

McGill University
 Peter Guo-Hua Fu School of Architecture + School of Urban Planning
 Parallel and Interlinked Housing Studios
 Winter 2023
 Course outline v4. 02/02/2023

General Information

<p>URBP 623: Urban Planning Studio 2 Tuesdays and Thursdays, 2:05-4:55 pm Studio space MDHAR # 412 Meeting space # 508 6 credits (1-5-12)</p>	<p>ARCH 673: Architecture Design Studio 2 Tuesdays and Thursdays, 9:05 am-12:25 pm, and 2:05 pm-4:55 pm Studio space MDHAR # 514 Meeting space # 508 9 credits (0-12-15)</p>
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Instructor information: The two studios will be co-taught.

<p>URBP 623 Giacomo Valzania, PhD candidate, Architecture giacomo.valzania@mail.mcgill.ca</p> <p>Simon Mammone, MUP Simon.mammone@mcgill.ca</p> <p>Arzen Chan, Teaching Assistant, Planning arzen.chan@mail.mcgill.ca</p>	<p>ARCH 673 Ipek Türeli, Associate Professor, Architecture ipek.tureli@mcgill.ca Room # 308</p> <p>Tuesdays and Thursdays 9:05 am-12:25 individual meetings by online sign-up schedule in #308, and group meetings in studio, #514 from 2:05 pm to 4:55 pm</p>
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Course overview: Calendar description

<p>URBP 623 This course covers research and planning techniques for housing design. Students work in teams to do research on context, program and precedents and develop a detailed plan for a site that poses urban and environmental challenges. Topics include site analysis, precedents, housing policy and finance, and land use planning for mixed use. https://www.mcgill.ca/study/2022-2023/courses/urbp-623</p>	<p>ARCH 673 A project-based graduate studio focused on the integration of skills and research to tackle contemporary global issues in architecture and urban design. https://www.mcgill.ca/study/2022-2023/courses/arch-673</p>
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Course content

Problem

Canada's "housing bubble," increased sales prices and rents, has led to calls for the building of more housing supply: The housing crisis will not be solved by building more of the same. One underlying reason for such calls is the naturalization of home ownership and its historical connection to settler colonialism and citizenship. Home ownership is seen as a means of wealth accumulation, and government policies and actions subsidize the housing market through publicly backed mortgage insurance and low interest rates to fuel this vision. In the rental market, weak tenant protections allow landlords to evict tenants and extract higher rents. However, housing is a right; societal investment in housing is about creating a more equitable future society and a happy one. People locked out of the system tend to be those lacking intergenerational wealth, disproportionately newcomers or racialized groups and the working class.

Questions and initial arguments

When people worry about housing and live in precarious housing situations, they cannot improve and fulfill other areas of their life. Where do we go from here? Is there a role for architects and planners in solving the housing crisis? If housing is indeed a right, could it not be re-imagined as a public good like health care or education, where one can access the same resources regardless of income?

Decommodified housing is protected from the predations of global capital and as such is much more affordable. Social housing and public housing are examples of decommodified housing, and it can also be organized as co-op or co-housing. Another time-proven path to decommodified housing is establishing Community Land Trusts. All these paths are not merely about finance; they allow us to vision urban spaces and collective community-based governance that are not possible through market-driven approaches. Societal investment in housing would decommodify a significant portion of the housing market, and could help create a more equitable, diverse, and happy future society for all of us. We can move beyond our current housing crisis and engage in collective social dreaming for new possible housing futures.

What will you do?

You will first-hand learn about how architects and urban planners can collaborate with each other, housing advocates, and communities, especially in situations where conventional commission are not offered or available. You will research innovative forms of housing policy and finance that can be used to design and develop non-market housing. The students will take an equity-based approach that includes diverse community members who are typically left out of the planning and design processes.

The studio starts with an individual plan and design for an encampment (a "what if?" scenario) to contemplate the reality of homelessness in the city. Students will proceed with a short one-week Precedent Study. In the meantime, you will be able to familiarize yourself with a number of sites we have identified. You will express your site preferences, from this list, and then, you will be assigned to a group with other students who have also expressed interest in working on the same site. As a group, you will study and analyze the site through original drawings: Site analysis does not prelude design; on the contrary, it constitutes a fundamental act of design. You will approach communities and civil society organizations working in housing (we have already queued several which you can consult) and consult them about what peoples' needs and desires are and what obstacles they want to overcome. Student-led activities can include pop up events in public spaces, film/video documentation of community aspirations,

and public presentation and exhibition of the designs and plans. You will get to design not only your project but also how to engage and how to present your proposals back to the communities and relevant stakeholders.

Instructors will be checking in with groups regularly for desk critiques and advice. Additionally guest talks, curated discussions and panels on Thursday afternoons will complement the learning process.

Mid-Review 1 is to show design development. You will outline preoccupations, precedents relevant to the work of design development; you will deliver a 10-minute progress presentation articulating your approach, including objectives, orientations, and understanding of the site (site analysis) that clearly communicates project intentions.

Mid-Review 2 is about project resolution and reporting back the feedback from community consultations you will have conducted by that point. You will present in 20 minutes how the project approach has translated to a comprehensive strategy and site-specific interventions, and how you plan to address the feedback from consultations in further defining the project.

Final Review is about project documentation. You will submit a refined version presenting the work completed in the studio through the semester.

Architecture students will work with digital storytelling (film) as a documentation and representational tool through the semester. The final film (max. 10 min in duration) is to incorporate site analysis, massing studies and detailed housing ideas depicted using:

architectural presentation techniques—architectural drawings such as site plans, concept drawings, floor plans, elevations, spatial sections, axonometric projections, creative image making (e.g., collage, montage, renders, animations), (program and actor-network) diagrams, (physical or digital) models -- as well as found footage and film-based documentation of the on-site consultation process.

It is to provide full credit to everyone who worked on it, all the references (to scholarly ideas, interviewees, borrowed footage, sound clips, etc.) and course information in pre-titles, subtitles and end-titles as appropriate. The final film is to be submitted digitally as well as a link to an upload on Vimeo or similar site that can be shared with housing advocates and stake holders.

Planning students will create an accessible, public facing plan and urban design in physical and digital mediums including printed panels and a formatted PDF. The document will recombine the urban design drawings generated with the architects with typical planning formats that are decided through the course teamwork, such as

- Community consultation report
- Community governance structure
- Financial and policy framework
- Urban design guidelines and zoning

You can look to planning practice and former studios for inspiration. The plan and urban design will be shared with the city and community.

Learning Outcomes

This course will build skills of interdisciplinary teamwork for creative community-based planning, development, and design practice. The learning objectives are to familiarize students with community consultation, equity-based placemaking, site analysis methods, and housing design. A key obstacle to challenging the relationship between urban design disciplines and capitalism is the positionality of the practitioner. Drawing from traditions of collaborative ethics and embedded planning and design, this design studio positions you within communities to plan for decommodified housing, community services and inclusionary common space, apart from the extractive, financialized housing market.

Instructional Methods

This collaborative studio brings together future architects and planners to work on one of the most pressing challenges in the city: the need for non-market housing. Each interdisciplinary group will collaborate to create an urban design for mixed use development on a different site. Studio resources include readings, workshops, meetings with community representatives, and guest speakers. The studio starts with an individual design idea for an encampment, to contemplate the reality of homelessness in the city. Then groups will be formed, and each group will work on site analysis, identifying precedents, and creating a design and plan proposal for decommodified housing and community services on the site. Instructors will be checking in with groups regularly for desk critiques and advice.

Following two short and individually carried out assignments at the beginning of the semester, the studio will be structured around three main points of gathering to present your work conducted in groups: Two presentations of project development spread evenly through the term (mid-reviews), and at the final review during the exam period. In between, you will be consulting with community-based organizations to inform your plan and design, and you will be creating a means to involve the public in the studio as well.

The groups of urban planners and architects will collaborate to create these deliverables, with the urban planners bringing skills of financial analysis (proformas), policymaking, site planning, and community consultation. The architects will bring site analysis, programming, formal design visualization and narrative skills. The two disciplines will converge on the urban design proposal for the site, notably in defining the program, built form, and the use of open spaces. All group members are expected to demonstrate creative thinking, an understanding of community needs and desires, and theoretical approaches. It is expected that these skills will be shared across groups and can offer a starting point for interdisciplinary collaboration, and that you will transfer ideas and build capacity within groups. All the work will be informed and supported by the course resources.

Technology URBP 623 + Arch 673 will set up a semester long Microsoft Teams site for questions and discussion. If any issues and/or potential problems with the use of Teams for URBP 623 + Arch 673 are foreseen or arise, please email the instructors in order for these issues to be resolved. Groups will have access to professional-grade audio visual recording equipment, and, if you have prior training, to a Faro 3D field scanner in Prof. Türelı's lab in 215A (shared with Prof. Theodore).

Time management The university guideline for planning learning activities is that one credit equals one hour of in-class time (lecture, discussion, lab/studio) and about three hours total work per week or 45 hours of student work in total in a 15-week semester. The weekly in-studio hours (6 for Urban Planning and 12 for Architecture) are to be used actively for developing projects and producing work. You are expected to put in additional time outside the studio hours to develop your projects.

Group contract To facilitate teamwork in your assigned groups, students will develop a “contact.” The group contract will be drafted in a workshop on Collaboration and Communication by Renee Pellissier of McGill’s Faculty of Engineering E-IDEA, and will provide a flexible agreement for working together. We will use this definition of the contract from the University of Waterloo Centre for Teaching Excellence and please include all recommended components: “A group contract is a document that a group creates to formalize the expectations of group members. A group contract should contain the following: Group members’ names and contact information Expectations (ground rules) regarding preparation for and attendance at group meetings, frequency and duration of meetings, and communication. The contract should focus on behaviours that will be expected of all group members and should only include those behaviours that are crucial to the group's effectiveness. Groups could aim for five-seven ground rules. Assignment of specific tasks, roles, and responsibilities along with due dates. The group can itemize the tasks to be completed for the project and provide a space for each group member to sign up for that task. Outline of the specific process for dealing with unmet expectations or other problems that might arise. An agreed-upon method for peer feedback during the project so that problems can be addressed before the project ends. A place for each group member to sign, indicating their agreement to the contract. A place for group members to sign once the project is completed to indicate whether or not they agree that all group members contributed as expected and, therefore, earn the group grade.”

Group formation Groups will be assigned by the instructors following a Google survey of your site choices on the first day of class; groups will have an even distribution of Architecture and Planning students. The formation of the groups by the instructors is recommended by education research on teamwork, and as specified in McGill’s Teaching and Learning Services’ “Using Peer Assessment to Make Teamwork Work.” Again, as recommended, peer-review assessment will be integrated into your individual course grade.

Timeline

		THEME	Deliverables	Talk + Workshop + Film Screening 3:30 PM #212 (unless otherwise communicated)
W1	5-Jan		Introductions + course outline + Google survey for group formation + Assignment 1 handout	Reading for the following week: Cheryl I. Harris, "Whiteness as Property"; Heather Dorries, "What is Planning Without Property? Relational Practices of Being and Belonging"
W2	10-Jan	Encampments	Assignment 1: Planners present (3 min PowerPoint presentations) + discussion	
	12-Jan		Assignment 1: Architects present (3 min digital stories) + discussion Assignment 2 handout	Workshop Collaboration and Communication Workshop by Renee Pellissier, E-IDEA, for group contract Reading for the following week: Türelı, "Design for Empowerment"; "Housing for Spatial Justice"

W3	17-Jan	Community engagement	Meetings with Community organizations	
	19-Jan			Talk Ipek Türeli, "Coop Housing in Montreal" Film Screening Housing Options (Tureli&Klnayoglu, 2011): The Best Move We Ever Made (Sky, 22 min)
W4	24-Jan	Precedents	Assignment 2: Precedents. present 5 min each on one singular original drawing.	
	26-Jan		Short meetings with instructors on group contracts and deliverables for Mid-review 1	Panel Ipek Türeli, Anne Cormier of Atelier Big City & Shane Laptiste of Studio of Contemporary Architecture (SOCA) & Sara Stevens, co-curator AAHA Reading for the following week: James Corner "Agency of Mapping"; Manissa Maharawal, "The Anti-Eviction Mapping Project: Counter Mapping and Oral History toward Bay Area Housing Justice"
W5	31-Jan	Planning frameworks and site analysis	Scheduled meetings with instructors on work progress	
	2-Feb			Talk Simon Mammone & Giacomo Valzania, "Planning framework in Montréal and site development analysis for non-profit housing" Reading for the following week: LaFerrière "Montréal: Building an Inclusive City"
W6	7-Feb	Social and community housing	Scheduled meetings with instructors on work progress	
	9-Feb			Talk Rebecca Lazarovic, "The Role of the City of Montréal in Creating Decommodified Housing" Reading for the following week: "An Urban Planner's Guide to Decommodified Housing in Montreal"
W7	14-Feb	Mid-review 1	10 min presentations of Design Development: Community needs, site analysis, precedents, program ideas	
	16-Feb		Peer review 1 is due. Use standard form available on Teams.	Talk Simon Mammone & Giacomo Valzania, "Financing for decommodified housing" Reading for the following week: McGill Planning Studio 2 (2022) - Habitat Hippodrome website + A selection from the books under the folder "Public Consultation" will be recommended.
W8	21-Feb	Participatory planning and design	Scheduled meetings with instructors on work progress	
	23-Feb			Talk Anna Kramer "Habitat Hippodrome as precedent and possibility" + Discussion Viewing for the following week: Panel convened by Ipek Türeli for Architecture Beyond Capitalism (ABC) " Engaging Communities in the Design Studio : Considerations for accountability in Five Case Studies"

Winter Reading Break				
W9	7-Mar	A right to housing	Scheduled meetings with instructors on work progress	
	9-Mar			Talk Nik Luka “Design Processes of Public Consultation”
W10	14-Mar		Scheduled meetings with instructors on work progress	
	16-Mar			Film Screening <i>Street of Dreams</i> (16 min), <i>Homes and Hands</i> (46 min), <i>Holding Ground</i> (58 min)
W11	21-Mar	Public consultation	Public consultations	Note for Architecture students: A countermapping and community asset mapping workshop is being planned for Monday mid-day.
	23-Mar		Public consultations	
W12	28-Mar	Mid-review 2	20 min group presentations of Project Resolution and reporting back from public consultations	
	30-Mar	Mid-review 2		
W13	4-Apr	Housing policy	Peer review 2 is due. Use standard form available on Teams. Scheduled meetings with instructors on work progress	
	6-Apr			Film Screening <i>Push</i> Documentary with Leilani Farha, UN Special Rapporteur on Adequate Housing (WG Film, 1.5 hrs),
W14	11-Apr	Planning students Final Review	20 min group presentations In the Planning Studio. Architecture students contribute to preparing the presentations, encouraged to attend, but don’t present.	April 11-April 20: Architecture students to focus on film editing.
	13-Apr	Planning students Final Review	20 min group presentations In the Planning Studio. Architecture students contribute to preparing the presentations, encouraged to attend, but don’t present.	
W 15	20-Apr			Pencil down at 5 PM 20 April. Submit all work by this deadline. We want you to be well rested for the final review. Planning students final report due.
	21-Apr	Architecture students Final Review. All Day. 9AM to 5 PM	20 min group presentations; 1 hr per group with 1 hr lunch break. (1 st floor, 101 or Exhibition Room) Planning students encouraged to attend (no requirement)	

Course Materials

Sites and community groups The City of Montreal has identified urban sites with the potential for social housing. Through the Right of First Refusal policy, they can buy these sites if they are put up for sale. These sites are mapped [here](#) and described below. Active community organizations with interest in social housing construction are identified. We will form groups of 3-4 people with at least two planners and one architect in each group. Each group will work with one site.

Borough	Address	Lot	Size (m2) (based on property roll)	Description	Community groups
St. Henri	<i>Between Saint-Ferdinand, Notre-Dame W, Parc Luis-Cyr and railroad.</i>	2975631	21 963	Vacant, railroad, housing and public park. Near the subway.	Popir
Hochelaga	3115 de l'Assomption, OR 5655 Pierre-De Coubertin OR 5400 Pierre-De Coubertin	1360271 OR 1361160 OR 5566588	10 155 OR 28 839 OR 63 053	Commercial building, parking lot. On the subway. OR Logistic building, commercial area. Near the subway. OR Logistic building, commercial area. Near the subway.	Comité Bail
Ville-Marie	2875 Hochelaga 2906 Hochelaga 2355 Florian 2285-2325 Florian 2860 Hochelaga 2400-2424 Florian 2350 Florian 2300 Florian 2280 Florian	3361272 3361270 3361268 3361267 3361265 5097267 5097268 3361260 3361259	3 189 478 1 217 10 066 1 304 552 751 1 861 744	Group of contiguous sites near railroad and subway. Industrial and artisanal/artistic use.	Comité Logement Ville-Marie Lespacemakers
Ville Marie	505 Boulevard De Maisonneuve Est	3523568	8 000 ca.	Near the bus station, on the subway. All properties between St Hubert and Providence have been identified for the RFR.	Table de concertation du faubourg Saint-Laurent
Île-des-Sœurs	1003-1007 René-Lévesque	4458876	28 515	PPU Partie nord Île-des-Sœurs access to waterfront, near to REM station	CACV

Côte-des-Neiges	5255 Jean-Talon W 5215 Jean-Talon W	2648628	11705 3 040	Namur- Hipodrome on subway station, near Decarie highway	<u>CDC Côte-des-Neiges</u>
Parc Extension	6975-6995 Jeanne-Mance 6901-6915 Jeanne-Mance 6945 du Parc 6923-6929 du Parc Others (smaller)	2249691 2249816 2249734 2249825 —	3 305 1 008 654 1 125 —	Railroad, university, near subway.	<u>CAPE</u>
NDG	4335 de Hampton*	2604291	4 696	YMCA, next to the park.	<u>Conseil Communautaire NDG</u>

* Acquired outside the Right of first refusal framework.

For each of the above sites, a base .dwg map is available as part of the course material. In case of need, you can access the complete dataset of the City of Montreal from here. To add information about site boundaries, please underlay a map extracted from Quebec's land registry as found here.

Optional course materials

In order to establish a reasonably informed basis for both comprehension and design of work in ARCH673 + URB623, there is a list of potential reading material—these provide useful background reading and are listed as Course Readings. Each week, at least one reading or film will be recommended to guide and support the following week's communal discussion on Thursday afternoon.

Evaluation and expectations for student participation

Student participation is a critical component both with respect to the development of more detailed individual design work and in terms of the group objectives for the studio. Evidence of your exploration should show up in your work and become part of focused discussion with faculty, group members, and classmates. Evidence of creative inquiry and initiatives are expected. Developing an ability to become self-critical and aware of both process and product represents an important step in your education. Satisfying weekly requirements for production is a prerequisite for success in the class. Preliminary exercises and stages of the studio are designed to promote collaboration with respect to ideas and skills. This includes research and reading determined by individual and group interests. In addition, students should engage in active discussion that addresses the theme of the studio and their group projects.

<p>Planning - URB623 5% Peer assessment (Review 1, 2, and Final) 10% Assignment 1: Urban Encampment Design 5% Assignment 2: Precedents 15% Mid-review 1: February 15% Mid-review 2: March 25% Final Review: April 25% Plan and urban design (10-15 pages)</p>	<p>Architecture – ARCH673 5% Peer assessment (Review 1, 2, and Final) 10% Assignment 1: Urban Encampment Design 5% Assignment 2: Precedents 15% Mid-review 1: February 15% Mid-review 2: March 40% Final Review: April 10% Final film & housing manifesto_(2,000 w)</p>
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Students in URBP 623 and ARCH 673 will be evaluated separately by their instructors.

Assignment descriptions will be posted on Teams.

Late Policy

Inform your instructor in advance if you must be absent from a Pin-Up or any other studio activity. The only acceptable reasons for missing a formal review are:

- 1) Medical issues
- 2) Religious Holiday (requires advance notification)
- 3) McGill related activities requiring your attendance (i.e., member of a varsity sports team; requires advance notification)

Students are required to present at all formal reviews. Withdrawing from a formal review without a valid reason forfeits half the graded value of the review (i.e., a review that would have been graded at 18/20 becomes 9/20) and requires that the student's work be reviewed within 7 days of the missed formal presentation to avoid a complete forfeit.

The Studio

The studio is a communal setting for students to use in the completion of their projects. Students who choose not to use their assigned space in the studio because they intend to work at home should notify the coordinator and build this information into their group contract.

Architecture Hand-in Requirements

The School of Architecture collects student work for accreditation visits and requirements. Please submit a 11X17 landscape PDF containing group information, all drawings and project statement. Please also submit preliminary assignments, midterm reviews' POWERPOINTS, final video file and (Vimeo) link. Submit to instructor as well as to the Media Lab technician Juan Osorio.

Land Acknowledgement: McGill University is founded upon the unceded traditional territories of Indigenous peoples, namely the Haudenosaunee Confederacy and Anishinabeg Nations. More specifically, our campus is built on territory that has long acted as a site of meeting and exchange amongst the Kanien'kehá:ka peoples, who are the rightful stewards of these lands and waters. We are settlers here on Tiohtià:ke (Montréal), which is situated in the larger Turtle Island (North America). Recognizing and respecting the presence of these historical and contemporary communities, and their unending connection to and care of this land, is an important step towards building trust and creating or renewing relationships.

McGill Policy Statements

- Language of submission: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. / Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue.

- Academic integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures / L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et procédures disciplinaires
- Assessment: The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.
- Charter of Students' Rights: Additional policies governing academic issues that affect students can be found in the McGill Charter of Students' Rights.
- Copyright: © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures. We ask for everyone's cooperation in ensuring that course material is not reproduced or placed in the public domain. This means that each of you can use it for your own purposes, but you cannot allow others to use it by posting it online or giving it or selling it to others who may copy it and make it available. Thank you for your help with this.
- EDI statement: We would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). Please email the instructor(s) if you would like to be referred by a different name than the name indicated in your student record or to inform me of your preferred pronouns. We (like many people) are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to your instructor about it. (Again, anonymous feedback is always an option). If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk to your instructor. We want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to the instructor making a general announcement to the class, if necessary to address your concerns).
- Basic needs: If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, we encourage you to contact the Dean of Students, who can connect you with support services. If you feel comfortable doing so, please let your instructor know as well so they can discuss with you how they can best support your learning.
- Wellness: Please reach out for support when you need it; wellness resources are available on campus, off campus, and online.
- Workload management skills: If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from Student Services.
- Inclusive learning environment: As the instructors of this course, we endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and/or Student Accessibility and Achievement.
- Extraordinary circumstances: In the event of extraordinary circumstances beyond the University's

control, the content and/or evaluation scheme in this course is subject to change.

- Mercury course evaluations: Mercury course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.
- Recording privacy: The instructor(s)/I will notify you if part of a class is being recorded. By remaining in classes that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course. Please consult the instructor(s) if you have concerns about privacy and we can discuss possible measures that can be taken.
- Respect: The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.
- Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the Office of Sustainability.
- Text-matching: Work submitted for evaluation as part of this course may be checked with text-matching software within myCourses.

STUDENT PERFORMANCE CRITERIA

Student Performance Criteria (Canadian Architectural Certification Board) https://cacb.ca/wp-content/uploads/2019/11/2017-CACB_Conditions_and_Terms_for-Accreditation.pdf

The following Student Performance Criteria, as defined by the CACB, are addressed in the studio program for ARCH673.

A1, A2, A3, A4, A5, A6, A8, B1, B2, B3, B4, B5, C1, C2