



# UNIVERSITY OF CALGARY

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### LEADERSHIP AND ARCHITECTURE (Q)

Location TBD

Catherine Hamel

TA – TBD

### ARCH 604 \_ Fall 2023

Block Nov 06-10 9:30am to 1:30pm

[Friday start time is 9.00 am ]

[chamel@ucalgary.ca](mailto:chamel@ucalgary.ca)

### COURSE DESCRIPTION

“From architects trying to explain to the world what they are doing, we increasingly witness a world in which architects are being told what they *ought* to be doing.”  
*R. de Graaf, architect, verb. The New Language of Building.*

Pressing issues of our time – economic inequality, climate change, and human rights that are both dwindling and being fought for in all forms of justice, demand change. More than merely existing, adaptation, transition, and mitigation are imposed and required. What direction transformation takes is not only shaped by persistence but by those leading a growing recognition of entanglement, complementarity, indeterminacy and potentiality. Recognizing that architecture is generalist, collaborative, and unpredictable, and that architectural innovation happens when that messy totality is nimble enough to accommodate contingencies, the architect is a negotiator at the center of a diverse team of collaborators.

Architecture, and its practice deal with complex design requirements assimilating changing processes, contexts and tools of production. There are numerous individuals and firms designing successful practices to respond to a range of objectives. Among the many values that drive a practice, some aim to bridge the gap between the hope of what design offers and the reality of what it delivers. Some practices integrate research to include and innovate. Many practices build beyond externally imposed restrictions, while others maneuver a path through collaboration, foresight, and precision of implementation. One category does not necessarily exclude the other. Many are finding ways to dilute existing systems to successfully allow for innovation, equity and experimentation. This course invites students to consider a range of themes on leading ideas through architecture. Leadership is not reduced to its definition as superiority or authoritative management, rather is embraced as creative ways to flourish and practice towards a relevant and desired objective in the field. Students will explore themes and precedents towards the advancement of the profession through practice that stake out new territories of value. These include integration of digital technologies with traditional approaches to augment creativity and leveraging the social engagement capacity of architecture to create equitable cultural impacts. Projects are understood to be contingent and evolving – a totaling up that is never fixed or finite. Given the brevity of the course, the objective is to create frameworks to build well considered and productive attitudes as resources, not propose simplistic solutions.

#### References:

*You Matter More Than You Think. Quantum Social Change for a Thriving World.* Karen Obrien  
*architect, verb. The New Language of Building.* Reiner de Graaf

<https://arch.rice.edu/facets/totalization>

## OBJECTIVES

- To understand a spectrum of roles and scales of leadership in architecture
- To set frames of reference for students that seek to prepare themselves for ranging shapes of practice in architecture
- To study and present firms, or individual practitioners with targeted leadership intent.
- To introduce considerations with an overview of the process of practice in architecture with focus on the considerations in new venture initiative and development.
- To introduce processes involved in idea generation, evaluation, operations.

## TEACHING APPROACH

Students will be exposed to themes, precedents, and skill developments to envision a potential architectural leadership direction and possible ways to implement it through Thematic Directions, Skills Development and Applied Evaluations. There will be lectures, panel discussions with invited guests, question and response sessions. In addition, a series of developmental assignments will be produced to progress the students' final presentations. Team based learning sessions will be facilitated in which students in groups discuss and/or present course themes applied to specific content. Students are required to come prepared for class sessions.

## CONTENT & SCHEDULE – *subject to change*

### Content: Topic Areas

Session 1	Nov 06	Perspectives: Reimagining Leadership
Session 2	Nov 07	Forms of Practice
Session 3	Nov 08	Leverage Points: Architecture Applied
Session 4	Nov 9	Scales & timeframes of Consideration
Session 5	Nov 10	The critical Importance of Communication

## TABLE OF CONTENT

### 1. Perspectives: Reimagining Leadership

Introduction. Structure. Content. Approach  
*How Not To Choose Our Leaders* (O. Butler)  
Framing an Attitude, Shifting an Approach

### 2. Forms of Practice: Inclusive Leadership

Architecture Between Theory and Practice  
Cultural Inclusivity  
Technology As Tools of Equity

### 3. Forms of Practice: Perpetual Evolution

What Can Architects Do? No More Harm  
Leadership: Management Through Activism  
Leverage Points: Architecture, Climate & The New Gravity

### 4. The Critical Importance of Communication

"This Target has not Found its Bullet Yet"  
Strategy: navigating precision & ambiguity  
Collaborative Scrip Review: draft #1

### 5. Team Presentations and Informative Provocations

COLLABORATIVE SCRIPTS Final presentations

**SUGGESTED READINGS** *Additional resources will be provided with assignments and lectures -*  
*Architecture and Action* Edts. Yoon, M & Chernyakova, I.  
*Expanded Practice.* Höweler + Yoon Architecture/My Studio  
*Designing for Dignity.* Deem Journal  
*Spatial Agency: Otherways of Doing Architecture.* Awan N, Schneider T, Till, J  
*The Changing Shape of Practice: Integrating Research and Design in Architecture.* Edts, Hensel M & Nilsson, F  
*Transgression: Towards An Expanded Field of Architecture.* Rice, L & Littlefield, D.edts.  
*Designed Leadership.* Moura Quayle  
*The Practice of Adaptive Leadership.* Ronald Heifetz, Alexander Grashow, Marty Linsky

**MEANS OF EVALUATION**

Course evaluation will be based on assignments completed during the week, which include written assignments, presentation of work and facilitating discussions through questions. Students are expected to participate in class discussion. Understanding of course material, and engagement will be demonstrated by the response to resources and lectures. Value is given to the ability to articulate ideas with a focused and clear position and communicate it with conviction, clarity and intent. Assignments should exhibit appropriate written and visual communications skills. There will be a final presentation but no final examination.

Class Participation	15%
Assignment 1	15%
Assignment 2	20%
Assignment 3	40%
Documentation	10%

**CACB Student Performance Criteria**

The following CACB Student Performance Criteria will be covered in this course at a primary level: E1. The Architectural Profession; E3. Modes of Practice (*Leadership and Advocacy, Ethics and Professional Judgement, Practice Organization.*; B4. Cultural Diversity and Global Perspectives  
 Other criteria will be covered at a secondary level. B1. Critical Thinking and Communication *Critical Thinking Skills, Verbal and Written Skills, Research Skills, Collaborative Skills*; E2. Ethical and Legal Responsibilities

**GRADING SCALE**

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor

A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>. Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **ACADEMIC MISCONDUCT**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **COPYRIGHT LEGISLATION:**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL AND GENDER-BASED VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>.

### **UNIVERSITY STUDENT APPEALS OFFICE**

If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how

to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

**OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk