ARCH-544 Landscape as Urbanism: Case Studies

Units: 3 Units  
Term—Day—Time:  
Location:  
Instructor: Daví Parente Schoen  
Office:  
Office Hours:  
Contact Info: dschoen@usc.edu

Course Description
This course will look from and through cities of the Global South to productively engage with various perspectives and framings of Landscape as Urbanism. Through the presentation of a case study index of cities and projects, this course situates the designed landscape as a framework and catalyst for urban form and process. In other words, it presents landscape as a medium of urbanism - embedded in processes of urbanization.

We will pay particular attention to the role of economic, sociocultural and political forces in shaping socio-environmental urban systems. That is, we take as a starting point that the natural and engineered systems which structure cities are in flux and are both sites of continuous contestation and possibility. We will take this critical position towards the city as both an analytical tool (to question how and what we see) and as a guide to the possibilities of action (what we can do).

This course will begin with developing an understanding of the implications of landscape as urbanism for cities of the Global South, and productively critique the shortcomings of Landscape Urbanism’s Northern American and European canon. From there we will move thematically through a set of theses and framings that present landscape as urbanism through a set of case cities, mostly in Africa and Latin America. Each week will bring together literature and examples from scholarly sources in landscape architecture, urban planning, climate/disaster resiliency, urban ecology and other allied fields in order to open up a discussion on the implications of each theme in seeing new possibilities for practice and understanding. The semester will conclude with an engagement with planetary urbanization before attempting to once more re-contextualize the themes and critiques developed throughout the course within an understanding of uneven development, structural marginalization and multiple peripheries in North America.

Learning Objectives

1. To enable students to read the ecological and urban landscape as the result of evolving economic, sociocultural, and political forces

2. To provide a comparative exploration of the nexus of landscape and urbanism in multiple contexts
3. To provide a history of approaches to urban design by landscape architects

4. To provide a platform to study cities across the globe

5. To introduce how the designed landscape (designing with particular attention to biophysical and infrastructural systems) has been used to as a medium of, structure for and catalyst to urbanization

6. To enable students to understand how landscape strategies can negotiate and manage pressures of urbanization through physical interventions in existing and new urban districts

7. To engage in discussion about landscape architecture’s capacity to address the increasing scale and scope of anthropogenic impacts on the planet

8. To sustain best practices for responsible scholarship (ability to properly cite sources (text and image), demonstrating fullest scholarly integrity and adherence to academic standards)

9. To stimulate critical thinking and interpretive skills (of cities, sites, projects, texts) as expressed verbally and in writing

10. To develop argumentation skills in writing and verbal presentation (crafting an argument, structuring a thesis and supportive evidence).

Course Schedule

This course will progress in four sections:

1. (Southern) Landscape Urbanism (s)
   Weeks 1-3

   We will begin with a conceptual engagement with landscape as urbanism (understanding the historical development of the profession, as well its fundamentally urban and infrastructural nature and possibilities), which builds on the knowledge gained in ARCH 565: Global History of Designed Landscapes. Building on the work of urban planners other critical scholars we will simultaneously explore how these framings might be seen through cities of the Global South, and the attendant questions that emerge around issues including, but not limited to: the cultural construction/identification of nature, post-industrial landscapes in underdeveloped countries, resource extraction and (post) colonialism.

   The purpose of this section will be to introduce students to the framings that will lead to productive critique of familiar terms across diverse geographies and to ask: who was excluded by earlier framings? Who was it serving? What does it leave out? How can we extend these concepts? How can doing so engage new concerns, new voices, new capacities?

2. Southern Landscape Urbanisms as...
   Weeks 4-10

   We will then focus on a number of case cities each week to explore a range of facets and themes of landscape urbanism as seen through the Global South. Each week will be grouped thematically around a particular perspective, practice or project through which to see landscape as urbanism. Each theme will pay particular attention to how dynamics (ex: coastal flooding) reflect a series of intertwined and enmeshed engineered and natural systems. Throughout, our primary lenses for
examining the city and its relationship to natural and infrastructural systems will be through capital, labor, material and environment. Case studies will be pulled primarily from cities of the Latin America and African continents, but we will not take these regional categories for granted and when useful will include other cities.

3. *Planetary Landscape(s)*  
   *Weeks 11-12*

From there we’ll transition from regional to planetary urbanization. This portion of the course explores landscape architecture’s role as a critical medium of cultural production that has the capacity to negotiate the increased scale and scope of anthropogenic impacts on the planet. Readings and lectures will explore questions of global climatic change, resource extraction, world cities and the *world-ing* of cities, the role and commodification of global design and new forms of ecological connections/relations.

4. *Looking inward (core-periphery)*  
   *Week 13*

Finally, we’ll use our critiques and reframing of the project of landscape urbanism to re-reconsider its possibilities for engaging with inequalities and marginalized voices/communities in this country. Given the movement for Black Lives Matter, and other social movements in this country, how can we re-cast the goals, aesthetics, tools, ‘clients’ and timeframes of landscape as urbanism? How can we reframing the terms of landscape urbanism to engaging new concerns, new voices and new capacities?

**Course Schedule: A Weekly Breakdown**
<table>
<thead>
<tr>
<th>Topics/Framings</th>
<th>Assignment Dates/Guests</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> Landscape Urbanism(s) <em>from</em> the Global South</td>
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<tr>
<td><strong>Week 2</strong> Infrastructure and Socio-Environments in Southern Landscape Urbanism</td>
<td>Assignment #1A &amp; #1B introduced: New Axioms</td>
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<tr>
<td><strong>Week 3</strong> Colonization, landscape and representation: territorial control,</td>
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<td>exploitation, ecology and contestations</td>
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<td><strong>Week 4</strong> Public Health Landscapes I</td>
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<tr>
<td><strong>Week 5</strong> Public space: contested cultural meanings and multiple social</td>
<td>Assignment #2 introduced: Diagrams and Landscape as Urbanism</td>
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<tr>
<td>ambitions</td>
<td>Guest: Washington Fajardo</td>
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<tr>
<td><strong>Week 6</strong> Lines in the sand: coastal landscapes and the shifting boundary</td>
<td>Assignment #1A Due</td>
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<tr>
<td>between land and sea I</td>
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<tr>
<td><strong>Week 7</strong> Lines in the sand: coastal landscapes and the shifting boundary</td>
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<td>between land and sea II</td>
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<td><strong>Week 8</strong> Shaky Ground/Topo Urbanism</td>
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<tr>
<td><strong>Week 9</strong> Rivers, margins, marginalization</td>
<td>Assignment #2 Due</td>
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<tr>
<td><strong>Week 10</strong> Planetary Urbanism I (Material)</td>
<td>Guest: Maggie Tsang &amp; Isaac Stein</td>
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<td><strong>Week 11</strong> Planetary Urbanism II (Immaterial)</td>
<td>Guest: Pedro Aparicio (?)</td>
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<td><strong>Week 12</strong> United States</td>
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<tr>
<td><strong>FINAL</strong></td>
<td>Assignment #1B Due</td>
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FRAMWORKS/TOPICS + READINGS BY WEEK

**Week 1: August 27**
Introduction to Southern Landscape Urbanism(s)

*** INTRODUCE ASSIGNMENT #1 A & B (NEW AXIOMS) ***

*Themes/Questions*

How does seeing *from* cities of the Global South change our understanding of Landscape as Urbanism?

What do we mean by cities of the Global South and might they different from those in the Global North?
What assumptions about the urban is implicit in the project of landscape urbanism?

Readings

Required


Recommended
Roy. “Urbanisms, worlding practices and the theory of planning” (2011)


Week 2: September 3
Infrastructure and the socio-environments in cities of the Global South

Themes/Questions
How is the lived experience of infrastructure (in its functional/immaterial/adapted/non-existent forms) different in cities of the Global South?

How do the urban configurations of cities in the Global South frame questions of urban peripheries and margins, socio-ecological borders/edges and the standards and fixity of natural and infrastructural systems?

Readings

Required


Furlong, Kathryn. “STS beyond the modern infrastructure ideal: Extending theory by engaging with infrastructure challenges in the South.” (2014) (pp. 139-142,145)


Recommended

Week 3: September 10th
Colonization, landscape and representation: territorial control, exploitation, ecology and contestations

*** INTRODUCE ASSIGNMENT #2 (DIAGRAM) ***

Themes/Questions
What has the role of representation (maps, diagrams) been historically in exerting territorial control (as well as resistance) and how do these histories and representations condition socio-environmental relations and possibilities for action?

How has the history of colonial exploitation and its framing and uses of ‘the environment’ shaped contemporary urban landscapes and their inhabitants?

Readings
Required


Recommended


Week 4: September 17th
Public health landscapes (Water and disease)

Themes/Question:
How do efforts to control/improve public health influence the design of natural and engineered systems? (standing water, potable water, etc.)?

How does the provision of public water shape urban form and the relationship between urbanity and water sources?

How do efforts to control/improve public health influence the design of natural and engineered systems?

Readings

**Required**


**Recommended**

https://clas.berkeley.edu/research/colombia-restoring-bogot%C3%A1%E2%80%99s-waterscapes


**Week 5: September 24th**

Public space: contested cultural meanings and multiple social ambitions

**Themes/Questions**
How have urban public space making (formal and informal) emerged, adapted and reflected social, political, ecological and economic conditions in cities of the global south?

What kinds of conditions have these landscapes been mobilized to ‘remedy’?

**Guest Lecture**
Washington Fajardo

Candidate for mayor of Rio, former head of cultural heritage department with Mayor’s office, former Loeb fellow and visiting research at DRCLAS and GSD

**Readings**

**Required**


Recommended


**Week 6: October 1st**

**Land/Water: coastal landscapes and shifting boundaries**

*Themes/Questions*

How do cities relate to ocean/sea waters and how does this frame urban form and inhabitation?

How are these reflective of political and social relationships, colonial vestiges and global trends?

What are tools/techniques of controlling/markng/fixing water in place (both literally and in representation)?

How and why do we separate ocean from land? What are the relationships between them (ecological, etc.)

*Readings*

**Required**


**Recommended**


Doshi. “Greening Displacements, Displacing Green.” (2019)

**Week 7: October 8th**

**Water/Land: coastal landscapes and shifting boundaries (SLR + Climate Change)**
Themes/Questions

How do cities relate to ocean/sea waters and how does this frame urban form and inhabitation?

How have patterns of inhabitation emerged from living with the tides and currents (Kampongs vs. Canals) and what do they reflect about nature vs. human systems?

How does global climate change threaten/change these? How might these changes relate to other processes such as displacement/gentrification?

Readings

Required


Yarina. “Your Sea Wall Won’t Save You.” (2018)

Recommended


Week 8: October 15th
Shaky Ground/Topo Urbanism

Themes/Questions

How does urbanity respond/relate to topography? Who lives in flats and who lives on slopes? What conditions do these reflect?

How do we deal with unstable ground? With land when it is no longer fixed-in-place (earthquakes/landslides)?

Reading

Required


https://placesjournal.org/article/city-ground/

Fraser. “The missing politics of urban vulnerability” (2017)


Recommended

Kullmann. “Hong Kong, Grounded” (2017)


Freeman and Burgos. “Accumulation by forced removal the thinning of rio de janeiros favelas in preparation for the games (2016)


Week 9: October 22th
Rivers, margins and marginalization

Themes/Questions

How do cities relate to linear/directional bodies of waters?

Readings

Required


Millington, Nate. “Linear Parks and the Political Ecologies of Permeability.” (2018)

Ghertner. “Green evictions environmental discourses.” (2011)

Nygren & Wayessa. “At the Intersections of Multiple Marginalisations.” (2018)

Recommended


Week 10: October 29th
Planetary urbanism (Material)
**Themes/Questions**

How does resource extraction, climate change, ecological connections dependency (COVID), logistics represent forms of planetary urbanisms?

How do these impact how we design with (and for) urbanism beyond traditional bounds?

**Readings**


Ashley Carse. “Beyond the Ditch.” (2014)


**Week 1: November 5th**

**Planetary urbanism (Cultural, ideological and immaterial flux)**

*Required*


*Recommended*

Schindler. Towards a paradigm of Southern urbanism (2017)

Goldman. Speculating on the Next World City. (2011)

**Week 12: November 12th**

**Marginal(ized) Landscape of the Global North**

*Readings*


Spirn. “Restoring Mill Creek...” (2005)

Bullard & Wright. Selections from *The Wrong Complexion for Protection* (2012)


**Online learning + synchronous learning**

*Students are expected to attend every synchronous session. Students are therefore expected to maintain normal attendance and participation. If a student will be in a time zone other than PST and this course falls*
outside the hours of 7 AM and 10 PM in their time zone they must notify the instructor so that accommodations can be made.

Attendance is required, however, there may be weeks (as will announced via blackboard/e-mail or slack) in which the lecture component will be delivered asynchronously. On these weeks, students are expected to watch/listen/read lectures videos or transcriptions prior to the synchronous class session.

Software requirements
Students will be expected to be proficient in the Office Suite for text/written assignments, with the Adobe Suite as needed for diagram/illustrative assignments (hand drawing is also allowable) as well as communication software Miro and Slack.

Communication
Maintaining camera on during class is STRONGLY encouraged

A class Slack channel will be created for this course. Please use this to clarify information, readings, assignments or make office-hour appointments.

A class Miro account will also be set up. Students will use this for assignments as specified in this document.

Technological Proficiency and Hardware/Software Required
N/A

USC technology rental program
We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program. To apply, please submit an application. The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links
Zoom information for students
Blackboard help for students
Software available to USC Campus

Description and Assessment of Assignments

1. **Weekly critical reading response**: Starting with Week 2, a weekly critical reading response will be submitted (uploaded to Blackboard) by noon (12 PST) the day of class (Thursday). These 0.5-1 page responses should demonstrate a critical engagement with the primary arguments or overarching themes of the weekly required readings.

   These can be a critical question, a critical standpoint/argument, or can connect to another theme or topic in the course. Focus on: authors’ (stated or implicit) assumptions, limits to their perspectives, and bringing readings into dialogue with overarching themes.

   These should not be summaries or questions attempting to clarify readings/themes.

   The goal of these responses is to develop interpretive skills and critical responses. Responses will be graded on a complete/incomplete fashion.
II. Weekly imagery response: Starting with Week 2, students will upload an image that responds to the week’s readings. This can be a built project, a landscape, a city, or diagram that responds to the week’s topic and content of assigned readings. This will be uploaded to the class Slack channel by noon (12 PST) the day of class (Thursday).

This assignment will allow students to connect their readings to the broader nexus of landscape and urbanism across contexts, and begin to consider cities across the global comparatively.

Must be correctly sources and credited (see USC and school policy)

III. Argumentation through diagram:
We will see a number of uses of diagrams (and maps) among the assigned readings this semester. From the colonial diagrams of Humbolt to the diagrams for Parc de la Villette, these examples distill complex ideas and arguments about the world into simple visual languages. Moreover, these diagrams contain complex political and cultural meanings. They also ‘act’ and are the grounds for other actions within urban landscapes. Many contemporary firms also rely on the diagram as a means of synthesizing complex processes and concepts in landscape practice.

This assignment asks you to create a set of diagrams that conveys a novel way of seeing landscape as urbanism. While this course aims to outline a range of other lenses for seeing landscape there are doubtless many more that remain undiscussed.

Clarification, examples and a more detailed prompts will be provided when assignment is distributed.

IV. Axioms/Theses
Interim submission
Please submit a one-paragraph prospectus outlining the general topic for your final paper.

Students are highly encouraged to meet with instructor to discuss prior to submission. Shortly following the mid-term, students will be expected to submit a one paragraph prospectus on their final paper. 1-1 meeting with professor to discuss their final paper topic/theme will be strongly encouraged.

Final paper:
A minimum five-page paper in which students critically engage the topics and readings presented in this course to make an argument for a set of new axioms/theses for seeing landscape as urbanism as reflected ‘through’ our engagement with the global south

Take 2-5 projects or cities and make a case for which to see Landscape as Urbanism from the global south through those cities. Consider the polemical/argumentative tone and structure of text’s like Waldheim’s Landscape Urbanism a Genealogy... to craft your own argument/polemic. This can take one of the existing frameworks (ex: Landscape as Infrastructure) and re-contextualize it as a mode of seeing/operating through the global south or you can propose a new framework (ex: Landscape as Housing, Landscape as Risk, etc.).

Pick an argument and pick a city and make a case for why we should see landscape as urbanism through that frame.

This assignment will be graded based on engagement with course readings and connecting across themes critically. Clear and concise writing and demonstrated grasp of course materials will be assessed. Due on the day of the class ‘final’ Dec. 3rd.
Clarification, examples and a more detailed prompts will be provided when assignment is distributed.

**Participation**

Attendance at all class meetings are mandatory. Students must notify instructor and request to be excused prior to class.

Active participation in class discussion is expected. Students are expected to contribute and respond to in-class verbal discussion and prompt questions.

At times students may be asked to guide/lead breakout room discussions as laid out by instructor.

Students are expected to spend a minimum of 4 hours of work time outside of class to complete readings and assignments each week.

**Grading Breakdown**

The listed assignments will contributing to student’s final grade based on the following grading breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Critical Reading Response</td>
<td>25</td>
</tr>
<tr>
<td>Critical Imagery/Cases</td>
<td>5</td>
</tr>
<tr>
<td>Diagram</td>
<td>20</td>
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<tr>
<td>Final Paper (Axions)</td>
<td>35</td>
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<tr>
<td>Participation</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**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

**Course-specific Policies (Assignment Submission, Grading Timeline, Late work, and Technology)**

**Assignment Submission**
• All assignments should be **submitted to blackboard**
• Late submissions will be deducted one grade increment per day late (ex: A to A-)
• If you will be submitting late, please inform instruct

**Classroom norms**

• Listen actively, attentively and without interrupting.
• No name-calling or other character attacks.
• Make no assumptions about others.
• Challenge one another, but do so respectfully.
• If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
• Build on one another’s comments; work toward shared understanding.
• Ask a question to explore areas of uncertainty or discomfort.
• Do not monopolize discussion.
• Try not to silence yourself out of concern for what others will think about what you say.
• Do not remain silent. Make sure to contribute to the discussion.
• We will not demean, devalue, or “put down” people for their experiences, lack of experiences, or difference in interpretation of those experiences.
• Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

**Zoom etiquette**

We are living in unprecedented times. While the above policies are intended to make for the best possible learning experience, given the circumstances, the instructor is also understanding of numerous circumstances involving students that may make any of these policies challenging. Students should feel free to contact the instructor with any questions or concerns about complying with any policy involving online learning. If a student does not want/or is unable to keep camera on during the synchronous Zoom session, for example, please contact instructor prior to class session to discuss expectations and accommodations needed.

**Synchronous session recording notice**

Synchronous sessions will be recorded and provided to all students asynchronously. More information can about found here. Recordings may not be disseminated outside courses students and students may not make their own recording without instructor consent. Please refer to relevant school and university policies regarding recording and accommodations.

**Sharing of course materials outside of the learning environment**

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

*SCampus Section 11.12(B)*

*Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been*
displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Course evaluation
Course evaluation occurs at the end of the semester university-wide. It is an important review of students’ experience in the class.

Statement on Academic Conduct and Support Systems

The current Statement on Academic Conduct and Support Systems is a required component of all USC syllabi and is updated yearly. Faculty should use the latest version of the Statement on Academic Conduct and Support Systems found in the Curriculum Coordination Office’s Syllabus Template. The Statement below is current as of August 2018

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

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 of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298 equity.usc.edu, titleix.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 of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.
The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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 at USC - (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.