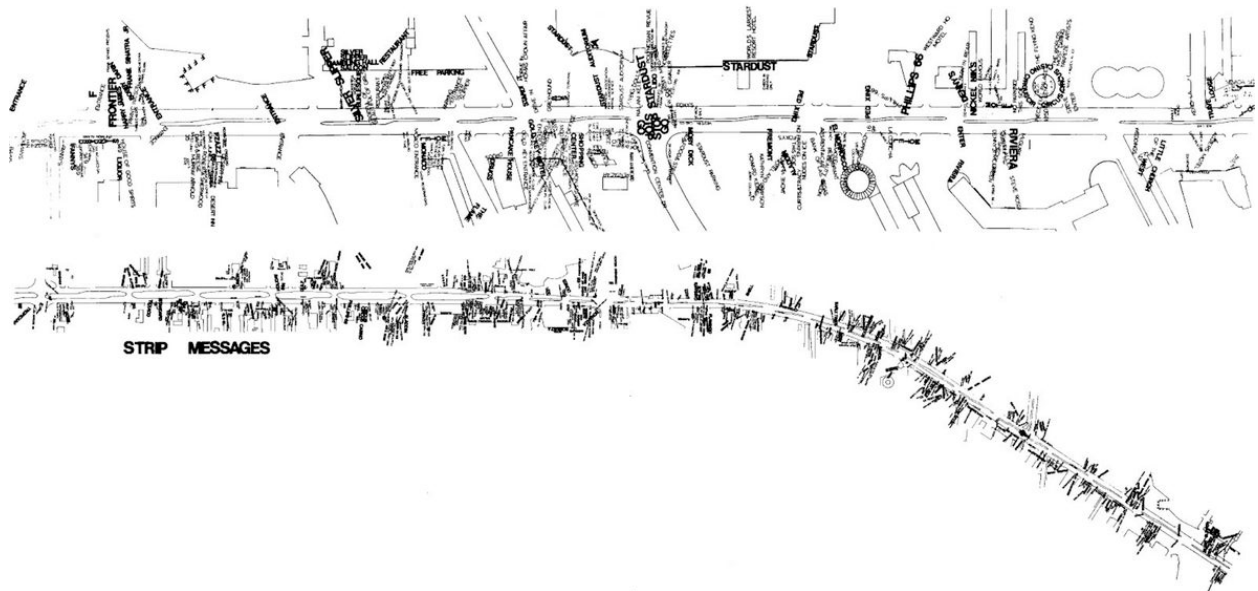


# ARCH 4112.03

## ARCHITECTURAL HISTORY & THEORY: 20TH CENTURY TO THE PRESENT



^ "Strip Messages." Robert Venturi, Denise Scott Brown, and Steven Izenour, *Learning From Las Vegas: The Forgotten Symbolism of Architectural Form*, 1972.

Instructor	Émélie Desrochers-Turgeon Office: Medjuck Building room 1137	emelie.dt@dal.ca 902-431-5360
Credit Hours	3	
Lectures	Tuesdays, 11:00 AM–12:30 PM	B015, Ralph M Medjuck Building
Seminars	Fridays, 9:30 AM–10:50 AM  Fridays 11:10 AM–12:30 PM	Group A, 1208 Group B, 2107 Group C, 2135a Group D, 1208 Group E, 2107 Group F, 2135a
Teaching Assistants	Maya Kerfoot Shayna Konashuk David Teed	Groups A + D Groups B + E Groups C + F my208093@dal.ca sh298684@dal.ca dv481124@dal.ca
Course website	dal.brightspace.com/d2l/home/330668	
Office Hours	Thursdays 1:30 PM–3:30 PM By appointment <a href="#">here</a>	Zoom or office (1137)

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## ACADEMIC INFORMATION

### *Calendar Description*

This course investigates the history and theory of architecture as cultural expression from the 20th century to the present. It explores design practices, theories, and paradigm shifts in recent decades and diverse global contexts, including questions of class, gender, race, and ecology.

### *Additional Course Description*

The course offers an exploration of architectural expression spanning from the twentieth century to the present day, delving into the interplay of cultural, environmental, philosophical, political, and technological dimensions of space. Challenging the assertions of modernism, the first section of this course critically examines themes such as defunct functionalism, universalism, social utopia, technological determinism, tabula rasa, cold rationalism, and homogeneity.

In the second section, the course examines the social and technical experiments that emerged during the post-war period. It explores the ascent of the welfare state, the burgeoning consumer culture, and spatial inequities. Thirdly, the course navigates the post-modern shift in architectural expression, probing the diverse ways in which architecture responded to changing cultural, environmental and social landscapes. Finally, the last section of the course addresses pressing questions that have intensified in the past three decades such as the escalating realities of the climate crisis and technological developments.

Through engaging with texts and seminar discussions, students will confront the contradictions and complexities of architecture, fostering a critical understanding of spatial inquiries. While the lectures encompass a broad spectrum of topics and architectural projects, students will receive guidance to conduct in-depth studies of a specific site and building. This focused analysis aims to deepen their comprehension through the development of research, as well as visual, textual and oral communication skills.

### *Learning Objectives*

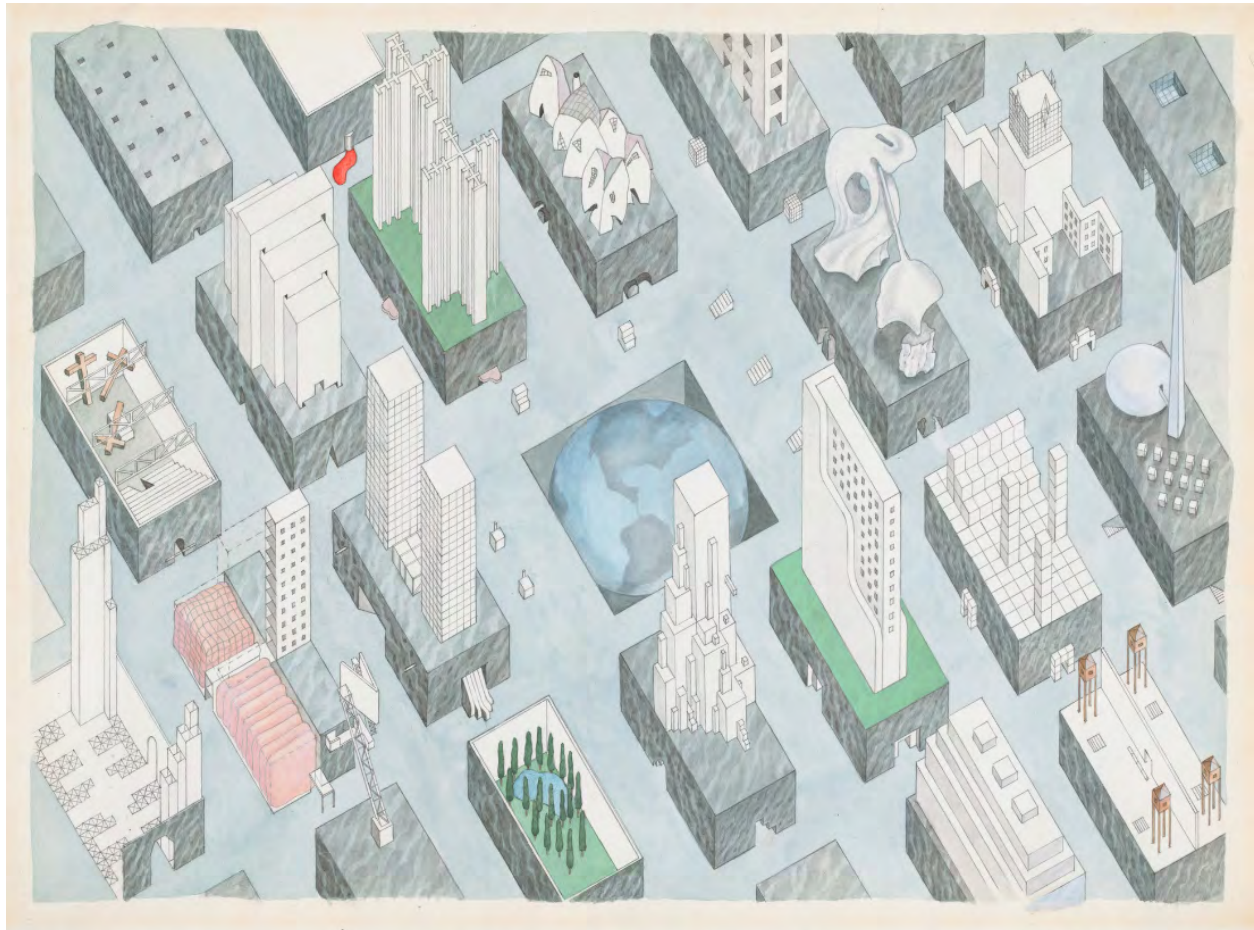
- Be conversant in key historical and architectural events, including significant buildings, practices, theories, and paradigm shifts.
- Draw relationships between architectural history and geopolitical, economic, technological, social, and environmental questions.
- Identify different critical theories of architectural cultures, including debates related to technologies, expression, and power in the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- Engage with the perspectives and critiques of normative practices, in particular of underrepresented groups and in the global context.
- Be familiar with core scholarly skills such as debating, analyzing, comparing and critiquing texts and projects.
- Practice reading, critical thinking, visual communication, verbal and written communication skills.
- Think critically about architectural design in terms of social, cultural and political practices.

### *Rationale for the Course*

This course builds on previous BEDS courses, including two courses in history and theory of architecture (ARCH 3106.03 and ARCH 3107.03), and precedes a fourth (ARCH 4113.03). It complements other B3 courses involving the study of architectural precedents and the design of a comprehensive design project at the civic scale. It deepens students' knowledge of contemporary architectural history.

### *Weekly Hours*

For this 3-credit-hour course, an average of 9 hours per week is expected for all course-related activities, including classes, reading, and assignment time, for a total of about 90 hours. The class format consists of 90-minute lectures on Tuesdays, 90-minute seminars or workshops on Fridays, and a weekly average of 6 hours of homework assignment. If most students are spending substantially more time, please notify the instructor.



^ The City of the Captive Globe Project, New York, Rem Koolhaas and Madelon Vriesendorp, (painted by Zoe Zenghelis), 1972.

# STRUCTURE

## Schedule Overview

Week	Date	Format	Due
1	Tuesday, May 7 Friday, May 10	Intro Lecture Workshop	
2	Tuesday, May 14 Friday, May 17	Lecture 1 Seminar 1*	Seminar 2 questions
3	Tuesday, May 21 Tuesday, May 21 Friday, May 24	Lecture 2 Seminar 2*	Seminar 3 questions Case Study – Research Outline
4	Tuesday, May 28 Friday, May 31	Lecture 3 Seminar 3*	Seminar 4 questions
5	Tuesday, June 4 Friday, June 7	Lecture 4 Seminar 4*	Seminar 5 questions
6	Tuesday, June 11 Friday, June 14	Lecture 5 Seminar 5*	Seminar 6 questions
7	Tuesday, June 18 Tuesday, June 18 Friday, June 21	Lecture 6 Seminar 6*	Seminar 7 questions Case Study – Research Paper
8	Tuesday, June 25 Friday, June 28	Lecture 7 Seminar 7*	Seminar 8 questions
9	Tuesday, July 2 Friday, July 5 Friday, July 5	Lecture 8 Seminar 8*	Seminar 9 questions + SLEQ Case Study – Public Installation
10	Tuesday, July 9 Friday, July 12 Friday, July 12	Lecture 9 Final Presentations	Peer Review Forms

\* Seminar Reports are due one week after the seminar, on Friday before 6:00 PM.



^ E1027, House by the Sea, Roquebrune-Cap Martin, France, Eileen Gray, built between 1926 and 1929.



## Detailed Schedule of Topics and Assignments

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<b>PART I 1850–1950: MODERNITY, MODERNISMS AND BEYOND</b>	
<b>WEEK 1</b>	
Tu, May 7	Introductory Lecture NOTES ON THE TWENTIETH CENTURY
Fr, May 10	Workshop: <ul style="list-style-type: none"><li>– Instructions for the term assignment</li><li>– Librarian presentation</li></ul>
<b>WEEK 2</b>	
Tu, May 14	Lecture 1 ARCHITECTURE AND BODY  Readings: <ul style="list-style-type: none"><li>– Çelik Alexander, Zeynep. 1996. “Gendered Spaces in Colonial Algiers.” In <i>The Sex of Architecture</i>, edited by Diana Agrest, Patricia Conway, and Leslie Weisman, 127–40. New York: Harry N. Abrams.</li><li>– Colomina, Beatriz. 2019. “Battle Lines: E.1027.” <i>Interstices</i> 4: 1–8.</li><li>– Gray, Eileen, and Jean Badovici. 1929. “Maison En Bord de Mer (House by the Sea).” In <i>L’Architecture Vivante</i>, 238–45. Paris: Éditions Albert-Morancé.</li></ul>
Fr, May 17	Seminar 1
<b>WEEK 3</b>	
Tu, May 21	Lecture 2 COLLECTIVE AND PRIVATE HOUSING  Readings: <ul style="list-style-type: none"><li>– Buchli, Victor. 1998. “Moisei Ginzburg’s Norkomkin Communal House in Moscow: Contesting the Social and Material World.” <i>Journal of the Society of Architectural Historians</i> 57, no. 2 (June): 160–81.</li><li>– Desai, Madhavi, Miki Desai, and Jon Lang. 2012. “Introduction, The Bungalow: Its Origins and Its Evolution in Twentieth-Century India.” In <i>The Bungalow in Twentieth-Century India</i>, 1–10. Farnham, UK, 1–8. Ashgate.</li><li>– Shildrick, Tracy. 2018. “Lessons from Grenfell: Poverty Propaganda, Stigma and Class Power.” <i>The Sociological Review</i> 66, no. 4: 783–98.</li></ul> <b>Case Study – Phase I – Research Outline due before 8:00 PM</b>
Fr, May 24	Seminar 2



^ Pruitt-Igoe Apartment Buildings, 1956. Henry T. Mizuki, Missouri Historical Society, St. Louis, United States.

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**PART II 1950–1960S: SOCIAL AND TECHNICAL EXPERIMENTATIONS**

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**WEEK 4**

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Tu, May 28      **Lecture 3**  
**ENVIRONMENTAL IMAGINARIES**

**Readings:**

- Barber, Daniel. May 15, 2014. “The Thermoheliodon, Climactic Architecture at the End of Calculation.” *A.R.P.A. Journal*, no. 1. n.p.
- LaDuke, Winona, and Deborah Cowen. 2020. “Beyond Wiindigo Infrastructure.” *South Atlantic Quarterly* 119, no. 2 (April): 243–68.
- Nerdinger, Winfried, and Rainer Barthel. 2005. “Frei Otto, Working for Better ‘Earth for Mankind’” + “Natural Forms – Architectural Forms.” In *Frei Otto Complete Works – Lightweight Construction Natural Design*, edited by Winfried Nerdinger, 6–15 + 16–30. Basel: Birkhäuser.

Fr, May 31      **Seminar 3**

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**WEEK 5**

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Tu, June 4      Lecture 4  
Guest Lecture by Dr. Ted Cavanagh

Readings:

- Brinkmann, Robert. September 16, 2014. “Sustainability: The First Postmodern Discipline.” *HuffPost*.
- Brinkmann, Robert, and Richard Vercoe. 2012. “A Tale of Two Sustainabilities: Comparing Sustainability in the Global North and South to Uncover Meaning for Educators.” *The Journal of Sustainability Education* 1, no. 1 (March): 1–12.
- Farmer, Graham, and Simon Guy. 2001. “Reinterpreting Sustainable Architecture: The Place of Technology.” *Journal of Architectural Education* 54, no. 3: 140–48.
- Harvey, David. 1996. “The Frankfurt School Critique of Domination” + “The Languages of Nature + Place as the Locus of Collective Memory.” In *Justice, Nature, and the Geography of Difference*, 133–39 + 172–75 + 304–06. Oxford: Blackwell.

Fr, June 7      Seminar 4

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**WEEK 6**

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Tu, June 11      Lecture 5  
URBAN SOCIETIES

Readings:

- Kurokawa, Kisho. 1977. “The Philosophy of Metabolism.” In *Metabolism in Architecture*, 23–40. London: Studio Vista.
- Loo, Yat-Ming. 2012. “‘No Chinatown, Please!’: Contesting Race, Identity and Postcolonial Memory in Kuala Lumpur.” *The Journal of Architecture* 17, no. 6 (December): 847–70.
- Roy, Ananya. 2012. “Urban Informality: The Production of Space and Practice of Planning.” In *The Oxford Handbook of Urban Planning*, edited by Rachel Weber and Randall Crane, 691–705. Oxford: Oxford University Press.

Fr, June 14      Seminar 5

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**PART III      1970S: COMPLEXITY AND POSTMODERN PERSPECTIVES**

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**WEEK 7**

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Tu, June 18      Lecture 6  
DOMESTICITY AND LABOUR

Readings:

- Baderoon, Gabeba. 2014. “Kitchen Language.” In *Regarding Muslims: From Slavery to Post-Apartheid*, 46–65. Johannesburg: Wits University Press.

- Harris, Dianne. 2012. “Introduction.” In *Little White Houses: How the Postwar Home Constructed Race in America*, 1–25. Minneapolis: University of Minnesota Press.
- Vallerand, Olivier. 2013. “Home Is the Place We All Share: Building Queer Collective Utopias.” *Journal of Architectural Education* 67, no. 1: 64–75.

**Case Study – Phase II – Research Paper due before 8:00 PM**

Fr, June 21 Seminar 6

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**WEEK 8**

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Tu, June 25 Lecture 7  
POST STRUCTURALIST EXPRESSIONS AND POLITICS

Readings:

- Mallgrave, Harry Francis and David Goodman. 2011. “Prelude, The 1960s,” in *An Introduction to Architectural Theory: 1968 to the Present* (Hoboken, NJ: Wiley-Blackwell), 1–23.
- McLeod, Mary. 1989. “Architecture and Politics in the Reagan Era: From Postmodernism to Deconstructivism.” *Assemblage* 8: 22–59.
- Scott-Brown, Denise, Robert Venturi, and Steven Izenour. 1977. *Learning from Las Vegas: The Forgotten Symbolism of Architectural Form*. Cambridge, MA: The MIT Press: 87–105.

Fr, June 28 Seminar 7

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**WEEK 9**

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Tu, July 2 Lecture 8  
TRANSIT, MIGRATION AND CARCERALISM

Readings:

- Chua, Charmaine. 2016. “The Container: Stacking, Packing and Moving the World.” In Lambert, Leopold (Ed.) *The Funambulist: Object Politics*, no. 6: n.p.
- Richards, Marie-Louise. 2024. “Angela Davis (1944–).” *Architectural Review*, (March), n.p.
- Tayob, Huda. 2019. “Architecture-by-Migrants: The Porous Infrastructures of Bellville.” *Anthropology Southern Africa* 42, no. 1: 46–58.

Fr, July 5 Seminar 8  
**Case Study – Phase III – Public Installation, documents due before 8:00 PM**

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**PART IV 1990S: HISTORY IS NOT OVER**

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**WEEK 10**

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Tu, July 9 Lecture 9  
ANTI-EXTRACTIVIST ARCHITECTURES

Fr, July 12 **Final Presentations of Public Installation, room B015, 9:00–11:00 AM**  
**Peer Review Forms due before 6:00 PM**





^ Miniature perspective painting of a lively street, Aranya Low Cost Housing, Indore, India, Balkrishna Doshi, 1990.

## ASSESSMENT

### Components and Evaluation

	<b>Assignment</b>	<b>Weight</b>	<b>Authorship</b>	<b>Evaluated by</b>
1	Attendance and Participation	10%	individual	teaching assistant & instructor
<i>Seminars</i>				
2	Seminar Questions (6 submissions)	10%	individual	teaching assistant
3	Seminar Presentation and Report	20%	individual	teaching assistant
<i>Case Study</i>				
4	I Research outline	5%	group of three	instructor
5	II Research paper	25%	group of three	instructor
6	III Public Installation	25%	group of three	instructor
7	IV Peer-Review Form	5%	individual	instructor



^ Model, Sendai Mediatheque, Sendai-shi, Japan, Toyo Ito, 2001.

### *Attendance and Participation (10%)*

Attendance at lectures and seminars is mandatory. It is your responsibility to be informed of decisions and announcements made during scheduled class time. There is a 1% penalty for each class missed without a Student Declaration of Absence or a medical note.

On Fridays, a seminar-style discussion will take place. That means that all class members share responsibility for the quality of the class exchanges. The assigned readings have been chosen to introduce students to scholarship and thematic studies related to architectural culture. All students, without exception, are expected to have read and prepared notes on the assigned readings for effective participation and intelligent engagement in class discussions. Finally, respectful and positive contributions are a must in order to create a collegial environment.

Students are expected to engage critically with each reading, to ask, and to be able to answer questions such as the ones listed below:

- Who wrote that text? When was it written? What does it say about their perspective?
- What is the key point the author is making? What is their "argument"? How precisely do they make this argument?
- Does the author give sufficient evidence for their argument? Is it convincing? If so, how do they convince you? If not, why not?
- How does the article link with the themes, questions or theoretical or conceptual issues dealt with in the class?
- Does it relate to other readings we have done? How? Does it build upon them or offer an alternative approach?
- Does the reading help build our understanding of the field of architecture? How?

### *Seminar Questions (10%)*

Each student is responsible for individually writing one question and a response (250 words) related to the weekly readings. The questions must be **submitted on Brightspace on the Tuesday prior to the seminar by 10:00 AM**. Students do not have to submit questions on the week they are leading a seminar. Students can miss one of the submissions during the term, which means that they must submit questions on six occurrences during the term.

When writing your questions, consider the following points:

- Base your questions on assigned readings, lectures, or other course materials. Questions should demonstrate your understanding of the content and allow for deeper exploration of key concepts.
- Craft questions that encourage critical analysis and interpretation rather than simply recalling facts. Consider asking about the significance, implications, or controversies surrounding architectural developments.
- Frame questions that invite diverse perspectives and promote dialogue among participants. Open-ended questions are often effective in fostering lively and meaningful discussions.
- When offering context for your prompt, aim for clarity by avoiding overly lengthy or jargon-laden questions.
- Explore questions that touch upon various aspects of architecture, including cultural, social, political, technological, and environmental factors. This interdisciplinary approach enriches the discourse and encourages holistic understanding.

### *Seminar Presentation and Report (20%)*

Instructions to follow on the format of the submission.

- Each student will be individually responsible for leading one seminar during the semester.
- Students should prepare a 5-minute visual presentation with key quotes, images, and a summary of the readings at the beginning of the discussion. Then, the leader will moderate the conversation using students' questions submitted on the previous Tuesday.
- The student leading the seminar must take notes of the discussion and submit a report using the template provided by the instructor, one week after the seminar, by Friday before 8:00 PM.

### *Case Study (60%)*

In teams of three, students will study a building or a site and develop a critical position.

#### **Phase I – Research Outline (5%)**

This phase of the case study should include details about your selected site, a hypothesis outlining how you plan to analyze its history and a comprehensive inventory of the pertinent resources to support your analysis. A list of sites will be distributed during our first seminar/workshop. The research outline must be submitted by May 21, 2024, 6:00 PM.

#### **Phase II – Research Paper (25%)**

The research paper must be between 2,500 and 3,000 words and include a cover page with your name and the title of your work, images, and a reference list. They must include proper documentation of the sources of information including Author-Date (Chicago Manual of Style) and contain at least six academic sources. The research paper must not be submitted later than June 18, 6:00 PM.



### **Phase III – Public Installation (25%)**

The case study culminates in a “critical public installation” where each team will delve deeper into its previously researched building to focus on one significant aspect. Drawing upon the critical theories discussed in class, as well as the themes, questions, and contradictions explored, each team will propose a public installation that engages with the building's history and reflects their critical stance. The team will formulate a critical position regarding this aspect and present its findings and proposals to their peers.

Each team will prepare a 4-minute presentation of their building analysis and public installation, using a variety of media, (such as photocollages, drawings, videos, Photoshop, slides, diagrams, stop-motion, textual components, etc.) to illustrate their presentation. The team must also submit the presentation to the instructor, along with a 500-word text. It must ensure that their presentation is well-organized, visually engaging, and effectively communicates their building analysis, critical position, and public installation proposal. All the documentation must be submitted by July 5, 2024, before 6:00 PM and will be presented in class on July 12.

### **Phase IV – Peer-Review Form (5%)**

Each student must individually complete and submit the Peer-Review Form assessing the team work by July 12, 2024, by 8:00 PM.

### ***Citations***

All references and source material must be cited properly, using Chicago Manual of Style: Author-Date Style. For details, see:

- Chicago quick guide: <https://tinyurl.com/quick-author-date>
  - Chicago Manual full guide: <https://tinyurl.com/full-author-date>
- Plagiarism software will not be used to check assignments.

### ***Required References***

All readings are accessible via Brightspace. Lecture slides will be accessible via Brightspace for your reference. Please refrain from recording audio or video during lectures and classes unless you have obtained prior consent from those present.

### ***Additional Tutoring or Academic Support***

Students are encouraged to seek out support from the Writing Centre, the GIS Centre, the Librarians, and other resources mentioned in the C. Learning and Support Resources section of this document.

### ***Submission of Assignments***

All assignments must be submitted via the dedicated Brightspace folders; no email submission will be accepted.

### ***Criteria and Standards for Assessment***

Letter grades for individual assignments will be converted to their mid-point percentage, multiplied by their percentage weight, added, and then converted to a final letter grade for the course. Grades for individual assignments will be returned via Brightspace. Final grades will be issued as per Dalhousie protocol. On the last day of classes, students must submit the peer review form to evaluate the teamwork, which may result in a different grade for team members who do not contribute meaningfully to the three phases of the case study assignments.

<b>Class Attendance and Participation (10%)</b>				
	<b>Above Average (A+ or A)</b>	<b>Sufficient (A- or B+)</b>	<b>Developing (B or B-)</b>	<b>Needs improvement (C range or less)</b>
<b>Attendance 50%</b> (Presence in class)	Student was present at all classes.	Student missed one class.	Student missed two classes.	Student missed three or more classes.
<b>Contribution 50%</b> (Participation in group discussions)	The purpose of the student's interventions is clear, communicated collegially and enriches the discussion.	The student's participation in class is almost always engaging and focused on the studied texts.	Information and ideas are presented in way that the audience might sometimes find difficult to engage with.	The student contributes rarely to group conversations and the audience has difficulty following the thread of thought.

<b>Seminar Questions (6 submissions, for a total of 10%)</b>				
	<b>Above Average (A+ or A)</b>	<b>Sufficient (A- or B+)</b>	<b>Developing (B or B-)</b>	<b>Needs improvement (C range or less)</b>
<b>Completion 50%</b> (6 submissions)	Student submitted six times in a timely manner.	Student missed or was late for one submission.	Student missed or was late for two submissions.	Missed or was late for three or more submissions.
<b>Quality 50%</b> (generative and analytical questions)	Questions encourage discussions, analyze, evaluate, and synthesize, the texts and topics of the class.	The questions encourage critical analysis and interpretation rather than simply recalling facts.	The questions are sometimes too long or use too much jargon, making them difficult to engage with.	The questions lack connections to the readings and might brush over critical considerations for a generative in-class conversation.

<b>Seminar Presentation and Report (20%)</b>				
	<b>Above Average (A+ or A)</b>	<b>Sufficient (A- or B+)</b>	<b>Developing (B or B-)</b>	<b>Needs improvement (C range or less)</b>
<b>Organization 20%</b> (structure and sequence)	The presentation was clear, made a strong synthesis and connected the texts together.	The information was presented in a logical sequence and easy to follow.	The information was ineffectively presented.	The presentation was hard to follow; the sequence of information jumpy.
<b>Facilitation 20%</b> (graphics, mechanics, elocution, length and pace)	The questions were incisive and fostered productive conversations.	The seminar fostered critical discussions amongst the participants.	The facilitation was confusing at times and the conversation lacked focus.	The facilitation was inadequate. The conversations drifted away from the topics studied.
<b>Understanding of the Readings</b>	Insightful	Good	The submission covers most of the	The material submitted is



<b>20%</b> (knowledge of the subject)	understanding of the texts.	understanding of the texts.	readings with an appropriate understanding of the texts.	incomplete and includes rudimentary summaries.
<b>Analysis of the Discussion 20%</b> (understanding of the seminar questions)	A critical analysis of discussion that was sparked by one or two contentious questions; well composed, not just a list of points.	Good but slightly incomplete analysis.	The analysis lacks connections to the in-class discussions.	The analysis reads like a list of points with little to no analysis of the discussions.
<b>Writing 20%</b> (clear and literate)	Clear, concise, and well organized; attention to grammar, diction, spelling, and citations.	A few issues with the grammar, spelling or citations.	The document lacks in organization and attention to grammar, spelling, and citations.	The document is difficult to read and there are numerous issues with the writing.

<b>Case Study – Phase I – Research Outline (5%)</b>				
	<b>Above Average (A+ or A)</b>	<b>Sufficient (A- or B+)</b>	<b>Developing (B or B-)</b>	<b>Needs improvement (C range or less)</b>
<b>Communication 50%</b> (clarity and effectiveness)	Approach clearly summarized, research questions well articulated.	Material sufficient and effectively presented.	Most of the outline is clear but the provisional thesis needs refinement.	Sections of the outline lack precision or are too ambitious.
<b>Source 50%</b> (relevance and quality)	The chosen material comes from reliable, quality sources and includes academic publications.	Most of the material outlined is well researched, using academic sources.	Many of the sources chosen lack precision and or are unsuitable for an academic paper.	The report is incomplete or is overly ambitious for the scope of the assignment.

<b>Case Study – Phase II – Research Paper (30%)</b>				
	<b>Above Average (A+ or A)</b>	<b>Sufficient (A- or B+)</b>	<b>Developing (B or B-)</b>	<b>Needs improvement (C range or less)</b>
<b>Content 20%</b> (organization and structure)	Clear structure, with an explicit thesis statement and description of arguments.	Clear and consistent argument, coherent with the structure of the paper.	The organization is inconsistent.	The paper structure is confusing, some elements are incomplete.
<b>Relevance 20%</b> (context)	Explicitly locates the paper in the context of critical theories and questions of the discipline.	Strong reflection on historical conditions.	A paper that methodically responds to what was required but not always insightfully.	A paper with a limited grasp of key ideas.
<b>Argument 20%</b> (use of data and sources)	Insightful descriptions of the sources and explanations of how they support the argument.	Rigorous selection of the example(s), including data, background information, academic and other sources.	Answers the requirements but with a lack of originality and/or exhibiting flaws in the argument.	A paper with a limited use of quality sources and arguments.

<b>Critical thinking</b> <b>20%</b> (definitions and connections)	Strong analysis of texts, buildings and examples. Paper's position is based upon research and on strong arguments.	Employing and defining a vocabulary drawn from critical theory and articulating how they relate to the subject studied.	Sound reasoning.	A paper that omits to take a position and connect it to key critical theories.
<b>Mechanics</b> <b>20%</b> (spelling, punctuation, grammar, citations)	Clear, concise, and engaging writing style. Good linking and summarizing sentences.	Careful consideration of spelling, punctuation, grammar, citation, appropriate use of images.	Some minor errors or omissions.	Issues with grammar, repetition, and neglect of key requirements.

<b>Case Study – Phase III – Public Installation (25%)</b>				
	<b>Above Average (A+ or A)</b>	<b>Sufficient (A- or B+)</b>	<b>Developing (B or B-)</b>	<b>Needs improvement (C range or less)</b>
<b>Originality</b> <b>30%</b> (depth, clarity, and creativity)	The project is engaging, critical and offers original insights of the site.	The installation augments the site and its history meaningfully.	The public installation is creative.	Answers the requirements but with a lack of originality.
<b>Quality of Presentation</b> <b>30%</b> (visual and oral communication)	A well-structured presentation, a coherent structure that "tells a story."	Strong assortment of text, images, and visual elements.	Methodically responds to the requirements but lacks coherence.	The presentation is confusing, incomplete or lacks in coherence.
<b>Relevance</b> <b>40%</b> (coherence and persuasiveness of critical position)	The installation explicitly engages its topic in the context of issues in architecture.	Makes for insightful connections with the site analysis.	Makes a few interesting connections with the case study.	Lack of continuity with the arguments developed in the research paper.

<b>Case Study – Phase IV – Peer Review (5%)</b>				
	<b>Above Average (A+ or A)</b>	<b>Sufficient (A- or B+)</b>	<b>Developing (B or B-)</b>	<b>Needs improvement (C range or less)</b>
<b>Team Contribution</b> <b>100%</b> (see peer review form)	Contributed meaningfully and productively.	Professional and responsible collaboration.	Inconsistencies with communication and support.	Lack of participation and collaboration.



^ Primary School, Gando, Burkina Faso, Francis Kéré, 2001.

### 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)

Other, exceptional grades are noted in the undergraduate calendar.

## COURSE-SPECIFIC POLICIES

### Due Dates and Late Submissions

	Due date	Is a late assignment accepted?	Deduction per weekday?*	Final deadline for a late submission	What happens after that?
Seminar report	One week after the seminar, on Friday at 6:00 PM	yes	3%	Two weeks after the seminar, on Friday at 6:00 PM	After the deadline, receives no comments
Seminar questions (5 occurrences)	Three days before the seminar, on Tuesday at 10:00 AM	no	n/a	n/a	Loses 2% for each week missed
I – Research Outline	May 21 8:00 PM	yes	3%	May 30	Receives 0% and no comments
II – Research Paper	June 18 8:00 PM	yes	3%	June 27	Receives 0% and no comments
III – Public Installation	July 5 8:00 PM	yes	3%	July 12	Receives 0% and no comments
IV – Peer Review Form	July 12 8:00 PM	yes	3%	July 15	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.
- With a Student Declaration of Absence (maximum two per course), an assignment may be submitted up to three weekdays late without penalty. For the SDA form and instructions, go to [tinyurl.com/dalhousie-sda](http://tinyurl.com/dalhousie-sda).
- 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.

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## 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.

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## UNIVERSITY POLICIES AND RESOURCES

See the School's "Academic Regulations" page ([tinyurl.com/dal-arch-regulations](https://tinyurl.com/dal-arch-regulations))  
Dalhousie courses are governed by the academic rules and regulations set forth in the Academic Calendar and the Senate. <https://academiccalendar.dal.ca/catalog/viewcatalog.aspx>  
[https://www.dal.ca/dept/university\\_secretariat/university\\_senate.html](https://www.dal.ca/dept/university_secretariat/university_senate.html)

### *A. University Statements*

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

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

#### **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 matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro). Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate. 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.

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

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>

## ***B. University Policies and Programs***

- Important Dates in the Academic Year (including add/drop dates):  
[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices Policy:  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Scent-Free Program: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>
- Student Declaration of Absence: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence.html)
- Classroom Recording Protocol:  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html)
- Grade Appeal Process: [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)
- Sexualized Violence Policy: [https://www.dal.ca/dept/university\\_secretariat/policies/human-rights---equity/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html)

## ***C. Learning and Support Resources***

- General Academic Support – Advising: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)
- Fair Dealing Guidelines: <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

- Dalhousie University Library: <http://libraries.dal.ca>
- Indigenous Student Centre and Indigenous Connection:  
[https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)  
<https://www.dal.ca/about-dal/indigenous-connection.html>
- Elders-in-Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803.
- South House Sexual and Gender Resource Centre: <https://southhousehalifax.org/about-us>
- LGBTQ2SIA+ Collaborative: <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>
- Black Students: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- International Students: [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)
- Student Health Services: [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)
- Counselling: [https://www.dal.ca/campus\\_life/health-and-wellness/my-health/mental-health/same-day-counselling.html](https://www.dal.ca/campus_life/health-and-wellness/my-health/mental-health/same-day-counselling.html)
- Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website: [https://www.dal.ca/academics/online\\_learning.html](https://www.dal.ca/academics/online_learning.html)
- Dalhousie Student Advocacy Services: <http://dsu.ca/dsas>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Study Skills/Tutoring: [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond): [https://www.dal.ca/campus\\_life/academic-support/On-track.html](https://www.dal.ca/campus_life/academic-support/On-track.html)
- Human Rights & Equity Services: <https://www.dal.ca/dept/vpei.html>

#### **D. Safety**

- Biosafety: <http://www.dal.ca/dept/safety/programs-services/biosafety.html>
- Research Laboratory Safety Policy Manual: <https://www.dal.ca/dept/safety/documents-policies-procedures.html>
- Faculty of Architecture and Planning, Work Safety: <https://www.dal.ca/faculty/architecture-planning/current-students/inside-building/work-safety.html>

Émélie Desrochers-Turgeon, May 6, 2024.