USC School
of Architecture

Instructor: J. Yolande Daniels
Office: Watt 345 | Online
Office Hours: W 11:00-12:50
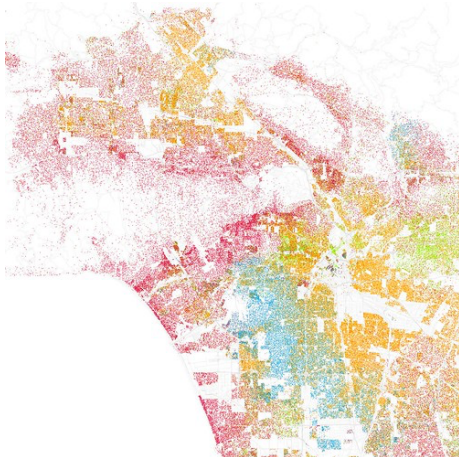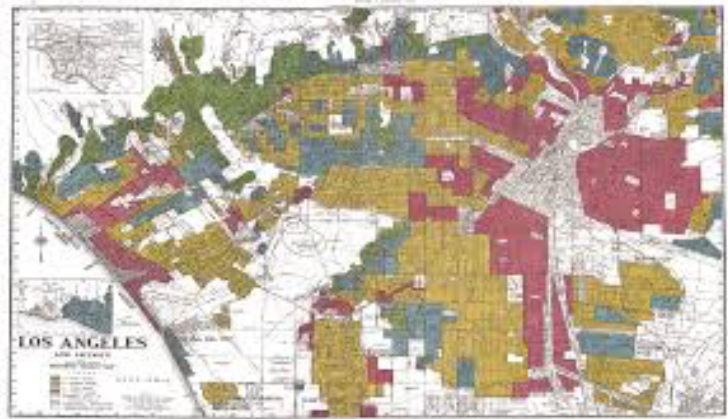Contact Info: jyolande@usc.edu

black city: (Systems of) Otherness in the City of Los Angeles

Race and Ethnicity map, West Los Angeles, (2000 Census)
Eric Fischer

HOLC "redlining" map, Central Los Angeles, 1939

S21 | A499.11445R | Units: 2.0 | Friday 10:00-11:50AM | Location: Online | Url: TBD
Prerequisite: None | Co-Requisite: None | Concurrent Enrollment: None | Recommended Preparation: None

INTRODUCTION

"Every city that is growing is growing in the fashion of Los Angeles." Joel Garreau, Edge City (1991).

This seminar encourages the exploration of the relationships between forms and ideas. Students will explore the value of social constructions—the shared assumptions that form the basis of societal beliefs, that in turn shape actions, forms of thought, and physical forms like cities and buildings. The course is structured by a framework of urban ecology that acknowledges the interdependencies between organisms, species and environments and it is organized by the exploration of infrastructural forms and systems (water, energy/waste, transportation, houses/housing, data/surveillance). These systems will ground the study of foundational dialectics: of the citizen and "other," of the particular and the masses, of incorporation and contamination, of centers and peripheries, of spatial density and isolation, of migration and segregation...

The seminar will critically adopt and adjust the framework set by Reyner Banham in Los Angeles: The Architecture of Four Ecologies in order to examine the relationships between resources and natural geographies (shore, foothills, and plains), and man-made infrastructural systems (Ex: water, energy/waste, transportation, data/surveillance, housing/houses...) so that we may better understand the urban ecologies of settlement, supply, access and distribution in Los Angeles.

NOTE
This syllabus outlines the general scope and schedule of the semester. As changes in the content or schedule occur, updates will be posted on Blackboard along with email notifications.   *210108_Draft 1*

The seminar will explore the ways that urban infrastructural systems have been implemented to channel geographic and cultural resources while maintaining ecologies of dispersion and otherness in Los Angeles. Los Angeles is sprawling; yet it is dense. Los Angeles is diverse; yet it is segregated. A city founded on the fantasy of the good life (wealth and abundance) despite social stratification, Los Angeles exhibits extremes in social and economic disparity and cohesion.

The term "black city" was first used in reference to industrial pollution produced by British factory towns in the 19th century and foreshadowed architectural visions for a "white city" of progress that were envisioned in the World's Columbian Exposition in Chicago in 1893 and later realized in the cities of 20th Century America. As qualifiers of the city, "black" and "white" are tools for exploring the fears and pleasures associated with urbanity ranging from the contamination and pestilence in the 19th century industrial "black city" that inspired designs for the "white city" of progress, to the 20th century city of post-industrial decline and ghettoization, to gentrified renewal in cities and suburban decline in the 21st century city and to the demographic shift toward majority-minority cities.

By examining the urban ecologies of settlement, supply, access and distribution in Los Angeles, the course diversifies a seminal architectural analysis of Los Angeles to include racial and ethnic differences. How does urban infrastructure support or undermine the spatialization of racial concepts in Los Angeles? To answer this, we will examine the shifting demographics of the city of Los Angeles by tracking the migration of African-Americans--a population that has declined by half since the 1970's. Is there a "*black city*" in Los Angeles?

COURSE OBJECTIVES

The course content seeks to:
- Provide an understanding of the urban context of the city of Los Angeles.
- Increase knowledge of history and theory of architecture and urbanism.
- Provide an understanding of the factors that influence the design of buildings and cities.
- Provide an understanding of the ecological processes of urban environments.
- Provide an understanding of the role of social processes in shaping the design of cities.
- Provide experience applying social and cultural analyses to the analysis of buildings and cities.

NAAB CRITERIA Realm A: Critical Thinking and Representation.
- A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
- A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
- A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
- A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.
- A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

COURSE NOTES

- Lecture slides and other class information will be posted on Blackboard. See section on "Use of Technology".
- An assignment format will be established; All work must adhere to the format to be graded.

- Submit assignments digitally in pdf form. All sources and source files are to be included.
  File nomenclature: 20_A499599_Last name_First initial_Concept.format
- Individual student projects will be compiled as part of a larger project that is underway to be published and exhibited in an installation in Fall 2020.

METHOD OF INSTRUCTION

The seminar is structured with fifteen weeks of lectures, readings, presentations and discussions.

In-class, we will utilize readings, films, census data and spatial mapping to understand the urban development and the settlement patterns and social stratification in Los Angeles.

The final project will be developed over the course of the semester and presented at four milestone points as outlined in the schedule.

The course work and final projects are to assist an exhibition in progress. The final projects will be compiled as part of the exhibition. If used, the work will be credited to students in the exhibition.

METHOD OF EVALUATION

To be prepared for each class session, students are required to do readings, take notes and publish the collection of terms and concepts gathered from readings online prior to class.

Ten readings of fifty pages on average and up to ten films will be assigned throughout the semester.

Additional recommended readings will be provided to assist the development of the Final Projects and may be outlined in class.

NOTE: For each unit of in-class contact time, plan to spend two hours for out of work per week.

ASSIGNMENTS – PROJECT DESCRIPTION

Each reading and assignment advance the development of the Final Project that consists of entries for the Black City Dictionary/Atlas: Los Angeles Edition.

The atlas and dictionary are both encyclopedic accountings of systems. Dictionaries typically define terms and concepts typically by language and cultural group. The black city dictionary outlines race as a cultural framework. Our application of the atlas is to augment the definitions of terms with quantitative (measurable) representations (for example: maps, charts, statistics…).

To begin the Dictionary/Atlas, Letters and initial concepts will be assigned. Students are required to select additional terms and concepts from the readings. In each class session, time will be set aside to discuss and debate the terms for inclusion.

The overall assignment goals and requirements are to:

- Outline and define core Concepts.
- Compile and write comprehensive definitions and/or place-based narratives.
- Reproduce representations of correlating data sets and maps.
- Cite original sources of concept and the social or spatial phenomena that it defines.
- Cite image sources.

GRADING and ASSIGNMENT SUBMISSIONS

- In-class participation   20%
- Week 04: Project Draft 1 Presentation and Discussion   15%
- Week 09: Project Draft 2 Presentation and Discussion   15%
- Week 12: Project Draft 3 Presentation and Discussion   15%
- Week 15: Final Project Presentation and Discussion   15%
- Week 17: Final Project (with updates)   20%

Total percentage graded   100%

Letter Grades issued will follow the guidelines of the USC Committee on Academic Policies and Procedures (CAPP). COVID specific grading guidelines if they apply will be amended in this document.

An incomplete grade (IN) is limited by University policy to cases of extended documented illness or family emergency involving a passing-level student in the last weeks of the semester.

COURSE SCHEDULE / OUTLINE

Jan 15 Wk01: Overview
Water
Jan 22 Wk02: Supply and Distribution
          Reading: TBD
Jan 29 Wk03: Access
          Reading: TBD
Energy/Waste
Feb 05 Wk04: Supply and Distribution
          Reading: TBD
Feb 12 Wk05: Access
          Reading: TBD
Feb 19 Wk06: ***Work Session*** - ***Project Draft 1*** (Student Presentations and Discussion)
Transportation
Feb 26 Wk07: Supply and Distribution
          Reading: TBD
Mar 05 Wk08: Access (the Street)
          Reading: TBD
Mar 12 Wk09: Wellness Day
Housing/Houses
Mar 19 Wk10: Supply and Distribution
          Reading: TBD
Mar 26 Wk11: Access (Enclaves/Ghettoes)
          Reading: TBD
Apr 02 Wk12: ***Work Session*** - ***Project Draft 2*** (Student Presentations and Discussion)
Data/Surveillance
Apr 09 Wk13: Wk14: Supply and Distribution
          Reading: TBD
Apr 16 Wk14: Access (the Spectacle)
          Reading: TBD
Apr 23 Wk15: ***Final Project Presentations***
Finals Period
Apr 30 Wellness Day
May 1-4: Study Days
May 5-12: Exams - ***Final Project due****; Date TBD (report with text and supporting images)*

BIBLIOGRAPY

Full list of recommended readings to follow (PDF copies of required readings will be provided).

- Reyner Banham, <u>Los Angeles: The Architecture of Four Ecologies</u> (New York: Harper & Row, 1971), *276 pages.*
- Andrea Gibbons, <u>City of Segregation</u> (London: Verso, 2018).
- Richard Rothstein, <u>The Color of Law: A Forgotten History of How Our Government Segregated America</u> (New York: Liveright/WW Norton, 2018).
- Marne Campbell, <u>Making Black Los Angeles: Class, Gender, and Community</u>, 1850-1917 (Chapel Hill: University of North Carolina Press, 2016).
- Josh Sides, <u>L.A. City Limits: African American Los Angeles from the Great Depression to the Present</u> (University of California Press, 2006).
- Darnell Hunt, <u>Black Los Angeles: American Dreams and Racial Realities</u> (New York: NYU Press, 2010).
- Scott Kurashige, <u>The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles (Politics and Society in Modern America) (Princeton: Princeton University Press,</u> 2007).
- Jon Weiner<u>,</u> Mike Davis, <u> Set the Night on Fire: L.A. in the Sixties</u> (New York: Verso, 2020)
- Mike Davis, *<u>City of Quartz: Excavating the Future in Los Angeles</u>* (London: Verso, 1990).
- Joel Garreau, <u>Edge City</u> (New York: Anchor Boor/Random House, 1991).
- Keller Easterling, <u>Organization Space: Landscapes, Highways and Houses in America</u> (Boston: MIT Press, 1991).
- Janette Kim and Erik Carver, <u>The Underdome Guide to Energy Reform</u> (New York: Princeton Architectural Press, 2015).

ATTENDANCE

Attending all class meetings is imperative. Absences will not be excused without proper documentation. Late arrivals, disappearances or early departures will be considered absences. Three or more unexcused absences can lead to failure of the course, even if the coursework is completed and deadlines are met.

USE OF TECHNOLOGY

All instructor issued course material and updates will reside online on Blackboard, blackboard.usc.edu.

Students are expected to check for updates and post work to Blackboard prior to class each week.

Google Drive file storage will be used for the course and it will serve as the portal for all student-sourced data and research.

Cell phones are to be turned off and class time is not to be used for email correspondence or web surfing.

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*, 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, http://policy.usc.edu/scientific-misconduct

DISABILITY SERVICES AND RELIGIOUS HOLIDAYS

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 the studio instructor as early in the semester as early 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.

The university 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 principal, 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 drop add date for registration. After the drop add date the University and the School of Architecture shall be the sole arbiter of what constitutes appropriate attendance and participation in a given course." Any student concerned about missing class for a recognized religious holiday should bring this matter up with your instructor in the next week. A list of recognized religious holidays may be found at: http://www.usc.edu/programs/religious_life/calendar/.

SUPPORT SYSTEMS

USC Student Health is available through the single phone number **213-740-9355 (WELL)**—including all services 24/7, https://studenthealth.usc.edu/

Counseling and Mental Health Services, a division of the *Department of Psychiatry and Behavioral Sciences, Keck School of Medicine of USC*

Medical Services, with providers on clinical faculty of the *Departments of Family Medicine, Obstetrics and Gynecology, Dermatology, Orthopedic Surgery, Keck School of Medicine of USC; and professional affiliations with the USC Chan Division of Occupational Science and Occupational Therapy, the USC School of Pharmacy, and the Division of Physical Therapy and Biokinesiology.*

Relationship and Sexual Violence Prevention and Services, with counselors who are clinical faculty of the *Department of Psychiatry and Behavioral Sciences, Keck School of Medicine of USC*
A nurse (for medical concerns) or licensed counselor (for mental health concerns) is available 24 hours a day, even when the student health centers are closed and during university closures.

Students in crisis may walk-in for urgent mental health services at the health centers (Engemann Student Health Center on UPC or Eric Cohen Student Health Center at HSC) during operational hours without an appointment; this may include urgent matters involving a death in the family, suicide concern, crime/sexual assault survivor counseling, or other high-risk matters.

Urgent "sick" appointments for medical care are available "same-day" for students needing care during operational hours.

The evening operators of the 24/7 phone service line can connect to USC Student Health services when an urgent matter presents itself.

Sexual assault survivors requiring transportation to a SART center can ask RSVP to call a Lyft ride (an "on-call" staff advocates program to accompany survivors is currently staffing operations and will be activated this fall).
MySHR (the student health record portal) shows all available regular appointment times; many appointments can be made within 24-48 hours.

Campus incident post-ventions are regularly provided by Counseling and Mental Health Services on campus for students; departments are encouraged to contact us to learn more or to make arrangements.

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

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086, equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 821-8298, https://campussupport.usc.edu/trojans-care-4-trojans/
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776, [dsp.usc.edu](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 & Intervention - (213) 821-4710, https://campussupport.usc.edu/
Assists students, faculty, and staff in navigating complex issues.

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– 24/7 on call, [dps.usc.edu](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 - 24/7 on call, [dps.usc.edu](dps.usc.edu)
Non-emergency assistance or information.