

ARCH 5106.03

International Sustainable Development (ISD)

Instructor: Ramzi Kawar

Format: Seminar

Time: Wednesdays 9:30 am – 12:30 am

Location: Room 1202

Office Hours: By appointment

Prerequisites: Open to graduate students in the Faculty of Architecture and Planning and other Students by permission of the instructor

ACADEMIC

Calendar Description

This course examines recent sustainable development in developed and developing countries. Local building practices and cultural appropriateness are studied within social, economic, and urban contexts. Through readings and case studies, it considers how architects, planners, and builders have handled materials and technology to engender patterns of sustainable living.

Additional Course Description

Today all societies in the world face common challenges arising from global warming, rising sea levels, and depleting non-renewable energy sources, causing increasingly diverse social, economic, and political responses. New green technologies, sustainable design concepts, alternative energy sources, and carbon initiatives are reshaping the work of architects and others charged with managing and protecting the built and un-built environment.

Learning Objectives

By the end of this course, students should be able to:

- Understand the basics of how development programs and projects work in the real world.
- Identify and evaluate successful sustainable development trends, programs, best practices, tools, and projects.
- Identify considerations for appropriate and effective roles of architects to position themselves within the broad critical and cultural sustainable development contexts.

Rationale for the Course

- The premise of this course is that an architect has an important role to play in making the world a better place. Our main general learning objectives are to:
- Increase awareness of international sustainable development through reading historical and contemporary theories and practices.
- Understand historical trends, movements, paradigm shifts, and community responses to the impacts of traditional development on human settlements.
- Build an appreciation of the power of design and creativity in the overall process of sustainable development.

Class Format

The course format is a seminar and will be in person in Room 1202.

Weekly Hours

This course is a 3-hour session per week. Students are expected to spend about nine hours per week on all course-related activities (classes, assignments, etc.), for a total of about ninety hours over ten weeks.

Schedule of Classes and Topics

Week	Date	Topic or Event
Week 1	May 08, 2024	Course Introduction
Week 2	May 15, 2024	Seminar on development
Week 3	May 22, 2024	Convocation no M1 classes
Week 4	May 29, 2024	Seminar on sustainability
Week 5	June 05, 2024	Seminar on sustainable development
Week 6	June 12, 2024	Seminar on sustainable urbanism
Week 7	June 19, 2024	Seminar on community design
Week 8	June 26, 2024	Seminar on design as activism
Week 9	July 03, 2024	Seminar on sustainable architecture
Week 10	July 10, 2024	Seminar on evaluating sustainable design

Required Textbooks, Readings, or Electronic Resources

Required readings will be provided on Brightspace.

SLEQ Date

Student Learning Experience Questionnaire (SLEQ) will be scheduled for July 03 for a 15-minute reserved time during the class.

ASSESSMENT

Description of Components that will Count Toward the Final Grade

There will be 3 assignments for this course.

1. Nine Reading Summaries.
2. Moderated Discussion.
3. Case Study.

Percentage Weights of Components

- | | | |
|----------------------------|----------------|--------------------------|
| 1. Nine Reading Summaries. | 45% individual | evaluated by instructor. |
| 2. Moderated Discussion. | 15% individual | evaluated by instructor. |
| 3. Case Study. | 40% individual | evaluated by instructor. |

Formats and Due Dates for Assignments

1. Each student is expected to read each assigned reading and submit online an 11x17 one-page graphic/written summary of the author's 5 key concepts in this reading and 5 reasons as to why these are the core issues in the reading. The summaries of the assigned readings for each week are due every week beginning May 15, 2024. There will be part of the grade on how effectively the student has participated in the discussion for Assignment 1.
2. Each student will lead a group discussion on one of the readings throughout the term and submit online a maximum of three 11x17 page graphic/written summary of the reading for the moderated discussion. The discussion will include the entire course participants. The moderated discussion of the assigned weekly reading is conducted by a different student every week beginning May 15, 2024.
3. Each person will be responsible for presenting the work of an architect, architecture office, or NGO

whose work follows real sustainable issues. Format of discussion: to use PowerPoint if desired and should have at least a one-page summary on an 11 x 17 sheet to be submitted in PDF format. Each student will present a case study each week beginning May15, 2024.

Attendance or Participation Requirements

Students are expected to attend all classes. As a seminar, it requires the active participation of everyone. Students are not allowed to record seminars. There will be part of the grade on how effectively the student has participated in the discussion for Assignment 1.

Guidelines for Citing Sources

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

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

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

Guidelines for Formatting Assignments

A separate assignments outline is provided below.

Instructions for Where and How to Submit Assignments

Assignments to be emailed to professor.

Criteria and Standards for Assessment

Below are the criteria and standard for each assignment along with their relative weights.

Assignment 1: Nine Reading Summaries.	45%
a. Quality of Reading Summary: How thoroughly has the reading been understood?	
▪ What are the 5 key concepts?	7.5 points
▪ Why are those the key issues in the reading?	7.5 points
b. Graphic presentation: How clearly has the reading summary been presented?	
▪ How comprehensible is it for someone who has not read the text?	15 points
c. Active Participation: How effectively has the student participated in the discussion?	15 points
Total Grade	45 points

Assignment 2: Moderated Discussion.	15%
a. Quality of comprehension: How thoroughly has the reading been understood?	
Context:	
▪ What do we know about the author?	1.5 points
▪ Where do we place the author/reading in the ISD timeline?	1.5 points
Issues / Contributions:	
▪ What specific facts, arguments, and analysis does the reading provide?	1.5 points
▪ What does the reading generally contribute to the ISD debate?	1.5 points
b. Rational synthesis: How logically has the reading been presented?	
▪ What were the successes and/or shortcomings of the author in making their points?	1.5 points
▪ Do you agree/disagree with their arguments and why?	1.5 points
c. Efficient Moderation: How effectively has the group discussion been managed?	6.0 points
Total Grade	15 points

Assignment 3: Case Study.		40%
a. Quality of Research: How accurately has the case study been researched?		
Context:		
▪ Where do we place the author/reading in the ISD timeline?		2.5 points
▪ Describe the context (geographic, socio-economic, political, and institutional)		2.5 points
▪ What influenced their theoretical and practical approaches to ISD?		5.0 points
Issues / Contributions:		
▪ What aspects, sectors, areas, or elements of ISD does their work address?		2.5 points
▪ What has their work contributed to ISD?		2.5 points
▪ How has their work helped people and the environment?		5.0 points
b. Strength of analysis / critique: How convincingly have the arguments been made?		
Analysis / Critique:		
▪ What do you consider were their successes and/or shortcomings?		2.5 points
▪ What are the lessons learnt from their experience?		5.0 points
▪ How do you think you can improve on their approach?		2.5 points
c. Comprehensible presentation: How clearly has the case study been presented?		
Total Grade		40.0 points
Final Grade		100.0 points

Graduate Grade Standards for the Course

Letter	Grade point	Percent	Description
A+	4.3	90–100%	
A	4.0	85–89%	
A–	3.7	80–84%	
B+	3.3	77–79%	
B	3.0	73–76%	
B–	2.7	70–72%	
F	0.0	0–69%	
INC			Incomplete
W			Withdrew after deadline
ILL			Compassionate reasons, illness

Other, exceptional grades are noted in the graduate calendar.

Grading Format

All work will be graded by the instructor. All work should simply strive for excellence. Students will receive interim grades within two weeks after each assignment is submitted. The assignments will be given the following values:

For Group Assignments

In the case 2 students collaborate, all students will receive the same grade.

COURSE-SPECIFIC POLICIES

Course Specific Information on Due Dates

	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?
Assignment 1	Every week beginning May 15, 2024.	yes	3%	1 week	receives 0%
Assignment 2	Each student will conduct a moderated discussion every week beginning May 15, 2024. The moderated discussion summary must be submitted on the day the student conducts the discussion.	yes	3%	1 week	receives 0%
Assignment 3	Each student will present a case study each week beginning May15, 2024. The case study must be submitted on the day a student presents the case study.	yes	3%	1 week	receives 0%

School Policy on Due Dates and Late Submissions

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

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.

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.

See the School's "Academic Regulations" page (<http://tinyurl.com/dal-arch-regulations>) for links to university policies and resources:

- Academic integrity.
- Accessibility.
- Code of student conduct.
- Diversity and inclusion; culture of respect.
- Student declaration of absence.
- Recognition of Mi'kmaq territory.
- Work safety.
- Services available to students, including writing support.
- Fair dealing guidelines (copyright).
- Dalhousie University Library.