

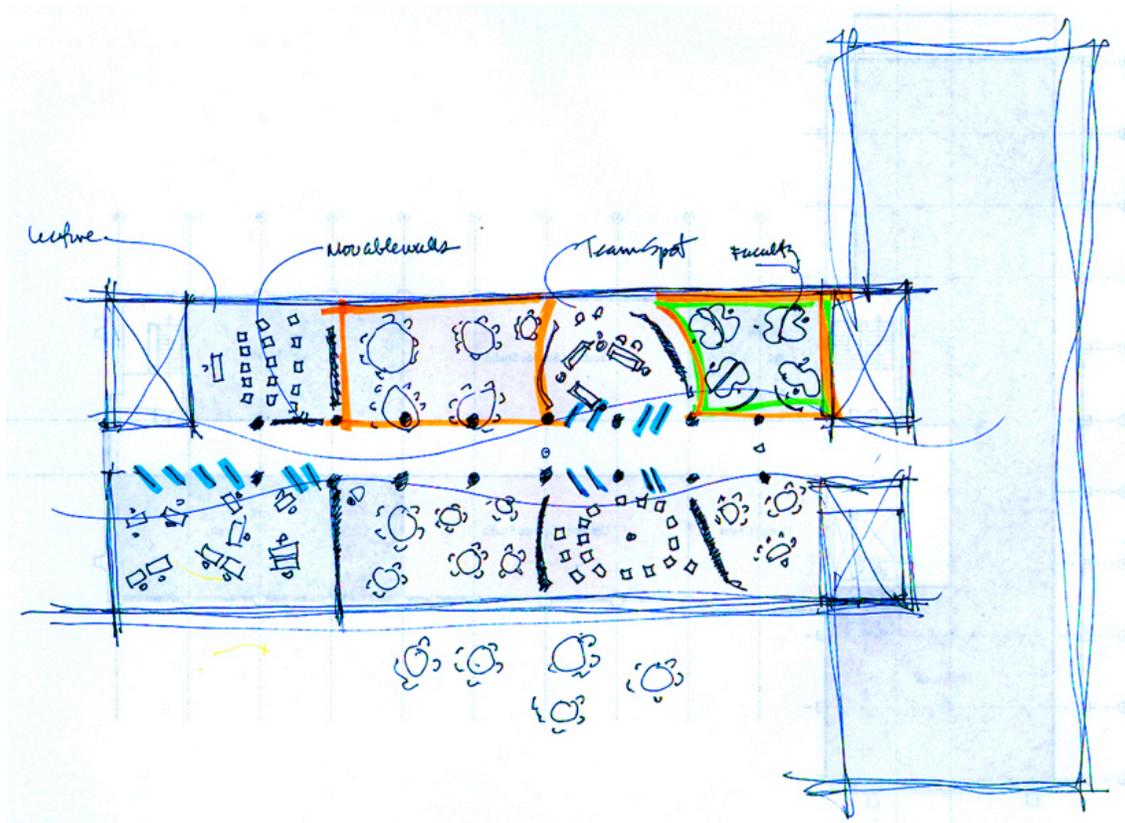
Fall 2008: Anthropology 250A / Art 250A

Observing and Designing the Social Use of Space: Campbell Hall, a Case Study

Time: Tuesday & Thursday 4 - 5:15

Place: Dana Fine Arts Building (ground floor sculpture studio, and as posted)

Instructors: Nell Ruby and Rosemary Lévy Zumwalt



What makes a place a learning space? What makes a place a GOOD learning space? Is it the light? The sound quality? The color of the walls? Is it the design and comfort of the furniture? Is it the equipment available? Is it the people in the space? Is it the way in which the people interact or the way in which the space facilitates the interactions? How can you, as an individual and as a member of a learning group, influence the learning environment? These are some of the ideas we will explore this semester.

In seeking answers to these kinds of questions, we will be observing how people use space and make it their own, how they change it to suit their needs

throughout the day and night and the semester. As a response to our findings, we will be designing elements that will act to change aspects of learning spaces. We will learn how light, line and color infuse space with energy or tranquility, how these elements create a welcoming-in or a stay-away message. Campbell Hall will be our focal point, the experiential palette for our design of the social use of learning spaces. Our laboratory for observing the social use of space will be all around us on the campus of Agnes Scott College.

Campbell Hall, where is it? What is it? And what will it become?

In December 2003, the science faculty moved into the brand-new state-of-the-art Mary Brown Bullock Science Building, leaving Campbell Hall an abandoned old site that sits sadly on the science quad, put in metaphorical moth balls, set out to the proverbial pasture, closed up and abandoned.

In 2012, Campbell will reopen.

What kind of learning space might it be? Through your innovations in this class, you will contribute to this progressive design project. After all, who knows better the kind of learning spaces that nourish and drive college students than college students themselves!

Readings

Textbook, available in the book store

- Kira Gould and Lance Hosey. *Women in Green, Voices of Sustainable Design* (Bainbridge Islands, Washington: Ecotone, 2007).

Electronic books: **For sustainability concerns, please resist printing out the whole book!** We will be reading chapters from the following:

- Nancy Fried and Susan Gibbons, editors. *Studying Students: The Undergraduate Research Project at the University of Rochester*. pdf version available:
<http://docushare.lib.rochester.edu/docushare/dsweb/View/Collection-4436>
- Diana G. Oblinger, editor. *Learning Spaces* (Educause, 2006). pdf version available
<http://www.educause.edu/LearningSpaces/10569?time=1212526559>

Selected Articles on Blackboard

Equipment

Camera (digital, cell-phone, or good old-fashioned film camera)

1 gb jump drive

Projects, Percentages and Expectations

- Daily process journal **25%**
The process journal will begin as an illustrated and annotated word document that should include images, descriptions, general thoughts and one question for class each day that probes the thematic focus. These questions will hopefully develop into hypotheses/theses for semester project, and the journal itself will become your space-e-portfolio.
- Class participation **20%**
Attendance, engagement in discussion, effort in supporting the ideas of others, project presentation, contribution to class e-portfolio (Campbell site), and participation in at least one extra-class activity
- Individual space-e-portfolio **25%**
Entries from image investigations (21 questions, red camera/green camera)

- and daily process journal along with your thematic entries supporting your research project
- Research project 30%
This project will come from your own interests as realized through writing and looking exercises in the first few weeks of class. You will develop a topic according to suggested themes or from your own interests. You might also develop your research projects collaboratively or in parallel with colleagues working on related interests, but you will be responsible for a semester project which contains both research and studio components.

Honor System

All work for this course is bound by the Agnes Scott College Honor System. At all times, please keep in mind the importance of the honor system to Agnes Scott College. As you know, it is a way of life that infuses all that we do. As stated on the College web site, in the College Catalog, and in the Student Handbook, “The Honor System is an expression of trust in students and in their willingness to uphold the ideals of the community.” A copy of the honor pledge follows:

As a member of the student body of Agnes Scott College, I consider myself bound by honor to develop and uphold high standards of honesty and behavior; to strive for full intellectual and moral stature; to realize my social and academic responsibility in the community. To attain these ideals, I do therefore accept this Honor System as my way of life.

Plagiarism And The Honor System

In order to understand a concept, one can often go to the root of the word and the definition. Consider then the following:

plagiary, from Latin, *plagiarius*, “a kidnaper, a seducer, **a literary thief**” (*The Compact Oxford English Dictionary*, Oxford: Clarendon Press, 1994; emphasis added).

plagiarism, “the wrongful appropriation and publication as one’s own of the ideas, or the expression of ideas (literary, artistic, musical, mechanical, etc.) of another (*The Compact Oxford English Dictionary*).

One who plagiarizes then is a literary thief, a thief of ideas or of images. Clearly plagiarizing is counter to everything that Agnes Scott College represents. As the mission statement says, “Agnes Scott College educates women to think deeply, to live honorably, and to engage the intellectual and social challenges of their time.” How does one avoid plagiarism? By giving complete and accurate citations for quotations, for use of images, for paraphrases, for concepts developed by individuals and presented in their works. Excellent guidance on avoiding plagiarism can be found in the following links:

Here is a link to citing sources in your written work:

http://writing_center.agnesscott.edu/handouts/19avoidingplagiarism.pdf

Here is a link to citing sources in a speech:

http://speaking_center.agnesscott.edu/documents/citing.pdf

As a professor in the philosophy department wrote years ago,

Remember that you are required to cite any ideas that you have not come up with yourself. When in doubt, err on the side of caution and cite. Also, as a matter of courtesy, **cite so as to allow your (hypothetical) reader to find and consult the original sources for these ideas with the least amount of inconvenience.** Give page references wherever possible. Give full addresses of web pages you cite. For the rest, rely on common sense. Remember: when in doubt, cite (Martino Traxler, his emphasis).

Should you have a question about citation of sources, please feel free to talk with either one of us. For bibliographic sources – including print and electronic – give full citations for both the attribution of the quote, the paraphrase, or the use of the image, and for the references cited at the end of the paper. An excellent source for information on citations is the following: Andrea A. Lunsford, *The St. Martin's Handbook* (Boston: St. Martin's, 2008); see particularly Chapter 16, “Acknowledging Sources and Avoiding Plagiarism” (pages 281-87). Please also go to the Writing Center and the Speaking Center for handouts on citation of sources. Additionally, feel free to ask questions of the peer tutors in the Writing and Speaking Center.

Writing well and speaking clearly. We are so fortunate at Agnes Scott to have the Writing and Speaking Center. For the services at the Writing Center, please see http://writing_center.agnesscott.edu/ and for the Speaking Center, see http://davelawrence.org/speaking_center/. Please avail yourselves of the resources at the center for both your written work and the preparation for oral presentations. In preparation for oral presentations, please remember that the Speaking Center provides peer tutors to work with you on organization and presentation.

Schedule for classes

Week 1

Thursday, August 28

- Introduction of the Campbell Team and the evolution of the course
- Our philosophy for teaching the course seamlessly as a combined visual/conceptual approach to space
- On each person becoming a documentarian of the social use of space

Assignment:

- In-class: Consider the difference between space and place. Write about your thoughts in a few sentences. Feel free to illustrate through examples or sketches. Drawing a blank? That's okay; just explain why you aren't seeing a distinction.
- Out-of-class: Why are you taking this course and how does it link to your interests? Post your remarks to the Blackboard site; and also "name that site!" From your suggestions for naming the site, we will come up with a name for the Campbell project web site.
- Photographic investigation: 21 questions (due 9/9/08)

Week 2

Tuesday, September 2

- Tour of Campbell by Sharon Jaye, Sharon Jaye, Agnes Scott Facilities Project/Budget manager Assignment:
 - In-class: Record images that interest you. Be a documentarian.

- Out-of-class: Reflections on the space. What do you find compelling / exciting about the space? What do you find not so great?

Assignment:

- Reading: *Learning Spaces*, Chapter 2, Nancy Van Note Chism, “Challenging Traditional Assumptions and Rethinking Learning Spaces” <http://www.educause.edu/learningspacesch2/11900>
- Chapter 10, Lori Gee, “Human Centered Design Guidelines” <http://www.educause.edu/learningspacesch10/11908>

Thursday, September 4

- Presentation by Campbell Team: Associate Vice President for Technology Neta Counts, Director of Educational Technology Services Emily Gwynn, Associate Professor of Studio Art Nell Ruby and Professor of Anthropology Rosemary Lévy Zumwalt (meet in Dana Mac Lab)
- Background on Campbell Project -- Initial plan: Creating a Space to Make Ideas Grow but on a very limited scale
- Invitation to PKAL/NITLE/CIC conference at University of Puget Sound in June 2007
- Re-visioning our plan and the June 2008 PKAL/NITLE/CIC meeting at Agnes Scott.
- Central concepts: conceptualizing and creating technology rich learning spaces and consideration of the structure of space and the new pedagogy, de-centering space.
- Where we are now! Which departments will likely be moving into the space, a general overview on how we see the various departments situating and why (unexpected adjacencies, hoping for innovative interactions and collaborations, how the arts are involved and fundamental)
- Nell on looking (images) – discussion about basics of looking/seeing, how to take snapshots that tell a focused story
- Further discussion of assignment on 21 questions handed out last Thursday and due in class on jump drive on 9/9

Assignment:

- Reading: *Learning Spaces*, Chapter 5, Cyprien Lomas and Diana G. Oblinger, “Student Practices and Their Impact on Learning Spaces”

<http://www.educause.edu/learningspacesch5/11903>

Chapter 9, Malcolm Brown and Philip Long, "Trends in Learning Space Design"

<http://www.educause.edu/learningspacesch9/11907>

- Sorting out your own interests –
What kind of pictures did you shoot on Tuesday and why? Are there any general themes to what you are interested in visually? Can you connect these to your ideas on what interests you about this course? We hope to use your observations from this exercise to look at general categories and interest groups so that the semester projects and collaborative working groups can begin to form. Come to class with an organized and annotated powerpoint document for group work on Thursday, September 11.

Week 3

Tuesday, September 9

- Workshop on developing an electronic portfolio with Emily Gwynn and Calvin Burgamy
- **Assignment of 21 questions due – bring to class on jump drive**
- Dean Rosie – framework on the reading for next Tuesday's class

Thursday, September 11

- Elements of design
- Discussion of potential topics

Assignment:

Dorothy Lee, "Lineal and Nonlinear Codifications of Reality" (**Blackboard**).

[David W. McCurdy and James P. Spradley, editors, in *Issues in Cultural Anthropology*, (Prospect Heights, IL: Waveland Press, 1987), pp. 67-77, [originally published in 1950].

Week 4

Tuesday, September 16

- If the weather is good, please meet in the Gazebo for class discussion of Dorothy Lee's article. In connection with the Lee reading, be prepared to discuss language that disparages that which is "out of line," "off kilter"; language that reinforces the sense of right order, of being "in line."
- Discussion of possible studio design and/or research projects – hand-out on assignment

Assignment:

- Think in advance of the class of possible studio design/or research projects. Brainstorm freely and fully in your daily process journal about your ideas and interests. Please make this a free-thinking piece. Turn off your inner editor and let your ideas flow! Also integrate images into your thinking about your project that links to observing and designing the social use of space.

Thursday, September 18

- Shared space/shared ideas → form working groups to discuss Campbell images
- Talk tentative idea(s) for studio design and/or research project
- **Red camera/green camera project – handout on project**
- Schedule appointments after class with instructors to discuss semester project

Week 5

Tuesday, September 23

- Space-e time → work in groups on "name that site," images for our Campbell web page
- Group presentation on Campbell images
- Process time in groups and then as a class on concepts that are bubbling to the surface for space-e-portfolio projects and for studio/research projects

- Schedule appointments after class with instructors to discuss semester project

Assignment:

- Brainstorm in your daily process journal in preparation for the class on the in-class time on the Campbell web page and on your own space-e-portfolio and studio/research projects.

Thursday, September 25

- Schedule appointments after class with instructors to discuss semester project

Assignment:

- *Women in Green*, "Projects," pages 171-195; pages 1-74.

Week 6

Tuesday, September 30 (RLZ gone—Rosh Hashanah)

- Possible guest for studio design class
- In-progress check for daily process journal → hard copy? In-class or Blackboard drop-box

Assignment:

- *Women in Green*, pages 77-128

Thursday, October 2 (Nell Gone, house closing)

- Sustainability –guest speakers Elizabeth Kiss, Sandra Kidd, and Lies VanBekkum

Assignment:

- *Women in Green*, complete the book
- For your information: Green + Design expo (The registration is very expensive unfortunately but we wanted you to be aware of this conference. Please check out the web site:

<http://www.greendesignexpo.com/gdcexpo/index.jsp>

The second-annual Green + Design Conference and Expo, the industry's most comprehensive educational and trade event focusing on integrating the principles of sustainability into project

designs. Green + Design Conference and Expo combines green principles with utility, economy, practicality and beauty.

Week 7

Tuesday, October 7

- **Presentation on in-progress space-e-portfolio (sign-up spaces for 5)**

Thursday, October 9

- Nell Ruby on space and boundaries in her work OR: why all this talk about visual literacy now?

Saturday, 10/11

- **An option for the out-of-class experience towards class participation.** Breather: www.breather.org
Agnes Scott hosts this annual conference to promote and to encourage interdisciplinary design discourse within the creative community. (some opportunities available for volunteer work in lieu of admission fee)
- **Be sure to make an entry about the Breather in your daily process journal if you attend.**

Week 8

Tuesday, October 14

- Nell Ruby on space and boundaries in her work

Thursday, October 16

- Fall break

Week 9

Tuesday, October 21 (RLZ out—American Folklore Society meetings)

- **Presentation on in-progress space-e-portfolio (sign-up for 5)**

Thursday, October 23 (RLZ out)

- **Presentation on in-progress space-e-portfolio (sign-up for 5)**

Week 10

Tuesday, October 28

- Discussion of studio design and/or research projects → three or four volunteers for discussion of project and ways to approach it.

Thursday, October 30

- Guest lecture, Katherine Smith, Gender and Architecture

Week 11

Tuesday, November 4 (RLZ out, CIC Seattle)

- Space for thought and in-class work

Thursday, November 6

- Space for thought and in-class work, continued

Week 12

Tuesday, November 11

- Presentation of project

Thursday, November 13

- Presentation of project

Week 14

Tuesday, November 25

- Presentation of project

Thursday, November 27

- Thanksgiving

Week 15

Tuesday, December 2

- Presentation of project
- Projects due in drop box or in-class

Thursday, December 4 – Last class