

Dalhousie University - School of Architecture
ARCH 5117.03: Built and Natural Environments

Course Outline - Fall 2024

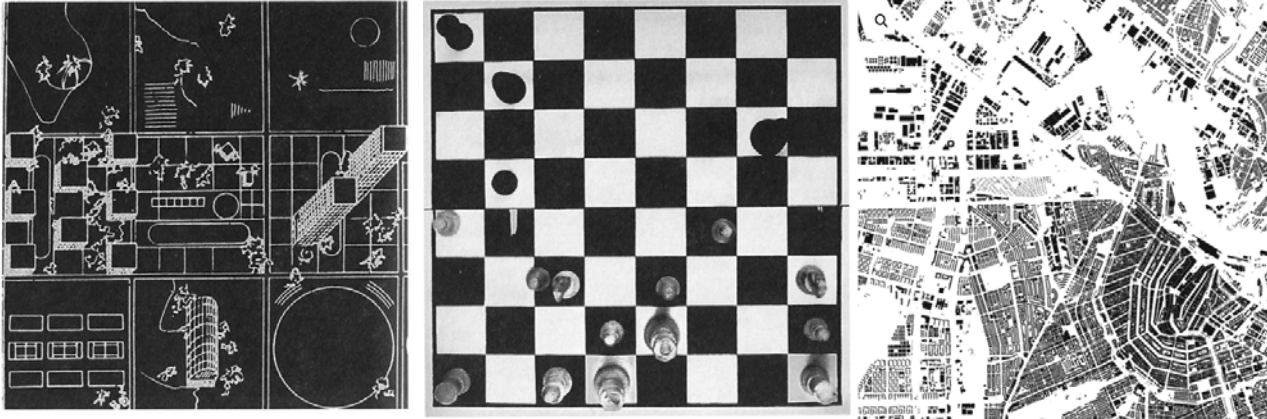
Instructor: Catherine Ann Somerville Venart

Classes: Tuesday 2pm – 5pm

Room: 1202

Office hours: by appointment cvenart@dal.ca

Brightspace: dal.brightspace.com



Left & middle: Oswald Mathias Ungers, *Morphologie: City Metaphors* (1982). Right: Segment of figure-ground plan of Amsterdam, SchwartzPlan.eu

Calendar Description

This course studies the built environments (buildings, public spaces, infrastructure) and natural environments (waterlines, ecosystems, landforms). Students learn to document, analysis and situate change, using interdisciplinary forms (representation, readings, and case studies) uncovering relationships across multiple temporal-spatial scales. The course considers issues such as ecology and social and power dynamics.

Additional Course Description: *Figure Ground: Decentering and Reconfiguring Land and Home*

Background

We are witnessing a general crisis in the environment and the way in which we inhabit it.

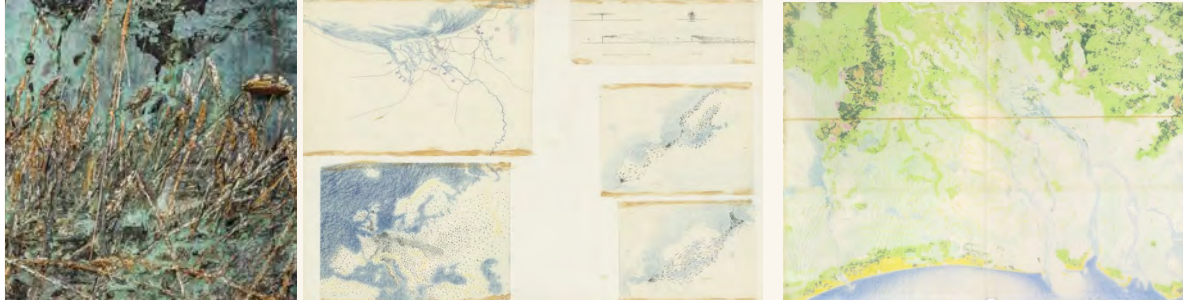
*"The Anthropocene collapses the difference between the human realm and so-called nature. Boundary collapse has resulted in what I prefer to call the end of the world, which is to say the collapse of a meaningful and stable background against which human events can become significant, as on a stage set. In turn, the loss of distance has resulted in a powerful sense of the uncanny and the strange."*¹

Within the geological era of the Anthropocene, human interventions can be traced not only within the geological strata but in all earth systems (air, soil, water, ecologies), this collapse, held in material evidence defines a shift in previously held categories of nature -- culture, but also in how we understand and perceive our world (Latour/Morten). These divisions put into question the very foundations of our cultural constructs of difference, dominance, and dominion over, embedded in our social-political, economic, environmental hierarches, with 'man' at the top and Nature is either that pristine Acadia or Wilderness, who's oppositional force has focused our fight to control and domesticate the 'other.' This terms work will be to interrogate, draw out relationships between concepts and categories as Deleuze and Guattari write in 'geophilosophy' -- the delineation *"subject and object give a poor approximation of thought. Thinking is neither a line drawn between subject and object nor a revolving of one around the other. Rather, thinking takes place in the relationship of territory and the earth"* and within the in-between, where *"there is no such thing as either man or nature now, only a process that produces the one within the other and couples the machines together."*²

¹ Timothy Morten, "This Is Not My Beautiful Biosphere," in Tom Bristow and Thomas Ford, eds., *A Cultural History of Climate Change* (New York: Routledge, 2016), 229–38.

² Deleuze, G., & Guattari, F. (2013). *A Thousand Plateaus, 'Geo-philosophy'; '1837: Of the Refrain' and in 'Anti-Oedipus'* Bloomsbury Academic.

In combining these previously held definitions and thinking in relationship to and with Earth, it indicates the task for future thought and the formation, arrangement and the break-down of assemblages not as fixed and separate entities, but as emergent -- a sequence of states within broader and smaller movements -- embedded in situating attention, forging relationships with intentionality, and in being with. How to understand this dynamic and multiple, 'we'? In shifting from fixed notions to one of relational dynamics, temporalities, processes, and scalar intersections reveal change -- accumulations/growth/constructions and its attrition/decay/destruction, with all the notions of weathering/maintaining, wear/care ongoing and in escapable processes -- "*Over Your Cities Grass Will Grow*"³. The course asks students to draw out as text and as representations, in Humanities and design readings of constructing figure ground and its inhabitation as land and home. It develops understandings of the various ideologies within the web of relations that inform both what was and what is, uncovering both erasures and continuums, pasts within the present state, which enable both critic and projections about 'our' future.



(lft) Anselm Kiefer - Morgenthau Plan (detail), 2013; (mid & rt)Gonggrijp's fascination for anthropology and psychoanalysis meant that the drawings were not only an architectural tool, but also a means to literally map the specific identity of the landscape and its inhabitants. His morphological studies of the Delta flows/flocking, 1969. Collection Het Nieuwe Instituut, GONG 1; and the Dutch delta landscape, 1969. Collection Het Nieuwe Instituut, GONG 3.

This course uses the inclusive lens of *Environmental History* to both pluralize our urban/cultural gaze and to understand and interrogate the relational and underlying web of entanglement between 'us' as cultural/collective beings situated within environment processes. It develops critic through positioning a point of view between readings using design and humanities together to uncover/deconstruct, link/trace historical narratives and processes of constructing figure (body/building/object/vehicle...) and ground (surface/street, garden/park/beach...) as both physically and ideologically, but too as lived. In this way the research of the terms design project and humanities assignments develop an understanding of the hidden dimensions held within the processes of construction (the relational logistical flows of material and capital) the [infra]-structures beneath the surfaces of figure(wall/face) and ground (soil/sand, water/delta) and its' habitation (public to private, interior-exterior) through forms occupation and creation of land and home. The figure ground was both abstract and highly delineated separating functions -- live, work, and leisure -- the design of minimums in unit types and their dimensions, were forms of control -- a way of life -- the family and relationship as well as type of nature that formed the 'built' environment. Developing students understanding of the coded relationships within our built environment through theoretical, historical and design research.

Amsterdam

The term interrogates the *figure ground*, and subject of its ongoing processes of construction and habitation as both land and home. It uses the historical and current global phenomenon revealed in *Amsterdam*, as an example of our entanglement with Earth systems. It looks specifically at *Amsterdams' Nieuw/New West* -- the wild west -- interrogating its' history and the current/future processes of both preserving/retrofitting and densifying/re-developing a **case study** for the terms work. *Amsterdam's Expansion Plan* [AUP (1935-38)]-- the New/Nieuw-West and Zuid Amsterdam (1950s-1970s) which was born into a crisis after World War II (1945), and a major Flood (1953), which left much of the Netherlands in ruin, [overcrowding, homelessness, immigrants (rural-urban & foreign)], unemployed and starving (famine). It uses not Rotterdam's tabula rasa, but Amsterdam, the symbolic capital of the Netherlands that remained relatively unharmed from allied forces and somewhat protected from the 1953 Flood due to earlier infrastructural projects [the North Sea Canal that shifted the port to the west connecting Amsterdam's IJ River to the North Sea (1865 -1876) via a system of locks and the closing of the Zuiderzee (north-east) with the

³ Anselm Kiefer's documentary about his work [trailer here](#) or watch it on Netflix

Afsluitdijk (1891-1930)]. Thus, its expansion as other cities in Europe rebuilt was import for reasons *symbolically based* in an idea *freedom, democracy and finance*, it was an investment in the future, and in its' forward-looking speculation was built on experimentation and multiple lines of pragmatism. Firstly, the plan already existed, and their was both a great need, the opportunity, and a will to speculate and invest in real-estate, with the Dutch's existing expertise and labour market (high unemployment) and cheap unproductive/underused land (flooded/peat polders). The development would create jobs, both in infrastructure and construction, it would also house the blue and new white-collar workers (rural-urban/migrations) needed for new forms of work and production (New Port, Philips/Oil and Gas). This interest and need combined with experimental models of finance [global/local partnerships, private & government finance (housing associations+subsidies)] and construction methods/systems paralleling new freedoms of movement and ideologies of home, family and living. Today this same area – has mixed reviews -- is generally considered to be a social failure, its disconnected landscapes of work, living and leisure has become the site of re-investment, as National Monument to be preserved, upgraded/renovated (energy norms) and in-parts has, is and will be re-developed and densified to accommodate the next housing crisis. The Dutch in 'failing forwards' appropriate/folding failure in insurance(s) and 'going Dutch' shifts and gathers responsibilities/costs from 'differing sides' enabling the Dutch to creatively adapt continually moving like water and money between functions and scales (matter/space) and temporalities (durations) of investments between foreground and background of yesterday and its preservation and demolition of today a rebranding of new life in ruins, redressing it the guise of fixing, not gentrification[?] This reconfigures the sale of 'state/municipal' social housing cooperation/association (1988 -2010), a thirty year divestment of government to independent management companies (gov. maintenance subsidies & market stoke investments), now complete as private equity companies buy (with 5 year options to re-sell), in a deregulated market, globally, where land and home, new minimums are gambling future(s) of Earth. It is never more imperative to operate in the middle ground, to find ways of resisting, reconnecting and holding space open in every way possible, reassess the past and future to re-configure figure ground that is more than surface value in square meters but instead makes evident an accounting for what is left out in calculations of value.

Methods

Students learn how to *integrate historical and theoretical research and the various methodological means, combining both design and humanities-based research methods* to document, analyze and synthesis the multi-scalar and temporal dimensions of context. Making visible the various processes, 'taskspaces'⁴ (Ingold) and their relational structures that situate and construct *land and home* in its broadest sense, as well as meaning. It uses a notion of history that encompasses ideas of temporality, with a cadence written in narrative structures, drawn out of the palimpsest both as page and ground, a landscape and 'deep surface'⁵ referred to by Latour as the '*critical zone*'⁶(Latour, Ingold).

Students will develop an *inventory of a set of relational networks* and their *macro-micro narratives* through a set of *representations* (cartographies, timelines/constellations, diagrams, process/narrative scripts...) which draw out from various *textual readings* (historical/literary/blog post), *archival research* (cartographical, plans, sections, photographs) and *first hand video/photographic documentations* the very structures (elements (urban/architectural) and things) of surface as *ground*, (infra-structures, material structures) and its topographies as *figure/architectures* revealing the code of interactions as stems (horizontal routes/pathways and vertical roots) that afford (use/activities/resource) habitat and care beyond the self. In In this way the course moves between the abstractions of construction processes situated i) *in theoretical texts* (ideas/concepts), and the *archival records* of urban and architectural development (master plans and architectural construction documents, iterations (diagrams/drawings and photographs) but too; ii) *what was lost in crisis*, pragmatism of disasters (floods, dyke breaches, species extinctions and invasions), changes in policy and/or the political climate; and iii) experiences of *habitation* (documentaries, blogs, and first-hand information), *of daily life, inhabitation and renovations* and *focusing on a specificity of Figure Ground in transitioning processes*, Nieu-West's position to the center of power, Amsterdam and the delta condition. Held as macro-micro relationships of another *architecture* that of *Earth*⁷ (TRV) of soil, water (environmental subsistence, erosion and weathering) and ecology at work in the crevasses of our streets. Likewise, we look for the shifts revealed in the margins, seeking different points of view that situate change of relations and value within an understanding of

⁴ Ingold Temporality of Landscape

⁵ Ingold Ground and Page

⁶ Latour Critical Zone and We have never been Modern

⁷ TVK, Architectures of Earth (Leipzig: Spector Books, 2021).

processes roles (time, matter, and space) both in terms of ‘our own’ ideas and attitude towards, but also in reading the physical built and natural environment, seen both in what is upheld, maintained, and preserved (official/unofficial) but also what fails in various senses to be developed or has been/will be erased.

It asks students to **define a position and argument**, within processes, operating socially and environmentally and in between thresholds of politics and economics, positioned through design and **literature review**. As for instance Scheffler’s (1930) claim that nature in its “artificial” state, as nature in a polder, is “freer than anywhere else,” operating as a parallel world through continuums of unlimited “capital-flows,” (Koolhaas, X) which we are ultimately responsible, and more than just “liberating places—naturally, symbolically, and metaphorically” as an “inevitable part of any progressive socio-ecological politics” (Harvey 326) we must “struggle against perfect communication ... [and] insists on noise [...] rejoicing in the illegitimate fusions of animal and machine. We are responsible for boundaries; we are they” (Haraway 180). The course, attempts to provoke students to grapple with how to think, determine how to leverage not just gather social and political sway, but finding ways – a “cultivating of care”⁸ (Krasney) -- which instill value (space and freedoms) for others. In this we implicitly create “awareness and engagement between social groups and their environment”⁹ (Klaver) pushing us to “stay with the trouble”¹⁰ (Haraway), which not only generates the possibility of new beginnings, but suggests an expansion of our cultural environments, both in terms of *figure* as a more *ecological home/habitat* and ground in terms of *landscapes* incompleteness. These beginnings are then the precondition for political action, freedom, (in Simmel’s/Arendt’s sense of the word), always subject to change (or beginning) the “fertility” and “miracle” of all existence.



(above left) Constant Nieuwenhuijs, New Babylon-Amsterdam 1963, @Foundation Constant; (above right) Synergistic Residences: Rooms within the Urban Fragment, temple façade drawing, Jeremy Jacinth, Cooper Union, 2012.

Integration with Other Courses

This course is co-requisite with Design Studio (example: ARCH 5004: Urban Systems Studio). Using a Design Research methodology both the Studio and the Humanities course develop relationships between constructs the built environment and the ideas, historical narrative in which it is situated. Assignments build of one another, for example the documentation (photography, cinematic/overlay/palimpsest mapping, ...) and analysis in the Design course or the historical, theoretical and archival research and analysis in the Humanities course help to inform, and set parameters for both the argument/essay and the Design work in both courses.

Learning Objectives

Students will become familiar with philosophical and theoretical literature from selected leading scholars. The seminar strives to increase awareness of relationships between urbanism and the larger territorial contexts. Urbanization does not occur in isolation; it is not static but is interdependent on social, economic and political structures and the associated environmental systems.

- Students learn to correlate theoretical ideas, to concepts and historical ‘fact’ constructed in urban/rural forms and within relationship to smaller and larger territorial/ global processes both human and natural. They learn to analysis texts, representations, and the physical context -- urban and natural systems -- situating ideas and constructs (past, present, and future to tie it to or put in relation to

⁸ Fitz, A., and E. Krasney, ed. 2019. *Critical Care: Architecture and Urbanism for a Broken Planet*. Cambridge, MA: MIT Press

⁹ Klaver, I.J. 2013. “Environmental Imagination Situation.” in *Linking Ecology and Ethics for a Changing World* ed. Rozzi, R. Pickett, S.T.A., Palmer, C., Armesto, J.J. Callicott, J.B. 85-105. Dordrecht: Springer https://doi.org/10.1007/978-94-007-7470-4_7.

¹⁰ Haraway, D. 2016. "Playing String Figures with Companion Species." In *Staying with the Trouble Making Kin in the Chthulucene*. Durham, NC: Duke University Press.

theoretical concepts, history, urban and ecological process to create a logical argument and theoretical framework for their argument and design project.

- Students will learn how to develop a focused topic, write a literature review, ask critical questions that frame both an argument and design work within or as a part of larger cultural concepts, urban systems, and environmental processes.
- Develop skills in writing and research, including setting research objectives, demonstrating awareness of research methods, and establishing the intellectual context for research. Learning various techniques of mapping (palimpsest and/or overlay method) to help situate and define through writing, diagramming, and mapping, key concepts, and a network of relationships.
- Develop awareness of relationships between social, cultural, and environmental fields and their scalar intersectionality with the built (urban design, infrastructure, architectural design etc.) and natural environments (ecosystems/landscape, waterways/sheds, etc.).
- Reflect on the relationship between scholarly research and design, and on design as a mode of research. Critical position of and reflection on design work through research.

The course is a graduate course, it develops the students' abilities to understand and operate within the relationships aspects of context seeing architecture not as a stand-alone object but as integrated and evolving. It allows students to develop their own research interests in relationship to concurrent design course, building on previous Humanities courses and prepares students for their final thesis term.

Class Format

The class format includes lectures and seminars (components: readings, discussions, and presentations). The design studio and humanities seminar use a design research methodology that combines research and design to propel both design and humanities courses forwards. As example work from the design studio (documentation and analysis of case studies) can help to illustrate/make a point with regards to both design concepts and arguments for a Literature Review/Paper and vice versa humanities research (historical documentation) can help students frame parameters and formulate their design work and narrative.

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.

Travel **

The course may include a two-week excursion for documentation and analysis of relationships using various methods, site visits/tours (Archival, Map Libraries, as ex: NIA, TUDelft, University of Amsterdam...) while in the Netherlands. A Booklet of the Specific Schedule of Events prior to, help organizing flights and accommodations, etc. will be provided before excursion and prior to course selection, see below for breakdown (cost as of 06/15/2024).

Workshop 2024 in Amsterdam August 26th – Sept 6th (12 Days), Estimated Cost between \$2200 – \$2600,

- Transportation: Flight (\$950-1200) Aug 24 (arrive on 24th start on the 26th) - Sept 7 (depart); bike rental \$10.50/\$12/day and \$74/week (group rate @7 days 50 EU/week) & train/bus pass \$80+/- (1week Amsterdam – Rotterdam NAI and Delft) in NL.
- Accommodations: Hotel Amsterdam West (2 per room) EU 139.26/201.48 per night (08.27 -- 09.08) example The Social Hub Amsterdam West; or Stayokay Hostel, Vondelpark (40 EU-75 EU/night = \$57.98-\$108.71/night @ 12 days), or 387.60 EU/week = 775.20 EU = \$1123.36 CAD (2weeks/14days with two Friday/Saturday most expensive days)

The travel component includes workshops (firsthand documentation, analysis, presentations by students, etc.), organized tours and lectures done in conjunction with other academic institutions and professional practices and are an invaluable part of the course learning and outcomes, it is therefore imperative for students to participate. FGS scholarships are available to students and can be found on <https://www.dal.ca/faculty/gradstudies/finance-your-studies/scholarships-bursaries/travel-grant> and https://www.dal.ca/campus_life/ile/financial-support/Applyforfunding.html

***Student must download the Faculty Travel Form from [tinyurl.com/dal-travel-form](https://www.dal.ca/campus_life/ile/financial-support/Applyforfunding.html), fill out & submit to office (School).**

Schedule** daft**

The readings below unless noted readings below are required for everyone in the class.

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

Week	Date	Topics, Lectures, Events, and Readings	Due
0	Aug 26 - Sept. 6	IN AMSTERDAM	Travel Arrive 25 th – 7 th
		<p>TRAVEL READINGS (ex.links/excerpts on Brightspace)</p> <ul style="list-style-type: none"> Freud -- (excerpt) Civilization and its Discontent; & Batson, G. – (excerpt) Ecology of Mind, New York, NY. Ballantine Books, 1972 *** brightspace Foucault and Hegel/Spinoza and Deleuze *** van den Berg -- The Changing Nature of Man, & (Mook) Metabletic Method. Excerpt Scudder, S.H. "In the Laboratory with Agassiz", https://philosophy.lander.edu/intro/introbook2.1/x426.html Turner, M. and Gardner, H.G. Integrated Ecology. 2015. New York: Springer. Excerpt Debaise, D. & Halewood, M. 2017. Nature as Event: The Lure of the Possible, Duke Press. *** Excerpt Braidotti, R. 2017. Post Human Critical Theory, Pennsylvania State University Press. Excerpt and https://www.youtube.com/watch?v=0CewnVzOg5w *** Latour, B. Critical Zone Intro -- 'Inside,' *** https://www.youtube.com/watch?v=gzPROcd1MuE Easterling K. EXTRASTATECRAFT: The Power of Infrastructure Space & Medium Design: Knowing How to Work on the World. Excerpt brightspaces Tim Ingold. 'Surface Textures: the Ground and the Page,' https://www.youtube.com/watch?v=r3kkkOAbgOk Earth is an Architecture, TVK (Anyoji Beltrando and KH Studio). Excerpt brightspace Van den Heuvel et al. Habitat Ecology Thinking in Architecture. Introduction brightspace 	
1	Sept. 10	Humanities Intro Lecture	
		Methodology <i>Journaling (Reading/Writing), Overlay/Palimpsest, Transects & Metricizes</i>	
		Design Lecture: <i>Figurations 1) GROUND – Topography: Infrastructure and Type – Multiple Use/Affordance</i>	
		[Amsterdam's Territories (Trade, the Delta + Dutchness)]	
		<p>Readings – Foundations (* Important, S-Subject, T-Theory/Method)</p> <ul style="list-style-type: none"> Meyer, Han, Inge Bobbink, and Steffen Nijhuis. 2010. Delta Urbanism: Chicago: Planning Association. S Burke, Gerald. 1956. The Making of Dutch Towns. London: Cleaver-Hume Press.*S Wagenaar, Cor. 2015. Town Planning in the Netherlands since 1800. Rotterdam: NAI010 publishers.*S Rykwert, Joseph. 1989/2013. The idea of a Town. Princeton: Princeton University Press.T Vittorio Aureli, Pier. 2013. City as Project. Berlin: Ruby Press. T Kiss, D. and Kretz, S. 2021. Relational Theories of Urban Form: An Anthology. Basel: Birkhäuser Verlag. *T Coates, P. Nature: Western Attitudes Since Ancient Times. New York: John Wiley & Sons. *T <p><i>Background: situated narratives and relationships between the Historical and its constructs (landscape, infrastructures of urbanization and architectural) as models/theories to social-political meaning (analogies/signs/symbols)]</i></p> <p>Definitions Poldering: The Delta, Landform water Infrastructures Amsterdam, and Global Trade a pragmatic technological and organizational system medieval & modern) -- Dutchness</p>	
2	Sept. 17	Discussion and Teams	
3	Sept. 24	Lecture A – TEMPORALITIES and TYPE: A	
		<ul style="list-style-type: none"> Hill, J. 2019. "Nation in Ruins" In the Architecture of Ruins: Designing on the Past, Present, & Future. New York: Routledge. Ingold, T. 1993. "The Temporality of Landscape." World Archaeology 25, no. 2: 152-174. Cullen, G. "The Art of Environment" in ed. Kiss, D. and Kretz, S. 2021. Relational Theories of Urban Form. Basil: Birkhäuser Verlag. Burckhardt, L. "The Science of Walking" in ed. Kiss, D. and Kretz, S. 2021. Relational Theories of Urban Form. Basil: Birkhäuser Verlag. Alexander, C. "A pattern Language" or Ungers O.M. "A Thematic Repertoire" in Relational Theories of Urban Form ed Kiss, D. and Kretz, S. Basil: Birkhäuser Verlag 2021 Berg, J.H. van den. 1964. The Changing Nature of Man. New York: Delta EXCERPT BrightSpace Linstead, S., and J. Mullarey. 2003. "Time, Creativity and Culture: Introducing Bergson." Culture and Organization 9, no. 1: 3–13. 	
		Discussion A – TIME and TYPE (Group A) & Writing	(Group A leads the discussion)
4	Oct. 1	Lecture B – ECOLOGIES and TYPE	
		Readings B – ECOLOGY and PROCESSES	

- McHarg, I. 2006. "Ecological Determinism." In *Essential McHarg*. Washington, DC: Island Press.
- Coates, P. 2013. "Reassessment of Nature" & "Future Nature." in *Nature: Western Attitudes*
- Maki, F., "Collective Form" in *Relational Theories of Urban Form* edited Kiss, D. and Kretz, S. Basil: Birkhäuser Verlag 2021
- Smithon, A. & P. "Spatial Processes" in *Relational Theories of Urban Form* edited Kiss, D. and Kretz, S. Basil: Birkhäuser Verlag 2021
- Morton, Timothy. "Imagining Ecology without Nature." In *Ecology without Nature*, 140–205. Cambridge, MA: Harvard University Press; or Morten, T. 2016. *Dark Ecology: For a Logic of Future Coexistence*. New York: Columbia University Press.

		Discussion B – ECOLOGY (Group B) & Writing	<i>(Group B leads the discussion)</i>
5	Oct. 8	Lecture C FIGURATIONS of CAPITAL/MODERNISM [ECONOMIC TYPES/SCALES MICRO/MACRO]	
		Readings C – ECONOMICS and POWER/VALUE constructing 'MODERNISM.'	
		<ul style="list-style-type: none"> • Coates, P. 2013. "Advent of Modernism Determinism." in <i>Nature: Western Attitudes Since Ancient Times</i>. New York: John Wiley & Sons. • Patel, R. & Moore J. 2017. <i>A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet</i>. University of California Press. Moore, J. 2016. <i>Anthropocene or Capitalocene? Nature, History and the Crisis of Capitalism</i>, 1–14. Oakland, CA: PM Press. • Harvey, D. 2012. 'The Urban Roots of Financial Crises: Reclaiming the City for Anti-Capitalist Struggle'. https://anticapitalistchronicles.captivate.fm/Podcast: David Harvey's Anti-Capitalist Chronicles ▪ Kelton, S. 2020, <i>The Deficit Myth: Modern Monetary Theory and the birth of the People's Economy</i> 	
		Discussion C – POWER (Group C) & Writing	<i>(Group C leads the discussion)</i>
6	Oct. 15	RESEARCH FINDINGS & OUTLINE	Presentation
7	Oct. 22	Lecture D – SOCIAL Collectives/Commons	
		Readings D - SOCIAL <i>Constructions of PLACE and Collectives of Care</i>	
		<ul style="list-style-type: none"> • Fitz, A., and E. Krasney, ed. 2019. <i>Critical Care: Architecture and Urbanism for a Broken Planet</i>. Cambridge, MA: MIT Press. • Coccia, E. <i>Philosophy of Home: Domestic Space and Happiness</i> • Kathrine Katherine Hayles and Delanda collaborative assemblage – collective morality (Spinoza) • Taylor, A. 2023. <i>The Age of Insecurity</i>. House of Anansi Inco. (2023 CBC Massey Lectures - • Haraway, D. 2016. "Playing String Figures with Companion Species." In <i>Staying with the Trouble Making Kin in the Chthulucene</i>. Durham, NC: Duke University Press. • Tsing, Anna Lowenhaupt. 2015. <i>The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins</i>. Princeton: Princeton University Press. • Latour, B. "Agency of Things" & de Solà-Morales, "Urbanity of Things" in <i>Relational Theories of Urban Form</i> ed Kiss, D. and Kretz, S. Basil: Birkhäuser Verlag 2021 • Deutsche /Nancy Fraser/Chantel Mouffe 	
		Discussion (Group D) & Writing	<i>(Group D leads the discussion)</i>
8	Oct. 29	OUTLINE and LITERATURE REVIEW	Presentation 1
		[Abstract, Literature Review & Annotated Bibliography]	
9	Nov. 5	OUTLINE, ARGUMENT & LITERATURE REVIEW	Presentation 1
		[Literature Review & Annotated Bibliography]	Literature Review Draft DUE
10	Nov. 11 - 15	11 – Nov. 15 No class (study break)	
11	Nov. 22	Meetings	
12	Nov. 29		s
13	Dec. 6		Final Argument & Abstract DUE

Lecture Notes and Recordings

Lectures with notes as pdf will be uploaded to Brightspace.

Support

Writing:

Dalhousie University Writing Centre Resource Guide provides guidance on all stages of writing for students and guidelines for citing sources (tinyurl.com/dal-arch-writing). For more information on the author-date (Chicago) Style, please see the following pages for details: Chicago quick guide: <https://tinyurl.com/quick-author-date> & full guide: <https://tinyurl.com/full-author-date>

GIS Centre:

Dalhousie GIS Centre Support: <https://libraries.dal.ca/hours-locations/gis-centre.html>

Course Components

Course Structure:

Classes are composed of a series Lectures, Readings, and Discussions, set around four themes: Time; Ecology; Social and Power; found on the Schedule. It integrates methods of Design Research and Humanities Research to construct parameters and situate an Argument and Literature Review. Research Findings are compiled through various activities Journaling/Annotated Bibliography and methods of analysis that pair Design and Humanities methods of analysis. In humanities, theoretical texts (diagramming, intersectional/relational matrices) primary and secondary sourced evidence (archival, representational (various mappings/diagramming) and texts) are used to develop a Thesis/Research Question and parameters that inform the Design project and a Literature Review and Argument. Outcomes are Presented twice in the form of (1) Research Findings, (2) Outline, Argument and Literature Review.

Lectures:

Lectures throughout the term will frame key concepts/ideas, reading and facilitate discussions. All lectures will and Lecture Notes embedded in Slides will be available (as PDF) and will be uploaded to Brightspace.

Readings and Electronic Resources:

Readings are conceived as orientated towards helping students to set definitions and relationships between Culture, Urbanization, territory, and the Natural Environment. The main readings come from the List of Refences. Books are available as e-books, chapters, and articles, which can be downloaded from Brightspace or can be found in the Dalhousie Library. A list of bi-weekly readings, as well any Videos noted in Lectures will be posted on Brightspace the Friday prior to the Lecture & Discussions.

Discussions:

Discussions are based on assigned readings, see list in the Schedule and selected from General Readings and students are expected to participate and hand their Reading and Writing Journal and Assignments both Individual and in Groups in association with these assignments. These will help you select a topic and build a literature review. The discussion group leader (3 groups) a copy of their reading notes or synopsis, in addition to notes taken during the discussion, these are to be submitted at the beginning of the following class by group leader. Preparation for the reading notes includes, but is not limited to, the following:

- Identify author's name, title, and date written.
- Identify main argument(s) made by the author and provide a summary of the reading. Identify
- Evidence used by the author to support arguments and provide examples. Identify the author's research method (case study, discourse analysis, archival research, representational study, etc.). Does it result in an effective argument and why?
- Compare texts. How are they different/similar? Explain, Identify objectives & perspective of authors.
- Provide your thoughts and any critique of the texts. Explain your position.

Assignments and Presentations:

Students will be introduced to the relationship between theoretical concepts, history narratives (ideas & technic) in this course (Arch5117), spatial-material constructions produced in urban/landscape and territory networks requisite design studio (ex. Arch5004). It develops Design Research bringing together quantitative and qualitative data, to interrogate and situate concepts temporally (historically/future scenarios) and spatially within a specific context. Lectures, Readings, and various Journaling exercises (in class/self-directed), together with various methods of documentation and analysis (site visits, archival research, and theoretical texts) help to develop students' individual research. In this way, the Humanities course helps to situate and contextualize these relationships, focusing research (Topic, Thesis/Research Question, and Critic) and set parameter combining design and humanities research methods to *analyze and trace change and relationships between theoretical concepts/ideas and historical facts to*

the built and natural environments. Two Presentations (individual), highlight research interests and key findings situating --where, what, why and how -- assisting students to construct a Literature Review that formulates a rational and theoretical critic of their Argument. Each Presentation develop students design research methodology, sets parameters and tests concepts and hypotheses moving between the 'paper' text argument and their Design project.

Some Methods (include but are not limited to):

- i) Design Methods: Mapping, Analysis [systems, cinematic & palimpsest] situating scalar-temporal data (growth/change/erasure) spatially and materially as figuration-patterns (infrastructural, urban fabric, public space, natural forces/processes) revealing *relationships/intersections that reflect conceptual ideas and reinforce [d by] social/ecological/political systems at specific times.*
- ii) Relational Diagrams and Metabolic Method and Matrices/Metrics are ways to unpack and analyze relationships between concepts and their evolution within constructs. Developed through the documentation and analysis in design [spatial patterns, connectivity (movement/stasis), affordances/uses (social/political/economic)] and humanity research [theoretical/archival/historical].
- iii) Journaling exercises (in class/self-directed) – reading/writing/diagraming -- enabling students to analyze the networked relationships between concepts, in texts, scholarly articles and otherwise (interviews, videos), helping to both in the preparation of Discussions and develop an Annotated Bibliography.

In the Humanities course Students are asked to develop a topic, thesis/Research question and critical position, through Annotated Bibliography/Journaling, creating an Abstract, Outline and Argument. Two 20-minute Presentations help to inform the final written component a Literature Reviews/Argument. Presentations are oral and visual, giving students opportunity to present and receive a critic of their work in the form of both oral comments and written feedback. Their colleagues are encouraged to ask questions/give comments and individual meetings for further discussion of work with instructor occur afterwards.

Presentations 1: Research Findings & Outline

Includes draft Outline, in progress Annotated Bibliography/Journaling and Literature Review, as well as summary of Design Research reflecting individual focus reformulating group work (palimpsest/overlay mappings) and further analyzing documentation from field trip (cinematic/urban/landscape/infrastructural/architectural...). This pairing of textual, and analytical diagrams and/or images (case studies, archival drawings, photos, cartography, etc.) help to frame individual topic, situate relationships/factors temporally (timeline) and spatially (network of relations) unpacking their associated definitions and inform the critic/argument. All text/images should be appropriately cited.

- Journaling, Annotated Bibliography

Analytical and relational diagrams of both Design (mapping/firsthand documentation) and Humanities (journaling/annotated bibliography) help to focus, unpack and develop connections and trace change between idea/concepts and physical construct. Presentation materials should be organized according to an outline of topics, to be developed into the final research paper.

- Abstract & Outline of Argument

The outline should include an abstract of 250-500 words, introduction to concepts, thesis, argument(s), and conclusion. All outlines must be a minimum of 1000 words (plain text/extended bullet points) and should include annotated references at the end. Online references are usually not permitted unless they are of a scholarly nature. References should follow author-date style (Chicago) + contain a minimum of least 4 sources.

Presentations 2: Draft Argument

A Topic is proposed as title, abstract, outline, literature review and draft argument. The research question and outline of argument ideally combines theoretical texts, research (cultural/ urban-infrastructural – nature/environmental systems) and relationship to design proposal. Students must present a thesis, develop their argument, and derive conclusions. The essay should focus on critical moments in both temporal and spatial in relationship to their proposed design proposal. Topics should incorporate theoretical texts, historical moments of change, analysis of area examined through concepts and be supported by diagrams/illustrative images, maps, photographs, and paintings (can be yours or others).

Final Argument

Incorporate feedback from Draft Argument Presentation 2 in the final development of your argument/essay. The Argument should include must include a title, name of the author, 250-word abstract and Outline. The

thesis/research question, argument and conclusion should be not more than 3500 words incorporating the Literature Review and Annotated Bibliography (from Journal). It incorporates visual materials (relational diagrams, design research/textual analysis, historical images and cartography revealing key relationships and concepts that frame the Final Argument/Essay. Images should include captions and be referenced in the body of the text. Citations follow In-text citations and References should follow the author-date Style (Chicago) and contain at least 10 sources.

Summary of Assignments and Evaluations

The instructor expects students to come to class having completed the assigned readings for that day's class Discussions. All assignments and presentations will be done individually, except as noted. Assignments are submitted as a PDF after Presentations (@ end of the week) and Final Paper (Dec 6th to Brightspace on specified date w. a midnight cut off). See Schedule, Description, and Summary Table below. Evaluations will be assessed by instructor using the Rubric that follows; points below clarify requirements. If the outline and research dossier are resubmitted, the grade for the assignment will be an average of the two marks.

1) **Participation/Discussion (15%)** – See Schedule for Reading List and Dates

- Reading Discussions Lead by Group (within Group Each Students is responsible for one reading & leading discussion of Class)
- Each Group Participant hands in Summary of Points and Discussion for their portion of the Discussion.
- Individual Participation in Discussions (asks succinct questions & effectively communicates).

2) **Research Dossier and Journaling (10%)**

- Attendance and Class Participation
- In Class writing and reading Diagramming/Interpretive Assignments
- Journaling Includes, Annotated References, Reading Summary and Literature Review

3) **Presentation 1: Research Findings: Topic, Question & Outline / Individual Research (25%)**

- Humanities Research Findings presents an in-process portfolio/journal including Literature Review/Annotated Bibliography of Readings (include Relational Diagrams) and initial Design Research organized and presented clearly.
- Design Research Mappings (Palimpsest/Overlay) of Spatial-Temporal configurations that support and, isolating specific spatial-temporal (systems/infrastructural and constructs) that focus parameters of Topic. Analysis/Relational Diagrams (Intersectionality/relational Matrix, etc.) of Research Readings and relationship study Area -- Urban/Landscape (Infrastructure/Architecture/public Space)/Natural (Ecology, Hydrology, Geological factors) Structures, etc...
- Outline: Topic, Thesis/Research Question & Critic, Moving between Theoretical/Historical Information and Design Mappings (various scales), Relational Diagramming (Urban Form, Infrastructural/Systems, Landform, Architectural Form) situated [historically/temporally and spatially] to reveal Change in both Concepts and Constructs [adaption, technical, relationship to ideas and other systems past/present/future; natural (geological (soil...), hydrological, ecological) /urban (social, political, cultural)].
- Citations use author-date Style (Chicago)

4) **Presentation 2: Draft Presentation Outline II - Argument – Dossiers / Individual (25%)**

- Summary of Texts, Annotated References/Literature Review & Outline (Argument, Literature Review, & Question Design)
- Clear presentation and organization of Outline
- Presence of in-depth analysis, thoughtful arguments, and ideas
- References with proper image and text citation
- Clear thesis, supported by appropriate material documentation, historical images, maps & good conclusion.
- Clear linkage between Infrastructural analysis, site/design development & historical/cultural ideas of landscape

5) **Final Argument Individual (25%)**

- Includes Images/diagrams etc. from the In-Progress Presentations and a Revised Final Outline (5%) *
- Thesis is clear, well organized and demonstrated (in-depth analysis, thesis, and critique)
- Thesis is supported by appropriate documents and references.
- Literature Review
- Supporting images are relevant to the discussion and properly cited.
- Conclusions are clear and interesting.

	Assignment	Weight	Authorship	Evaluated by
1	Reading Discussions Due Friday after Discussions See Schedule	15%	Group/Individual	instructor
2	Participation & Journaling	10%	individual	instructor
3	Presentation 1: Research Findings Date: Oct. 18 Brightspace Hand In (End of Week) [Includes Topic, Key Words, Question & Outline Portfolio: Excerpts from Journal, Mapping and Diagramming (In Process Literature Review & Annotated Bibliography)]	25%	Individual	instructor
4	Presentation 2: Draft Argument Date: Nov 15 – 22 Includes Topic, Key Words, Question & Outline Portfolio: Excerpts from Journal, Mapping and Diagramming (In Process Literature Review & Annotated Bibliography)]	25%	individual	instructor
5	Final Argument Due uploaded to BrightSpace Dec. 6 Includes: Topic, Key Words, Question & Outline; Argument is Illustrated with images, Mappings and Diagrams; Literature Review & Annotated Bibliography.	25%	individual	instructor

All assignments presented in class are to be submitted to Brightspace, after which students will receive written evaluations of their work. For group assignments: Each student will be responsible for a specific portion of the work. Therefore, students will be graded independently, within the group, as seen in presentation, participation and in the research dossier and submittal.

Criteria and Standards for Evaluating Assignments

Evaluation

All components will be graded by the instructor. Students will receive both oral feedback and written feedback on assignments. Written feedback in the form of the rubric uploaded to Brightspace - Presentations & Final Argument.

Rubric Evaluation Criteria

- | | |
|--|-----|
| A Research/Research Summary organized clearly. | 25% |
| <ul style="list-style-type: none"> • Textual Summary – Abstract, Thesis/Research Question/Hypotheses • Clearly Outline Argument (Points sustaining Thesis based on Literature Review, Mapping Layers) • Outline direction for Design and Argument • Annotated References • State Proposed Outcomes/Conclusion | |
| B Outline/ Outline of Research Findings | 15% |
| The points sustaining the Thesis are supported by appropriate documents & references. | |
| <ul style="list-style-type: none"> • Points sustaining the Thesis are well supported by references. • References properly cited. | |
| C Representations are used effectively to sustain the argument and are properly cited. | 15% |
| <ul style="list-style-type: none"> • Use of Images and Captions to help sustain Argument. • Images are properly Cited | |
| D Linkages between Analysis: Infrastructural, Site Typology, Historical/Archival Findings and Design Strategy/Proposal Potential Outcomes informed by Analysis (Site/Program/Infrastructure...) | 20% |
| <ul style="list-style-type: none"> • Clear and Logical Argument re Infrastructural/Historical/Site Analysis and Design Strategy • Interesting Outcome/proposal or Conclusions. • Derived from Thesis/Research Question and Supporting Argument | |
| E Argument/Presentation proposes an in-depth analysis and critic. | 25% |
| <ul style="list-style-type: none"> • An in-depth Analysis and Critic of Subject Matter. • A unique Perspective shown through Argument & Analysis not just a Summary of Material. | |

TOTAL 100%

Graduate Grade Standards for the Course

Letter	Grade point	Percent	Definition
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	0.0		Incomplete
W	neutral; no credit obtained		Withdrew after deadline
ILL	neutral; no credit obtained		Compassionate reasons, illness

Other, exceptional grades are noted in the graduate calendar.

Grades will be issued to students with oral and/or written comments. Grades will also be posted on Brightspace.

Academic Integrity

Plagiarism detection software is not being used, unless plagiarism is suspected.

COURSE-SPECIFIC POLICIES**Due Dates and Late Submissions**

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

	<i>Due date</i>	<i>Is a late assignment accepted?</i>	<i>If so, what is the deduction per weekday?*</i>	<i>Is there a final deadline for a late submission?</i>	<i>What happens after that?</i>
Assignment 1: Discussions	varies	n/a			
Assignment 2: Participation	varies	n/a			
Assignment 3: Presentation 1	Oct 18	yes	2%	Nov 23	receives 0% and no comments
Assignment 4: Presentation 2	Nov 15 - 22	yes	2%	Nov27	receives 0% and no comments
Assignment 5: Argument/Essay	when?	no			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.*

References*** Updating

The readings in "Schedule" above and Background Readings are required and copied in BrightSpace. Other readings not noted in schedule are for reference purposes and while not exhaustive are intended as the beginnings of individual research.

Background

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Note: Books available in Library indicated E book/Electronic Copy links or pdfs of Chapter/Section on Brightspace.

Method and Analysis Resources: Analysis/Diagramming, Overlay/Palimpsest Mapping and/or Cinematic Mapping found on ARCH 5004 Brightspace site. Examples below:

i) **Urban**

Alexander, C. A New Theory of Urban Design;
Kevin Lynch, Image of the City;
Gordon Cullin, Townscape;
Edmund Bacon;
Bill Hillier, Space Syntax.
Gandelsonas, M. X-Urbanism;
Busquets & Correa, Cities X Lines.

ii) **Landscape**

Berger, A. Drosscape & Systems;
Corner, J. Field Operations
Foreman R.T General Principles Ecology;
McHarg, I. Design with Nature;
M'Closkey, K. Dynamic Patterns 2017;
Steenbergen, Clemens, Composing Landscape
De Witt, S. Hidden Landscape