

Winter 2024
GRADUATE COURSE OUTLINE

MASTER OF ARCHITECTURE

COURSE CODE
ARC1012YS

COURSE TITLE
Design Studio 2
Site, Matter, Ecology, and Indigenous Storywork

PREREQUISITE COURSES
ARC1011YF

CLASSROOM LOCATION
3rd Floor Graduate Studio

CLASS HOURS
Tuesday 9AM-1PM, 2PM-6PM
Friday 2PM-6PM

INSTRUCTORS

L0101: Behnaz Assadi (Coordinator); L0102 Anne-Marie Armstrong; L0103 Brian Boigon;
L0104 Julia Di Castri; L0105 Mauricio Quiros Pacheco; L0106 Aleris Rodgers L0107 Chloe Town

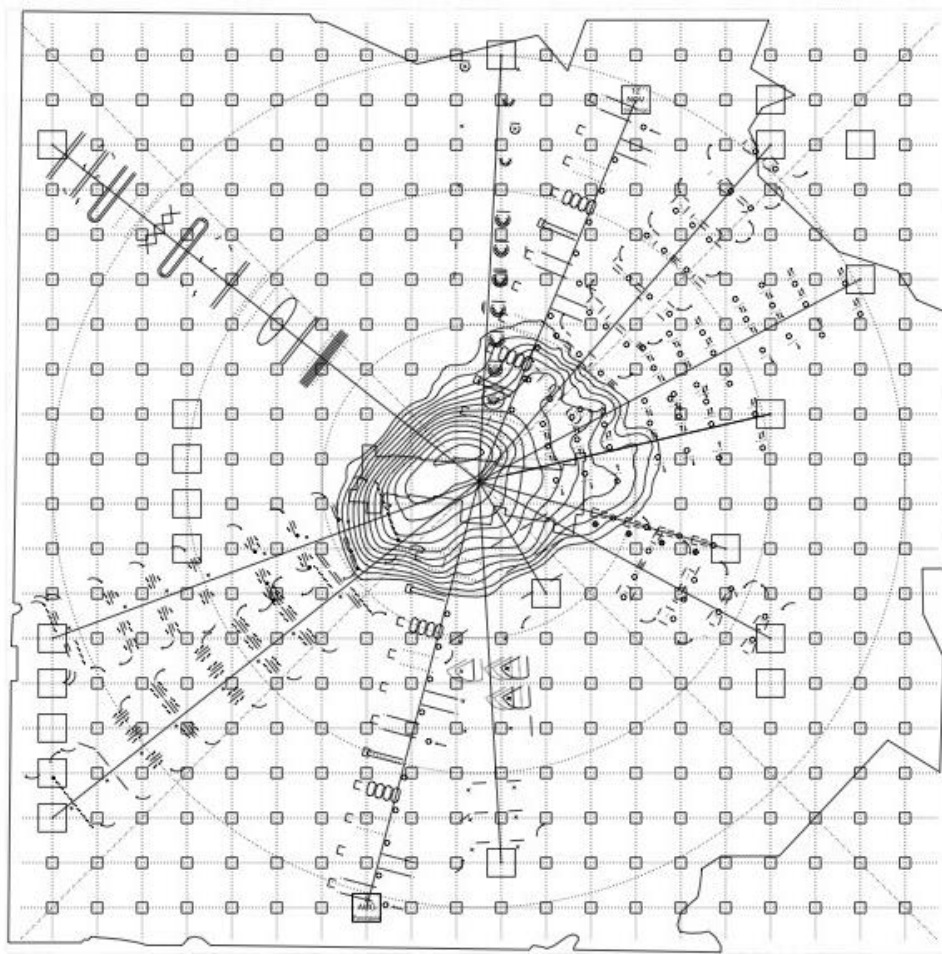
GUEST INSTRUCTOR / TA
James Bird | james.bird@mail.utoronto.ca

INSTRUCTOR EMAILS

Behnaz.assadi@daniels.utoronto.ca | chloe.town@daniels.utoronto.ca |
annemarie.armstrong@daniels.utoronto.ca | mauricio.quiros@daniels.utoronto.ca |
julia.dicastro@daniels.utoronto.ca
|aleris.rodgers@daniels.utoronto.ca|brian.boigon@daniels.utoronto.ca

OFFICE HOURS
By appointment only

OFFICE LOCATION
TBD



Drawing from 'The Language of Secret Proof, Indigenous Truth and Representation,' Nina Valeria Kolowratnik, Map of Hemish Spiritual Pathway

This syllabus was initially developed by Adrian Phiffer and James Bird (Knowledge Keeper of the Dēnēsųlīné and Nēhiyawak Nations and Residential School Survivor).

ARC1012 is the second studio in the sequence of core architecture design studios at the University of Toronto – John H. Daniels Faculty of Architecture, Landscape, and Design. This studio hopes to be a concrete response to the Calls to Action outlined in the Wecheehetowin 'Answering the Call' University of Toronto – Truth and Reconciliation Commission of Canada (TRC) 34 Calls to Action, more specifically:

Call to Action #17

"The University should work to integrate significant Indigenous curriculum content in all of its divisions by 2025. The Provost should work with the divisions to ensure that specific steps are being taken to launch (or, in some cases, continue) the needed curriculum reform initiatives. Each division should be evaluated regularly on its progress towards integrating Indigenous content into the curriculum."

This architecture design studio proposes to study four concepts: site, ecology, matter, and indigenous storywork.

1. Site/ Landscape

The words site and landscape have been used interchangeably throughout the design discipline.

Sites existed long before us and will exist long after.

"The language of landscape is our native language. Landscape was the original dwelling; humans evolved among plants and animals, under the sky, upon the earth, near water. Everyone carries that legacy in body and mind. Humans touched, saw, heard, smelled, tasted, lived in, and shaped landscapes before the species had words to describe what it did. Landscapes were the first human texts, read before the invention of other signs and symbols [...] Early writing resembled landscape[...]."

Anne Whiston Sprin, *The Language of Landscape*

*"Landscape associates' people and place. Danish landskab, German landschaft, Dutch landschap, and Old English landscepe combine two roots. "Land" means both a place and the people living there. Skabe and schaffen mean "to shape"; suffixes -skab and -schaft as in the English "-ship," also mean association, partner- ship. Though no longer used in ordinary speech, the Dutch schappen conveys a **magisterial sense** of shaping, as in the biblical Creation."*

Anne Whiston Sprin, *The Language of Landscape*

The word *site* finds its etymological roots via the Latin *situs* (a place, position, situation, location, station; idleness, sloth, inactivity; forgetfulness; the effects of neglect) and its past participle of *sinere* (let, leave alone, permit), in the Proto-Indo-European *si-tu-*, from root *tskei-* (to settle). To settle is to *come to rest*, from Old English *setlan* meaning *reconcile* (a quarrel, differences), which is influenced by the Middle English *sahtlen* (to reconcile).

This studio will consider the concept of the *site and landscape* as an action in *reconciliation*. Our engagement with the *landscape* will aim to bring and *reconcile* a multitude of existing layers in order *"to establish a new context upon which new relationships can form"* (Shawn Wilson, *Research is Ceremony*), and *new expressions* can emerge. We will understand the *site* not only as a physical location but also as a cultural situation. We will enquire about the *pedagogy of a place* and how the *environment is knowledge* (Shawn Wilson).

2. Ecology

The word *ecology* starts from the double Greek word *oikos* (house, dwelling place, habitation) and *-logia* (study of), and the term was coined in German by the German zoologist Ernst Haeckel as *Ökologie* (branch of science dealing with the relationship of living things to their environments).

This studio will consider the concept of *ecology* as a study in relationships that define inhabitation. Our architectural efforts will be based on a relational view of reality and accountability of all the parts, without any hierarchy (i.e., the possibly non-human is as important as the possibly human). We will follow Shawn Wilson's (Nêhiyawak / Cree Nation) *relational accountability* idea. In *Research is Ceremony* (2008), he writes: *"Rather than viewing ourselves as being in relationship with other people or things, we are the relationships that we hold and are part of."* We will engage with Timothy Morton's *ecological thought* and its difficulty because

"it involves becoming open, radically open – open forever, without the possibility of closing again" (Timothy Morton, *The Ecological Thought*). We will reference Reyner Banham's 'early inquiry (1964) into architecture environments (*The Architecture of the Well-tempered Environment*) and the relevance of building energy systems (i.e. heat, cool, ventilate, etc.) in the making of architecture.

3. Matter

The word *matter* comes from the Latin *materia* (a substance from which something is made; also, hard inner wood of a tree), which is linked to *mater* (origin, source, mother). Further down in time, we find the root in the Greek *hyle* (wood, firewood).

This studio will consider matter as living material, and by extension, "*all matter is embodied with vitality*" (Jane Bennett, *Vibrant Matter: A Political Ecology of Things*). We will not manipulate *matter* but rather understand its "*lively powers of material formations*" and work with it towards tectonic arrangements that gather meaning from encounters with externalities (i.e. Earth's gravitational field, Earth's magnetic field, the sun, etc.).

4. Indigenous Storywork

Indigenous storywork is associated with Jo-ann Archibald Q'um Q'um Xiim. In *Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit* (2008), she lays the concepts of storywork that begin from "*principles of respect, responsibility, reverence, reciprocity, holism, interrelatedness, and synergy used as methodology to create an ethical research framework; to shape understandings of Indigenous Peoples' stories about worldview, land, relationships, identities, and to strengthen practices in education, film, and community-based research.*" (Decolonizing Research: Indigenous Storywork as Methodology, edited by Jo-ann Archibald Q'um Q'um Xiim, Jenny Bol Jun Lee-Morgan, Jason De Santolo)

This studio will respectfully, responsibly, reverently, reciprocally, and holistically embrace the concept of *indigenous storywork* and consider it a method of research and design-work. To that end, we will find further support and reference in the work of the writer Thomas King via his CBC Massey Lectures "*The Truth about Stories.*" We will make the effort to understand the power and relevance of *stories* and *storytelling* as a way to shape, physically and metaphysically, new worlds. This might feel new and challenging for all of us, teachers and students. Still, maybe Rem Koolhaas' *Delirious New York*, Jimenez Lai's *Citizens of No Place*, Yves Brunier's *Landscapes*, or Zaha Hadid's *Planetary Architecture* are not very dissimilar in their character and ambition to imagine architectural worlds through sharing stories.

To conclude, we will study architecture following a process that will challenge the established worldviews and that will "*augment the motivational energy needed to move (our)selves from the endorsement of ethical principles to the actual practice of ethical behaviours*" (Jane Bennett, *Vibrant Matter: a political ecology of things*).

Studio Project(s)

The studio consists of two interconnected projects that will follow the conceptual framework presented above – site/ Landscape, ecology, and matter– this studio is asking to redefine what a museum for indigenous art and history could be in the context of the studio's framework. With Crawford Lake as our site and building on the knowledge gained through workshops: training classes, presentations, talks, reading sessions, and conversations on Indigenous cultural competency - Indigenous ways of being, Indigenous ways of knowledge, Indigenous cultural and design practices, we will attempt to offer a new reading for a place in which indigenous art, history and culture are exhibited. First, we will engage with the notions of *site*, play with *matter*, and imagine tectonic situations. Second, we will design a building. Our design process will follow the *ecological thinking* outlined in the introduction, the thinking of *radical openness* and *relational accountability*.

A Note:

We acknowledge that there are 634 First Nations, excluding Metis and Inuit, in Canada and the term *Indigenous* is too general to address the diversity of nations.

COURSE OBJECTIVES

- to engage with Indigenous worldviews;
- to learn about the Truth and Reconciliation Commission (TRC) Calls to Action;
- to explore the concept of relational accountability;
- to understand the meaning of contextualizing and re-contextualizing;
- to understand the principles of site interpretation work;
- to experiment with spatial, material, and tectonics arrangements in relation to the site;
- to think through model making;
- to develop representational skills that respond to a time-based situation;
- to develop the habit of working intuitively;
- to develop the habit of working iteratively;
- to develop the habit of listening.

RESOURCES

Books

Kolowratnik, N. V., Hirsch, N., Miessen, M., & Tosa, P.-T.-W. P. (2019). *The language of secret proof indigenous truth and representation*. Sternberg Press.

Bob Joseph, *21 Things You May Not Know about the Indian Act*

Denis Bolduc, Mnawaate Gordon-Corbiere, Rebeka Tabobondung, Brian Write-McLeod, *Indigenous Toronto, Stories That Carry This Place*

Dr. Susan Hill, *The Clay We Are Made of, Haudenosaunee Land Tenure on the Grand River*

Shawn Wilson, *Research is Ceremony, Indigenous Research Methods*

Shawn Wilson, Andrea V. Breen, Lindsay Dupre, *Research & Reconciliation, Unsettling Ways of Knowing Through Indigenous Relationships*

Jo-ann Archibald Q'um Q'um Xiiem, Jenny Bol Jun Lee-Morgan, Jason de Santolo, *Decolonizing Research, Indigenous Storywork as Methodology*

Beth Brant, *Mohawk Trail, Degonwadonti*

Thomas King, *The Inconvenient Indian, A Curious Account of Native People In North America*

Robin Wall Kimmerer, *Gathering Moss, A Natural and Cultural History of Mosses*

Timothy Morton, *The Ecological Thought*

Jane Bennette, *Vibrant Matter*

Robert Pogue Harrison, *Forests, The Shadow of Civilization*

Reyner Banham, *The Architecture of the Well-tempered Environment*

Karen Duffek, Bill McLennan, Jordan Wilson, *Where is the Power, Indigenous Perspectives on Northwest Coast Art*

Nicolas Bourriaud, *Relational Aesthetics*

Joe Day, *Corrections and Collections: Architectures for Art and Crime*

Kolowratnik, N. V., Hirsch, N., Miessen, M., & Tosa, P.-T.-W. P. (2019). *The language of secret proof indigenous truth and representation*. Sternberg Press.

Alfred, T., Palmater, P., Rogers, A., & Rogers, A. (2023). *It's all about the land collected talks and interviews on indigenous resurgence*. University of Toronto Press.

Landscape Readings

Clément, G., Morris, S., & Tiberghien, G. A. (2015). Delving into the concept. In *The Planetary Garden: And other writings*. Foreword, University of Pennsylvania Press.

Chapter Two: Autonomy, Indeterminacy, Self Organization. (2016). In Charles Waldheim, *Landscape as urbanism*, (pp.32-47). New York: Princeton University Press.

Wulf, A. (2017). *The invention of nature: Alexander von Humboldt's New World*. Alfred A. Knopf.

Dunnett, N., & Hitchmough, J. (2003). *The dynamic landscape: Design and ecology of landscape vegetation*. Spon.

Spirn, Anne Whiston. *The Language of Landscape*. New Haven and London: Yale University, Press, 1999.

Cronon, William, ed. *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W.W. Norton and Company, 1995.

Wohlleben, P., & Billingham, J. (2018). *Hidden life of trees: The illustrated edition*. Greystone Books.

Recommended books

Zimmermann, Astrid, et al. *Constructing Landscape: Materials, Techniques, Structural Components*. Birkhäuser, 2015.

Articles

Reyner Banham and Francois Dallegret, *A home is not a house*, available online.

Pier Vittorio Aureli and Maria Sheherazade Giudici, *Islands: The Settlement from Property to Care*, in *Log Magazine* 47

Andrea Eiding, *Imagining a Better Future: An Introduction to Teaching and Learning about Settler Colonialism in Canada*, available online

Movies

Kanehsatake, 270 Years of Resistance, by Alanis Obomsawin
http://workforall.nfb.ca/film/kanehsatake_270_years_of_resistance/

Visions of an Island, by Sky Hopinka
<http://www.skyhopinka.com/visions-of-an-island>

Embrace of the Serpent, by Ciro Guerra
<https://torontopl.kanopy.com/product/embrace-serpent-0>

Podcasts

Thomas King, CBC Massey Lectures 2003
<https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870>

Tanya Talaga, CBC Massey Lectures 2018

<https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-forward-1.4763007>

Legends of Cayuga on CBC Radio Ideas

<https://www.cbc.ca/radio/ideas/legends-of-the-cayuga-1.2913546>

Constantly Thinking About This: A Reflection on Haudenosaunee Worldview, Mnemonic Continuum, and The Retention of Knowledge, Greg Staats, Rich W. Hill Sr., Dr. Jolene Rickard,
<https://ago.ca/events/constantly-thinking-about-haudenosaunee-worldview>

Websites

Residential (Industrial) Schools History and redress, 94 Calls to Action: National Centre for Truth and Reconciliation at U of M:

<http://www.trc.ca/resources.html>

First Nations, Metis, Inuit Books:

<https://www.goodminds.com/home>

Maps:

<https://decolonialatlas.wordpress.com/2015/02/04/haudenosaunee-country-in-mohawk-2/>

<https://native-land.ca>

Cayuga Language:

<http://cayugalanguage.ca/index.php>

Indigenous Canada, Online Course at University of Alberta

<https://www.coursera.org/learn/indigenous-canada/home/welcome>

A Treaty Guide for Torontonians

<https://talkingtreaties.ca/about/book>

"Global Indigenous?" with Gerald McMaster, Wanda Nanibush, and Charles Esche

<https://www.youtube.com/watch?v=r-BVTuTecR0>

Fr Feb 16 – SITE ANALYSIS & MODEL DUE**[The SEATED SECTION OF THE GREAT HALL]**

Lectures by James Bird (45-minute talk following 15 minutes of discussions)

Location: Raked section in the main hall – 2:00-2:45

READING WEEK

~~Tu Feb 20 – READING WEEK~~

~~Fr Feb 23 – READING WEEK~~

Week 7

Tu Feb 27 – Desk-Crits / Project 2 + Lecture
Invited Lecture: Douglas Cardinal (TBD)

Fr Mar 2 – Desk-Crits / Project 2

Week 8

Tu Mar 5 – Desk-Crits / Project 2 + Lecture
Instructor Lecture, Aleris Rodgers and Mauricio Pacheco Quiros

Location: Raked section in the main hall – 9:30-12:00

Fr Mar 8 – Desk-Crits / Project 2

Week 9

Tu Mar 12– MID-REVIEW PROJECT 2

Location: Room 330(Group 1)- 1f/ Hallway (Group2)- 2/f Hallway(group 3)- Mail hall
(can be shared between Groups 2 &3 from 9:30-3:00)

Fr Mar 15 – Desk-Crits / Project 2

Week 10

Tu Mar 19 – Desk-Crits / Project 2 + Lecture
Instructor Lecture: Brian Boigon and Julia Di Castri

Location: Raked section in the main hall – 9:30-12:00

Fr Mar 22 – Desk-Crits / Project 2

Week 11

Tu Mar 26 – Desk-Crits / Project 2
Documentary showing by; Trina Moyan and short film by Amos Key Jr

Location: Raked section in the main hall – 9:30-12:00

Fr Mar 29 – GOOD FRIDAY

Week 12

Tu Apr 2 – Desk-Crits / Project 2

Fr Apr 5 – LAST DAY OF S&Y SECTION COURSES

FINAL REVIEW – APRIL 15

Location: TBD

FINAL DIGITAL SUBMISSION ON THE FTP – APRIL 21st, 6 PM

Important Dates:

Winter 2024	
University re-opens after Winter Holidays	Wednesday, January 3, 2024
First day of S/Y section courses	Monday, January 8, 2024
Last day of S classes waitlist	Sunday, January 21, 2024
Last day to enroll in S classes on Acorn	Monday, January 22, 2024
Family Day (University Closed)	Monday, February 19, 2024
Winter Reading week – No Classes	Monday, February 19, 2024 – Friday, February 23, 2024
Last day to drop S section courses without academic penalty	Monday, February 20, 2024
Good Friday (University Closed)	Friday, March 29, 2024
Last Day of S & Y section Courses	Friday, April 5, 2024
Make-up Day (if Required)	Monday, April 8, 2024
Study Day	Tuesday, April 9, 2024
End-of-term Final Exam / review or Assessment Period	Wednesday, April 10, 2024 – Tuesday, April 30, 2024 (including Saturday and/or Sundays)

Conflicts with religious observances should be brought to the attention of the course instructor and the Office of the Registrar and Student Services no later than the second week of classes. For more information, please see the [Policy on Scheduling Classes and Examinations and Other Accommodations for Religious Observances](#).

EVALUATION:

Evaluation will be carried out in accordance with the University Assessment and Grading Practices Policy. Please refer to the policy located on the governing council website.
http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm#G

Project 1 – 25%

Project 2 (Mid-Term) – 15%

Project 2 (Final) – 40%

Participation through the various studio projects, LECTURES, and involvement in the studio – 10%

Growth factor – 10%

PLEASE NOTE: attending all lectures on time is mandatory for everyone. Attendance will be done at 9:30 AM on Tuesdays and 2:00 PM on Fridays.

The graduate grading scale is listed as letter grades. The graduate grading scale is included below for your reference:

Graduate		
Letter Grade Scale	Grade Meaning	Numerical Scale of Marks
A+		90 – 100%
A	Excellent	85 – 89%
A-		80 – 84%
B+		77 – 79%
B	Good	73 – 76%
B-		70 – 72%
FZ*	Inadequate	0 – 69%

*FZ=Fail

Please refer to the University of Toronto Grading Practices Policy for additional information:
<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>.

LATE WORK:

All assignments are due in class at the specified time and date. Late submission will result in a 5% deduction (of each assignment's total grade) per day (excluding weekends). In the case of illness or other special circumstances, notification should be given to the Instructors and the Registrar as soon as possible and before the deadline in question. A **Verification of Illness (Also known as a "doctor's note") is temporarily not required**. Students absent from academic participation for **any reason** (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration tool on ACORN. Additional information is available online: <http://www.illnessverification.utoronto.ca/index.php>

FINAL DUE DATE:

Due dates are set by the Instructor in the schedule and evaluation sections of this outline. All term work must be submitted on or before the deadline date stipulated by the instructor. Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from their Instructor for an extension within the term. The last date of the fall term is April 30, 2024. Any work submitted after the stipulated deadline and before the end of the term without an approved extension will not be accepted. Students will be required to petition to the School of Graduate Studies for an extension if they will be unable to submit their work by April 30, 2024. <https://www.sgs.utoronto.ca/policies-guidelines/coursework-extensions/>

Students are advised to contact their professors in advance of a deadline, where possible. Those students registered with Accessibility services should provide a letter from their advisor that confirms their registration and indicates their required accommodations. Please speak with Paula Rayson in ORSS if you have any questions or concerns regarding their letter of accommodation and how to interpret the information. Otherwise, students should report their absence through the online absence declaration tool on Acorn and advisor their professor.

Without any documentation, or where notice was not given, the ultimate decision is at the instructor's discretion.

PREPAREDNESS AT UOFT:

Students are advised to register for UTAAlert, the University's alert system, at <http://alert.utoronto.ca/>. UTAAlert sends important messages to registrants via text, email, and phone.

ACCESSIBILITY NEEDS:

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

If you are a student who identifies with one or more of the broad categories below, we encourage you to register with Accessibility Services:

<https://studentlife.utoronto.ca/department/accessibility-services/>.

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder
- Brain Injury and Concussion
- Chronic Health
- Deaf and Hard of Hearing
- Learning Disability
- Mental Health
- Mobility and Functional
- Low Vision / Legally Blind
- Temporary Injuries

For any questions or assistance, please see the staff in the Office of the Registrar and Student Services.

ENGLISH LANGUAGE AND WRITING SUPPORT:

The University of Toronto expects its students to write well, and it provides resources to help. Please consult the University of Toronto writing site: <https://writing.utoronto.ca/> for advice and answers to your questions about writing. Please pay special attention to "Advice on Writing: Academic Writing."

The Writing Centre at the John H. Daniels Faculty of Architecture, Landscape, and Design (<https://www.daniels.utoronto.ca/students/student-services>) is a resource for Daniels students seeking assistance with academic writing through tutorials and individual consultations.

Academic writing carries with it certain expectations about properly citing, quoting, and referencing source material. Your research must be conveyed in a language commonly shared by others in the discipline. The style guidelines preferred by the Daniels Faculty are put forth in the Chicago Manual of Style and can be found here:

<http://www.chicagomanualofstyle.org/16/contents.html>

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/chicago_style_introduction.html

The Centre for International Experience (CIE) English Language Support is also available to support students: <https://www.studentlife.utoronto.ca/cie/els>

ACADEMIC INTEGRITY:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. The Code of Behavior on Academic Matters states: "It shall be an offence for a student knowingly [...] to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism." The Code also states: "Wherever in the Code an offence is described as depending on 'knowing,' the offence shall likewise be deemed to have been committed if the person ought reasonably to have known."

Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources. For information about academic integrity at the University of Toronto, please see <https://www.academicintegrity.utoronto.ca/>.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

For accepted methods of standard documentation formats, including electronic citation of internet sources please see the U of T writing website at:

<http://www.writing.utoronto.ca/advice/using-sources/documentation>.

Please also refer to "Reading and Using Sources: How Not to Plagiarize" on the University of Toronto writing site (<http://www.writing.utoronto.ca/>).

COLLABORATIVE, RESPECTFUL, SAFE AND INCLUSIVE TEACHING AND LEARNING SPACES:

The University of Toronto, and by extension, the John H Daniels Faculty of Architecture, Landscape, and Design strives to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person

The Daniels Faculty is committed to providing teaching and learning environments -- whether this be studio, classroom, laboratory or field -- embody respect and are characterized by collaborative efforts to build and sustain community and each individual's sense of belonging. Within this Daniels environment, there is space for us to hold and express multiple and divergent views, with the caveat that this expression not impose harm, hatred, discrimination or threats on anyone else in this shared space. As students, as educators and professionals, it is our duty to be open to diverse perspective's, experiences and perspectives that will inform and enhance our understanding not only of ourselves, but the worlds that we navigate.

As we reflect and critically interrogate our role within the Daniels community, and the local Canadian and broader global contexts, we can engage with one another in a spirit of generosity, tolerance of difference in an attempt to strengthen community through recognition of our shared/common humanity.

The following resources may be helpful in supporting the teaching and learning community at the John H Daniels Faculty of Architecture, Landscape and Design in collaboratively building safe and inclusive educational environments.

General and Student Supports:

- [Health and Wellness Centre](#) (St. George Campus)
- [Telus Health Student Support](#) (support available 24/7/365 by phone or text in multiple languages)
- [University of Toronto Grief Support](#) (includes links to Health & Wellness and community resources)
- [University of Toronto Mental Health Support](#)
- [Community Safety Office](#), an Equity Office and Tri-Campus service that offers short-term support and assistance to students, staff, and faculty members of the University of Toronto community who have experienced personal safety concerns
 - [Campus Safety App](#)
- [Centre for International Experience](#) (St. George Campus)
- [Chaplains from the Multi-Faith Centre from 11 different traditions](#) (St. George)
- [Anti-Racism and Cultural Diversity Office \(ARCDO\)](#) – provides services to support University members in their efforts to foster environments that are intentionally racially diverse and inclusive through the advancement of equitable practices, education and training and the provision of complaints resolution supports on matters of race, faith and intersecting identities as guided by the Ontario Human Rights Commission.
 - [Complaints/Concerns Support Services](#)
- [University of Toronto Statement on Equity, Diversity and Excellence](#)
- [Sexual Violence Prevention and Support Centre](#)
- [Sexual and Gender Diversity Officer \(SGDO\)](#) – The Sexual & Gender Diversity Office (SGDO) develops partnerships to build supportive learning and working communities at the University of Toronto by working towards equity and challenging discrimination. The SGDO is at the forefront of community and policy development on emerging and ongoing equity issues within higher education from the perspective of sexual and gender diversity.

Student Work – Daniels Publishing Policy

On occasion, the John H. Daniels Faculty of Architecture, Landscape, and Design (the Faculty) will share, use, exhibit, display, broadcast, and distribute images of student work completed in this course in connection with the activities of the Faculty for promoting, publicizing, or explaining the activities of the school. Should you wish to 'opt out', please contact communications@daniels.utoronto.ca, otherwise, your participation in this course grants the Faculty permission to publish such images in PR/promotional materials such as marketing, advertising, fundraising, and any other Faculty-related publication. These images may appear in a wide variety of formats including but not limited to social media, website and print.