1. Course Description

This course provides a historical overview of the major domestic and international housing developments and innovations since the early 20th century. A case study format is used to examine a wide range of issues that determine the form of urban housing 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. The course takes a morphological approach to the study of housing, using its physical forms to elucidate the various, often less visible, forces that shape development.

2. Course Objectives & Learner Outcomes

- To provide a forum in which students can cultivate the critical thinking skills necessary to research, document, analyze and critique past housing precedents and emerging housing design ideas.

- To expand the perspective through which students can analyze and critique housing precedents to include other disciplines actively engaged in the creation of multi-family housing, including urban planning, real estate development, market analysis, real estate finance and construction.

- To introduce students to the housing development process as a whole and the trade offs that impact its architectural design.

- To encourage a discussion about the value of precedent in the housing design process and what current precedent could mean for future housing design.

3. Attendance & Classroom Conduct

- Attendance at all class meetings is required. Please communicate with the instructor via email regarding any excused or unexcused absences. Arrival over 15 minutes late will be considered an absence.

- Two or more absences will put your grade in the course at risk.

- All cell phones, PDA’s, Kindles and similar devices must be silenced and stowed during class. Anyone found to be emailing, text messaging or accepting phone calls in class will have their device confiscated and their conduct reported to the Program Administrator.

- Computer use will be limited to note-taking only. If your computer is open you are required to sit in the front row.
4. **Course Work**

- **Format**

  Lectures by the instructor will alternate with student presentations and student-lead reading discussions on a bi-weekly schedule.

- **Course Project**

  Working in groups of two, students are required to study, compare and contrast two housing precedents, one located in Southern California and one located elsewhere in the world. Precedents should be of similar density, typology, architectural form and constructed after 2000. Please see attached list and books placed on reserve in the architecture library. All precedents are to be confirmed by instructor. No unbuilt projects will be allowed.

- **Reading Discussions**

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

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

  Students are required to prepare at least one question for each reading to share with the class. Each student group is required to lead the discussion for at least one reading.

- **In-Class Presentations**

  Students will be required to present their ongoing precedent research and analysis in class every other week, examining chosen precedent projects through the lens of the prior week’s lecture topic. In this way, students will actively teach the class about their precedents on a topic-by-topic basis. Students should prepare a short (5-10 minute) powerpoint presentation. These should be uploaded to blackboard at least an hour before the beginning of class.

- **Final Project/Presentation**

  For the final project, students will be asked to consider the potential impact their precedents could have on housing development in general and will be required to compile all their research into a comprehensive, legible document. All students will follow a given graphic format and layout so that the projects can be compiled into a single, coherent document. Copies of the resultant booklet of research will be available to all participating students on blackboard at the conclusion of the course.

  (Please submit both a digital and hard copy. Hard copies will not be returned.) Students will be required to present the results of their research to the class in the final session.
5. **Grading**

- Grading will breakdown as follows:

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<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>10%</td>
<td>Participation (attendance; active contribution to discussions)</td>
</tr>
<tr>
<td>30%</td>
<td>In-Class Presentations</td>
</tr>
<tr>
<td>20%</td>
<td>Final In-Class Presentation</td>
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<tr>
<td>40%</td>
<td>Final Project Document</td>
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<td>100%</td>
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6. **Course Schedule**

January 11/WEEK ONE: Lecture: Course Introduction, Precedents in an Expanded Context

January 18/WEEK TWO: Lecture: 20th C. Housing Precedent Review
Students to confirm precedent selection with instructor

January 25/WEEK THREE: Student Presentations: Precedent Selection
Reading Discussion: “Figures, Doors & Passages,” Robin Evans
“Introduction,” Alone Together, Elizabeth Collins Cromley
“The Apartment” and “The Apartment Building,” Georges Perec

February 1/WEEK FOUR: Lecture: Housing Values: Sustainability, Livability & Affordability
21st C Housing Issues.

February 8/WEEK FIVE: Student Presentations: Precedent Fundamentals + Precedent Housing Values
Reading Discussion: City of Los Angeles Housing Element, 2006 - 2014
“The Case for Multi-Family Housing,” Urban Land Institute

February 15/WEEK SIX: Lecture: Housing Typologies: Typology to Morphology
Typological Development of Housing

February 22/WEEK SEVEN: Student Presentations: Precedent Typologies
Reading Discussion: “Historical Development of Housing Plans,” Floor Plan Manual

March 1/WEEK EIGHT: Lecture: Housing Markets: Demographics, Lifestyle, & Tenure

March 8/WEEK NINE: Student Presentations: Precedent Demographics, Lifestyle and Tenure
Reading Discussion: “Market Analysis,” Multi-Family Housing Development Handbook
Student Housing Market Study, University of Maryland

March 15: SPRING BREAK

March 22/WEEK TEN: Lecture: Housing Policy: Planning, Urban Design & the Community

March 29/WEEK ELEVEN: Student Presentations: Precedent Planning, Urban Design and Policies
Reading Discussion: “A Brief Review of Housing Policies and Programs,”
Richard Green and Stephen Malpezzi

April 5/WEEK TWELVE: Lecture: Housing Finance: Investment & Development

April 12/WEEK THIRTEEN: Student Presentations: Precedent Investment & Development
Reading Discussion: “Financing and Investment,” Multi-Family Housing Development Handbook
April 19/WEEK FOURTEEN: Lecture: Housing Construction: Evolving Technologies & Building Codes

April 26/WEEK FIFTEEN: Student Presentations: FINAL STUDENT PRESENTATIONS

May 19/FINALS: 4:30pm Final Project DUE

7. REQUIRED READINGS


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


8. Course Bibliography

20th Century Multi-Family Housing Precedents:


21st Century Multi-Family Housing Projects:


9. **BIBLIOGRAPHY**

- A bibliography will be required as part of the final course project. Please maintain one throughout your research.

10. **Academic Responsibilities**

**Academic Responsibility**

Students, faculty, and administrative officials at the University of Southern California, as members of the academic community, fulfill a purpose and a responsibility. The University must, therefore, provide an optimal learning environment, and all members of the University community have a responsibility to provide and maintain an atmosphere of free inquiry and expression. The relationship of the individual to this community involves these principles:

Each member has an obligation to respect:

1. THE FUNDAMENTAL HUMAN RIGHTS OF OTHERS
2. THE RIGHTS OF OTHERS BASED UPON THE NATURE OF THE EDUCATIONAL PROCESS
3. THE RIGHTS OF THE INSTITUTION

**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 TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 am - 5:00 pm, 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/](http://www.usc.edu/dept/publications/SCAMPUS/gov/)

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/studentaffairs/SJACS/](http://www.usc.edu/studentaffairs/SJACS/)

**Accreditation Statement:**

The USC School of Architecture’s five year BARCH degree is an accredited professional architectural degree program. 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/2004_Conditions.aspx](http://www.naab.org/accreditation/2004_Conditions.aspx).