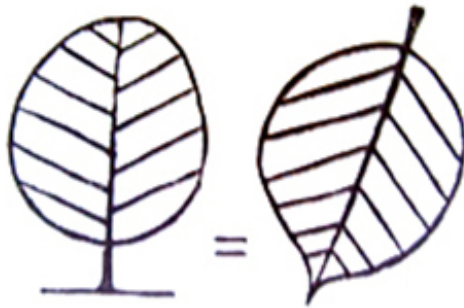


Course ARCH 203: Visualizing and Experiencing the Built Environment

Units: 4

FA 2016—Tuesday—2:00 PM-5:50 PM



tree is
leaf and leaf
is tree - house is
city and city is house
- a tree is a tree but it
is also a huge leaf - a
leaf is a leaf, but it is
also a tiny tree - a city
is not a city unless it
is also a huge house -
a house is a house
only if it is also
a tiny city

Aldo van Eyck, "Tree is Leaf - House is City and City is A House..."

Location: AHF 145D

Instructor: Amy Murphy

Office: Watt Hall 333 – (213) 740-3775

Office Hours: Mondays 12:30-1:30 or by appointment

Contact Info: almurphy@usc.edu; 323 573 8989 cell (call or text only between 9 AM-5 PM)

Course Description

Methods for direct observation and recording of the directly experienced built environment through drawing, diagramming, photographing, and writing. Course includes exercises and field experience.

Learning Objectives

In addition to employing standard academic research methods (research, writing, verbal presentations), this course will also introduce students to a range of visualization methods, which they might use to communicate critical ideas they discover about urban form as well as urban life. These visualization methods are intended not to illustrate places per se (i.e. draw accurate pictures) but instead are designed to help students 'discover' layers to the city that might not be readily apparent at first glance.

Each week, a key condition or concept that architects commonly agree informs the quality and character of urban life will be introduced. Then students will engage with a particular technique to record and communicate that condition visually, as well as through reflective writing. Sometimes the final visualization will be 'indexical' (or illustrative) of what is before

the student 'in the field'. Yet, more times than not, the visualizations produced each week will be more "representational" (or interpretive) in nature, capturing an abstract idea found 'in the field.' At its core, this class uses direct engagement with the architecture of Los Angeles itself as a means for students to learn about how architecture and urban design directly contribute to creating a vibrant and evolving city.

ASSIGNMENTS

There are five major kinds of assignments due throughout the semester, each with their own specific character and deliverables.

1. There are 6 graphic homework exercises —each exploring a certain theme presented to the class. The purpose of these exercises is to move students past common assumptions people hold about the city and to better 'see' the consequences of urban form and space on human experience. The draft and final version of each exercise are due at the start of class as outlined in the Schedule. Every class-day a draft or project is late will reduce the grade one full grade (i.e. A- to B-). The exercises are:

- Exercise 1: Irwin Drawings
- Exercise 2: Black Paper Fig Ground
- Exercise 3: Story Board Sketching
- Exercise 4: Power of Ten
- Exercise 5: Mudd Hall Construction
- Exercise 6: Figueroa Collage + Writing

2. Students are required to maintain a studio sketchbook. It is meant to be a well-organized instrument for visual inquiry (a.k.a. it is not a personal journal). The sketchbook is to include in-class note taking as well as all drawings completed during field trips outside of classroom, the brief notes on each of the 6 required films, any graphic analysis of relevant precedents, as well as any other material relevant to visual exploration in this course. All entries should be clearly labelled in a consistent manner so the instructor can give you credit. **DO NOT LOSE THIS SKETCH BOOK** or else work will need to be reconstructed to grade and credit.

3. Two students will be paired to work on a precedent project where both students will be assigned the same city and a significant building within that city. It will be their goal to work in tandem to explore the potential Möbius-like relationship between place and space, and to construct a final presentation to be presented to the class on the last day of the semester, following a strict outline provided by the instructor. This exercise will require research, writing and diagramming both the city and building assigned. There will be no make up for this exercise as it is due the last class.

4. Three separate open-note in-class essay exams will allowing students to demonstrate their comprehension of the three main required books for the semester and to make connections to our in-class field work and exercises, and additional required readings. Attendance is mandatory for date and time exams are to be given – see schedule. A make up paper will be required – which will be much more comprehensive in scope— if the in-class exam is missed for any reason including illness.

5. Each student will be required to create a digital portfolio of their semester's visual work due at the end of the semester. This material must be posted on our class site:
<https://www.behance.net/USCARCH203FA20156> **BEFORE the day and time of our**

scheduled final exam (no exceptions- failure to submit this compiled work is equivalent to failing a final exam). The content should be thoughtfully presented following the order given by instructor. Full completion of all assigned work is critical to success in this course.

REQUIRED TEXTS (available at the USC Bookstore):

- Banham R (2009/1971) *Los Angeles: The Architecture of Four Ecologies*.
- Fainstein, Susan (2010) *The Just City*.
- Gehl J (2010) *Cities for People*.
- Plus several additional articles available on Blackboard (see schedule)

For drawing help, refer to:

- Ching F (2010) *Design Drawing*. (available at library)

REQUIRED MATERIALS TO PURCHASE FOR FIRST CLASS:

- Field Sketchbook - 7" x 5" (Size is Important) –
- NON WIRE BOUND PREFERRED SO YOU CAN DRAW ACROSS TWO PAGES
- Felt Tip Black Pen (Any brand)
- Sakura Pigma Micron Pen Set OR EQUIVALENT- Black, Various Sizes, Set of 6
- Strathmore 400 Series Smooth Surface Drawing Pad - 14" x 17", 24 Sheets
- A Pack of Cheap Black Construction Paper (like kids use in elementary school)
- Pencils (Any Type)
- Eraser (White)
- Ruler (Min. 12" long, metal with rubber or cork on bottom)
- X-Acto Blade with a small pack of #11 blades
- Scissors (Any type)
- Glue Sticks
- Limited other graphic materials might be needed during the semester.

EVALUATION AND GRADING

Final grade evaluations will be based on the following breakdown:

6 Homework Exercises (7% each exercise)	42%
Semester Sketchbook	8%
Mid-Semester Essay Exam + Diagram (Gehl)	10%
Mid-Semester Essay Exam + Diagram (Banham)	10%
Final Semester Essay Exam + Diagram (Fainstein)	5%
Pair Precedent Project (A City & A Building)	15%
Portfolio	5%
Class Contribution/Participation	5%

Students are required to attend all classes and field trips. Work will be evaluated periodically so that you have an indication of your progress. Unsatisfactory performance warnings will be issued to students whose work does not meet minimum requirements. A minimum grade of 'C' is required to continue on to ARCH 303, ARCH 403 sequence. Consult University policies for IN (incomplete) grades and deadlines for withdrawal ('W' grade).

The Grading Scale Used:

4	100	a+
4	99	a+
4	98	a+
4	97	a+
4	96.9	a
4	95	a
3.9	94	a
3.8	93	a
3.7	92.9	a-
3.6	91	a-
3.5	90	a-
3.4	89.9	b+
3.3	88	b+
3.2	87	b+
3.1	86.9	b
3	85	b
2.9	84	b
2.8	83	b
2.7	82.9	b-
2.6	81	b-
2.5	80	b-
2.4	79.9	c+
2.3	78	c+
2.2	77	c+
2.1	76.9	c
2	75	c
1.9	74	c
1.8	73	c
1.7	72.9	c-
1.6	71	c-
1.5	70	c-
1.4	69.9	d+
1.3	68	d+
1.2	67	d+
1.1	66.9	d
1	65	d
0.9	64	d
0.8	63	d
0.7	62.9	d-
0.6	61	d-
0.5	60	d-
0	59	f

Attendance: This class will be only as good as the thoughts discussed by the people there to discuss them. We are a small group. We should care about the experience of the other students each week as much as our own interests. Thus it is important that students

come to every class on time and participate. This class follows the School of Architecture Attendance Guideline, posted on Blackboard and at:
http://arch.usc.edu/sites/default/files/info/faculty/soa_attendance_guideline.pdf

Course Schedule: See Weekly Breakdown on Page 5 Attached

For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester. So for this four unit course, you are expected to work a total of eight hours each week on readings, film viewings, project development and precedents.

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 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/department/department-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.

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/academicsupport/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.