohaili — [vsohaili@dal.ca](mailto:vsohaili@dal.ca)

Office hours: Thursdays, 1:00–2:00 p.m. AT, by appointment, via Zoom. In case of scheduling conflicts, communicate with me for alternative times.

Brightspace: <https://dal.brightspace.com/d2l/home/293078>

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### **ACADEMIC INFORMATION**

#### **Calendar Description**

The course investigates post-colonial culture and politics of knowledge, raising questions of social engagement and political economy in architecture and urbanism. Topics include power and control in the colonial city; orientalism and the construction of race; relations between global forces and the locale; infrastructures as contested spaces; humanitarianism and neoliberal urbanism.

#### **Additional Course Description**

Entwined with power and capital, architecture cannot be separated from coloniality. In colonial contexts, architecture concretized the colonizer's claim and spatialized systems of local oppression. As colonialism ostensibly unraveled, architecture supplied a catalyst for the global expansion of neocolonial regimes built on modernist dogma, developmentalist ideology, and violent systems of trade and migration. Recognizing this reciprocal bind of “webs and flows” (in Dell Upton's words) between the local and the global constitutes one of the strategies of postcolonial architectural history, and the means towards a decolonial critical and material practice. Addressing diverse sites and phases of coloniality, this course interrogates some of the practical and ideological spheres through which architecture colluded with systems of colonial power, at both local and global scales, and reflects on the reclamations and potentialities that problematize a narrative of collusion. Through a mixture of interdisciplinary texts, students will consider not only thematic content, but also questions of applied academic research, critical methodology, and writing style. Exercises and assignments encourage students to see local colonialities in context of global concerns, and to leverage their own critical and design practice in service to a project of decolonial decentering that Walter D. Mignolo describes as “pluriversal localism.”

#### **Learning Objectives**

- Expand awareness and understanding about colonial and postcolonial societies, their built environments, and driving ideologies;
- Situate local histories within global systems and theoretical frameworks of coloniality;
- Develop skills of close critical reading, and put them to practice in both discussion and written formats;
- Practise skills of presenting academic research in a public context; and
- Strengthen capacities in academic writing via in-class discussions about critical methodology, citational format, and rhetorical style.

### Class Format

Online, synchronous seminars: combination of instructor-facilitated discussion and student presentations. Each student will present at least twice throughout the semester: a local/global case study presentation, and a final paper presentation.

### Weekly Hours

For this 3-credit-hour course, an average of 9 hours per week is expected for all course-related activities, including classes. If most students are spending substantially more time, please notify the instructor.

### Schedule

*\*Topics and readings are subject to change\**

WK	DATE	TOPIC OR EVENT	DUE
1	Sept. 12	<b>Introduction: Architectural History as Decolonial Practice</b> <ul style="list-style-type: none"><li>▪ Watch: Osayimwese, Itohan. "What is Decolonial Architectural History?" Lecture at Gibbs College of Architecture, University of Oklahoma, April 19, 2021. <a href="https://www.youtube.com/watch?v=bGoNjhy1pgM">https://www.youtube.com/watch?v=bGoNjhy1pgM</a></li><li>▪ Read: Loomba, Ania. "Situating colonial and postcolonial studies." In <i>Colonialism/postcolonialism</i>. 2<sup>nd</sup> ed. (Routledge, 2005), pp. 19–39. <a href="https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_askewsholts_vlebooks_9781317614579">https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_askewsholts_vlebooks_9781317614579</a></li></ul> <p>SUGGESTED:</p> <ul style="list-style-type: none"><li>• James-Chakraborty, Kathleen. "Postcolonial Thought and the Emergence of Global Architectural Histories." <i>Oxford Research Encyclopedia of Literature</i>. 29 Sep. 2021. <a href="https://oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore-9780190201098-e-1282">https://oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore-9780190201098-e-1282</a>.</li></ul>	
2	Sept. 19	<b>Thinking the Global through the Local</b> <ul style="list-style-type: none"><li>▪ Chattopadhyay, Swati. "The Globality of Architectural History." <i>JSAH</i> (December 2015): 411–15. <a href="http://ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/10.1525/jsah.2015.74.4.411">http://ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/10.1525/jsah.2015.74.4.411</a></li><li>▪ Mignolo, Walter. Afterword: "Freedom to Choose" and the Decolonial Option." In <i>The Darker Side of Western Modernity: Global Futures, Decolonial Options</i>. (Duke University Press, 2011), pp. 295–336 (esp. from 329). <b>PDF</b></li><li>▪ Akcan, Esra. "Postcolonial Theories in Architecture." In <i>A Critical History of Contemporary Architecture: 1960-2010</i>, eds. Haddad, Elie G and David Rifkind. (London: Routledge, 2016), 115-136.</li></ul>	

<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=670283&site=ehost-live>

- Wright, Gwendolyn. "Building Global Modernisms." *Grey room* 7, no. 7 (2002): 125–134.  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_mit\\_journals\\_10\\_1162\\_152638102760104671](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_mit_journals_10_1162_152638102760104671)

SUGGESTED:

- Mignolo, Walter. "Border Thinking and the Colonial Difference." In *Local Histories/Global Designs: Coloniality, Subaltern Knowledges and Border Thinking* (Princeton University Press, 2000), 49-88.  
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=482162&site=ehost-live>

### 3 Sept. 26 Psychopathologies of Coloniality

- Nolan, Ginger. "The Architecture Machine." In *Savage Mind to Savage Machine: Racial Science and Twentieth-Century Design* (University of Minnesota Press, 2021), pp. 25–48. **PDF**
- Khanna, Ranjana. "Introduction: Worlding Psychoanalysis." In *Dark Continents: Psychoanalysis and Colonialism* (Duke University Press, 2003). **PDF**
- Eng, David L. "Colonial Object Relations." *Social text*. 34, no. 1 (2016): 1–19.  
<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1215/01642472-3427105>
- Rose, Jacqueline. "Introduction: States of Fantasy." In *States of Fantasy* (Clarendon, 1996), pp. 1–16. **PDF**

SUGGESTED:

- Fanon, Frantz. "Ch. 5: The Lived Experience of the Black Man." In *Black Skin, White Masks* (Grove Press, 2008,) pp. 89–119.
- Veracini, Lorenzo. "Consciousness." In *Settler Colonialism: A Theoretical Overview* (Palgrave Macmillan, 2010), 75–94.

### 4 Oct. 3 The Exhibitionary Order

- Appadurai, Arjun. "The Museum, the Colony, and the Planet: Territories of the Imperial Imagination." *Public Culture* 1 (January 2021): 115–128.  
<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1215/08992363-8742232>
- Morton, Patricia A. "Ch. 5: The Civilizing Mission of Architecture." In *Hybrid Modernities: Architecture and Representation at the 1931 Colonial Exposition, Paris*.

(MIT Press, 2000), pp. 176–215.

<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=39876&site=ehost-live>

- Osayimwese, Itohan. "Chapter 1: Expositions in German Colonialism and German Architecture." In *Colonialism and modern architecture in Germany* (University of Pittsburgh Press, 2017), pp. 21–60. [https://dal.novanet.ca/permalink/01NOVA\\_DAL/1nek75v/alma990053669580107190](https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma990053669580107190)
- Prakash, Vikramaditya. "The Project of Independence: Architectures of Decolonization in South Asia, 1947–1985." *Journal of the Society of Architectural Historians*, Vol. 81, no. 4 (2022): 535–539. (Review of MoMA exhibition) <http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1525/jsah.2022.81.4.535>

SUGGESTED:

- Mitchell, Timothy. "Orientalism and the Exhibitionary Order." In *Colonialism and Culture*, ed. Nicholas Dirks (University of Michigan Press, 1992), 289–316.

**5 Oct. 10 Climate Colonialism and Ecocriticism**

- Liboiron, Max. "Introduction." In *Pollution Is Colonialism*. (Duke University Press, 2021), pp. 1–37. <http://ezproxy.library.dal.ca/login?url=https://ebookcentral.proquest.com/lib/dal/detail.action?pq-origsite=primo&docID=6527589>
- Chakrabarty, Dipesh. "Postcolonial Studies and the Challenge of Climate Change." *New Literary History* (Winter 2012), 1–18. <http://ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/23259358>
- Mitchell, Timothy. "Can the Mosquito Speak?" In *Rule of Experts: Egypt, Techno-Politics, Modernity* (University of California Press, 2002), 19–53. [https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_walterdegruyter\\_books\\_10\\_1525\\_9780520928251\\_005](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_walterdegruyter_books_10_1525_9780520928251_005)
- Tripathy, Jyotirmaya, "Ch. 5: Indian Environmentalism and Its Fragments." In Slovic, Scott, R. Swarnalatha, and Vidya Sarveswaran, eds. *Ecoambiguity, Community, and Development: Toward a Politicized Ecocriticism* (Lexington Books, 2014), pp. 71–84. [https://dal.novanet.ca/permalink/01NOVA\\_DAL/1nek75v/alma9970558269907190](https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma9970558269907190)

SUGGESTED:

- Nixon, Rob. *Slow Violence and the Environmentalism of the Poor* (Harvard University Press, 2011). Esp. Introduction and ch. 8.

## 6 Oct. 17 Tropicality: Rule and Resistance

- Fry, Maxwell, and Jane Drew. "Dwelling." In *Tropical Architecture in the Dry and Humid Zones* (R.E. Krieger Pub. Co., 1982), pp. 27–76. **PDF**
- Chang, Jiat-Hwee. "Thermal comfort and climatic design in the tropics: an historical critique." *Journal of Architecture* 21/8 (2016): 1171–1202.  
<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1080/13602365.2016.1255907>
- Roux, Hannah Le. "Building on the Boundary — Modern Architecture in the Tropics." *Social identities* 10, no. 4 (2004): 439–453.  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_crossref\\_primary\\_10\\_1080\\_1350463042000258889](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_crossref_primary_10_1080_1350463042000258889)
- Davis, Will. "Prism of Difference: Bamboo, Bayanihan and the Secret Society of 'ñtcllg Kztzzstzszllg Kztñpxllzll'." *Southeast of Now: Directions in Contemporary and Modern Art in Asia* 5, no. 1 (2021): 119–132.  
<http://ezproxy.library.dal.ca/login?url=https://muse.jhu.edu/article/838723>

### SUGGESTED:

- Chang, Jiat-Hwee. "Race and Tropical Architecture: The Climate of Decolonization and 'Malayanization.'" In *Race and Modern Architecture* (University of Pittsburgh Press, 2020), pp. 241–258.  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_jstor\\_books\\_10\\_2307\\_j\\_ctv11cwbq7\\_17](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_jstor_books_10_2307_j_ctv11cwbq7_17)

## 7 Oct. 24 Humanitarianism and Developmentalism

- Monk, Daniel, and Andrew Herscher. "The New Universalism: Refuges and Refugees between Global History and Voucher Humanitarianism." *Grey Room*, No. 61 (Fall 2015): pp. 70–80.  
<http://ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/43832291>
  - Response: Ticktin, Miriam. "Humanitarianism's History of the Singular." *Grey Room*, No. 61 (Fall 2015): pp. 81–85.  
<http://ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/43832292>

**Paper  
proposal  
due:  
Oct. 24,  
11:59 pm**

- Siddiqi, Anooradha Iyer. "Architecture Culture, Humanitarian Expertise." *Journal of the Society of Architectural Historians* 76 no. 3 (September 2017), 367-384.  
<http://ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/26419017>
- Levin, Ayala. "Introduction. Settler Colonial Expertise in the Theater of Development." In *Architecture and Development: Israeli Construction in Sub-Saharan Africa and the Settler Colonial Imagination, 1958-1973*. (Duke University Press, 2022), pp. 1–23. Also view "Gallery," pp. xii–xxviii.  
<http://ezproxy.library.dal.ca/login?url=https://ebookcentral.proquest.com/lib/dal/detail.action?pq-origsite=primo&docID=6870834>

## 8 Oct. 31 Colonial Urbanism

Guest speaker: **Shivani Shedde**, Ph.D. candidate, Princeton University School of Architecture

- Le Roux, Hannah. "Designing KwaThema: Cultural Inscriptions in the Model Township." *Journal of Southern African Studies* 45 no. 2 (2019): 273–301.  
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=137542130&site=ehost-live>
- Chattopadhyay, Swati. "Blurring Boundaries: The Limits of 'White Town' in Colonial Calcutta." *Journal of the Society of Architectural Historians* 59, no. 2 (2000): 154–79.  
<http://ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/991588>
- Rutland, Ted. "Planning the Town White: Comprehensive Planning, Scientific Racism, and the Destruction of Africville." In *Displacing Blackness: Planning, Power, and Race in Twentieth-Century Halifax* (University of Toronto Press, 2018), pp. 75–116.  
<http://ezproxy.library.dal.ca/login?url=https://ebookcentral.proquest.com/lib/dal/detail.action?pq-origsite=primo&docID=5347714>
- Jazeel, Tariq. "THE 'CITY' AS TEXT." *International journal of urban and regional research* 45, no. 4 (2021): 658–662.  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_proquest\\_journals\\_2555917180](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_proquest_journals_2555917180)

### SUGGESTED:

- Spivak, Gayatri Chakravorty. "City, Country, Agency." *Future anterior* 16, no. 2 (2019): 59–85.

[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_proquest\\_miscellaneous\\_2540505967](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_proquest_miscellaneous_2540505967)

- Dutta, Arindam. "Computing Alibis: Third World Teratologies." *Perspecta* 40 (2008): 54–69.  
<http://ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/40482278>

## 9 Nov. 7 The Settler Colonial Present

- Herscher, Andrew and Ana María León. "Editorial." In *The Settler Colonial Present*, e-flux Architecture series (2020). <https://www.e-flux.com/architecture/the-settler-colonial-present/353516/editorial/>
- Veracini, Lorenzo. "Suburbia, Settler Colonialism and the World Turned Inside Out." *Housing, Theory and Society* 29:4 (2021): 339–357.  
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=83729065&site=ehost-live>
- Milosz, Magdalena. "Settler-Colonial Modern." *Canadian Architect* 66, no. 6 (Sept 2021): 12–14.  
<https://www.canadianarchitect.com/settler-colonial-modern/>
- Weizman, Eyal. "Settlements: Optical Urbanism." In *Hollow Land: Israel's Architecture of Occupation* (Verso, 2007), pp. 111–137. **PDF**

### SUGGESTED:

- Veracini, Lorenzo. "Population." In *Settler Colonialism: A Theoretical Overview* (Palgrave Macmillan, 2010).
- La Paperson (K. Wayne Yang). *A Third University is Possible* (Univ. of Minnesota Press, 2017).
- Nungak, Zebedee. *Wrestling with Colonialism on Steroids: Quebec Inuit Fight for Their Homeland* (Véhicule Press, 2017).

## Nov. 14 No class (study break)

## 10 Nov. 21 Film Forum

- Watch: *Touki-bouki* (1973), dir. Djibril Diop Mambéty, 90 mins (Senegal). Stream via:  
<http://ezproxy.library.dal.ca/login?url=https://www.kanopy.com/en/dal/video/10932932>
- Read: Matthew Maganga. "The Rural vs. The Urban: The Postcolonial City of Dakar in the Film Touki Bouki," 27 Jan 2023. ArchDaily.  
<https://www.archdaily.com/995305/the-rural-vs-the-urban-the-postcolonial-city-of-dakar-in-the-film-touki-bouki>

- Diop, El Hadji. "From Environmental Degradation to the Waste Economy of Postcolonial Desire: Ecocritical Footprints in Touki Bouki and Hyenas." *International journal of Francophone studies* 23, no. 3-4 (2020): 175–188.  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_ingenta\\_journals\\_intellect\\_ijfs\\_2020\\_00000023\\_f0020003\\_art00002](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_ingenta_journals_intellect_ijfs_2020_00000023_f0020003_art00002)

**Final paper due:**  
**Nov. 27, 11:59 pm**

**11 Nov. 28 Final paper presentations**

**12 Dec. 5 Final paper presentations**

Student Learning Experience Questionnaires (SLEQ) will be scheduled for the first fifteen minutes during class time in the last two weeks.

## ASSESSMENT

### Components and Evaluation

	Assignment	Weight	Authorship	Evaluated by
1	Final paper	35%	Individual	Instructor
2	Reading presentation	15%	Individual	Instructor
3	Local/global case study presentation	15%	Pairs	Instructor
4	Paper proposal	15%	Individual	Instructor
5	Final paper presentation	10%	Individual	Instructor
6	Seminar participation, incl. weekly reading reflections	10%	Individual	Instructor

**Final Paper:** 12–15 pp., double-spaced, not including endnotes or images (12-pt Times New Roman or Arial, 1-inch margins, due Nov. 27). Extensively referenced, it should tackle course themes in a way that demonstrates original research, and engages with both material objects and critical-historical texts. Language, formatting, and correct citation style will be evaluated. Students are strongly encouraged to incorporate their own projects and design research, and to think how local practices activate global “webs and flows.” Please keep all preparatory materials (notes, sketches, drafts, etc.). A preliminary **paper proposal** (250–300 words, conference abstract format, due Oct. 24) will outline some of the questions, themes, and objects that the student intends to address. To include an annotated bibliography of 5 academic sources, 3 of which are not on the course reading list. Instructor feedback on the proposal will help guide the development of the paper. During the final two class sessions, each student will deliver a **final paper presentation**, accompanied by images (approximately 10 minutes, followed by 10 minutes of class discussion).

**Reading Reflections:** Each week, students are required to post to the Brightspace discussion board a short reflection on one or more of the week’s readings. Approximately 150–300 words, due each week by midnight before class. Students are invited to address issues of methodology and style, as well as content. Reflections will be used to generate discussion in class; they are

not expected to demonstrate mastery. Critical questions, doubts, objections, provocations, and confusions all strongly encouraged! (If you are giving an in-class reading presentation, there is no need to do a reading reflection that week.)

**Reading Presentation and Guided Discussion:** Each week, a student will present one of the assigned readings to the class, summarizing the argument, explaining terms, and formulating critical questions, which the student will then use to lead a discussion in class. (If you are presenting on a chapter in a book, you should speak to how the former fits into the overarching argument of the latter.) Prepare a slide-deck with notes and relevant images. The presentation should last no less than 10 minutes, and the guided discussion no less than 15 minutes. Students will be assessed on the clarity of their presentation.

**Local/Global Case Study:** 15–20-minute in-class presentation, with multiple images. Working in pairs, students will introduce a design initiative or problem from a colonial or postcolonial context, and consider how it might interact with issues of globality. Students are encouraged (though not required) to choose a case study from their immediate geographic environment, including one of their own design projects. They may use object examples from the readings to activate the local/global paradigm. Team-members may divide responsibilities between themselves as they choose, though each is expected to take some part in the presentation. Both participants will receive the same grade.

### **Attendance or Participation Requirements**

Attendance at and participation in each seminar are mandatory, and will count towards the participation grade. Any absence requires a Student Declaration of Absence (maximum two), submitted to the instructor a minimum of 24 hours before class start-time, except in cases of emergency. Each *undeclared* absence will cost the student 5%; more than two undeclared absences will result in a zero for participation *and* a full letter penalty in the student's final grade. For example, if a student's cumulative grade at the end of the semester is B+, excessive undeclared absence will result in a final grade of C+, which, in a graduate-level course, is recorded as F.

Student participation constitutes reading the assigned texts and contributing thoughtfully to the discussions in seminar and online. The quality of participation is not assessed; if you're present, with camera on, and respectfully engaged, you get the grade. Seminars will not be recorded; unauthorized recording is grounds for disciplinary action.

### **Guidelines for Citing Sources**

Chicago Manual of Style: Author-Date Style. For details, see:

Chicago quick guide: <https://tinyurl.com/quick-author-date>

Chicago full guide: <https://tinyurl.com/full-author-date>

## University Standards for Individual Assignments

Letter	Percent	Definition	Description
A+	90–100%	Excellent	Considerable evidence of original thinking; outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85–89%		
A-	80–84%		
B+	77–79%	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73–76%		
B-	70–72%		
C+	65–69%	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems.
C	60–64%		
C-	55–59%		
D	50–54%	Marginal pass	Evidence of minimal familiarity with the subject matter; minimal analytical and critical skill.
F	0–49%	Fail	Little evidence of understanding of the subject matter; weakness in analytical and critical skills; limited or irrelevant use of the literature.
INC		Incomplete	(counts as zero in GPA calculation)
W		Withdrew after deadline	(neutral in GPA calculation)
ILL		Compassionate reasons, illness	(neutral in GPA calculation)

In a graduate course, a final grade below B- will be recorded as an F.

### Calculation of Final Grades

Each assignment will be assessed a weight within its percentile distribution—for example, if an assignment is worth 10% of the final grade, grading will occur on a scale of 1–10. At the end of the semester, all scores will be added up and a letter grade assigned.

## COURSE-SPECIFIC POLICIES

### Due Dates and Late Submissions

Deductions for late submissions encourage time management and maintain fairness among students.

	Due date	Is a late assignment accepted?	If so, what is the deduction per weekday?*	Is there a final deadline for a late submission?	What happens after that?
Paper proposal	Oct. 24	Yes	3%	Nov. 3	Receives 0% and no comments
Final paper	Nov. 27	Yes	3%	Dec. 5	receives 0% and no comments

\* For example, if an assignment is evaluated at 75% before applying a 3%-per-weekday deduction, it would receive 72% for being 1–24 hours late; 69% for 25–48 hours late; etc.

Note: The following University or School policies take precedence over course-specific policies:

- No late assignments are accepted after the last day of weekly classes (the Friday before review week).
- With a Student Declaration of Absence (maximum two per course), an assignment may be submitted up to three weekdays late without penalty. An SDA cannot be used for the final assignment.
- With a medical note submitted to the School office, a course assignment (including a final assignment) may be submitted more than three weekdays late without penalty. The number of weekdays depends on how long you were unable to work, as indicated in the medical note. If more than one course is affected, you should consult with the Undergraduate/Graduate Coordinator to set a new schedule of due dates.
- A student with an accessibility plan that allows for deadline extensions does not need to submit an SDA.

### **Academic Integrity**

We are all aspiring professionals, and as such, bound by standards of professionalism. See below for the University's policy on Academic Integrity. Should there be a question about the originality of your work, you will be required to submit documentation of your preparation process (notes, sketches, drafts, etc.).

### **Lecture Notes or Recordings**

Seminars will not be recorded; unauthorized recording is grounds for disciplinary action.

## **FACULTY POLICY**

### **Equity, Diversity and Inclusion**

The Faculty of Architecture and Planning is committed to recognizing and addressing racism, sexism, xenophobia and other forms of oppression within academia and the professions of architecture and planning. We, the faculty, are working to address issues of historic normalization of oppressive politics, segregation, and community disempowerment, which continues within our disciplines today.

## **UNIVERSITY POLICIES AND RESOURCES**

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. For university regulations, go to <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=124&chapterid=8103&loaduserredits=False>.

### **A. University Statements**

#### **Academic Integrity**

[http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Read more:

[https://www.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/Syllabus\\_Statement\\_\(Aug%202015\).pdf](https://www.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_(Aug%202015).pdf)

### ***Accessibility***

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Read more:

[https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

### ***Student Code of Conduct***

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Read more:

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

### ***Diversity and Inclusion — Culture of Respect***

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Read more:

<http://www.dal.ca/cultureofrespect.html>

### ***Recognition of Mi'kmaq Territory***

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

Vajdon Sohaili  
September 11, 2023