ARCH 543 Syllabus
I Unit, TH 8 am – 9:20 am, Weeks 1-10
Harris Hall 101
Fall 2013

Instructor: Professor Rachel Berney, PhD
berney@usc.edu
Watt #337, Office hours: Tuesdays 1 pm – 3 pm and by appointment

CA: Andrea Martinez Arias, PhD Candidate
asmartin@usc.edu

RESEARCH METHODS FOR ENVIRONMENTAL DESIGNERS

COURSE OVERVIEW
The purpose of ARCH 543 is to introduce the logic and art of research, specifically framed for students of design. In this course you will gain a basic understanding of the research resources available to you at the University of Southern California as well as research design, data analysis, and research reporting approaches that can be applied to projects in your particular discipline. We will also discuss how research and design practice and how research and writing come together. Your understanding will be tested primarily via two short exams and a three-part assignment that is based on your personal research interests.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>TOPIC REFERENCES</th>
<th>ASSIGNMENTS/EXAMS</th>
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<tbody>
<tr>
<td>AUG</td>
<td>8/29</td>
<td>Introduction to the class</td>
<td>Deming &amp; Swaffield “Knowing Landscape Architecture” Chapter 2</td>
<td>Reading Folder I</td>
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<td>Course overview; research motives and agendas in landscape architecture and architecture; introduction to research in the School of Architecture</td>
<td>Websites: AIA Practicing Architecture x 2 Chicago-style Citation Quick Guide LAF Research LEED Advocacy Resources presented in lecture.</td>
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<tr>
<td>SEPT</td>
<td>9/5</td>
<td>Introduction to Research: USC libraries Research librarian visit</td>
<td>Note websites and other resources presented in lecture.</td>
<td>Assignment #1 (5%) due by 12 pm on Blackboard</td>
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<td>Using search tools and key words; appropriate sources; quality of sources – journals and impact factors</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
<td>Assignment/Reading</td>
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<tr>
<td>3</td>
<td>9/12</td>
<td>Introduction to Research: Searching for data and USC’s GeoPortal</td>
<td>Data librarian visit Working with Census data (i.e. local and demographic statistics) and more general strategies for finding statistics (government agencies, RAND California, library databases, etc.), introduction to the newly released USC GeoPortal for access to spatial data even if you are not familiar with GIS</td>
<td>Note websites and other resources presented in lecture.</td>
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<td>5</td>
<td>9/26</td>
<td>Principles, Practices, and Procedures</td>
<td>Structuring research projects and choosing the proper techniques</td>
<td>Walliman “Structuring the Research Project” Chapter 3 Zeisel, technique descriptions and examples</td>
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<td>OCT</td>
<td>10/3</td>
<td>Principles, Practices, and Procedures</td>
<td>Data collection and analysis</td>
<td>Walliman, “Qualitative and Quantitative Data Analysis” Chapters 9 and 10 Zeisel, technique descriptions and examples</td>
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<td>7</td>
<td>10/10</td>
<td>Research, Design Practice, and Writing</td>
<td>Writing about research; writing using your research</td>
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<td>Week</td>
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<td>Assignments</td>
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<td>8</td>
<td>10/17</td>
<td><strong>Research, Design Practice, and Writing</strong></td>
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<td>Evidence-based design</td>
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<td>Deming &amp; Swaffield “Projective Design” Chapter 12</td>
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<td>Gehl “Cities for People”</td>
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<td><strong>Assignment #3 (20%) due by 12 pm on Blackboard</strong></td>
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<td>9</td>
<td>10/24</td>
<td><strong>Research, Design Practice, and Writing</strong></td>
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<td>Evidence-based design</td>
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<td>Case studies, precedents, typologies, and representation</td>
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<td>Amoroso “The Exposed City”</td>
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<td>Francis “The Case Study Method”</td>
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<td>Yin “Case Study Research”</td>
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<td><strong>Reading Response III due by 12 pm on Blackboard</strong></td>
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<td>10</td>
<td>10/31</td>
<td><strong>Final Exam</strong></td>
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<td><strong>Final Exam (30%)</strong></td>
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**ASSIGNMENTS**

For all assignments:
- Due at noon on the assigned day.
- Include your name, SID, class, and date on everything you submit.
- All work must be your own and others’ ideas and work that you draw upon must be cited.
- You will be graded down for missing information, for not meeting all of the requirements laid out in the assignments, and for typos and mis-spellings, etc.
- Grade drops one full grade for each day an assignment is late. Assignment is late as soon as the submittal time has passed.
- Grades will be posted to Blackboard approximately one week after submittal.

**Assignment #1**
TH 9/5 Due by 12 pm on Blackboard
Passion statement – what do you want to focus on in your studies here and why? (100-300 words). Do not exceed the word count – there is an art to writing less rather than more, and doing it well. The focus here is to get you thinking about and articulating what you are most interested in during your time at school. Grades returned, but no comments. You will rewrite this statement into a topic statement with associated issues (statement or question form) for Assignment #2.

**Reading Response I**
TH 9/12 Due by 12 pm on Blackboard
Respond to question posted to Blackboard.

**Assignment #2**
TH 9/19 Due by 12 pm on Blackboard
Research topic and issues (presented as statements or questions) (500 words), 5 annotated citations, and 5 annotated websites

**Midterm Exam**
TH 10/3 Two to three short answer and/or essay questions

**Reading Response II**
TH 10/3 Due by 12 pm on Blackboard
Respond to question posted to Blackboard.

**Assignment #3**
TH 10/17 Due by 12 pm on Blackboard
Restate your revised research topic (500 words) and answer the following questions: How does it matter, and to whom? What are the issues and dilemmas contained within your topic? (500 words)

How does it matter, and to whom?
*Describe why your topic is important enough to be of interest to society and to your profession (be specific). Why should this investigation go forward? Does it deserve the time, energy, and resources it will require?*

What are the issues and dilemmas contained within your topic?
*Identify one or more aspects of your topic in which there are conflicting “imperatives”, that is, rather obvious and significant purposes that seem contradictory. Examples are: public AND private; fresh AND reflective; continuing AND distinctive; global AND local; ecological AND cultural; etc. These examples and others can provide a force for the study as they are interpreted with regard to more specific conditions and urgent needs.*

**Reading Response III**
TH 10/24 Due by 12 pm on Blackboard
Respond to question posted to Blackboard.

**Final Exam**
TH 10/31 Three to four short answer and/or essay questions

**GRADING BREAKDOWN**
Participation (Attendance and Reading Responses) 10%
Midterm Exam 20%
Final Exam 30%
Personal Research Exploration Project 40%
  Assignment 1 15%
  Assignment 2 15%
  Assignment 3 20%

**USC Grading Scale**

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<th>GPA</th>
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<tr>
<td>4.0</td>
<td>A</td>
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<td>3.7</td>
<td>A-</td>
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<tr>
<td>3.3</td>
<td>B+</td>
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BIBLIOGRAPHY

REQUIRED READING

RECOMMENDED AND FOR REFERENCE
The work of Jan Gehl.
The work of Edward Tufte.

WEBSITES
GENERAL COURSE INFORMATION

ATTENDANCE
Attendance policy is to allow a student to miss no more than one class session (by pre-approval or emergency), and no committee meetings. If absences are required for a personal illness/family emergency, or preapproved academic reason/religious observance, the situation should be discussed and evaluated with the instructor and suitable arrangements made to make up for the time and opportunity lost. Absences beyond this policy will be reviewed by the MLA and/or MARCH Program Director, and if warranted, by the Vice Dean on a case-by-case basis. Absences jeopardize your grade and ability to pass the class.

ACCREDITATION
The Master of Landscape Architecture degree program includes three curricula. Curriculum +3 for students with no prior design education and Curriculum +2 for students admitted with advanced standing have full accreditation by the Landscape Architecture Accreditation Board. Curriculum +1.5 for students with advanced placement is a post-professional study and is not subject to accreditation. Information about landscape architecture education and accreditation in the United States may be found on-line at http://www.asla.org/Education.aspx.

The USC School of Architecture’s five year BARCH degree and the two year M.ARCH degree are accredited professional architectural degree programs. All students can access and review the NAAB Conditions of Accreditation (including the Student Performance Criteria) on the NAAB Website, http://www.naab.org/accreditation/2009_Conditions.aspx.

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 me (or to my CA) as early in the semester as possible. DPS is located in STU 301 and is open 8:30AM-5PM, Monday through Friday. The phone number for DSP is (213) 740-0776.

STATEMENT ON ACADEMIC INTEGRITY
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.

Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/

The following website provides assistance in avoiding plagiarism: http://www.usc.edu/student-affairs/student-conduct/grad_ai.htm

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/

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.