

Dalhousie University - School of Architecture

ARCH 5198.03: section 3: Humanities Seminar: Architecture and Health

Syllabus – Summer 2024

Classes: Tuesdays, 2:00-5:00 pm

Location: online (Zoom link will be posted in Brightspace); Room 1210 (HB1) is also available for students who would like to congregate during class time

Instructor: Elizabeth Loeffler (elizabeth.loeffler@dal.ca)

Office hours: Tuesdays after class or by appointment

Brightspace site: dal.brightspace.com

ACADEMIC INFORMATION

Calendar Description

This course focuses on an advanced topic in architectural humanities. The topic changes from year to year. It may emphasize history, theory, criticism, urban studies, or architecture in development.

Additional Course Description

Architecture plays a vital role in the creation and support of healthy communities. Using historical precedents and current research, this course will examine ways in which the built environment can impact the health of populations around the world. For example, and top of mind at this moment, recent events regarding the COVID-19 pandemic have elicited an immediate response regarding design builds going forward. Other health considerations that can be addressed, at least in part, through architectural design include: memory and aging, disease prevention and mitigation, accessibility, mental health, and climate change, to name a few.

Learning Objectives

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

- evaluate and think critically about the intersection between architecture and health;
- participate in academic discussions with peers about how health perspectives might be integrated into their own building designs;
- demonstrate facility in writing a research paper;
- prepare a visual and verbal presentation to demonstrate research findings to colleagues.

Rationale for the Course

Through exposure to critical questions and scholarly research regarding how healthy communities may be supported through the built environment, students will gain new perspectives and knowledge that they may then apply to their own designs. Written assignments, discussions, and presentations will support graduate thesis activities while building students' confidence in presenting research material.

Integration with Other Courses

This course builds on previous humanities courses in the School of Architecture, with the expectation that students will employ subject specific terminology and research methodologies learned in prior courses (e.g., ARCH 3106, 3107). There are, however, no pre- or co-requisites.

Class Format

The course will follow an online seminar format in Zoom (the link will be posted in Brightspace). Weekly readings, written assignments, discussions, and seminar leadership will form the primary components for each class. The final two classes will involve student presentations of chosen research topics. There will be a short 10–15-minute break during the three-hour class time. As a seminar class, the discussions will not be recorded.

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 (A detailed schedule with readings will be created separately.)

Each week will address a theme that either targets a specific health concern and the impacts of the built environment (positive and/or negative), or will address architectural properties that relate more generally to healthy environments. There will often be overlap between topics.

Week	Date	Topic or Event	Due
1	May 7	Seminar – Intro	
2	May 14	Seminar – Dementia/Alzheimer’s	
3	May 21	Seminar – COVID/Pandemic – Guest: Patrick Condon	
4	May 28	Seminar – Universal Design/Accessibility	Essay Outline Due May 31
5	Jun 4	Seminar – Clinical Architecture – Guest: Bryan Langlands	
6	Jun 11	Seminar – Biophilic Architecture	
7	Jun 18	Seminar – Climate Change	
8	Jun 25	Seminar – Mental Health/Indigenous Land-based Healing	Essay Due June 28
9	Jul 2	PPT Presentations	
10	Jul 9	PPT Presentations	

Student Learning Experience Questionnaires (SLEQ) will be scheduled during class time in the last two weeks (July 2 or July 9).

Required References

Readings will be made available through Brightspace or placed on reserve through the Sexton Library. (See *Schedule and Readings* posted in Brightspace for details.)

Academic Support

Students requiring special accommodations must contact Dalhousie’s **Student Accessibility Services** (access@dal.ca).

Writing assistance is available through the **Writing Centre**. Book an appointment early to avoid delays in essay submissions. https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html.

Attendance or Participation Requirements

It is essential that you keep up with the assigned readings to both maximize your learning experience and prepare for seminar discussions and assignments. Students who choose not to attend class will lose participation marks. If you are ill or experience an emergency on the day of a seminar or presentation,

you must present a **Student Declaration of Absence** form in Brightspace and contact the instructor as soon as possible to make alternate arrangements.

ASSESSMENT

Components and Evaluation

Evaluations in this course will be based on the demonstrable understanding of material presented in the assigned readings, and in the application of this knowledge. The assignments outlined below will be used to assess student comprehension and application of course material. Late assignments will be penalized by 3% per weekday. The instructor will grade all assignments.

Assignments	Weight	Due Date
Seminar Assignment and Participation Weekly Written Assignment (@250-300 words) Seminar Discussion Peer Leadership/Self-Evaluation	25%	Weekly
Seminar Leadership	5%	
Research Essay Outline 15% Essay 40%	55%	Outline due May 31 Essay due June 28
Presentation	15%	July 2 or July 9

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?
Weekly Written Assignment	Mondays by 9:00 pm	yes	1 pt (out of 3)	Thursday of same week	receives 0 pt
Outline	May 31	yes	3%	June 14	receives 0%
Essay	June 28	yes	3%	July 12	receives 0%

* 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.

SEMINAR ASSIGNMENT AND PARTICIPATION (25%)

The purpose of the seminars is to expose students to scholarly writing that explores architecture topics in greater detail, while encouraging critical analysis of the readings through peer discussions.

Three elements comprise the participation mark for seminars: 1) preparation of a **discussion question**, along with a **paragraph response** to the question posed; 2) **engagement in the seminar discussion**; and 3) providing a **peer leadership/self-evaluation** after the seminar.

1) Weekly Written Assignment: Question & Response

In advance of each seminar, students will be asked to prepare a discussion question based on at least one of the readings, as well as a paragraph responding to their own question of around **250-300 words**. (Sample question: “According to Kay Shannon and Birgit Jurgenhake, what important changes could be incorporated into the design of facilities caring for dementia and Alzheimer’s patients to allow for greater freedom of mobility while still maintaining patient safety?”) These responses should involve more than passively repeating an author’s position or directly quoting from the text (note: you may include a quoted passage if you provide a critical reflection on it). The question and response will be entered into Brightspace in a Discussion Forum found under the “Discussion” tab. These questions will be used by the seminar leaders to help guide the discussion. Questions and responses should be submitted on **Mondays by 9:00 pm**.

2) Seminar Discussion

Students are expected to be present for, and participate in, the seminar. It is essential that students complete all the assigned weekly readings and contribute to the discussion.

3) Peer Leadership/Self-Evaluation

Following the seminar, students will complete (a) peer evaluation form(s) for seminar leadership. The template will be posted in Brightspace. It is important that students provide written comments for the leaders regarding what they did well and/or how they might improve their group facilitation in the future to receive full participation marks. This feedback is intended to be supportive and developmental, rather than critical. Leaders will use the same form to evaluate their own performance. These forms should be uploaded to a folder in Brightspace (under the “Assessments” tab, click on “Assignments,” and locate the folder labeled “Peer Leadership Evaluation” for the appropriate week). The instructor will share the anonymized forms with the leaders.

SEMINAR LEADERSHIP (5%)

Seminar group leaders will be assigned via an on-line sign-up sheet outlining the readings and topics for that week. Most weeks there will be two leaders sharing responsibility for guiding the discussion. Each student will sign up to be a leader. Leaders will be responsible for:

- Creating their own questions to put to the group, as well as compiling questions prepared by others to guide the discussion;
- introducing the topic and readings on the day of the seminar; and
- ensuring that all readings (most weeks there will be at least two) receive attention and that all group members are invited to participate.

Preparation of questions will help ensure that students are ready for discussion but allow flexibility for the conversation to progress in an organic fashion. It is recommended that leaders have additional questions ready for the day of the seminar to stimulate conversation if needed. Seminar leadership

marks will be based on the leader's preparation for the seminar and efforts to engage students in discussion. A peer feedback process will contribute to evaluation of seminar leadership.

RESEARCH ESSAY (55%)

Students must prepare an essay, double-spaced, of approximately **2500 words minimum** (not including abstract, citations, or references) based on a topic that integrates both the built environment and a health issue of your choosing. Students should have their topic approved by the instructor before proceeding with writing. Components of the essay assignment will include an Outline (15%) and the Essay (40%).

Outline (15%): Approximately 250-300 words, not including the Annotated References; **due May 31**

For the outline, I am looking for the following elements:

Question and Response

- To create a strong thesis, I want you to start your outline as you would in the seminar assignment – with a **question** that you intend to address. Place this essay question at the top of the page. This question will provide the groundwork for your thesis. The question should be specific enough that you may respond thoroughly within the assigned word limit but cannot be answered with a simple “yes” or “no” response. The question will be immediately followed by a response; in other words, flip your question into a statement and expand your response so that it includes key points that support your argument. This statement will now become the core of your thesis.

Introductory Paragraph

- Below the question and response, create a complete **introductory paragraph**, providing context for your essay and incorporating your **thesis statement**. The thesis statement should be expanded from the question and response above to include the themes or **map of issues** that you plan to address in the body paragraphs.

Body Paragraphs

- Next, create **introductory sentences** for your body paragraphs from the themes in your thesis, followed by **key points** that you intend to make, including any supporting examples. You may list the supporting arguments and examples in point form. It is recommended that you also include source citations for key points and examples.

Annotated References

- Provide **at least five scholarly sources** in your outline. You may find additional sources for your essay after the outline is submitted but you should have at least five to start your research. Provide a summary of the source and its value to your discussion, as well as the credentials of the author(s). For help with writing annotated references, see: <https://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/>.
- List all sources that you intend to use in **Chicago Style (author-date)**. For details, see: Chicago quick guide: <https://tinyurl.com/quick-author-date>
Chicago Manual full guide: <https://tinyurl.com/full-author-date>

Submit your outline to Brightspace (under the “Assessments” tab, click on “Assignments,” and locate the folder labeled “Essay Outlines”).

Essay (40%): Approximately 2500 words minimum (not including Abstract, Citations or References), due **June 28**

Elements for this submission include a **title page, abstract, essay, and references**.

Following receipt of the graded outline, you will use the feedback to inform your essay submission. Target length for your essay should be 2500 words, double-spaced, (not including abstract, citations, or references). Please provide a word count on your title page. Be sure to include proper citations for points raised by the authors of your sources. Citations should use Chicago Style, author-date version (see links provided above). Note that this citation style uses in-text citations as opposed to footnotes.

See the following link for a sample of a paper written in Chicago author-date style:

- Sample essay from Purdue: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/cmos_author_date_sample_paper.html

Your essay submission should include a prefacing **Abstract**. The abstract should target around **150 words** and be written as a paragraph. For help with writing an abstract see <https://advice.writing.utoronto.ca/types-of-writing/abstract/>.

Images may be used to enhance your discussion. Be sure to use images that are relevant and add value to your discussion. Many images are attached to copyright protections. Provide proper credit for your image sources, either in the caption itself or in a list of all the images at the end of your paper. Refer to these images in the body of the essay and include figure numbers and descriptive captions. The following sources can help with using images and formatting captions:

- Inserting captions for images in Word documents: <https://support.office.com/en-us/article/insert-a-caption-for-a-picture-bb74994c-7f8b-457c-be85-92233177a356>
- Simon Fraser University: Finding and using online images: <https://www.lib.sfu.ca/help/research-assistance/format-type/online-images/citing#citing-images-in-chicagoturabian17th-ed>
- Colgate: Citing Images – Chicago Style: <https://sites.google.com/a/colgate.edu/colgatevr/citing-images/citing-images-chicago>

Note: The references for the essay submission do not need to be annotated.

Submit your essay to Brightspace (under the “Assessments” tab, click on “Assignments,” and locate the folder labeled “Research Essay”).

PRESENTATION (15%): July 2 or July 9

During the last two classes, students will provide PowerPoint presentations summarizing key elements of their research papers to the class. Presentation slots will be made available via an on-line sign-up sheet. Students should target approximately 15-minute presentations with 5 minutes for questions and discussion. (All students will be expected to attend.) These PowerPoints (or other comparable presentation software) should be converted to PDFs and uploaded to Brightspace after class (under the “Assessments” tab, click on “Assignments,” and locate the folder labeled “Presentation”). Details for graded elements will be posted in Brightspace.

Academic Integrity

The essay may be submitted to Dalhousie’s plagiarism detection software as part of the grading process. As per University policy, students may choose to use an alternative method (for example, to submit drafts of the paper during the paper’s formation) to demonstrate the originality of their paper. If you

choose to use an alternative method, you must inform the instructor no later than the course add/drop deadline so that the instructor can discuss and approve the proposed alternative with you.

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.

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:

- Student declaration of absence
- Recognition of Mi'kmaq territory
- Services available to students, including writing support
- Dalhousie University library

Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." <https://www.dal.ca/about-dal/internationalization.html>

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. 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: http://www.dal.ca/dept/university_secretariat/academic_integrity.html)

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 (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro

Conduct in the Classroom – Culture of Respect

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.

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>)

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/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

Fair Dealing policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. (Read more: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. (Read more: https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)

Elizabeth Loeffler
15 March 2024

Dalhousie University is located in Mi'kma'ki, the ancestral and invested territory of the Mi'kmaq. We are all Treaty people.