When shelter is perfected for need, it is not in material terms alone. “ Paul Oliver (Habitat International)

Instructors:
Dr. Brian R. Sinclair (Course Manager)
Professor Keir Stuhlmiller
Professor Philip Vandermeie
Professor John Iwanski

Teaching Assistants: TBA

Monday, Tuesday, Wednesday & Friday | 14:00-17:50

Preamble

“A little while and I will be gone from among you, when I cannot tell. From nowhere we came, into nowhere we go. What is life? It is the flash of a firefly in the night. It is the breath of a buffalo in the wintertime. It is the little shadow which runs across the grass and loses itself in the sunset.” Chief Crowfoot

Aboriginal people have deep and profound connections to the prairies, foothills, spaces and places of Southern Alberta. For generations these lands have held rich spiritual meaning to the region’s First Nations people – providing sustenance, offering inspiration, shaping values and defining home. The Comprehensive Studio this semester is focused on a centre that is centrally concerned with capturing, conveying, connecting and celebrating aspects of Aboriginal Culture – telling the remarkable stories of the past, acknowledging the challenges and opportunities of the present, and pointing with hope and courage to the promise of the future. This project, the Moh-Kins-Tsis (Calgary) Centre for Indigenous Culture (MCIC), warrants an exceptional Architectural response that brings people, building and landscape into balance and harmony.

Humans employ a wide range of technologies and systems in their creation and modification of environments; included in this are the many technologies involved in the design, construction, and inhabitation of buildings and their related environments. In this studio, the design of a building and its systems, including interrelationships with context (site, climate, regulatory structures, culture, etc.), are explored through the comprehensive development of spatial, structural, enclosure, and environmental systems.
Moh-Kins-Tsis Centre for Indigenous Culture

“We know we can never go back to teepees or lodges but we can survive as a people by picking up the good things the elders have left along the trail for us.” Waasamo Mi Gabow

The Comprehensive Studio in Winter 2019 considers the design of an innovative centre that embodies and celebrates Aboriginal Culture. The Moh-Kins-Tsis Centre for Indigenous Culture will be a 2000 m² ‘education, administration & community’ facility that brings together Aboriginals and non-Aboriginals in a spirit of learning, sharing and understanding. The non-profit Centre includes a rich mix of uses, users, places and spaces, with key components including education, interpretation, communication, socialization and the promotion of community. Located in Calgary (Moh-Kins-Tsis), Alberta, Canada, a city rich the history and traditions of indigenous peoples, the Moh-Kins-Tsis Centre for Indigenous Culture finds resonance with its own location while proving an international destination for individuals and groups interested learning about Aboriginal culture, traditions and values. The Architecture & design of the MCIC must facilitate and promote the purposes and aspirations of the initiative while concurrently serving as a model of creativity, innovation, integration and sustainability.

Site & Program

The Moh-Kins-Tsis Centre for Indigenous Culture, an approximately 2000 m² education, administration & community facility, will be located on the campus of the University of Calgary. This site was carefully determined to ensure strong proximity to a remarkable learning milieu, to provide easy access to transit, to afford extraordinary opportunities for design exploration, and to offer possibilities for historical connections, visibility, identity, meaning and place-making. The architectural programme for the MCIC acknowledges the importance of innovation, the potential of design + space to influence behaviour, and the value of a diversity of both uses & users. This site, being both urban and undeniably connected to nature, demands creativity, sensitivity and skill in order to achieve an ethos conducive to the rich traditions and vital aspirations of Aboriginal society. Detailed site information and programmatic requirements for the Moh-Kins-Tsis Centre for Indigenous Culture will be distributed / developed separately.

Objectives

The emphasis of the comprehensive design studio is especially on the cultural and environmental (i.e. sustainability) potential of innovative design and building technologies. The studio will explore the relationships between architectural form, its tectonic and material articulation, it cultural resonance and its environmental impacts. The basic curricular objective is the overall formal, spatial, and tectonic resolution of a moderately complex building (Moh-Kins-Tsis Centre for Indigenous Culture) of approximately 2000 m², situated in an urban context, including appropriate allocation of the program, resolution of circulation and proper means of egress, as well as a basic articulation of building structure, environmental systems, assembly, and envelope, and adherence to the building codes. Equal consideration will be given to user needs and human dimensions, including environmental perception, symbolism and meaning, ergonomics and adaptability, cultural sensitivity and place-making.

This studio will operate in parallel and will be closely coordinated with the building technology courses. Beyond designing and representing a building, students are expected to develop fully integrated building systems and learn the basics of technical documentation. Building structures, construction assemblies, environmental systems, and energy and resource use will be an important part of research and experimentation in the studio. It is expected that some form of performance feedback will be part of the design explorations.

Requirements

In addition to normative drawings (plans, sections, elevations) and digital 3D models and renderings, various physical scale models may, at the instructor’s discretion, be expected at specific stages. In addition to a developed design of the MCIC’s facilities, its structural and environmental systems will have
to be sufficiently articulated and adequately documented. A selected segment of the building’s envelope will be developed and modeled in greater detail. Landscape is an integrated component of the project.

Grading
Reviews will occur at the end of each assignment and grades will be given at each of those points. Grades will be cumulative through the semester, and will count according to time allotment for each assignment. Students are expected to meet all requirements for each assignment to receive a passing grade. In general grades will be based on the following (depending on the topic and the assignment): development (process) 30%, conclusion (product) 30%, presentation 30%, attendance and participation 10%. Final grades will be reported as letter grades, with final grade calculated according to 4-point range.

NOTE: If a student receives a grade less than B- for any assignment worth 30% or more, the student will receive an F grade for the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>4-Point Range</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>4.00</td>
<td>95-100</td>
<td>Outstanding - evaluated by instructor</td>
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<tr>
<td>A</td>
<td>4.00</td>
<td>3.85-4.00</td>
<td>90-94.99</td>
<td>Excellent - superior performance showing comprehensive understanding of the subject matter</td>
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<tr>
<td>A-</td>
<td>3.70</td>
<td>3.50-3.84</td>
<td>85-89.99</td>
<td>Very good performance</td>
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<tr>
<td>B+</td>
<td>3.30</td>
<td>3.15-3.49</td>
<td>80-84.99</td>
<td>Good performance</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>2.85-3.14</td>
<td>75-79.99</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>2.50-2.84</td>
<td>70-74.99</td>
<td>Minimum pass for students in the Faculty of Graduate Studies</td>
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<tr>
<td>C+</td>
<td>2.30</td>
<td>2.15-2.49</td>
<td>65-69.99</td>
<td>All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.</td>
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<tr>
<td>C</td>
<td>2.00</td>
<td>1.85-2.14</td>
<td>60-64.99</td>
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</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>1.50-1.84</td>
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<tr>
<td>D+</td>
<td>1.30</td>
<td>1.15-1.49</td>
<td>50-54.99</td>
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<tr>
<td>D</td>
<td>1.00</td>
<td>0.50-1.14</td>
<td>45-49.99</td>
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<td>0.00</td>
<td>0-0.49</td>
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Notes: 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.

Schedule

**Weeks 1 – 4 Conceptual Design (including site analysis, interpretation & planning)**
February 01 (F) Review (10% of the final grade)

**Weeks 5 – 8 Design Development**
February 17-24 Family Day and University Mid-Term Break (no studio)

March 01 (F) Mid-term Review (25% of the final grade)

Weeks 9-12 Design + Integration of Building Systems

March 11-15 EVDS Block Week (no studio)

April 02 (T) ¾ Review (25% of the final grade)

Weeks 13-14 Technical Documentation (Final Documentation)

April TBD Final Review (40% of the final grade)

Note: The schedule is subject to change. All review dates are tentative. Various phases of the project will be completed according to a closely coordinated schedule with building technology classes.

CACB Student Performance Criteria

The following CACB Student Performance Criteria will be covered in this course at a primary level (other criteria will be covered at a secondary level): A5: Collaborative Skills; B1: Design Skills; B2: Program Preparation; B3: Site Design; B4: Sustainable Design; B5: Accessibility; B6: Life Safety; B7: Structural Systems; B8: Environmental Systems; B9: Building Envelope; B10: Building Services; B11: Building Materials; C1: Detailed Design Development; C2: Building Systems Integration; C3: Technical Documentation; C4: Comprehensive Design. (see CACB SPC matrix for further details)

Recommended Textbooks


Supplementary Reading

Indigenous Culture:


The City:


Theory, Practice & Process:

Important Notes

The University has approved supplemental fees for the following courses:

**2018/2019 SUPPLEMENTARY COURSE FEES**

<table>
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<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Fee</th>
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<tbody>
<tr>
<td>ARST 484/EVDA 580- Studio I Design Thinking</td>
<td>$150.00</td>
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<tr>
<td>ARST 444/EVDA 582- Studio II in Architecture</td>
<td>$150.00</td>
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<tr>
<td>EVDA 682.02 – Intermediate Studio</td>
<td>$150.00</td>
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<tr>
<td>EVDA 682.04 – Comprehensive Arch. Studio</td>
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<tr>
<td>EVDA 782 - Senior Arch. Studio (all Calgary sections)</td>
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<tr>
<td>EVDL 667 – Landscape Architecture Studio I</td>
<td>$150.00</td>
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<tr>
<td>EVDL 668 – Landscape Architecture Studio II</td>
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<tr>
<td>EVDL 767 – Regional Landscape Systems Studio</td>
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<td>EVDL 777 – Senior Research Studio in Landscape Architecture</td>
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<td>EVDS 620 – Urban Design Studio</td>
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<td>EVDS 640 – Regional Planning Studio</td>
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<td>EVDP 625 – Site Planning Studio</td>
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<tr>
<td>EVDP 626 – Landscape Planning and Ecological Design</td>
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<tr>
<td>EVDP 636 – Community Planning Studio</td>
<td>$150.00</td>
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<tr>
<td>EVDP 644 – Advanced Professional Planning Studio</td>
<td>$150.00</td>
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Special Budgetary Requirements – please include these in the course outline.

Special budgetary requirements are limited to the optional purchase of course readings and, in specific courses, mandatory supplementary fees to cover certain expenditures, such as field trips. Mandatory supplementary fees must be approved by the University prior to implementation.

Mandatory:

The University has approved supplemental fees for the following courses:

Important Notes

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access.

3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student’s own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one’s own in an examination or test), (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data, and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

4. Appeals: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty: http://www.ucalgary.ca/provost/students/ombuds/appeals

5. Information regarding the Freedom of Information and Protection of Privacy Act (https://www.ucalgary.ca/legalservices/foip)

6. Emergency Evacuation/Assembly Points (http://www.ucalgary.ca/emergencyplan/assembleypoints)

7. Safewalk information (http://www.ucalgary.ca/security/safewalk)


Contact & Office Information
Dr. Brian R. Sinclair, FRAIC | PF Room # 3103 | brian.sinclair@ucalgary.ca
Professor Keir Stuhlmiller | Keir.Stuhlmiller@group2.ca
Professor Philip Vandermey | xyz@xyz.ca
Professor John Iwanski | xyz@xyz.ca
Teaching Assistants: TBA

Please contact instructors and/or teaching assistants with any questions or concerns. Meetings by appointment.