



Winter 2024

Course Number	ARCH 672.01	Classroom	TFDL 520C/D
Course Name	Why Keep Architectural Archives?		
Pre/Co-Requisites			
Instructor	Mohammad Moezzi and Robb Gilbert	Office Hours/Location	By appointment
	Email: mohammadhossein.moez@ucalgary.ca robb.gilbert@ucalgary.ca	Phone: 403-220-3611	
Class Dates	All in-person: Monday to Friday, February 12 – 16, 9:00am to 1:00pm		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.		

Course Description:

The course invites students into the Canadian Architectural Archives (CAA) to explore the archival holdings and understand the value of archival research in the design process. Embedded in the CAA with archivist Robb Gilbert and researcher Mohammad Moezzi, the course will explore key questions about the architectural archive. On the one hand, greater online access enhances the role of archives and enables remote access to the work of architects and designers. On the other hand, the experience of reviewing original archival documents in-person in the reading room is an opportunity to read and understand the documentary record on an irreplaceable physical level. Technology today enables architectural archives to provide researchers with access to the archive through digitization and digital access interfaces. What is gained and what is potentially lost when the experience of in-person archival research has been replaced with the digital archive? The course will take a collaborative approach to exploring views and perspectives on the value of the architectural archive in the work of researchers, designers, conservators, photographers, and archivists.

Course Topics

Themes to be explored in this course include, but are not limited to:

- archival research in-person and online
- architectural drawings, theory, and representation
- documentary literacy in the archive, reading design materials of all genres and eras
- the development of digital access tools
- relation of the architect to the documentary record of architecture
- the space of the reading room and its impact on the researcher and the documents consulted
- archives and reading room design
- criticism and writing about architectural drawings, models, and photographs
- preservation of architectural and design records

Teaching Approach:

The course will be taught in a collaborative seminar style, with significant student participation, archival study, and guest speakers. Guest speakers will include architects whose archives are held at the CAA, an accomplished researcher, an architectural photographer, a conservator, and an archivist. The archive will form a locus of collaboration between the instructors, students, and guest speakers. Sessions will consist of instructor-led discussion of themes, guest presentations, review of archival materials, and group discussion. The classroom will be in the archives and archival materials will be on-hand and integrated into each session.

Course Hours: 1.5 units

Course Learning Outcomes:

Upon completion of this course, students will know and be able to:

1. Undertake primary source archival research and develop knowledge of the design materials held in architectural archives.
2. Analyze and interpret the experience of in-person archival research and the challenges and opportunities of online digital archives and virtual reading rooms.
3. Investigate and understand the role of the design professional in the production of archival materials and, in turn, the use of such materials as sources of study in the design profession.
4. Explore methods for writing and communicating design theory based in archival research.
5. Read, interpret, and analyse architectural drawings and physical models, in terms of materiality and its language.

Topic Areas & Detailed Class Schedule:

Course Schedule Date	Topic	Assignments/Due Dates
Monday Feb 12	Architectural Archives and the Reading Room	
Tuesday Feb 13	Architect-Archivist Collaborations	Reflection paper 1
Wednesday Feb 14	Body, Architectural Drawing, and Digital Image	Reflection paper 2
Thursday Feb 15	Research and the Allure of the Archives	Reflection paper 3
Friday Feb 16	Why Architects Keep Archives	Final presentation

Learning Resources:

Bibliography

American Archivist Vol. 84, Issue 2 (2021) Special Section Design Records.

Born-Digital Design Records. Edited by Samantha Winn. Society of American Archivists. 2022.

Emmons, Paul. *Drawing Imagining Building: Embodiment in Architectural Design Practices*. Routledge, 2019.

Kauffman, Jordan. *Drawing on Architecture: The Object of Lines, 1970-1990*. MIT. 2018.

Piedmont-Palladino, Susan. *How Drawings Work: A User-friendly Theory*. Routledge, 2018.

Pierce, Kathryn. "Collaborative Efforts to Preserve Born-Digital Architectural Records: A Case Study Documenting Present-Day Practice." *Art Documentation: Journal of the Art Libraries Society of North America* 30, no. 2 (2011): 43-48.

Routledge Companion to Architectural Drawings and Models: From Translating to Archiving, Collecting and Displaying. Edited by Federica Goffi. Routledge. 2022.

Assessment Components:

The course is evaluated based on participation and submitted assignments:

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Thematic reflection papers	Three reflective, creative writing assignments (two pages or 500 words each)	30%	1, 2, 3, 4, & 5
Group presentation	Assemblage of reflective paper components in a presentation	50%	1, 2, 3, 4, & 5
Class participation	Critical discussion and engagement with guest speakers	20%	1, 2, 3, 4, & 5

Assessment and Evaluation Information

Attendance and Participation Expectations:

Students are required to be present on all days of the course, participate in discussions, ask questions of guest speakers and each other, and contribute to group projects.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

CACB Student Performance Criteria:

The following CACB Student Performance Criteria is covered in this course at a primary level: A8. Design Documentation; B1. Critical Thinking and Communication. The following CACB Student Performance Criteria is covered in this course at a secondary level: B2. Architectural History; and A1. Design Theories, Precedents, and Methods.

Grading Scale:

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	

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

The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School.

<https://www.ucalgary.ca/pubs/calendar/current/f-1-3.html>

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/.

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