RED 574 – Building Typologies

Units: 2.0

Fall 2024:

Section 1 *(51612)*
Wednesday 4:00pm-5:50pm
VPD: LL 101

Section 2 *(51613)*
Wednesday 6:00pm-7:50pm
VPD: LL 101

Instructor: **Nick Zaharov**
Contact Info: Zaharov@usc.edu
1-805-407-0696
Note: For a prompt response in answering questions please send a text message. Responses to emails should be expected *within a 24-hour period.*

Office Hours: By appointment *(Zoom or in person).*

Course Description

RED 574 provides a foundation for critically examining and understanding driving factors that inform the design process for varying building types and ways in which building design can be evaluated, encouraging students to further develop their skills as thoughtful building critics. As agents of building, developers are challenged to improve architectural and urban design approaches in their problem-solving goal of increasing functionality, efficiency, aesthetic appeal and, ultimately, the financial success of a project. Proficiency and creativity in building design often have direct financial implications. As our cities densify and local communities become more sophisticated, developers are increasingly called upon to demonstrate their sensitivity and understanding of design ramifications within their projects across all scales and product types.

Among the vast variety of building types observed within the built environment, certain buildings can be clearly distinguished by similarities that allow them to be grouped together. The most common criteria used to categorize built form is a typology of function and use: a house, a store, an office building, a distribution center, a lifestyle center, a museum, and so forth. It is necessary to study physical design traits of each typology within the context of requirements, constraints, and opportunities of each type of use to understand the primary design and planning issues that should be considered to achieve a successful result. Three principal product types of real estate development will be studied in this course: residential, retail, and office, as well as mixed-use applications and parking, a typology central to current planning and one that is expected to change in the near future.

Learning Objectives

RED 574 aims at unifying and synthesizing key topics and learning goals from the previous RED 573 Design History & Criticism and RED 574 Building Typologies into a unified and combined structure. Although the two courses were decidedly different, there is a commonality between pertinent aspects and exercises from each, focusing on building design, that can be leveraged to achieve a unified learning experience. The curriculum is centered on three main objectives:

1. Provide students an introductory foundational approach in cultivating an understanding to critically evaluate building design.
2. Study and familiarize oneself with the most common types of buildings (typologies), both, in use and in design, and highlight requirements, challenges, and opportunities of each.

3. Present an opportunity for students to implement their own design ideas through assignments as a means of exploring and communicating one's development vision in a particular context and receiving constructive feedback.

Lectures, case studies, assignments, readings, and site visits will focus on various types of buildings, their fundamental ordering principles, and their most common subtypes. We will look at design prototypes, i.e., buildings that are canonical in their families, as well as the applications of differing design approaches and ideas within the same family of building typologies. A focus in these studies will also include physical patterns that building types embody at the urban context, the street, the site, and the building form and organization. For each building type, we will explore the criteria for good design and the foundations for such an evaluation.

This process will provide students with a fuller understanding of the most common building types so that good and informed judgments in design and use can be made during the underwriting and pre-development stages. We will explicitly examine the relationship between good design and good business in development to determine how architectural quality and contribute to the success of a project.

Ultimately, this course is intended to help students develop a lens through which to evaluate the quality and viability of design ideas for specific building types and to leverage this ability in driving a successful design approach for future projects.

Attendance and Course Format

This course will be held in person: attendance and participation at each class meeting is required. Course materials and assignments will be posted and submitted through Brightspace. At the present time, no use of Zoom for transmission or recording of class sessions is contemplated. Experience over these past several years has reaffirmed the irreplaceable value of in-person class meetings, discussions, and presentations. Attendance will be recorded and missing class will affect a student's semester participation grade.

Required Readings and Supplementary Materials

a. **Textbook:** *Increments of Neighborhood: A Compendium of Built Types for Walkable and Vibrant Communities* by Brian O'Looney. Published by Oro: February 4th, 2020.
b. **Architectural scale**
c. **Engineering scale**
d. **Trace paper** *(11" or 17")*

Description and Assessment of Assignments

Building Typology Assignments: There will be a series of short design exercise assignments, one associated with each of the main typologies, that will be covered in this course. These design exercise will involve drawing: the primary communication tool of design. Students may either: (a) draw by hand using any variety of media (markers, colored pencils, pens), or (b) use a computer program to generate the linework and design. Each of these assignments will have its own specific instructions. Students' work will be judged on its accuracy of scale and appropriate measurements (as applicable to each respective typology) and by incorporating the correct lessons/directions from the lectures and class discussions. These assignments will be posted in Brightspace and should be submitted through the appropriate upload submission link in Brightspace. *Only digital files will be submitted; no originals.*

Final Project & Associated Preparatory Assignments: The semester will conclude with a final project presentation that will be completed in groups of 2 (two). This will be a site plan design exercise consisting of two adjacent sites: each team member will be responsible for designing and drawing the site plan for their respective half of the combined project. Each side will be different and based on each member's proposed development program, but the designs should relate to one another in ways that are deemed appropriate by each team. The final design will be presented in person on the last day of class. Additionally, several initial assignments early in the semester will serve as preparatory work in building towards this final presentation.

<u>Midterm & Final Exam:</u> *There will <u>not</u> be a midterm nor a final exam. Accordingly, the class will <u>not</u> be meeting during finals week. The electronic version of the Final Project must be submitted digitally through Brightspace by finals week.*

Grading Breakdown*

Students will be graded based on the following:

GRADING BREAKDOWN		
Assignment	Points	% of Grade
Assignment #1	100	10%
Assignment #2	100	10%
Assignment #3	100	10%
Assignment #4	100	10%
Assignment #5	100	10%
Assignment #6	100	10%
FINAL PROJECT	250	25%
Participation	150	15%
TOTAL	**1000**	**100%**

* This class is designed to be engaging, with a series of guest speakers and projects site visits; attendance is crucial to achieve the learning objectives. Missed classes will be difficult to make-up. Attendance will be recorded.

Grading Scale
Course final grades will be determined using the following scale
A   95-100
A-   90-94
B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-62
F   59 and below

Assignment Submission Policy
Student work must be turned in on time. Assignments must be turned in through the appropriate file submission procedure in Brightspace by the beginning of class on the due date. Assignments will be posted and turned in via Brightspace. Late work will receive a <u>full</u> grade deduction for each day it is late, this includes the first day (i.e. if an assignment is turned in late but still on the due date, it will receive a full grade deduction).

USC Technology Support Links
[Software available to USC Campus](#)
[Zoom information for students](#)

Course Schedule

Please Note: speakers and topics for specific dates are subject to change.

RED 574 - FALL 2024

SESSION	DATE	TITLE/TOPIC	ASSIGNMENT	DUE
		COURSE SCHEDULE		
Week 1	8/28/2024	**Design Matters** *Case Study:* **Cumulus District**	Assignment #1 *Reading:* p. 15-31	
Week 2	9/4/2024	**The Design Idea** *Skills Lecture:* **Context & Site Analysis**	Assignment #2	Assignment #1
Week 3	9/11/2024	**Introduction to Typologies**	Assignment #3	Assignment #2
Week 4	9/18/2024	**Retail** *Speaker:* Jeff Kreshek, Federal Realty	*Reading:* p. 169-197	Assignment #3
Week 5	9/25/2024	**Design Fundamentals** *Skills Lecture:* **Design Drawing**	*Reading:* p. 199-217	
Week 6	10/2/2024	**Parking**	Assignment #4 *Reading:* p. 218-241	
Week 7	10/9/2024	**Residential**	Assignment #5 *Reading:* p. 145-167	Assignment #4
Week 8	10/16/2024	**Mixed-Use**	Final Project	Assignment #5
Week 9	10/23/2024	**Industrial & Office**	Assignment #6	
Week 10	10/30/2024	**NO CLASS** *ULI Conference*		
Week 11	11/6/2024	**Responding to the Built Environment** *Case Studies:* **Sunset Millenn. & Altana**		Assignment #6
Week 12	11/13/2024	***PROJECT VISIT: TBD***	*Reading:* p. 283-301	
Week 13	11/20/2024	**Creating Extraordinary Places** *Speaker:* Kevin Kelley, Shook Kelley	*Reading:* p. 302-324	
Week 14	11/27/2024	**NO CLASS** *Thanksgiving Holiday*		
Week 15	12/4/2024	**FINAL PROJECT PRESENTATIONS**		FINAL PROJECT*
FINALS WEEK		*Electronic Submission of Final Project by 4pm on 12/11 through Brightspace*		

Statement on Academic Conduct and Support Systems

Academic Integrity:
The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:
Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.
USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-33*40 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Additional Reading & Pertinent Reference Materials

1. *The Next American Metropolis*, by Peter Calthorpe, Princeton Architectural Press.
2. *Common Place: Toward Neighborhood and Regional Design*, by Douglas Keilbaugh, University of Washington Press, 1997.
3. *Great Streets*, by Allan B. Jacobs, MIT Press, 1993.
4. *Rediscovering the Center City*, by William H. Whyte, Doubleday.
5. *Place Making, Developing Town Centers, Main Streets and Urban Villages,* ULI 2002, by Charles Bohl
6. *Density by Design*, by Steven Fader, Urban Land Institute, 2000.
7. *From Line to Design: Design/Graphics/Communication*, by Scott Van Dyke.
8. *Halfway to Everywhere*, by William H. Hudnut III, ULI 2003
9. *Mixed Use Development Handbook*; Community Builders Handbook Series.
10. *Residential Development Handbook; Community Builders Handbook Series*.
11. *Transforming Suburban Business Districts*, ULI – 2001
12. *Zero Lot Line Housing*, by David R. Jensen/HOH Associates.
13. *Developing Sustainable Planned Communities*, ULI 2007 by Franko, Gause, Heid, Kellenberg, et al.
14. *Pedestrian and Transit-Oriented Design*, by Reid Ewing and Keith Bartholomew, ULI, 2013.
15. *Grid/Street/Place: Essential Elements of Sustainable Urban Districts*, by Nathan Cherry, American Planning Association, 2009.
16. *The Housing Design Handbook: A guide to good practice,* by David Levitt, Routledge, 2010.
17. *Planning and Urban Design Standards, Student Edition,* by Frederick R. Steiner and Kent Butler, John Wiley & Sons, Inc., 2007.
18. *Making Community Design Work, A Guide for Planners*, by Umut Toker, Planners Press, 2012.
19. *Urban Composition, Developing Community through Design,* by Mark C. Childs, Princeton Architectural Press, 2012.
20. *The Dimensions of Parking*, by Robert A. Chapman, et. al., Urban Land Institute, 2009.
21. *21st Century Retail Centers: Context, Culture and Community,* by Ronald A. Altoon, ICSC.
22. *Principles of Urban Retail Planning and Development*, by Robert J. Gibbs, John Wiley & Sons, Inc., 2012.