

# Academic Calendar 2014-2015

## Fall Semester 2014

72 instructional days

Open Registration	Mon-Fri	Aug 18-22
Move-In	Wed	Aug 20
Classes Begin	Mon	Aug 25
Labor Day	Mon	Sept 1
Thanksgiving	Wed-Sat	Nov 26-29
Classes End	Fri	Dec 5
Study Days	Sat-Tue	Dec 6-9
Exams	Wed-Wed	Dec 10-17
Winter Recess	Thu-Sun	Dec 18-Jan 11

## Spring Semester 2015

73 instructional days

Open Registration	Thu-Fri	Jan 8-9
Classes Begin	Mon	Jan 12
Martin Luther King's Birthday	Mon	Jan 19
Presidents' Day	Mon	Feb 16
Spring Recess	Mon-Sat	Mar 16-21
Classes End	Fri	May 1
Study Days	Sat-Tue	May 2-5
Exams	Wed-Wed	May 6-13
Commencement	Fri	May 15

## Summer Semester 2015

58 instructional days

Registration	Mon-Tue	May 18-19
Classes Begin	Wed	May 20
Memorial Day	Mon	May 25
Independence Day	Fri	July 4
Classes End	Tue	Aug 11

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Adam Feldmeth  
The Chapel  
Watt Way and Bloom Walk  
University of Southern California  
December 1 - December 17, 2014

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My proposal for The Chapel consists in installing a privacy screen as a temporary canopy for the roofless concrete structure. Commonly stretched along the perimeter of construction sites, the University of Southern California currently has building projects on campus grounds where such screens are installed in a hue of red approximate to the university's official cardinal color. Partially obstructing pedestrian and street views, this barrier seems to function as a monochromatic abstraction which foregrounds school identity under the auspices of redesign. A red screen, sized to the dimensions of The Chapel, would be installed from the last week of academic classes to the last day of semester exams. Not visible to passing pedestrians, views would be skyward from within the space via passage through Watt Hall and downward from the higher stories of Watt Hall and adjacent buildings. Daylight will likely cast a defused cardinal shade inward during school hours.

Through installing a screen perpendicular to its orientation at nearby building projects I am interested how this turn cites construction while raising questions of the symbolic, quasi-transparency such facades imply in relation to a sense of bettering school facilities. Such instances can be more a mark of bureaucratic and administrative accomplishment in beautification than of any common betterment of and for the learning environment, often to the detriment of the immediate community losing ground in the interim. The turn repositions the implication of construction as coming from above while rendering the space within these limits as internal to the Roski School of Art and Design under acts of revision.

-Adam Feldmeth