

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

WK	DATE	TOPIC	TOPIC REFERENCES	ASSIGNMENTS/EXAMS
AUG				
1	8/29	<u>Introduction to the class</u> Course overview; research motives and agendas in landscape architecture and architecture; introduction to research in the School of Architecture	Deming & Swaffield “Knowing Landscape Architecture” Chapter 2 Websites: AIA Practicing Architecture x 2 Chicago-style Citation Quick Guide LAF Research LEED Advocacy Resources presented in lecture.	Reading Folder I
SEPT				
2	9/5	<u>Introduction to Research: USC libraries</u> Research librarian visit Using search tools and key words; appropriate sources; quality of sources – journals and impact factors	Note websites and other resources presented in lecture.	Assignment #1 (5%) due by 12 pm on Blackboard

3	9/12	<u>Introduction to Research: Searching for data and USC's GeoPortal</u> 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	Note websites and other resources presented in lecture.	Reading Response I due by 12 pm on Blackboard
4	9/19	<u>Principles, Practices, and Procedures</u> Research basics, theory, and ethics The relationship between design and research	Walliman "Research Basics" Chapter 2 Walliman "Research Ethics" Chapter 4 Groat & Wang "Design in Relation to Research"	Reading Folder II Assignment #2 (15%) due by 12 pm on Blackboard
5	9/26	<u>Principles, Practices, and Procedures</u> Structuring research projects and choosing the proper techniques	Walliman "Structuring the Research Project" Chapter 3 Zeisel, technique descriptions and examples	
OCT				
6	10/3	<u>Principles, Practices, and Procedures</u> Data collection and analysis	Walliman, "Qualitative and Quantitative Data Analysis" Chapters 9 and 10 Zeisel, technique descriptions and examples	Midterm Exam (20%) Reading Response II due by 12 pm on Blackboard
7	10/10	<u>Research, Design Practice, and Writing</u> Writing about research; writing using your research	TBD	Reading Folder III

8	10/17	<u>Research, Design Practice, and Writing</u> Evidence-based design	Deming & Swaffield "Projective Design" Chapter 12 Gehl "Cities for People"	Assignment #3 (20%) due by 12 pm on Blackboard
9	10/24	<u>Research, Design Practice, and Writing</u> Evidence-based design Case studies, precedents, typologies, and representation	Amoroso "The Exposed City" Francis "The Case Study Method" Yin "Case Study Research"	Reading Response III due by 12 pm on Blackboard
10	10/31	Final Exam		Final Exam (30%)

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 5%

 Assignment 2 15%

 Assignment 3 20%

USC Grading Scale

4.0	A
3.7	A-
3.3	B+
3.0	B
2.7	B-
2.3	C+
2.0	C
1.7	C-
1.3	D+
1.0	D
0.7	D-
0.3	F

BIBLIOGRAPHY

REQUIRED READING

- Amoroso, Nadia. 2010. *The Exposed City: Mapping the Urban Invisibles*. New York: Routledge.
- Deming, M. Elen, and Simon Swaffield. 2012. *Landscape Architecture Research: Inquiry, Strategy, Design*.
- Francis, Mark. 2001. "A Case Study Method for Landscape Architecture." *Landscape Journal* 20(1): 15-29.
- Gehl, Jan. 2010. *Cities for People*. Washington D.C.: Island Press.
- Groat, Linda, and David Wang. 2002. *Architectural Research Methods*. New York: Wiley.
- Walliman, Nicholas. 2011. *Research Methods: The Basics*. New York: Routledge.
- Yin, Robert K. 2003. *Case Study Research: Design and Methods*, 3rd edition. Thousand Oaks, Sage.
- Zeisel, John. 2006. *Inquiry by Design*, Revised edition. New York: Norton.

RECOMMENDED AND FOR REFERENCE

- Amoroso, Nadia, editor. 2012. *Representing Landscapes: A Visual Collection of Landscape Architectural Drawings*. New York: Routledge.
- Booth, Wayne C., Gregroy G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*, 3rd edition. Chicago: University of Chicago Press.
- Creswell, John W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, Sage.
- Hammon, Michael and Jerry Wellington. 2013. *Research Methods: The Key Concepts*. New York: Routledge.
- Huff, Darrell. 1993. *How to Lie with Statistics*, reissued. New York: Norton.
- Lynch, Kevin. 1981. *The Image of the City*. Cambridge: The MIT Press
- Marcus, Clare Cooper, and C. Francis, editors. *People Spaces: Design Guidelines for Urban Open Space*, 2nd edition. New York: Wiley.
- Rampolla, Mary Lynn. (2012). *A Pocket Guide to Writing in History*, 7th edition. Boston: Bedford.
- Rumsey, Deborah. 2003. *Statistics for Dummies*. Hoboken: Wiley
- Turabian, Kate L. 2007. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition. Chicago: University of Chicago Press.
- Warburton, Nigel. 2006. *The Basics of Essay Writing*. New York: Routledge.
- Weiss, Robert. S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.
- Whyte, William. *The Social Life of Small Urban Spaces*. New York: Project for Public Spaces.
- The work of Jan Gehl.
- The work of Edward Tufte.

WEBSITES

- American Institute of Architects (AIA). 2013. "Practicing Architecture: Architectural Research." Accessed August 15. <http://www.aia.org/practicing/research/index.htm>
- American Institute of Architects (AIA). 2013. "Practicing Architecture: Research Resource Center." Accessed August 15. <http://www.aia.org/practicing/rrc/index.htm>
- Chicago Manual of Style Online. (2013). "Chicago-style Citation Quick Guide." Accessed August 15. http://www.chicagomanualofstyle.org/tools_citationguide.html
- Landscape Architecture Foundation. 2013. "Research." Accessed August 15. <http://www.lafoundation.org/research/>
- United States Green Building Council. 2013. Leadership in Energy and Environmental Design (LEED), "Advocacy." Accessed August 15. <http://www.usgbc.org/advocacy>

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. DSP 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.