

FALL 2016
USC School of Architecture

ARCH 599: Urban Occupation

3 Units

Instructor: Lorcan O'Herlihy

Friday 11 a.m. – 1:50 p.m.

1. COURSE DESCRIPTION

This course provides a historical overview of the major domestic and international housing developments and innovations since the early 20th Century with an emphasis on global social housing solutions. A comparative case study format is used to examine the wide range of issues and circumstances that determine the forms of urban living in various cultures. Major emphasis is placed on the detailed analysis of social, technical, and design factors affecting recent housing developments. Precedents will be examined in an expanded context, using the housing development process as a lens through which to evaluate emerging housing ideas, including new models of affordable housing, temporary shelters, and emergency relief. The course takes a morphological approach to the study of residential spaces, using its physical forms to elucidate the various, often less visible, forces that shape housing design, including policy, urban planning, ecological and socio-economic issues. As these forces shape housing, continuing typological and technological innovations in the residential sphere are altering the ways societies live in cities and respond to extenuating circumstances, a subject this course will analyze and speculate.

2. COURSE OBJECTIVES & LEARNER OUTCOMES

- To provide a forum in which students can cultivate the critical thinking skills, both written and graphic, necessary to research, document, analyze and critique past housing precedents and emerging housing design ideas.
- To introduce students to the intricacies of housing development and the cultural, urban, and environmental conditions that impact housing design.
- To expand the perspective through which design students can analyze and critique housing projects within the larger urban, societal context.
- To encourage a discussion about the value of precedent in the housing design process and what current projects could mean for future housing design.

3. ATTENDANCE & CLASSROOM CONDUCT

- Attendance at all class meetings is expected. Please communicate with the instructor via email regarding any excused or unexcused absences BEFORE the missed class if possible. Arrival over 10 minutes late will be considered an absence.
- Please communicate any scheduled absences for religious observance or other activities to the instructor at the BEGINNING of the semester or as soon as possible after the need for the absence is known.
- Two or more absences will put your grade in the course at risk. A student who does not attend class regularly will fail notwithstanding the delivery of written assignments.
- Please review the School of Architecture Attendance Guideline at:
https://arch.usc.edu/sites/default/files/info/faculty/attendance_guideline_from_op.pdf

4. COURSEWORK

- Format: Student and instructor presentations followed by a seminar discussion around the case studies and readings.
- Course Project – International Social Housing Precedents

Students will study global housing design precedents which are examples of new ways the residential and private development sphere engages in urban, political, economic issues. Students will then research, document, and analyze their assigned precedent projects via diagrams, text, and photographs. Students will reflect on the topics covered in the course and advance their research through a series of short writing assignments, culminating in a final research paper. Student work will be created in a common format and will be presented as a colloquium at the end of the semester.

Success will depend upon close analysis and critical thinking via both writing and drawing.

- Reading Discussions

Students will be assigned weekly readings and will be graded on their contributions to in-class discussions. As you prepare readings, please make note of:

- Concepts that seem important but are not clear to you.
- Questions that address the primary point of the reading and the course.
- Ideas that you feel deserve a different perspective or conclusion than that the author has given.
- Applications of the content of the reading to the work of the class.

All students are required to individually prepare and submit in writing one question about each reading. These will be collected at the beginning of class and used to direct our discussion.

- Case Study Project

Students will pick a social housing precedent from the list of national and international 20th and 21st century case studies. Spaced throughout the semester, each student will present a case study in class. Comprising text, diagrams, and images, the presentation will analyze the precedent using social, technical, and design factors as the main criteria.

- Writing Assignments

Students will write two 1000-word essays based around the critical themes covered at various points in the course.

- Final Research Paper

At Week 8, students will submit a 500-word abstract proposing a research topic for the final paper. The students will then meet with the instructor individually to discuss ways of further developing their thesis for the final paper. The final research paper will comprise a minimum 3,000-word text with optional diagrams and supporting imagery. Please submit both a digital and hard copy. Hard copies will not be returned. Please include a bibliography.

Syllabus Revision

The instructor will regularly assess progress and solicit student feedback regarding the course. If necessary the syllabus will be revised to make it more suitable.

5. GRADING

- Grading will break down as follows:

- 5% Participation (active contribution to class discussions)
- 5% Written Questions for Reading Discussions
- 40% Writing Assignments
- 10% Research Paper Abstract
- 40% Final Research Paper

Grading standard (source: USC Catalogue):

A Work of excellent quality B Work of good quality C Work of fair quality D Work of minimum passing quality F Failure to adequately complete all course work

** Graduate students must obtain a grade of “C” or above to receive degree credit.

** To receive an “A” grade, students must complete all work on time and consistently submit work of superior quality. Work must address all aspects of the required assignments and include additional observations that become apparent from required analysis. Students must revise prior work for the final project based on feedback from instructor and classmates. Students must consistently contribute to class discussions and makes significant observations.

LATE WORK will be accepted up to one week past the due date. A half letter grade will be deducted for lateness. Work over a week late will not be accepted.

EMAILED ASSIGNMENTS will not be accepted.

6. COURSE SCHEDULE

WEEK ONE

Lecture: Course Introduction

WEEK TWO

Reading Discussion: Los Angeles Housing Element, 2013-2021, Executive Summary, Presentation Boards

Work Session: Case Study Project Introduction Students choose case study projects IN-CLASS

WEEK THREE

Lecture: 20th C. Housing Precedents Review

Significant Global Housing Developments Background Reading: “Figures, Doors & Passages,” Robin Evans
“Introduction,” Alone Together, Elizabeth Collins Cromley “The Apartment, The Apartment Building,”
Georges Perec

WEEK FOUR

Reading Discussion: “Making Room for Millions, Housing in Los Angeles,” Howard Brackman

Work Session: Precedent Analysis, Diagramming & Layout

WEEK FIVE

Lecture: 21st C Housing Values

Sustainability, Livability & Affordability

Background Reading: “In the City was a Garden,” Henry Krauss

“The Pruitt-Igoe Myth,” Katherine G. Bristol

“The Case for Multi-Family Housing,” Urban Land Institute

Assignment 1 DUE

WEEK SIX

Reading Discussion: Los Angeles Housing Element, 2013-2021,

Various Chapters assigned in Groups

Guest Speaker: Matthew Glesne, Project Manager, LA Housing Element

WEEK SEVEN

Lecture: Typology to Morphology

Typological Development of Housing

Background Reading: “Typology, An Architecture of Limits,” Douglas Kelbaugh

WEEK EIGHT

Reading Discussion: Various background material on The Lorenzo

Field Trip: The Lorenzo
Final Paper Abstract DUE

WEEK NINE

Lecture: Housing Markets
Demographics, Lifestyle, & Tenure

WEEK TEN

Background Reading: “Student Housing Market Study,” University of Maryland “Casden Multi-Family Housing Forecast,” USC Lusk Center for Real Estate “Demographic Forces and Turning Points in the American City, 1950-2040,” Dowell Myers and John Pitkin

WEEK ELEVEN

Lecture: Housing Policy
Planning, Urban Design & the Community
Background Reading: Rental Housing Policy in the United States, Cityscape, A Journal of Policy Development and Research

WEEK TWELVE

Reading Discussion: Various Background Materials on the Projects Visited Field Trip: Expo Line Housing Tour

Assignment 2 DUE

WEEK THIRTEEN

Lecture: Housing Finance
Investment & Development
Background Reading: “A Primer on the Financial Crisis”

WEEK FOURTEEN

Reading Discussion: “Financing and Investment, “ Multi-Family Housing Development Handbook

WEEK FIFTEEN

Student Presentations: Final Paper Presentation

FINALS See University Schedule: <https://classes.usc.edu/term-20163/finals/>

7. RECOMMENDED READINGS

Vicki Been and Ingrid Gould Ellen, Guest Editors, Rental Housing Policy in the United States, Cityscape, A Journal of Policy Development and Research, Volume 13, Number 2, 2011, 1 – 4.

Katharine G. Bristol, The Pruitt-Igoe Myth, Journal of Architectural Education, May 1991, 163 – 171.

Matthew Carmona and Steve Tiesdell, Editors, Urban Design Reader (Oxford, England: Architectural Press, 2007), 83–97.

Casden Multi-Family Forecast, Executive Summary, USC Lusk Center for Real Estate, 2011. City of Los Angeles Housing Element 2006 – 2014, Executive Summary, Department of City Planning, Los Angeles, 2008.

Elizabeth Collins Cromley, Alone Together, A History of New York’s Early Apartments (Ithaca, NY: Cornell University Press, 1990), 1-10.

Peter Ebner, et. al., *typology +* (Basel: Birkhauser, 2010), 15 – 17. Robin Evans, *Translations from Drawing to Building and Other Essays* (Cambridge, MA: The MIT Press, 1997), 55 – 117.

Richard K. Green and Stephen Malpezzi, *A Primer on U.S. Housing Markets and Housing Policy* (Washington, DC: The Urban Institute Press, 2003), 1 – 3, 85 – 133.

Richard M. Haughey, *The Case for Multifamily Housing* (Washington, DC: Urban Land Institute, 2003), 1 – 20.

Henry Kraus, *In the City was a Garden, A Housing Project Chronicle* (New York, NY: Renaissance Press, 1951), 1 – 36.

Dowell Myers & John Pitkin, *Demographic Forces and Turning Points in the American City, 1950 – 2040*, ANNALS, AAPSS, 626, November 2009, 91 – 111.

Georges Perec, *Species of Spaces and Other Pieces* (London, England: Penguin Classics, 1998), 26 – 45.

Roger Sherwood, *Modern Housing Prototypes* (Cambridge, MA: Harvard University Press, 1978), 1 – 25.

Adrienne Schmitz, *Multifamily Housing Development Handbook* (Washington, DC: Urban Land Institute, 2000), 19 – 34, 129 – 162.

Friederike Schneider, *Floor Plan Manual Housing* (Basel, Switzerland: Birkhauser, 2004), 18 – 33.

Student Housing Market & Feasibility Study, University of Maryland at College Park, Anderson Strickler, LLC, 2005, 1 – 39.

8. COURSE BIBLIOGRAPHY

20th Century Multi-Family Housing Precedents:

French, Hilary. *Key Urban Housing of the Twentieth Century*. New York, NY: W. W. Norton & Co., 2008.

Rowe, Peter. *Modernity and Housing*. Cambridge, MA: The MIT Press, 1993.

Sherwood, Roger. *Modern Housing Prototypes*. Cambridge, MA: Harvard University Press, 1978.

Schneider, Frederike, et. al. *Floor Plan Manual: Housing*. Basel, Switzerland: Birkhauser Verlag, 1994.

York, F. R. S.; Gibberd, Frederick. *The Modern Flat*. London: The Architectural Press, 1937.

21st Century Multi-Family Housing Projects:

Broto, Carles. *New Housing Concepts*. Hamburg, Germany: Gingko Press Inc., 1999.

Bullivant, Lucy. *AD Home Front: New Developments in Housing*. London: Wiley-Academy, 2003.

Crosbie, Michael J.. *Living Together, Multi-Family Housing Today*. Victoria, Australia: Images Publishing, 2007.

Ebner, Peter, et. al.. *Typology +*. Basel: Birkhauser, 2010.

French, Hilary. *New Urban Housing*. New Haven, CT: Yale University Press, 2006.

Mozas, Javier and Per, Aurora Fernandez. Density, New Collective Housing. Vitoria-Gasteiz: a + t editions, 2004.

Schittich, Christian, Ed.. In Detail, High Density Housing: Concepts, Planning, Construction. Basel, Switzerland: Birkhauser, 2004.

Segantini, Maria Alessandra. Contemporary Housing. Milan: Skira, 2008.

9. ACADEMIC RESPONSIBILITIES

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, which are summarized online at <https://sjacs.usc.edu/students/academic-integrity/> 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://sjacs.usc.edu/>

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 the instructor as early in the semester as possible. DSP is located in Grace Ford Salvatori Hall, Room 120 and is open 8:30am-5:00pm M-F; phone: 213-740-0776; <http://dsp.usc.edu/>