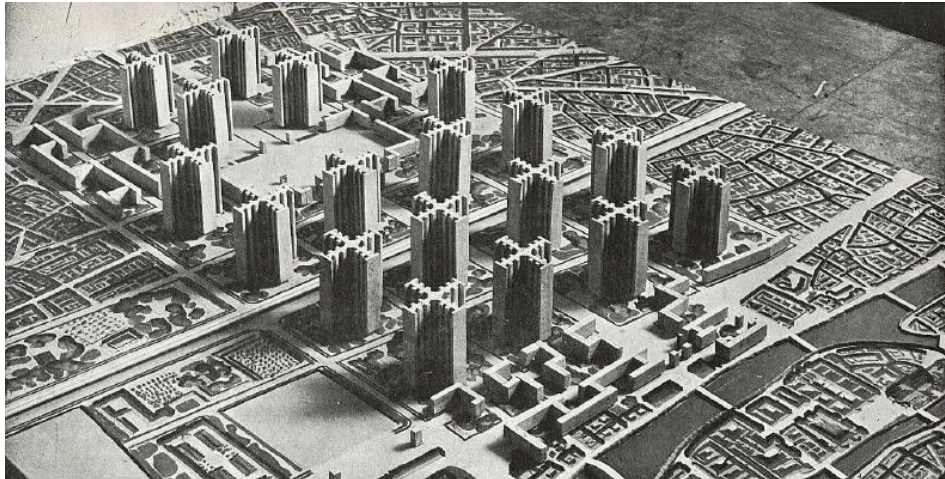


# USC School of Architecture

## ARCH 561 Urbanism Themes and Case-Studies

Units: 2.0  
Term: Fall 2019  
Timing: Fri 12:00-1:50pm  
Location: HAR 101  
Instructor: Faiza Moatasim  
Office Hours: Tue 2:00-3:00pm & by appointment  
in Watt 304  
Contact Info: moatasim@usc.edu  
Class Assts: Bettina Brown (bettinab@usc.edu)  
Aira Kariah Iglesias (agiglesi@usc.edu)  
Joepaul Luikart (luikart@usc.edu)



*A Contemporary City of Three Million People (Unbuilt). 1922. Architect: Le Corbusier*



*Unequal Scenes, Mumbai (India). 2016. Photographer: Johnny Miller*

## Course Description

What do our cities tell us about us, our values and belief systems, our modes of occupation, and our relationships with each other? What are the differences between imagining the city as an artifact, as a palimpsest, and as a social, economic, and political entity? What characteristics, viewpoints, and moments take precedence over others in the analysis of a city? This course will present an understanding of urbanism and urbanization from a global perspective by focusing on how cities have developed in dynamic relationships with various social, political, and economic forces across time and space. In particular, the course will show how the form of a city symbolizes dominant cultural values, how the nature of work determines the organization of a city, and how the income and race of people regulate their access to urban space. Ultimately, the course will pursue what can we learn about our present and possibly future urban conditions from an understanding of history and theory of urbanism and urbanization.

The course will be structured around key themes and moments in urban history to highlight how sophisticated urban patterns have existed in periods that may be categorized as ‘ancient’ or ‘medieval,’ or in societies that are considered ‘traditional.’ The course will also focus on both ‘ordinary’ and ‘extraordinary’ patterns of urban development that have emerged in different parts of the world. In the context of a city, these include monumental spaces and pedigreed planning paradigms associated with power and privilege, and everyday spaces of poverty and resourcefulness. These monumental and everyday spaces collectively represent how those with or without power influence and interact with the form of a city. The first part of the course will establish a fundamental visual and theoretical vocabulary of the range of physical forms that cities can take using examples from Mesopotamia to Mumbai to demonstrate continuity and disruption of urban ordering processes separated across time and space. The second part of the course will explore the development of cities in response to changing conceptions of work, residence, leisure, and communication, which have contributed to particular forms of political and economic domination in urban settings since the eighteenth century. The final part of the course will explore the concept of the city as a right that is mostly denied to the vast majority of urban dwellers around the world but that can be reclaimed through strategic spatial practices, and design agendas.

## Learning Objectives

This course offers:

1. an overview of how cities have developed in the past, what attempts have been made to improve urban life and for whom;
2. an understanding of the tools and vocabularies necessary to read and analyze global urban forms;
3. an appreciation of certain social, economic, and political conditions such as, poverty, inequality, capitalism, modernism, industrialism, colonialism and neoliberalism as important urban processes.

## Required Readings

All Required readings will be available on Blackboard under “Content.”

## Course Requirements

There are four main components of grading and evaluation for this course:

1. **Participation in class discussions (10% of total grade)**
  - a. This is a lecture- and discussion-based course. We will explore important urbanism themes in this course by discussing assigned readings in class, either as a whole or in

small groups. Your verbal participation in each class session will be evaluated for **relevance and content**.

- b. To prepare for participation in class discussions, it is essential that you come to the class having done the assigned readings. You must do so by engaging with the weekly text, that is, by identifying the section/s of the assigned reading that relates directly to the main argument of the scholar as well as look for evidence used to support scholarly claims. You should also take note of key terms and concepts discussed in the readings or lectures. Finally it is important that you find connections between different readings as well as develop your own questions based on the claims made by scholars whose work you will be encountering in this course.

**2. Short Exercises (30% of total grade)**

- a. **Exercise #1 (10%):** Analyze the physical form, function, and meaning of an undeclared city based on its maps, and your conceptual understanding of similar urban forms encountered in the course.
- b. **Exercise #2 (20%):** This is a two-stage assignment based on the claim that *cities are sites of social inequalities*.
  - a. Capture an image (sketch, photograph, collage) of an instance of unequal social relations in Los Angeles or another familiar city. List your criteria for the identified urban condition of social inequality and include a caption appropriate to the captured image.
  - b. In no more than 250 words, propose an urban intervention that can make the identified condition more inclusive and equitable. Your response could adapt inspirations for achieving urban inclusivity from other cities. All external ideas must be properly cited.

**3. Pop Quizzes (10% of the total grade)**

Pop quizzes will be designed to gauge your understanding of important themes in the assigned readings or in class documentaries

**4. Midterm Quiz (20% of total grade)**

**5. Final Exam (30% of total grade)**

The midterm and final exams will be designed to gauge your understanding of important places, and theoretical concepts about urbanism introduced in the course. The midterm and final exams will be in the form of short answer, and identification questions.

**Grading Breakdown**

Assignments	% of Grade
Verbal Participation	10%
Short Exercises	30%
Pop Quizzes	10%
Midterm	20%
Final Exam	30%
<b>TOTAL</b>	<b>100%</b>

## Assignment Submission Policy

- Assignments submitted late, if passing, will receive half credit for the grade received. No late work will be accepted 10 days after the due date.
- All requirements must be met to earn a passing grade.

## General Policies

- Class attendance is mandatory.
- Absence without penalty is allowed only in exceptional situations related to personal and family emergencies. Please discuss the reason for missing class with me immediately after the event to determine if it qualifies as an emergency.

## Special Accommodations

If you are facing any difficulty with your course work, please speak with me immediately. If you need special accommodations because of a documented disability as allowed by the Office of Disability Services and Programs, please discuss your needs with me no later than the end of the second week of classes.

## Course Schedule

<b>W1. Aug 30<sup>th</sup> 2019</b> Reading	<b>Urbanism and Urbanization – An Introduction</b> Mumford, L. "What is a City." 1937. In LeGates, Richard T, and Frederic Stout. <i>The City Reader</i> . London: Routledge, 2011. 91-95. Harvey, David. 2008. "The Right to the City." <i>New Left Review</i> . 23-40
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## **PART I**                      **URBAN PATTERNS IN HISTORY**

<b>W2. Sep 6<sup>th</sup> 2019</b> Reading	<b>Organic Patterns</b> Falahat, S. 2014. <i>Re-imagining the City – a Conceptualisation of Urban Logic of the 'Islamic City.'</i> Wiesbaden: Springer. 181-206. Morris, A.E.J. 1994. <i>History of Urban Form Before the Industrial Revolution</i> . London: Routledge. Chapter 4.
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<b>W3. Sep 13<sup>th</sup> 2019</b> Readings	<b>Nonorganic Patterns: Grid</b> Le Corbusier, Charles-Edouard Jeanneret. 1971. <i>The city of tomorrow and its planning</i> . London: Architectural Press. 5-14. Koolhaas, Rem. 1994. <i>Delirious New York</i> . Monacelli Press. 9-28.
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<b>W4. Sep 20<sup>th</sup> 2019</b> Reading	<b>Nonorganic Patterns: Radial and Concentric</b> Mumford, Eric. 2019. Designing the modern city: urbanism since 1850. New Haven: Yale University Press. 19-40.
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### **Short exercise 1**

## **PART 2**                      **THE CITY AS A SOCIAL, ECONOMIC AND POLITICAL ENTITY**

<b>W5. Sep 27<sup>th</sup> 2019</b> Reading	<b>Urban Societies</b> Simmel, Georg. 1980. "The metropolis and mental life". <i>Urban Place and Process</i> . 19-30.
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In class screening	Play Time, Jacques Tati (1967); Modern Times, Charles Chaplin (1936)
<b>W6. Oct 4<sup>th</sup> 2019</b>	<b>Urban Utopias: Social Reform and Control</b>
Reading	Sennett, Richard. 2018. <i>Building and Dwelling</i> . 21-51.
In class screening	Metropolis, Fritz Lang (1926)
<b>W7. Oct 11<sup>th</sup> 2019</b>	<b>Midterm Quiz</b>
<b>Oct 18<sup>th</sup> 2019</b>	<b>Fall Recess</b>
<b>W8. Oct 25<sup>th</sup> 2019:</b>	<b>The Politics of Separation</b>
Reading	Davis, Mike. 2019. "Fortress LA" City Of Quartz: Excavating The Future In Los Angeles. [S.L.]: Verso Books. 221-264.
<b>W9. Nov 1<sup>st</sup> 2019:</b>	<b>The Urbanization of Poverty</b>
Reading	Rothstein, Richard. 2017. <i>The Color of Law</i> . New York: Liveright Publishing Corporation.
<b>W10. Nov 8<sup>th</sup> 2019:</b>	<b>Urban Informality as a Planning Paradigm</b>
Reading	McFarlane, Colin. 2011. "The City as Assemblage: Dwelling and Urban Space". <i>Environment and Planning D: Society and Space</i> . 29 (4): 649-671.
<b><u>Short exercise 2 due in class</u></b>	
<b>W11. Nov 15<sup>th</sup> 2019:</b>	<b>Globalization and Information Technology</b>
Readings	Inda, J. X., & Rosaldo, R. (Eds.) 2008. <i>The anthropology of globalization: a reader</i> . Malden, MA: Blackwell Pub. Introduction. 1-34.
	Sassen, Saskia. 2001. "Impacts of Information Technologies on Urban Economies and Politics." <i>IJURR</i> . 411-418.
<b>PART 3</b>	<b><u>THE CITY AS A RIGHT</u></b>
<b>W12. Nov 22<sup>nd</sup> 2019:</b>	<b>Environmental Justice</b>
Reading	Pomar, Olga (2005). "Toxic Racism on a New Jersey Waterfront," in <i>The Quest for Environmental Justice</i> (R. Bullard, Ed.), Berkeley: University of California Press, pp. 125- 142.
<b>Nov 29<sup>th</sup> 2019</b>	<b>Thanksgiving Holiday</b>
<b>W13. Dec 6<sup>th</sup> 2019</b>	<b>A Quiet Rebellion</b>
Reading	Michel de Certeau, <i>Practice of Everyday Life</i> , 91-130
In class screening	Urbanized, Gary Hustwit (2011)
<b>Dec 13<sup>th</sup> 2019</b>	<b>Final Exam</b>

## **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” <https://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, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems**

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call  
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

### **National Suicide Prevention Lifeline** - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

### **Relationship and Sexual Violence Prevention Services (RSVP)** - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

### **Sexual Assault Resource Center**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

### **Office of Equity and Diversity (OED)/Title IX Compliance** – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

### **Bias Assessment Response and Support**

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

### **The Office of Disability Services and Programs**

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

### **Student Support and Advocacy** – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

### **Diversity at USC**

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

### **USC Emergency Information**

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

**USC Department of Public Safety** – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime. Provides overall safety to USC community. <http://dps.usc.edu>

“The city in its complete sense, then, is a geographic plexus, an economic organization, an institutional process, a theater of social action, and an aesthetic symbol of collective unity”

(Lewis Mumford, “What is a City,” 1937: 94)

“The right to the city is far more than the individual liberty to access urban resources: it is a right to change ourselves by changing the city”

(David Harvey, “The Right to the City,” 2008: 23)