

**ARCH 470b Architectural Studies Capstone
Seminar**

Units: 3

Spring 2018—Fridays—10am-12:50pm

Location: Watt Hall 212

To further facilitate learning, this course utilizes Blackboard.

Log in using your USC username and password at:

<https://blackboard.usc.edu/>

Instructor: Lauren Matchison

Office: Watt Hall

Office Hours: Afternoons on MWF, by appointment

Contact Info: lmatchis@usc.edu

Students are encouraged to contact me outside of class. Please do so at lmatchis@usc.edu; I will respond within 48 hours.

Course Description

This course is the second in a two-part, capstone sequence designed especially for degree candidates in the Bachelor of Science in Architectural Studies program. The course will bring students together in a seminar format to develop an individual directed research paper with a critical focus/agenda that represents both a reflection of the BSAS program content and a rigorous investigation of the individual students' focus and interests, as explored in ARCH 470a. In addition, students will be challenged to critically examine this subject within the broader framework of contemporary architectural discourse and related disciplines.

A series of model readings will introduce texts as examples of research involving architectural studies within a larger intellectual context. The readings will serve as a platform for both group and individual discussions. In addition, students will have the opportunity to develop significant presentation skills through a series of focused Pecha Kucha-style presentations.

Students will meet one-on-one with the instructor for suggestions, guidance and paper edits. Students will also benefit from the counsel and collaboration of structured writing groups. Writing groups will be assembled loosely into themes, based on research topics. Writing groups provide a constant source of constructive criticism, support, and encouragement for each member.

The 470ab sequence aims to imbue students with an understanding of, and appreciation for, research and how to do it. In this way, the course positions itself as both capstone *and* threshold. It attempts to culminate a 4-year academic course of study, while simultaneously generating a personal research framework that can be further developed in graduate school and/or help launch a professional career.

Learning Objectives

1. Explain the iterative nature of research and writing.

2. Identify and contribute to the larger 'conversation' already in place around each student's particular topic.
3. Apply methodologies and techniques required for the production of scholarly writing and research.
4. Assess the value of participating constructively in writing groups, in ways which benefit oneself and others.
5. Construct a directed research paper with images, illustrations, endnotes, and bibliography that is well written, well documented, and engaging. The paper must offer a unique perspective which increases or generates new knowledge.

Course Notes

Lecture slides and other class information will be posted on Blackboard.

Required Readings and Supplementary Materials

Booth W.C, Colomb G.G., and Williams J.M. (2016). *The Craft of Research: 4th ed.* University of Chicago Press: Chicago, IL.

Graff, Gerald and Cathy Birkenstein. (2016) *They Say / I Say: The Moves that Matter in Academic Writing 3rd ed.* New York: W.W. Norton.

Model Papers

Cuff, Dana. "Celebrate the Gap Between Education and Practice." *Architecture* 85, no. 8 (1996).

Glasser, David Evan. "Reflections on Architectural Education." *Journal of Architectural Education* 53, no. 4 (2000): 250-52.

Hawthorne, Christopher. "The Future of Architectural Education." *Architect Magazine* 106, no 9 (2017): 91-100.

Matchison, Lauren. "Creating an Academic Community of Inquiry: Educating Architects to Replace Parameters with People." *Conference Proceedings – Association of Collegiate Schools of Architecture* (2018 Annual Meeting).

Tijerino, Roger. "The Architecture Profession: Can It Be Strengthened?" *Journal of Architectural and Planning Research* 26, no. 3 (2009): 258-68.

Grading Breakdown

| <u>Assignment</u> | <u>% of Grade</u> |
|------------------------|-------------------|
| Research Paper | |
| Assignments and Drafts | 35% |
| Final Draft | 35% |
| Paper Presentation | 20% |
| Participation | 10% |

Grading Scale

Course final grades will be determined using the following scale

| | |
|----|--------------|
| A | 95-100 |
| A- | 90-94 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 and below |

School of Architecture Attendance Policy

A student may miss the equivalent of one week of class sessions without directly affecting the student's grade and ability to complete the course. An excused absence is a confirmed personal illness, family emergency, or religious holiday. For each absence over the allowed number, your grade can be lowered by 1/3-letter grade. If additional absences are required for a personal illness, family emergency, pre-approved academic reason/religious observance, you must discuss the situation with your faculty member immediately.

Any student not in class within the first 10 minutes is considered tardy, and any student absent (in any form including sleep, technological distraction, or by leaving mid class for a long bathroom/water break) for more than 1/3 of the class time can be considered fully absent. If arriving late, a student must be respectful of a class in session and do everything possible to minimize the disruption caused by a late arrival. It is always the student's responsibility to seek means (if possible) to make up work missed due to absences, not the instructor's, although such recourse is not always an option due to the nature of the material covered.

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential

support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the coordinator(s) as early in the semester as possible. DSP is located in STU 301 and is open 8:30AM-5PM, Monday through Friday. The phone number for DSP is (213) 740-0776.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Religious Holidays

The University of Southern California recognizes the diversity of our community and the potential for conflicts involving academic activities and personal religious observation. The University provides a guide to such observances for reference and suggests that any concerns about lack of attendance or inability to participate fully in the course activity be fully aired at the start of the term. As a general principle, students should be excused from class for these events if properly documented and if provisions can be made to accommodate the absence and make up the lost work. Constraints on participation that conflict with adequate participation in the course and cannot be resolved to the satisfaction of the faculty and the student need to be identified prior to the add/drop date for registration. After the add/drop date the University and the School of Architecture shall be the sole arbiter of what constitutes appropriate attendance and participation in a given course.

Selected Bibliography

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, & Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.

Cuff, D. (1991). *Architecture: The Story of Practice*. Cambridge, MA: MIT Press.

Cross, N. (2011). *Design Thinking*. Oxford, UK: Berg.

Cross, N. (2006). *Designerly Ways of Knowing*. London: Springer.

Dutton, Thomas, ed. *Voices in Architectural Education: Cultural Politics and Pedagogy*. Praeger, 1991.

Groat, L., and Wang, D. (2013). *Architectural Research Methods* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Laurel, B. ed. (2003). *Design Research: Methods and Perspectives*. Cambridge, Mass: MIT Press.

Leedy P.D. and Ormrod J.E. (2005). *Practical Research: Planning and Design—8th ed.* Merrill Prentice Hall: New Jersey.

Maxwell, J.A. (2005). *Qualitative Research Design: An Interpretive Approach*. Thousand Oaks, CA: Sage Publications, Inc.

Nicol, D. and Pilling, S. (2000) *Changing Architectural Education: Towards A New Professionalism*. New York: Spon Press.

Ockman, J., and Williamson, R., eds. *Architecture School: Three Centuries of Educating Architects In North America*. Cambridge: MIT Press.

Pearce, M., and Toy, M. (1995) *Educating Architects*. New York: John Wiley and Sons, Inc.

Press, M. and Cooper, R., (2003). *The Design Experience: The Role of Design and Designers in The Twenty-First Century*. Burlington, VT: Ashgate.

Rittel, H. and Webber, M. (1972). "Dilemmas in a General Theory of Planning." [Berkeley, Institute of Urban & Regional Development, University of California] 1972. Working paper (University of California, Berkeley. Institute of Urban & Regional Development) no. 194.

Robinson, J. (1990). "Architectural Research: Incorporating Myth and Science." *Journal of Architectural Education*, 44 (1): 20-32.

Salama, A. (2005). *New Trends In Architectural Education: Designing The Design Studio*. (3rd ed.) Raleigh: Tailored Text and Unlimited Potential Publishing.

Schutt, R.K. (2009). *Investigating the Social World: The Process and Practice of Research* (6th ed.) Thousand Oaks, CA: Pine Forge Press.

Stevens, G. (1998). *The Favored Circle: The Social Foundations of Architectural Distinction*. Cambridge: MIT Press.

Strunk, W., Jr., & White, E. B. (2000). *The Elements of Style* (4th ed.). Boston: Allyn and Bacon.

Tufte, Edward (1990). *Envisioning Information*. Cheshire: Graphics Press.

Zeisel, J. (2006). *Inquiry by Design: Environment/Behavior/Neuroscience In Architecture, Interiors, Landscape, and Planning*. New York: W.W. Norton.