

## ARCS 3306-B // Winter 2025 / Southern Louisiana - Drawing Water

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Attendance during studio hours is required.

**Tuesdays and Fridays 12:05-3:55**

Jan 06, 2025 - Apr 08, 2025

Homework, reading, research, design  
8-10hrs/weekInstruction Method:  
100% IN PERSONOffice hours:  
Weds 12-1 / Email for appt.Prerequisite: ARCU 3303, ARCU 3304  
4<sup>th</sup>-year standing BAS Urbanism  
or Permission of the School

Urbanism Studio 4: Global Perspectives  
Urbanization as a global phenomenon.  
Study of various forms of urbanization and  
de-urbanization in relation to economic,  
political and cultural forces. Through design,  
students explore the (trans)formation of  
settlements and communities outside of the  
North American context. [1.0 credit]

Image from *My Louisiana Love* (Dir. Monique Verdin, 2012)[https://youtu.be/CoHYQCNvIag?si=zUA2JLW7WPHFO\\_ks](https://youtu.be/CoHYQCNvIag?si=zUA2JLW7WPHFO_ks)

This studio takes the waters of Southern Louisiana as its starting point, examining the communities & cultures, systems & structures that live & grow within the Mississippi Delta. At the same time, students will ask how this landscape connects to the places they consider home (whether current, past, or ancestral). Relationships between the student's home context and that of New Orleans will provide the basis for understanding and for ethical **research by design**.

**Course Objectives and Learning Outcomes**

1. To conduct intelligent, ethical, creative design and research, working both independently and collaboratively.
2. To generate a variety of clear investigations and designs, using digital, manual, and hybrid techniques to test and demonstrate ideas, systems, relationships, and proposals.
3. To prepare for meetings, listen respectfully, ask clear questions, document feedback, and actively engage the perspectives of community members, classmates, and critics.
4. To develop projects that respond thoughtfully to community input and site dynamics.
5. To explore and represent the multi-layered and mobile relationships between water, living systems, and settlement – using section drawings, time-phased imaginations, seasonal iterations, multi-scalar proposals, and (optionally) edited video compositions.

## 2.0 METHODOLOGIES, COURSE MATERIAL, TEXT

Studio Rationale: Connect students (via travel and through remote research) to sites inside and outside the levees & conduct work that provides value to communities in New Orleans. Students will consider Civic Studio sites for mapping/ research/ drawing/ design. Students who join travel will do work -- weeding/ planting/ building/ and other forms of site stewardship.

Goals: Students will develop an understanding from the very small to the very large, compiling **visual catalogs\*** while creating stories that link big and small scales along watery paths. **Sketchbooks!** will be important. Students will be asked to sketch by hand or digitally between classes, as well as to share and post sketches to discussions **on D2L-Brightspace**.

*\*Visual Catalog = compilation of research, drawings, sketches, diagrams, maps, sections, (optional video art) crafted to draw connections, understand relationships, & pose questions.*

### **Why WATER?**

*Water is used in Canada and in Louisiana to dump waste, as a cleaning fluid, as power to make electricity, as a resource for drinking, as an amenity for viewing and recreation, as the basis for industry and fisheries, and of course as a habitat for complex and vital ecosystems. Floods, storms, drought, sea-level rise, glacier melt, habitat loss, petrochemical contamination – these things come to mind when we think of water – but it is still the basis for all life and culture.*

*This studio will take up the topics of vulnerability and justice. There are similar patterns of climate change and increasingly volatile weather events from the Arctic to the Gulf of Mexico, and the two places are directly linked by mutual trade, pipelines, and other petro-paths. Whether in Neskantaga First Nation in northern Ontario, where a boil-water advisory has been in place since 1995,<sup>1</sup> or in “Cancer Alley” between Baton Rouge and New Orleans, local communities are subject to toxic spills, forced relocation, and aggressive policing because of the corporate and governmental systems entwined with water management.<sup>2</sup>*

*Water is the starting point, as the mobile, changing ground for life and livelihood – for cultivation and extraction, but also for celebration and settlement. Students are asked to use their own curiosity and imagination to craft stories, drawings, animations, models, maps, & other artefacts that imagine futures in which fluid paths weave together healthier communities and more resilient home grounds.*

**++ Your final work will be evaluated in a gallery review, not through standard architectural critique. You do not need to design a building in this studio, but you do need to understand grounded, fluid truths to imagine alternate futures that grow organically, collaboratively, and adventurously.**

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<sup>1</sup> “Neskantaga First Nation — News,” Safe Drinking Water Foundation, February 11, 2020, <https://www.safewater.org/news/tag/Neskantaga+First+Nation>.

<sup>2</sup> Kate Orff and Richard Misrach, *Richard Misrach & Kate Orff: Petrochemical America* (New York: Aperture, 2012).

### 3.0 ASSIGNMENTS, SCHEDULE, & ASSESSMENT

*Deliverables and grading criteria will be further articulated in Assignment Briefs.*

#### COURSE ASSIGNMENTS – Critical dates & weights

1.1 Module 1 Urban Ecology Hybrid Drawings	Tu 14 Jan	05%
1.2 Module 1 Visual Research Catalog	Tu 28 Jan	15%
2.1 Module 2 Design Research Proposal	Tu 11 Feb	10%
2.2 Module 2 Workshops & Participation	18-28 Feb	15%
3.1 Module 3 Revised, Illustrated Project Proposal	Tu 04 Mar	15%
3.2 Module 3 Project Gallery Review	Tu 08 Apr	15%
4.0 Final Research & Project Portfolio (revised/improved)	Th 17 Apr	15%
Attendance & Active Participation		10%

#### Evaluation Criteria for Grading

- **Creativity:** reflecting the student’s unique perspective and imagination
- **Clarity:** thoughtfulness, precision, rigor, and legibility
- **Craft:** knowledge and application of analog and digital techniques, as well as research, writing, and presentation
- **Completeness:** ability to produce high-quality work meeting assignment criteria before the deadline

#### Studio Structure

For the first month, students will focus on design research, working in teams to understand life along Louisiana’s waters at a range of scales, from tiny crawfish to deep-sea oil drilling rigs. Simultaneously, students will look at small moments of water movement and the lives and homes that draw on water near their home. If water links their studies to other global cities, students can follow their curiosity to draw those sites into their drawings and animations.

Students can work independently or with a partner for their final 5-week project, proposing their own site and program, within certain guidelines. Students will propose a set of policies, principles, and/or technological and ecological changes with drawings, vignettes, animations, and sections at key areas. The emphasis will be on creative imaginations anchored in changing fluid conditions.

This course presumes competence with GIS, Rhino, Illustrator, Photoshop, InDesign & VRay.

\* If you are struggling with technology, please go to online resources and consult with your instructor.

#### Readings, Resources, Site Research

**This class requires that you take self-guided preliminary “site visits” by searching out information via readings and online about New Orleans and the Mississippi Delta region. The resource list provided by the instructor is just a starting point; please follow leads that interest you to find out more.**

**Preliminary Studio Schedule** – please note, this schedule may be modified by the instructor.

### **Module 01 – Visual Research Catalogs**

#### **Louisiana’s Gulf Coast – research, reading, drawing, mapping, systems storytelling**

Students will work in groups and individually to understand different elements of water movement and management – and how even the smallest creatures, features, and technologies tie into large-scale systems and ecologies. Students will conduct independent research on selected Louisiana topics, while drawing connections they discover to Canadian (or other global) elements and systems.

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01/ January 07 & 10 // Intro charrette and sketchbooks – small elements and big systems

*individual homework: tech refresher in Illustrator, Rhino, GIS, Photoshop, AE -- lines, layers, maps, moving pictures – do tutorials, set up base files, mobilize drawings*

**02/ January 14 & 17 // Module 1 Urban Ecology Hybrid Drawings**

*individual homework: continue tech refreshers*

03/ January 21 & 24 // Canada to Gulf / drawing systems & connections / stories & sections

*individual homework: tech prerecorded tutorial & zoom session: ArcGIS map for Adobe CS*

**04/ January 28 & 31 // Module 1 Visual Research Catalog Due**

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### **Module 02 – New Orleans Immersion**

05/ February 04 & 07 // Morphology and control / discussions, readings, films, drawing workshop

**06/ February 11 & 14 // Draft Design Research Proposals Due**

07/ \*BREAK & Optional Travel\* February 17<sup>th</sup> through 21<sup>st</sup>

During the studio visit to New Orleans, students will gather information for shared use in the studio.

08/ February 18 & 21 // workshop 01

09/ February 25 & 28 // workshop 02

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### **Module 03 – Delta Imaginations**

During the final 5 weeks, students will use the drawings and techniques they developed in the first 2 modules to develop a new set of events, designs, policies, technologies, or principles to imagine a different future landscape and home ground for one of the site areas they studied this term.

+ Projects should reflect on the ways proposed changes and designs might shape the experiences and social systems of the human AND non-human inhabitants of the delta over an imagined time scale.

++ Final projects may be completed individually or in groups.

**10/ March 04 & 07 // Revised proposals for final projects due**

10/ March 11 & 14 // Working week / research, imagination, & design

11/ March 18 & 21 // Narrative drawings / drawing a story

12/ March 25 & 28 // In-house review of final projects

**13/ April 08 // GALLERY REVIEW & last formal day of class**

**15/ April 17 // Submit final research & project portfolio as your ‘final review’**

## ATTENDANCE

**Attendance to all class sessions is mandatory.** It is your responsibility to be informed of decisions and announcements made during scheduled class time. Frequent unaccounted-for absences may result in a failing grade, whether or not assignments have been satisfactorily completed.

## GRADING

For the grade in the “A” range, the instructor will have judged the student to have satisfied the stated objectives of the course in an outstanding to excellent manner; for the “B” range, in an above average manner; for the “C” range, in an average manner with C- being the lowest acceptable grade in the BAS - Design Core courses; for the “D” range, in the lowest acceptable manner in non-Core courses, and for “F”, not to have satisfied the stated objectives of the course. Grades will be assigned as A+ (90-100%), A (85-89%), A- (80-84%), B+ (77-79%), B (73-76%), B- (70-72%), C+ (67-69%), C (63-66%), C- (60-62%), D+ (57-59%), D (53-56%), D- (50-52%), F (0-49%) and ABS. A grade of C- or better in each course of the BAS Core courses (ARCS) is required for a student to remain in *Good Standing*.

Please refer to the Undergraduate Calendar for regulations concerning grades and other program requirement information:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/grading/>

Regulations concerning grades and other program requirement information specific to the Architecture program can be found here:

<https://calendar.carleton.ca/undergrad/undergradprograms/architecturalstudies/>

## LATENESS

5% of the project grade will be deducted for every day of lateness. The first 5% is initiated immediately after the deadline. To ensure students do not fall far behind, I will not accept assignments that are more than five days late.

## GRADE APPEAL

If a student has evidence that their grade was incorrectly adjudicated, they should first speak with the instructor. If this does not resolve the issue, they can formally appeal their grade with the university.

## 4.0 RESOURCES - COURSE COSTS

### Computer and Software Requirements

**Hardware:** It is expected that all students have access to a computer to complete course assignments.

**Software: Adobe Creative Suite.** (Photoshop, Illustrator, InDesign, and Acrobat). **Rhino.** The software is available for a discounted rate (\$140 CAD). Please contact Ken Akhiwu to procure a license.

**Materials:** Material requirements will include, but is not limited to software such as Rhinoceros 7.0, paper for analog work, printing, and paper/card for physical models

**IN-CLASS RESOURCES:** Please refer to cuLearn for additional reading/tutorial material.

**SELF-DIRECTED RESOURCES:** Please review the school calendar for ASAU or Carleton University workshop dates when available.

**WORKSHOP & FAB LAB RESOURCES:** Student will gain an introduction to these departmental spaces. Please use the submission portal on Brightspace for all laser cut and printing requirements.

**COURSE COSTS:** We have tried to mitigate the cost of the course, however students are still expected to periodically print on 11"x17" paper through CU-on-the-go, to buy materials such as paper and the cost of laser cutting work.

## OUT-OF-CLASS COMMITMENTS & WORKLOAD

Students are expected to work for +/- eight to ten hours each week outside of class time. Put this schedule on your calendar, for instance working 2-3 hours before or after every studio session, and 3-4 hours on one weekend day.

## ACADEMIC INTEGRITY

It is a student's responsibility to know and understand Carleton University's Student Rights and Responsibilities and Academic Integrity policies:

<https://carleton.ca/secretariat/wp-content/uploads/Students-Rights-and-Responsibilities-Policy.pdf>

<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>

## PLAGIARISM

Students are responsible for being aware of and demonstrating behavior that is honest and ethical in their academic work (see [www.carleton.ca/registrar](http://www.carleton.ca/registrar)).

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own, including content generated by AI tools. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, images, design, visual and textual precedents artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet, and/or conversations.

Examples of plagiarism include, but are not limited to:

- **Any submission prepared in whole or in part by someone else, including the direct use of any text, image or other material generated by AI tools (e.g., Firefly, ChatGPT, CoPilot, Midjourney, Grammarly). Unless explicitly stated within the assignment brief or agreed to in writing, students may not use Artificial Intelligence tools to start, develop and/or complete an assignment. Please see the following page in the course outline for the specific ways in which AI tools may be used in this course.**
- Using ideas, data, research, opinions, or direct, verbatim quotations; paraphrased or summarized material; Wikipedia entries; unsourced images, algorithms, formulae, scientific or mathematical concepts; or other borrowed material without appropriate acknowledgment in any academic assignment.
- Failing to acknowledge sources through proper citations when using another's work and/or failing to use quotations marks. You must cite all material that is not common knowledge and must provide a clear path to your source so that it can be verified (source, date, page per Chicago Style citation). If you are not sure how to use citations, please schedule a meeting with your instructor within the first two weeks of the term.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.



*Created with Adobe Firefly, 13 August 2024.*

*Prompt: "an eco-village on the Tay River in Perth, Ontario - with dragons flying overhead."*

**When and How to use AI Tools: AVOID USING AI even if your software suggests it.**

- You must NEVER use AI for any final product that you hand in for a grade. You will receive a zero for the assignment. If AI is involved at any point, the final product must still be rewritten, redrawn, finished by you.
- If you use AI in any form, you must first generate your own DRAFT drawing, summary, text, rendering, or whatever work you're doing. If you do not have a first draft generated by you alone, you will receive a zero.
- If you choose to experiment using AI tools of any kind, you must always mark the material as AI-generated, and screenshot and hand in every version of AI-created base material along with any of your own work that builds upon ideas, text, or images created by AI. You must also screenshot every text or other prompt.
- **If you use AI tools for any text, drawing, or other assignment, you must fully document every step of AI use and share every draft and prompt. You must also check any information provided by AI to see if it is correct, and must be able to include footnotes that cite scholarly sources. A blog or website without any factual basis or citation of peer-reviewed data is not a scholarly source.**
- **Please note that AI currently uses significant energy resources.<sup>3</sup> Using AI for no reason is an unnecessary contribution to the global climate crisis and to weather related disasters.**

**Be aware of the very serious limitations of AI tools** – which will negatively impact your education and grade.

- Do not trust that factual material including summaries of texts generated using Artificial Intelligence is correct. Even if the AI tool provides quantitative data or other information, you must assume it is wrong unless you are certain of the answer or can independently confirm with another source. You are responsible for all errors or omissions in your work. You must directly verify footnotes and source material yourself to correct any AI mistakes. Not citing factual information developed by others is plagiarism.
- Your grade is dependent upon your work representing your own unique, if imperfect, understanding, skills, imagination, and perspective. If you hand in work that does not come from your own intelligence and creativity, you are giving away your education and your employability.

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<sup>3</sup> Katherine Bourzac, "Fixing AI's Energy Crisis," *Nature*, October 17, 2024, <https://doi.org/10.1038/d41586-024-03408-z>.

### **Intellectual Property – School Policy**

For reasons of intellectual property and copyright, please under no circumstances download course documents or presentations for distribution without first acquiring written permission of the author/instructor.

### **Studio Culture**

Carleton has a long-established studio culture. This culture has evolved with new modes of working. The value of studio resides in active learning and working, with an emphasis on dialogue, collaboration, risk-taking and learning by making – together with other students. Students are encouraged to continue to find ways to work together outside of class hours and on weekends. Students should help and support each other, sharing information and advice via chat, zoom, or other modes of communication.

### **Studio Attendance**

- Students must focus on studio work during studio time. **DO NOT DO WORK FOR OTHER CLASSES.**
- Attendance for the full, designated hours constitutes a student's contract with the School and Instructor. It is each student's responsibility to keep informed of decisions and announcements made during class hours regarding assignments, workshops, seminars, and related matters. Email your fellow students to share information on material missed. Ask other students to take notes for you.
- Partial attendance on any class day is equivalent to an absence. Please conduct research, additional site visits, and any other work outside studio hours.
- Poor attendance by missing class, being continually late for class, leaving early or not participating during group discussions will adversely affect your experience and education.
- If attendance is especially poor (3 unexcused absences during the term), we reserve the right to fail the project regardless of the quality or completeness of the final work.

### **Review Attendance & Culture**

- Attendance at all reviews is mandatory. Students are required to join pin-ups and reviews from start to finish and may not under any circumstance continue working on their projects. Pin-ups, reviews, or seminars may be scheduled either in advance or spontaneously throughout the term in support of studio themes and working methods.
- While it is common to work till the last minute, this is disrespectful to your fellow students. Everyone should be present and engaged to support their fellow colleagues as they present their work. These presentations often offer vital insight that might improve one's own project. Attending reviews is an integral part of studio and architecture pedagogy. It is part of your development towards the profession.

### **Feedback**

All studio tutorials, desk crits, workshops and lectures, pin-ups and reviews -- whether from community members, tour guides, instructors, peer-reviews, or guest critics -- are where studio teaching and learning occurs. Students must keep records of suggested revisions and improvements by taking notes. At reviews, make sure to have a colleague take notes or record the session (with permission). Students record and share knowledge with each other. This iterative process of design in dialog with other is essential to the professional practice of design.

## Time Management

It is your responsibility to plan your time accordingly. Do not plan shift work, appointments or other non-academic activities during class time. Set aside times during the week to work on studio projects and maintain a sketchbook to keep ideas percolating that may fall outside of required assignments.

## Communication

- E-mail is a permanent record of communication and should be used professionally.
- Prior to contacting your instructor, please reference the Course Outline, Project Brief, and CULearn.
- E-mail should be used to make an appointment prior to any meeting.
- Instructors will try to respond to non-emergency student e-mails within 48 hours.
- If you are not receiving e-mails through your Carleton Account contact CCS to resolve the issue.

### **STUDENT RESPONSIBILITY – SEEKING SUPPORT**

**If for any reason the process or goals of the class seem unmanageable, it is the student's responsibility to schedule a meeting with the instructor to discuss the issue and to actively seek a solution. Meetings can be scheduled outside of office hours upon request. Many support agencies are available on campus to assist students with academic, medical, emotional, or other challenges which may arise.**

## **STATEMENT ON MENTAL HEALTH**

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you (see <https://carleton.ca/wellness/>):

### **Emergency Resources (on and off campus):**

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

### **Academic consideration for medical or other extenuating circumstances:**

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. *[Provide any additional information on your requirements for short-term informal accommodations. If you require supporting documentation for short-term considerations, you may only request the [Academic Consideration for Coursework form](#). You may not request medical notes or documentation.]*

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy and Family-Status Related Accommodation:** Please write to me with any requests for academic accommodation during the first few weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the Equity and Inclusive Communities (EIC) website.

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>