

USCSOA

ARCH403 – Principles of Spatial Design II

FALL2015

4 UNITS

Faculty: Valery Augustin, Assistant Professor of Practice  
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Class: Tuesdays, 9:00AM – 12:20PM, WAH B7

Office Hours: By Appointment

Prerequisite: ARCH 303 – Principles of Spatial Design I

To further facilitate learning, this course utilizes Blackboard. Log into Blackboard using your USC username and password at : <https://blackboard.usc.edu/>

***"We must free ourselves from our tendency to see cities as their buildings, and remember that the real city is made of flesh, not concrete."***

-Edward Glaeser, Triumph of the City



Milano PGT – Metrogramma - 2007

### **COURSE DESCRIPTION**

ARCH 403 is focused on the development of advanced urban design solutions set within contemporary urban conditions, with a particular emphasis on ecology, public space, neighborhoods and districts.

### **COURSE INTENT**

Following the introduction to the design process in Arch 303, Principles of Spatial Design I, this course explores advanced concepts in architectural and urban design: interpreting the existing context and collective life, embracing current ecologies and promoting future urban sustainability, and anticipating political and social meaning (both traditional and emergent) when designing the public realm. Upon successful completion of the course, students will be equipped with the ability to utilize research and analysis to synthesize diverse influences as part of a cohesive design process for community scaled urban interventions.

## **CLASS SESSIONS**

Class sessions will typically be comprised of lectures by the course instructor and/or invited guests; project reviews, desk critiques (both individual and group pin-ups), and/or group discussions on specific course topics and readings.

## **READINGS**

Relevant readings will be assigned and discussed in class throughout the semester. Readings will typically be uploaded to Blackboard or handed out in class. Students will be required to submit a total of three reading summaries at certain points throughout the semester.

## **SKETCHBOOK**

Students are required to maintain a studio sketchbook. It is meant to be a thorough and well-organized record of and instrument for critical inquiry and design process. The sketchbook is to include (freehand and/or digitally produced) generative diagrams and design sketches, weekly process drawings, notes/diagrams/sketches from desk critiques, graphic analysis of relevant precedents, class/lecture/reading notes, as well as any other material relevant to design exploration in this course. Date and label all entries clearly and in a consistent manner. Sketchbooks will be collected and graded periodically during the semester.

## **TECHNICAL SKILLS**

Arch 403 requires the following technical skills and knowledge: diagramming, freehand drawing skills, physical modeling, understanding of orthographic projection, and the use of Adobe Creative Cloud software (Adobe Illustrator, Adobe InDesign and Adobe Photoshop).

## **PORTFOLIO**

Each student will be required to submit a portfolio at the end of the semester. The content should be thoughtfully presented in a letter size (8.5"x11") portfolio. All assignments must be included in the portfolio, so students are advised to regularly document all work.

## **REVIEWS**

Scheduled reviews are designed to provide students with varied perspectives and insights from fellow instructors and invited jurors. Juror comments, design criticisms and discussions provide valuable insight and constructive feedback on a student's work and that of colleagues. Full attendance and active participation and engagement are expected for the duration of all reviews and are a significant aspect of the "participation" component of grade evaluation.

## **FIELD TRIPS**

In addition to class sessions, there will be field trips to locations of interest to the course. Field trips will be announced in advance and as much as possible will be organized around the use of public transportation and to occur within the time allotted for class.

## **ASSIGNMENTS**

There are two major assignments throughout the semester. Each assignment will rely upon the skills acquired in the two previous courses in the sequence and are comprised of a research component and design component. The assignments will be supplemented by readings.

**Project One – Urban Research Component:** Students will collaborate on in-depth comparative analyses of urban communities in Los Angeles. The analyses will emphasize the understanding of how specific ecologies, socio-political histories, public transportation, infrastructure, urban design, and architecture have influenced and impacted the development of the communities in question.

Student teams will make in-class presentations on their findings and develop a nuanced understanding of the area to identify parallels. The final deliverable for Project One will be the production of a comprehensive document including diagrams, photographs, images and essays produced by students enrolled in the course.

**Project Two – Neighborhood/Community Design:** Students will utilize the research and analyses developed in Project One to develop a framework for design proposal(s) for their assigned neighborhoods. Students will collaborate on the design of a cohesive neighborhood/community master plan that incorporates an understanding of public space, place making, walkability, affordability, and other salient thematic elements. Specific components of the master plan will be developed in further detail. Final deliverables TBD.

The specific requirements of each project will be delivered in writing. Daily and weekly assignments may be given verbally and may differ from section to section. Successful completion of the course requires that students turn in all assignments.

### EVALUATION AND GRADING

Final grade evaluations will be based on the following breakdown:

Project One	25%
Project Two	35%
Reading Summaries (3 total)	15%
Progress, participation and preparation	10%
Portfolio and Sketchbook	15%

Work will be evaluated periodically so that students have an indication of their progress. Unsatisfactory performance warnings will be issued to students whose work does not meet minimum requirements. A minimum grade of 'C' is required for successful completion of the course and completion of the Geo Design studio sequence. Consult University policies for IN (incomplete) grades and deadlines for withdrawal ('W' grade).

University guidelines on plagiarism pertain to original design work. Students are expected to do all of their own design and presentation work. Substantial assistance in the form of model construction and drawing preparation, or deliberate appropriation of the design work of others will be considered non-original work and will be treated as plagiarism. See "Academic Integrity" section below for more information.

### COURSE BIBLIOGRAPHY

- Beatley T (2000) *Green Urbanism: Learning from European Cities*. Washington D.C., Island Press
- Cuff, Dana. *The Provisional City: Los Angeles Stories of Architecture and Urbanism*. Cambridge, MA: MIT, 2000. Print.
- Gehl, Jan, *Life Between Buildings: Using Public Space* (Copenhagen and Washington, DC: Arkitektens Forlag/ Island Press, 1971).
- Griffin, Toni L. "American City Interrupted: What Spontaneous Interventions Can Teach Us About Taking The City Back." *Architect* (2012): 52-60. Print
- Hough, M. (2004). *Cities and Natural Process: A Basis for Sustainability* (Second Edition). New York, Taylor and Francis (Ch. 2, Water; pp. 39-41 and Ch. 3, Plants; pp. 97-164)
- Jacobs J (1993) *The Death and Life of Great American Cities*. New York, Modern Library (see "The Uses of Sidewalks, Safety", pp. 37-71)

Koshalek, Richard, Dana Hutt, Thom Mayne, and Frances Anderton. *L.A. Now*. Pasadena, CA: Art Center College of Design, 2001. Print.

*L.A. Now: Shaping a New Vision for Downtown Los Angeles*. Pasadena, CA: Art Center College of Design, 2002. Print.

Mossop E (2006) "Landscapes of infrastructure". In Waldheim C (ed) *Landscape Urbanism Reader*. New York, Princeton Architectural Press: 163-177

### **SCHOOL OF ARCHITECTURE ATTENDANCE POLICY**

A student may miss the equivalent of one week of class sessions (in this case, **one excused** absence is permitted) without directly affecting the student's grade and ability to complete the course. An excused absence is a confirmed personal illness, family emergency, or religious holiday. For each absence over the allowed number, your grade can be lowered by 1/3-letter grade. If additional absences are required for a personal illness, family emergency, pre-approved academic reason/religious observance, you must discuss the situation with your faculty member immediately.

Any student not in class within the first 10 minutes is considered tardy, and any student absent (in any form including sleep, technological distraction, or by leaving mid class for a long bathroom/water break) for more than 1/3 of the class time can be considered fully absent. If arriving late, a student must be respectful of a class in session and do everything possible to minimize the disruption caused by a late arrival. It is always the student's responsibility to seek means (if possible) to make up work missed due to absences, not the instructor's, although such recourse is not always an option due to the nature of the material covered.

### **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 your faculty member as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **STATEMENT ON ACADEMIC INTEGRITY**

#### ***PLAGIARISM IS GROUNDS FOR FAILING THIS COURSE***

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/>. 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/student-affairs/SJACS/>.

### **RELIGIOUS HOLIDAYS**

The University of Southern California recognizes the diversity of our community and the potential for conflicts involving academic activities and personal religious observation. The University provides a guide to such observances for reference and suggests that any concerns about lack of attendance or inability to participate fully in the course activity be fully aired at the start of the term. As a general principle, students should be excused from class for these events if properly documented and if provisions can be made to accommodate the absence and make up the lost work. Constraints on participation that conflict with adequate participation in the course and cannot be resolved to the satisfaction of the faculty and the student need to be identified prior to the add/drop date for registration. After the add/drop date the University and

the School of Architecture shall be the sole arbiter of what constitutes appropriate attendance and participation in a given course.

**SUSTAINABILITY INITIATIVE**

The School of Architecture has adopted the 2010 Initiative for Sustainability. Solutions to design problems must engage the environment in a way that dramatically reduces or eliminates the need for fossil fuel.

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## **PROJECT ONE: URBAN ANALYSIS + RESEARCH**

### **INTRODUCTION**

The first project is heavily embedded in the concept of urban analysis. Analysis is an essential tool for understanding the myriad of forces which influence the development of cities at both macro and micro scale. Analysis is the work that designers pursue in order to inform their ideation, planning and design processes. Students will be organized into teams to conduct collective research and analysis of a specific topic. In addition, each student will be assigned individual tasks to research .

### **Research – City of Los Angeles**

The assigned topics are to be analyzed through a broad lens that makes connections to the other areas of investigations. Successful research will identify cross-disciplinary overlaps as well as information on the specifically assigned topic.

The assigned areas of investigation are as follows:

History

Morphology – Urban form, Scale, density, figure/ground, etc.

Infrastructure – Roads, public transportation, resources, etc.

Program/Uses – Single family, multi-family, commercial, institutional, etc.

Natural Environment/Ecology

Socio-Economic/Demographics/Population

Our specific area of focus will be the communities straddling the LA River basin. In addition to the macro-scale urban research on Southern California/Los Angeles, each student is responsible for a single item from each of the following three categories for additional research. Collect the following information:

Photographs/images

Area – Acres

Date of construction/completion

Designer(s)

### **Parks + Plazas**

Great Park, Los Angeles, CA

Pershing Square, Los Angeles, CA

The High Line, New York, NY

Olympic Sculpture Park, Seattle, WA

Union Square, San Francisco, CA

Boston Commons, Boston , MA

Piazza Navona, Rome, Italy

Paley Park, New York, NY

## **Urban/[Sub]Urban**

Seaside, FL  
Celebration, FL  
Garden City – Ebenezer Howard  
Levittown, New Jersey  
San Lorenzo, CA  
Mar Vista Tract, Los Angeles, CA  
Savannah, Georgia

## **Neighborhoods + Municipalities**

Atwater Village  
Burbank  
Glendale  
Chinatown  
Highland Park  
Boyle Heights

## **Process**

Each student will present a PowerPoint presentation of their respective research. Presentations should include documentary information (photographs, drawings, etc.) and analytical diagrams.

The completed research will be collected into a comprehensive research book that will serve as a point of departure of Assignment Two.

## **Schedule**

<b>Week01</b>	Class:	Course Introduction	
	Lecture:	Site Analysis	
	Homework:	Reading 1:	Allan, Stan. "Field Conditions"
<b>Week02</b>	Class:	Discussion:	Reading 1. Urban Site Analysis Research In-Class
	Film:		Reyner Banham Loves Los Angeles
	Homework:	Urban Research/Analysis/Diagramming	
	Reading 2:		Banham, Reyner. Excerpts from "Architecture of Four Ecologies"
<b>Week03</b>	Class:	Field Trip:	LA River
	Homework:	Reading 3:	Mossop E (2006) "Landscapes of infrastructure". In Waldheim C (ed) <i>Landscape Urbanism Reader</i> . New York, Princeton Architectural Press: 163-177

<b>Week04</b>	Class:	Student Presentations
	Homework:	Reading 2. Rossi, Aldo. <i>The Architecture of The City</i> Revise diagrams/Augment Research.
<b>Week05</b>	Class:	First Draft of Research Document
	Homework:	Reading 3. Develop Master Plan goals/strategies
<b>Week06</b>	Class:	Final Presentation – Urban Analysis Book/Projective Plan
	Homework:	Print urban research book.



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## PROJECT TWO: NEIGHBORHOOD/COMMUNITY DESIGN

The second half of the semester will engage the students in the task of developing the design for a new neighborhood/community. The assignment will assist students in developing a set of techniques and design strategies in the design of a small scale urban development in Los Angeles.

The project will involve the planning and design of both built and natural environments in an integrated process. Students will conceptualize, analyze, design project parameters, and outline a stakeholder participation process. Finally, students will synthesize the information into a developed design then simulate/evaluate their proposals.

### PART ONE

#### Conceptualization

Students will collaborate on a new master plan for the neighborhood adjacent to the Glendale Metrolink station. Using the urban analysis developed in Assignment One, students will propose new zoning and land uses for the subject area. The proposed development parameters will include the assessment of the existing built environment and infrastructure including local and regional connections, demographics, and projections of population growth and economic data. The conceptual proposal must be supported by analysis and research.

#### Master Plan

Each team will produce a comprehensive master plan for the area. Successful master plan proposals will address regional and local public transit connections, the natural and urban context, and incorporate the development of a variety of urban public spaces. Students will develop street sections, building massing, public amenities and selected urban features.

#### Schedule

Week07	Class:	Site Visit – Glendale Metrolink / Santa Monica Airport
	Homework:	Preliminary research, urban ecology framework, regional analysis, demographic analysis and socio-economic framework
Week08	Class:	Site Analysis + Research: Developing community design strategy.
	Homework:	Diagramming: Preliminary site plan concepts – 3X minimum
	Reading:	Jacobs J (1993) <i>The Death and Life of Great American Cities</i> . New York, Modern Library “The Uses of Sidewalks, Safety”, pp. 37-71)
Week09	Class:	Review site plan proposals; in-class charrette
	Homework:	Develop site plan proposals; develop/design public spaces, street sections, and selected massing

Week10	Class:	Guest Lecture – <i>Urban BioMimicry</i> – Ilaria Mazzoliani
	Homework:	Reading: Moudon, Anne Vernez. <i>“The Changing Morphology of Suburban Neighborhoods”</i>
Week11	Class:	Project Review - Presentation
		Deliverables - Site Plan, Street Sections, Perspectives
	Homework:	Refine proposals, develop final materials.
Week12	Class:	Guest Lecture – <i>Refined Graphic Techniques for Orthographics</i> – Nicholas Coleman
	Homework:	Print Assignment One urban research book. Print draft of Assignment Two Book. Site axonometric drawings
Week13	Class:	Work Session
	Homework:	Complete final requirements for final presentation.
Week14	Class:	Work Session
	Homework:	Complete final requirements
Week15	Class:	<b>FINAL DAY OF CLASS</b>