



Chambre Bleu in L'Hotel de Rambouillet by Rogier Willems, 1620

## **ARCH 480: THE ACADEMIC SALON**

**Social Responsibility: Conversations on the Expanded Role of the Architect**

**Units: 1**

**Fall 2021, Wednesday, 7pm or immediately following the school's lecture**

**Location: TBD**

**Instructors: Doris Sung or TBD**

**Office: Watt 351**

**Office Hours: By appointment**

**Contact Info: dorissun@usc.edu**

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### **Course Description**

This course will follow the “flipped classroom” format, based on lectures delivered by outside luminaries in the broad field of the built environment. Students will view and attend lectures delivered by guest lecturers from the school’s lecture series and other invited experts as part of their homework assignment while in-class exercises comprise of a combination of conversations and workshops on the topic of the expanded role of the architect. As a group, we will contemplate and challenge the role of the architect in a format first started during the Renaissance period called the Salon that is best described by Justine Kolata in her essay for *The European*:

Proponents of the Enlightenment salon believed that every individual had a range of innate abilities and cognitive faculties that could be cultivated and should be developed beyond formal education for the entirety of one’s life. The salon provided the space for informal learning in which those who attended could improve their minds and acquire knowledge in a variety of subjects. The salon was highly interactive and depended on the intellectual contributions of each of its members such that everyone had the opportunity to engage with the subject matter and further his own potential. Those participating in a salon understood that they were entering a space in which typical forms of valorization such as wealth, social status, or family lineage were not prioritized, or to a far lesser extent than in other forms of social interaction. What mattered most were the ideas and knowledge that could be gained from contemplation that benefited the collective. Erudition, wit, inventiveness, the ability to poetically capture an idea or elegantly communicate a concept, these were the cardinal virtues of the salon. Equally, the manner in which ideas were pursued was of great importance. Self-love and arrogance were discouraged for they signaled the wrong motivation for participation.

This course will follow a similar format, open to all students and all ideas or positions. Students will be required to complete the assigned readings and attend a weekly lecture prior to class and complete an Interrogative Exercise each week. At the end of the semester, they will compile their semester findings in a one-page Reflective Essay. Various faculty guests with specific expertise may be invited to participate in the discussions each week to add another level to the discussion.

### **Learning Objectives**

When architects, landscape architects, urban designers, policy-makers, theoreticians, engineers, designers, critics and historians speak about their own work, they curate the delivery of the information in curious ways. In this format, students will be able to get insight to how these luminaries think, process, design and value different things. Students will be asked to think critically about various aspects of the presentations with lens of social responsibility. The exposure will touch generally on the broadness of the topics and go into greater depth with Socratic discussion after each lecture. These discussions will allow students to think more deeply about the topics and banter differences in opinion. Because there are many lines of interest, each student will initially identify what position they want to analyze the work, the presentation, the trajectories and/or the origins on the first day of class. They will learn to ask critical questions and build thesis-like statements. From that position, they will respond critically to the presentations and compile their findings into a reflective essay at the end of the semester.

### **Communication**

Communication in this course will be via Blackboard, email and/or Slack. Students will be able to access readings, messages, links to lectures and other necessary documents necessary to complete this course on Blackboard. Instructions for uploading weekly exercises and final Reflective Essay will as be via Blackboard.

### **Technological Proficiency and Hardware/Software Required**

If the course is in-person, students will meet at the assigned classroom space following the lectures. If the course is offered online, students will be using Zoom webinar and meeting links during the entire semester.

### **Required Readings**

Each week, students are required to complete the readings listed on the schedule below. All students should be prepared to discuss the readings at the each meeting. Students should challenge the position of the author, the support given in the article and what this means culturally, scientifically, historically and personally. Reading assignments may change during the semester to reflect, challenge or align with the lecturer's position. Students will be notified via email at least one week in advance if there is a change. All readings will be available on Blackboard as downloadable PDFs.

### **Lectures**

Preparation for the course will be in the "flipped classroom" format, where students are required to attend a lecture, in-person, synchronously or asynchronously, prior to each class. The guest lecturer will be either specifically invited for this course or be part of the school's lecture series. For this reason, the location of the meeting place may differ each week. Students will be notified of location in the schedule and reminded prior to each meeting.

### **Description and Assessment of Assignments**

There are two types of assignments for this course: a weekly Interrogative Exercise and a Reflective Essay at the end of the course.

1. **WEEKLY INTERROGATIVE EXERCISES:** Student's are asked to pose three open ended questions about the lecturer, his/her background, their philosophy, their work or their views on architecture or the built environment immediately follow each lecture and before the beginning of class. These exercises are targeted for individual positioning and should not be completed

collaboratively. The questions, which will be required to be uploaded each week to a Google Form, will be the basis of the in-class discussions. Grading will be based on the completion of this exercise and quality of questions.

2. **FINAL REFLECTIVE ESSAY:** Students will be required to write a one-page, single-spaced Reflective Essay highlighting which lecturers best addressed their position and influenced to their own work and why. These essays will be uploaded on the final exam date through Turn-It-In on the course's Blackboard site. Grading will be based on how the student is able to process the topics from the discussions during the course and integrate them into a cohesive statement.

### **Grading Breakdown**

55% Interrogative Exercises

30% Reflective Essay

15% Participation

### **Assignment Submission Policy**

Documentation of each assignment will be uploaded to Blackboard. Deadline for each workshop will be the beginning of the next class meeting. The final Reflective Essay will be due during the final exam period. All work must be done on time to receive full graded credit. Work not completed at time of due date will receive a drop of one full letter grade each day it is late.

### **Participation and Attendance Policy**

Participation in the discussions each week are critical in this course. Attendance will be taken at both the all-school lectures as well as in class. If taught remotely, students will be requested to keep their video on for the lecture and meetings.

More than one absence will adversely affect the student's final grade by 1/3 letter. If additional absences are required for a personal illness/family emergency, preapproved academic reason/religious observance, the situation should be discussed and evaluated with the Instructor on a case-by-case basis. It is the student's responsibility to seek means (if possible) to make up work missed due to absence.

Any student not in class within 10 minutes at the completion of the lecture is considered tardy, and any student absent 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.

### **Classroom Norms**

Students are encourage to participate in all discussions. Individuals who take too much space will be balanced with those who do not take enough space so that all voices can be heard equally well. It important to listen, process, think, challenge, critique, discuss, verbalize, evaluate and be willing or able to consider other positions. The discussions are meant to be lively, interesting, enjoyable and educational.

### Course Evaluation

Course evaluations will occur at the end of the semester. Students are requested to complete these evaluations in order to provide the highest level of education. Information will be used to improve various aspects of the course and for evaluation of the instructor.

### Course Schedule: A Weekly Breakdown

Because the lecture series has not been announced, we are unable to release the names of the lecturers. Once the lecturers are confirmed, we will be able to update this schedule to reflect appropriate readings and lecture titles. All lectures and readings should be complete PRIOR to meeting in class. Please refer to Blackboard to get the updated schedule.

WEEK	DATE	Discussion	Readings	Due Dates
1		<b>Introduction</b>	Michael Kimmelman, "There's No Reason for an Architect to Design a Death Chamber", The New York Times, June 12, 2020.	
2		<b>Lecturer 1</b>	Emma Goldbert, "A World Made for Men", In Her Words: 7 Issues, 7 Days, The New York Times, July 17, 2020.	
3		<b>Lecturer 2</b>	Log 47: Overcoming Carbon Form The Color of Law, Richard Rothstein Brown, Denise Scott. "Room At The Top, Sexism And The Star System In Architecture." Architectural Design 60, no. 1-2 (1990): U1-U2. Harriss, Harriet. Morrow, Ruth. Brown, James. Soane, James. A Gendered Profession, the question of representation in space making. RIBA Publishing, 2016	
4		<b>Lecturer 3</b>	George Baird, "'Criticality' and Its Discontents" and Reinhold Martin, "Critical of What? Toward a Utopian Realism", The New Architectural Pragmatism, Harvard Design Magazine Reader, pp. 136-161.	
5		<b>Lecturer 4</b>	Nabeel Hamdi, "Housing without Houses: Participation, Flexibility, Enablement", Van Nostrand Reinhold, New York, 1991, pp. 168-181.	
6		<b>Lecturer 5</b>	John F.C. Turner, "Housing By People: Towards Autonomy in Building Environments", Marion Boyars, London, 1976, pp. 11-26, 51-70.	
7		<b>Lecturer 6</b>	Vitruvius, Ten Books on Architecture, translated by Ingrid D. Rowland, with commentary by Ingrid D. Rowland and Thomas Noble Howe (Cambridge: Cambridge University Press, 1999): pp. 21-24 Leland M. Roth and Amanda C. Roth Clark, Understanding Architecture: Its Elements, History, and Meaning, third edition (Boulder, CO: Westview Press, 2014): 134-151	
8		<b>Lecturer 7</b>	Peter Zumthor, Thinking Architecture, Birkhauser, Basel, pp. 9-26.	
9		<b>Lecturer 8</b>	Rem Koolhaas, Bigness or the Problem of Large, ArtForum, December 1994, 47-53.	

			Amy Murphy, "Seattle Central Library: Civic Architecture in the Age of Media", <i>Media and the City</i> , Places Journal, Volume 18, No. 2, 2006, pp. 30-37.	
<b>10</b>		<b>Lecturer 9</b>	Charles and Ray Eames, <i>What is Design?</i> , Eames Design: The Work for the Office of Charles and Ray Eames, Harry N. Abrams, New York, 1989, pp. 14-15. Donlyn Lyndon and Charles W. Moore, "Chambers for a Memory Palace", MIT Press, Cambridge, MA, Chapter 9, <i>Rooms that Define</i> .	
<b>11</b>		<b>Lecturer 10</b>	Herbert Muschamp, "ART/ARCHITECTURE; Imaginative Leaps Into the Real World", Feb 25, 2001, <i>The New York Times</i> .	
12		<b>Discussion</b>	Student Reflections	
13		<b>Discussion</b>	Student Reflections	
14		<b>Discussion</b>	Student Reflections	
15		<b>Discussion</b>	Student Reflections	

\*Specific readings may change due to changes in lecture schedule. This list is a sampling of readings.

### **Statement on Academic Conduct and Support Systems**

#### **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. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). 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>.

#### **Support Systems:**

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations.

[dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student

EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)