

Term Information

Effective Term Spring 2016

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4461
Course Title Latino Urbanism and the Reinvention of the American City
Transcript Abbreviation LatUrb&Reinvention
Course Description Interdisciplinary course that examines a new trend of urbanism based on the urban experiences of Latinos and the study of this group's social, economic, and cultural impact on cities across the US. Taught in English. Team-taught course cross-listed in Spanish & City and Regional Planning.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of 2nd GE Writing course and Junior or Senior Status, or permission of instructor.
Exclusions Not open to students with credit for CRPLAN 4461

Cross-Listings

Cross-Listings Cross-listed in CRPLAN.

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students recognize the importance of the interrelationship of the notions of place and identity as a theme in the history of Latin America and the U.S.
- Students are able to identify some of the main factors that have historically produced such an interrelationship.
- Students are able to describe similarities, differences, and interconnections between Latin America, the U.S., and Latino America as material and symbolic places.
- Students are able to discern the role Hispanic migrants are playing in the revitalization or "reconstruction" of urban places throughout the U.S.
- Understand the role of diverse cultures, regions, governments, economies, and socioeconomic groups in producing a socially just city.
- Learning about the concept of Latino urbanism, its origins, development, and promise.
- Exploring some of the concepts and theoretical models that explain the living conditions of Latinos in the U.S.
- Learning about the social conditions and forces that help us understand Latino urbanism and its contribution to contemporary U.S. society.
- Undertaking a critical analysis of the socio-economic status of Latinas/as in contemporary American society through urban issues.
- To equip students with the knowledge and the ability to use case studies, teamwork, writing and presentation skills to develop and offer solutions that advance urban sustainability

Content Topic List

- The Latin American City I: From Pre-Hispanic Cities to Post-Revolutionary Culture
- The Latin American City II: The Modern City and the Megalopolis (Mexico City, Brasilia, Sao Paulo)
- The Reinvention of the American City
- Appropriation of Space and Everyday Urbanism
- Reclaimed-Readapted-Reused Spaces
- Uncovering the Reinterpretation of Place
- Contesting Space and Struggle for New Meaning
- Latino Urban issues
- Latino Public Art and Aesthetics
- Latino Places in the Midwest

Attachments

- 4461 Curricular Map (1).docx: Curricular Map
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)
- SPA4461 Urbanism Corona b.doc: Syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- SPA4461 Team Teaching Proposal - Corona.pdf: Original Proposal
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	06/01/2015 10:30 AM	Submitted for Approval
Approved	Sanabria, Rachel A.	06/01/2015 10:39 AM	Unit Approval
Approved	Heysel, Garrett Robert	06/05/2015 07:14 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	06/05/2015 07:14 PM	ASCCAO Approval

Latino Urbanism and the Reinvention of the American City

CRPLAN 4461/SPAN 4461

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COURSE DESCRIPTION & OVERVIEW

This course examines a new urban trend in the U.S. that is relevant to diverse academic fields, from urban and planning studies, to sociology and cultural studies, and which has been labeled as Latino urbanism. As a new subject of inquiry, scholars trace the impact of the Latino populations, those with historic roots that predate the English colonization and those who have migrated from Latin America and the Hispanic Caribbean since the early 20th century, on the configuration of U.S. cities. The course covers a number of key themes in connection to Latino urbanism, from the origins of Latin America's urban experience to the socio-economic dynamics that underlie the demographic shifts that have influenced urban change in both Latin America and the U.S. It also examines the social and cultural life of parks, sidewalks, plazas, and other shared spaces, with a special focus on the promise and problems associated with the application of the principles underlying Latino urbanism and the subsequent reinvention of the American city from this perspective. The students will then explore the collective challenge of creating socially diverse places that decrease or eliminate poverty and provide equal access and equity to public services and infrastructure. They will benefit from an interdisciplinary perspective as each instructor approaches the subject from a different disciplinary background, Lara as an urban designer and urban planner, and as a recognized scholar in the emergent field of Latino urbanism, and Corona as a Latin/o American cultural studies scholar who specializes in narratives about the urban experience.

This course will examine Latino communities and diversity themes in a variety of contexts, from cultural and historical debates about major public spaces to a wide range of contemporary debates-including debates about the privatization of public space; about racial inequality in the provision and management of parks; about opportunities for political demonstrations in contemporary cities; and about the regulation of behavior by unpopular groups like street vendors, day laborers, and ethnic businesses.

To develop the conceptual tools appropriate to these diverse issues, we will draw on a wide range of readings from philosophy, law, history, sociology, urban planning and design, cultural geography, cultural studies and related fields. Some of these readings will use language and analytic approaches that are unfamiliar to you. Bring your questions about the readings to class: Our major goals during classtime will be to make sense of these readings and to identify common themes and points of disagreement among them.

EXPECTED LEARNING OUTCOMES

1. Students recognize the importance of the interrelationship of the notions of place and identity as a theme in the history of Latin America and the U.S.
2. Students are able to identify some of the main factors that have historically produced such an interrelationship.
3. Students are able to describe similarities, differences, and interconnections between Latin America, the U.S., and Latino America as material and symbolic places.
4. Students are able to discern the role Hispanic migrants are playing in the revitalization or "reconstruction" of urban places throughout the U.S.

COURSE OBJECTIVES

1. Understand the role of diverse cultures, regions, governments, economies, and socioeconomic groups in producing a socially just city.
2. Learning about the concept of Latino urbanism, its origins, development, and promise.
3. Exploring some of the concepts and theoretical models that explain the living conditions of Latinos in the U.S.
4. Learning about the social conditions and forces that help us understand Latino urbanism and its contribution to contemporary U.S. society.
5. Undertaking a critical analysis of the socio-economic status of Latinos/as in contemporary American society through urban issues.
6. To equip students with the knowledge and the ability to use case studies, teamwork, writing and presentation skills to develop and offer solutions that advance urban sustainability

COURSE FORMAT

This is a seminar course; there will be some lectures. Classes will consist of student presentations, and discussions. The course objectives will be achieved through lectures, invited speakers and videoconferencing, readings and film discussions, and group research projects. Films for the course will be available for viewing at the Ohio State Media Library webpage. A previewing questionnaire will be distributed in advance. You should read the questionnaire and watch the respective film before the scheduled discussion. The class also includes a panel in which you will participate by asking questions or making comments and observations to the presenters. Finally, a very important component of the course is that it is expected that you will also learn from each other in class and field research discussions and other activities.

EVALUATION REQUIREMENTS

1: Attendance and Participation (15%):

You are expected to attend all classes, lectures, planned group activities, and field trips. Your attendance and participation is essential to the course and it will be evaluated on a daily basis. A high participation grade implies that the student will actively contribute to the class with comments and informed questions about the lectures, reading materials, and films. There will be ample opportunity for students to participate in both small group and class discussion. On a discretionary basis, you may be asked to write a short reaction paper to make up for oral participation. You are required to complete all reading assignments before class.

2: Individual Reflection Papers [IRP] (20%):**

Every three weeks, you will turn in a 3 page reflection paper. These papers should address the readings for that period, and incorporate an additional two sources found on your own. The additional sources can be anything [current newspapers, websites, blogs, etc.) but they must be well cited:

Bibliography MLA format should include:

The specific passages from the readings that you used in the paper (include page numbers)

The purpose of these papers is to make you think – that means your paper needs to have a critical edge. Do not just regurgitate the material. You can either 1) address a weakness in the texts that you find important, infuriating, or puzzling; or, 2) apply a reading (or readings) to a historical or contemporary case, for example, an "on-the-ground" application of a given principle or problem. You should show that you've read and fully absorbed the readings, and that you've understood the main arguments. You might start by addressing: What is the main theoretical argument? Are there competing explanations being refuted? What empirical evidence is given to support an argument? What is the theoretical/analytical reasoning being used? Is the main argument convincing?

****Important: Those students majoring in Spanish should write these IRPs in Spanish. As per the SPPO Curricular Map, it is expected that the students develop their critical thinking in the context of the study of the Latino cultures; possess the critical vocabulary needed for cultural analysis in Spanish; and write clear, effective analytical papers in Spanish.**

2: Student Lead Class discussions based on reading material (20%)

Teams of 2 to 3 students will take the lead in a class discussion of the current reading material. The purpose of this activity is to review key concepts, theories and ideas covered in the assigned reading. Each week at least two students will act as discussion leaders in class. One discussion leader will present a critical summary of the assigned readings while the other will present on topics of recent interest (within last 6 months) obtained from a magazine, newspaper or website. These recent topics should be relevant to sustainable approaches to placemaking in Latino communities and related to the assigned readings. Format is open to individual team, but it needs to be approved by the instructor and will require engaging the entire class in a creative way.

3: Individual Final Research Report and PowerPoint presentation (45%)

In this paper, students will carry out research on a case study of Latino Urbanism in a study area of the student's choice. The paper will address alternative solutions to a specific problem related to social diversity and improving the quality of life for all residents in the selected city or town, with an emphasis on Latino communities. Students will be able to link course themes to personal areas of interest through their choice of a real world location for the study focused on a specific scale (e.g. neighborhood, city, up to a metropolitan area) with recommendations.

This project is divided into 3 parts.

- (I) Research Selection: This assignment will begin by stating the topic project/case study and gather information. (5% of final grade)
- (II) Mapping the Elements of Latino Urbanism. Mapping your own observations of the elements, conditions, or characteristics that represents the social just city in your own neighborhoods. (10% of final grade)
- (III) Findings and Recommendations: Offer recommendations for how to implement similar project in Weimar or in your hometown. In addition to the final report this phase will include an in class Pecha-Kucha (20 images X 20 seconds). (30% of final grade) *Note: "Selected research topic will need to be approved by instructor"*

Note: MLA Bibliographic format

Keep your report concise and to the point. Include only those pieces of information or analysis that really matter. Use 11 point type, 1" margins, and single-space, and a cover page, table of contents, and bibliography. Re-read and revise your report at least three times, keeping the reader's perspective in mind, and asking yourself whether every sentence or word is really needed. These sorts of editorial strategies make for the best possible writing and analysis. Graphic material is highly recommended to illustrate your research. Make sure to site and give credit to if graphic material is not your own.

Evaluation: Your reports will be graded on the basis of (i) clarity of presentation (paper), (ii) imaginativeness with which the presentation was made, (iii) use of course materials and supplemental readings to enhance your analysis, (iv) creativity in explaining modern metropolitan area:

Grading Criteria: 1) Overall quality and thoroughness of research, 2) Appropriateness of community selected, 3) Clarity and organization of ideas incorporated in report, 4) Quality of verbal presentation, and 5) Level of difficulty in obtaining information.

READING MATERIALS: Available at University Bookstores or Amazon.com
Cresswell, Tim. *Place. An Introduction*. Malden, MA: Wiley Blackwell, 2015.
Davis, Mike. *Magical Urbanism*. London: Verso, 2000.
Additional reading materials will be available at the course's Carmen webpage.

Evaluation Component	Grade %	Due Date	Remark
<i>(Individual)</i> Reflection papers [IRP] based on assigned readings, 4 total (5 points each)	20%		One every three weeks three page paper.
<i>(team), Student Lead Discussion</i>	20%		Refer to assigned date, teams of 3-4 students
Individual Final Research Report			
Research Selection	5%		3-5 pages
Mapping the Elements of Latino Urbanism	10%		3-5 pages
Findings and Recommendations: Pecha-Kucha style	30%		8-10 pages compiles part 1, 2, & 3 plus a Pecha-Kucha presentation
Attendance and Participation	15%		
	100*		

(*Above percentages represent the possible maximum points for each category)

Course Grades

Numerical Values:

100 – 94	A
93 – 90	A-
89 – 87	B+
86 – 84	B
83 – 80	B-
79 – 77	C+
76 – 74	C
73 – 70	C-
69 – 67	D+
66 – 65	D
0 – 64.9	E

- A = Excellent, superior; exemplary; greatly exceeds satisfactory standards. Student is a self-starter and routinely takes initiative, does outside research, develops work through multiple and complex iterations, generates thoughtful and innovative solutions, and carries work to a high level of finish, going well beyond assigned elements.
- B = Very good, thorough; exceeds satisfactory standards. Student shows consistent progress in studio, does some outside research, develops work through multiple iterations, generates good workable solutions, and always carries work to full completion, going beyond requirements and assigned elements.
- C = Acceptable, perfunctory; meets satisfactory standards. Student completes all assigned work, but with little evidence of taking initiative or going beyond minimum assignments. Shows inconsistent progress, does little outside research, does some iterations.
- D = Marginal; somewhat below satisfactory standards. Lack of steady performance of assigned work. Student does not complete all work, shows little initiative, does not do outside research, does minimal iterations, and lacks consistency in meeting minimum requirements and including assigned elements.
- E = Unacceptable; student does not meet satisfactory standards. Serious deficiency in meeting satisfactory standards and performing assigned work. Student shows no initiative, does not do outside research, does not develop evidence of iteration, generates inappropriate solutions, shows little or no care in finished work, and is missing assigned elements.
- I = Incomplete. Awarded only in special, extreme circumstances (life), by advance arrangement with instructors. It is not available as a last-minute option for students unable to complete work as assigned to 60% of coursework submitted and passing.

Electronic devices:

The use of laptops in class is allowed only to access the reading materials posted on Carmen; the use of other personal electronic devices, such as cellular phones and Ipods is not. Texting, twitting, reading and/or responding to email, watching/playing videos in class, or navigating the Internet for purposes not related to the class is strictly forbidden.

Email policy:

Please allow a reasonable time for your emails to be responded to. Emails received on weekends may be replied until the following working weekday.

Academic Misconduct:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

CALENDAR: READING AND LECTURE SCHEDULE (subject to revision) (Note: Tentative Course Outline/Schedule subject to change depending on circumstances)
a [first day] b [second day]

Week	
1	Introduction to the Course
2	<p>The Latin American City I: From Pre-Hispanic Cities to Post-Revolutionary Culture Readings: <i>Diaz Balsera, Viviana.</i> "The Hero as Rhetor: Hernan Cortes' Second and Third Letters to Charles V." S7-74. Rama, Angel. "The Ordered City" and "The Lettered City." <i>The Lettered City.</i> 1-39. Rowe, William and Vivian Schelling. <i>Memory and Modernity.</i> (excerpts) C - "Introduction: Defining Place," 1-21. *Film discussion: "Aguirre, la ira de Dios" [Aguirre, Der Zorn Gottes], dir. Werner Herzog</p>
3	<p>The Latin American City II: The Modern City and the Megalopolis (Mexico City, Brasilia, Sao Paulo) Readings: Holston, James. "The Death of the Street." <i>The Modernist City.</i> 119-144. Garcia Canclini, N: "Mexico: cultural globalization in a disintegrating city." <i>Hybrid Cultures.</i> 73-94. Morse, Richard M. "Cities as People." <i>Rethinking the Latin American City.</i> 3-19. *Film discussion: "Amores perros" [Love's a Bitch], dir. A. Gonzalez Iñárritu</p> <p>IRP # 1 is due on [a]</p>
4	<p>The Reinvention of the American City Readings: Davis, Mike. "Spicing the City," "Buscando America," "The Latino Metropolis." <i>Magical Urbanism.</i> "Tropicalizing Cold..." "The Third Border," "Fabricating the 'Brown Peril'," <i>Magical Urbanism.</i> Rouse, Roger. "Mexican Migration and the Social Space of Postmodernism." 157-171. *Film discussion: "The City." Dir. David Riker</p>

5	<p>Appropriation of Space and Everyday Urbanism Readings:</p> <p>"The Genealogy of Place," 23-61</p> <p>Chase, John, Margaret Crawford, and John Kaliski. <i>Everyday Urbanism</i>. New York : Monacelli Press, 2008. [excerpt]</p> <p>Rios, Michael. "Claiming Latino Spaces." In <i>Insurgent Public Space: Guerrilla Urbanism and Remaking the Contemporary Cities</i>". Edited by Hou, Jeffrey. London: Routledge, 2010, 99- 110.</p> <p>Rojas, James. "Latino Urbanism in Los Angeles: a Model for Urban Improvisation and Reinvention ." In <i>Insurgent Public Space: Guerrilla Urbanism and Remaking the Contemporary Cities</i>". Edited by Hou, Jeffrey. London: Routledge, 2010, 36-54.</p>
6	<p>Reclaimed-Readapted-Reused Spaces</p> <p>Readings:</p> <p>"Place in a Mobile World," 62-87.</p> <p>Arreola, Daniel D. "Placemaking and Latino Urbanism in a Phoenix Mexican Immigrant Community." <i>Journal of Urbanism</i> 5 (2012): 157- 170.</p> <p>Gomez-Barrios, Macarena and Clara Irazabal. "Transnational Meanings of La Virgen de Guadalupe: Religiosity, Space and Culture at Plaza Mexico." <i>Culture and Religion</i> 10(3), 2009, 339-357.</p> <p>Lara, Jesús J. "Patterns and Forms of Latino Cultural Landscapes: Southwest Detroit, a Case of Incremental Re-Adaptive Use." <i>Journal of Urbanism</i> 5 (2012): 139-156.</p> <p>IRP # 2 is due on [a]</p>
7	<p>Uncovering the Reinterpretation of Place Readings:</p> <p>"Reading 'A Global Sense of Place'," 88-114.</p> <p>Delgado, Melvin. "Role of Latina-Owned Beauty Parlors in a Latino Community." <i>Social Work</i> 42.5 (1997): 445.</p> <p>Dieterlen, Susan. "The Workers' Camp Versus Main Street: Then and Now in the Mexican-American Neighborhoods of the Non-Metro Midwest." <i>Journal of Urbanism</i>. 5 (2012): 171- 191.</p> <p>Flippen, Chenoa A. and Emilio A. Parrado. "Forging Hispanic Communities in New Destinations: a Case Study of Durham, North Carolina." <i>City & Community</i> 11.1(2012): 1- 30.</p>
8	<p>Contesting Space and Struggle for New Meaning Readings:</p> <p>"Working with Place – Creating Places," 115- 164.</p> <p>Carpio, G., Irazabal, C., and L. Pulido. "The Right to the Suburb? Rethinking Lefebvre and Immigrant Activism." <i>Journal of Urban Affairs</i> 33(2), 2011, 185-208.</p> <p>Diaz, David R. "Barrio and Planning Ideology: The Failure of Suburbia and the Dialectics of New Urbanism." In <i>Latino Urbanism: The Politics of Planning, Policy, and Redevelopment</i> .</p> <hr/> <p>Edited by Diaz, David R, and Rodolfo D. Torres, 21-43. New York University, 2012.</p>

9	<p>Contesting Space and Struggle for New Meaning Readings :</p> <p>"Working with Place – Anachorism," 165-193.</p> <p>Gonzalez, Erualdo R., & Lejano, Raul. P. (2009). "New Urbanism and the Barrio." <i>Environment and Planning</i> 41(12), 2946-2963.</p> <p>Londono, Johana. "Aesthetic Belonging: The Latinization and Renewal of Union City, New Jersey ." In <i>Latino Urbanism: The Politics of Planning, Polic, and Redevelopment</i> . Edited by Diaz, David R, and Rodolfo D. Torres, 47-64. New York University, 2012.</p> <p>IRP # 3 is due on [a]</p>
10	<p>Participatory and Inclusionary Approaches Readings:</p> <p>Gonzalez, Erualdo R. and Lorena Guadiana. "Culture-Oriented Downtown Revitalization or Creative Gentrification?" {2013}. In Leary M.E & McCarthy, J. (eds.), <i>The Routledge Companion to Urban Regeneration</i>. Oxon, UK: Routledge.</p> <p>Gonzalez, Erualdo Romero, Carolina S. Sarmiento, Ana Siria Urzua, and Susan C. Luevano. "The Grassroots and New Urbanism: A Case from a Southern California Latino Community." <i>Journal of Urbanism</i> 5 (2012): 219-239.</p> <p>Trabalzi, Ferro and Gerardo Sandoval. "The Exotic Other: Latinos and the Remaking of Community Identity in Perry, Iowa." <i>Community Development</i> 41.1 {2010}: 76-91.</p>
11	<p>Latino Urban issues Readings:</p> <p>Huerta, Alvaro. 2007. "Looking Beyond 'Mow, Blow and Go': Mexican Immigrant Gardeners in Los Angeles." <i>Berkeley Planning Journal</i> 20: 1-23.</p> <p>Freidenberg, Judith. 1998. "The Social Construction and Reconstruction of the Other: Fieldwork in El Barrio." <i>Anthropological Quarterly</i> 71(4): 169-185.</p> <p>*Videoconference on public housing with professor Alvaro Huerta (California State Polytechnic University Pomona) at videoconference room in Hagerty Hall.</p>
12	<p>Latino Public Art and Aesthetics Readings:</p> <p>Latorre, Guisela. "The Chicana/a Mural Environment: Indigenist Aesthetics and Urban Spaces." <i>Walls of Empowerment: Chicano Indigenist Murals of California</i>. Austin, TX: U. Texas Press, 2008.</p> <p>Miguel Pinero "Lower East Side" poem and other Nuyorican poetry selection</p> <p>*Panel on graffiti-murals with professors Guisela Latorre (Women's Studies) and Paloma Martinez-Cruz (Spanish and Portuguese) on campus.</p> <p>IRP # 4 is due on [a]</p>
13	<p>Latino Places in the Midwest</p> <p>Fieldtrip to Latino Columbus</p> <p>Fieldtrip to Mexicantown, Detroit, Michigan</p>

14	Student Presentations
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- Arreola, Daniel D. "Placemaking and Latino Urbanism in a Phoenix Mexican Immigrant Community." *Journal of Urbanism* 5 (2012): 157-170.
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- Gomez-Barris, Macarena and Clara Irazabal. "Transnational Meanings of La Virgen de Guadalupe: Religiosity, Space and Culture at Plaza Mexico." *Culture and Religion* 10(3), 2009, 339-357. Print
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- Gonzalez, Erualdo Romero, Carolina S. Sarmiento, Ana Siria Urzua, and Susan C. Luevano. "The Grassroots and New Urbanism: A Case from a Southern California Latino Community." *Journal of Urbanism* 5 (2012): 219-239.
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5. 2-3 (2012): 95-100. Print
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Pilgrimages/Peregrinaciones: Theorizing Coalition Against Multiple Oppressions. Lanham MD: Rowman & Littlefield Publishers, 2003. 207-237. Print
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CRPLAN / SPAN 45XX or 55XX

Latino Urbanism...

U 3 / 8 cr hrs.

Title of Course

Latino Urbanism and the Reinvention of the American City

CRPLAN / SPAN 45XX or 55XX

Spring Sem.16

Course Description

Interdisciplinary course that examines a new trend of urbanism based on the urban experience of Latinos and the study of this group's social, economic, and cultural impact on cities across the U.S.

Other General Course Information

N / A

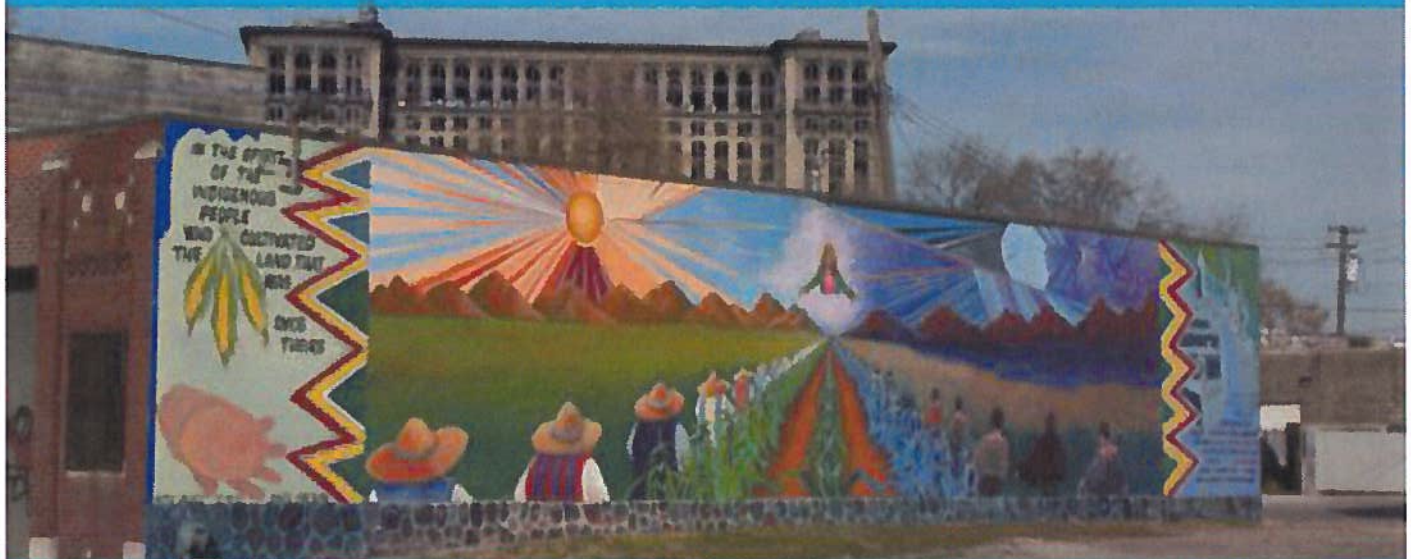
Rationale

The new subject of inquiry labeled as "Latino urbanism" raises a number of important issues that can best be approached from an interdisciplinary perspective. As the country's largest minority, with historical roots that predate the British colonization of North America and with continuous migration since the turn of the 20th century, Latinos have impacted the contemporary urban scenarios in many cities across the U.S. In recent years, some of their historical urban practices have begun to influence urbanism and now urban planners and public policy makers are adopting them in the remaking of U.S. town and cities. Latino immigrant settlements in impoverished and disenfranchised areas in large urban areas have also revitalized these areas and gradually played an important role in the reconstitution of the deteriorated socio-economic texture. And yet, many Latinos, recent immigrants in their majority, face huge obstacles and harsh conditions that require to be addressed as a challenge to scholars and academics in different fields and disciplines.

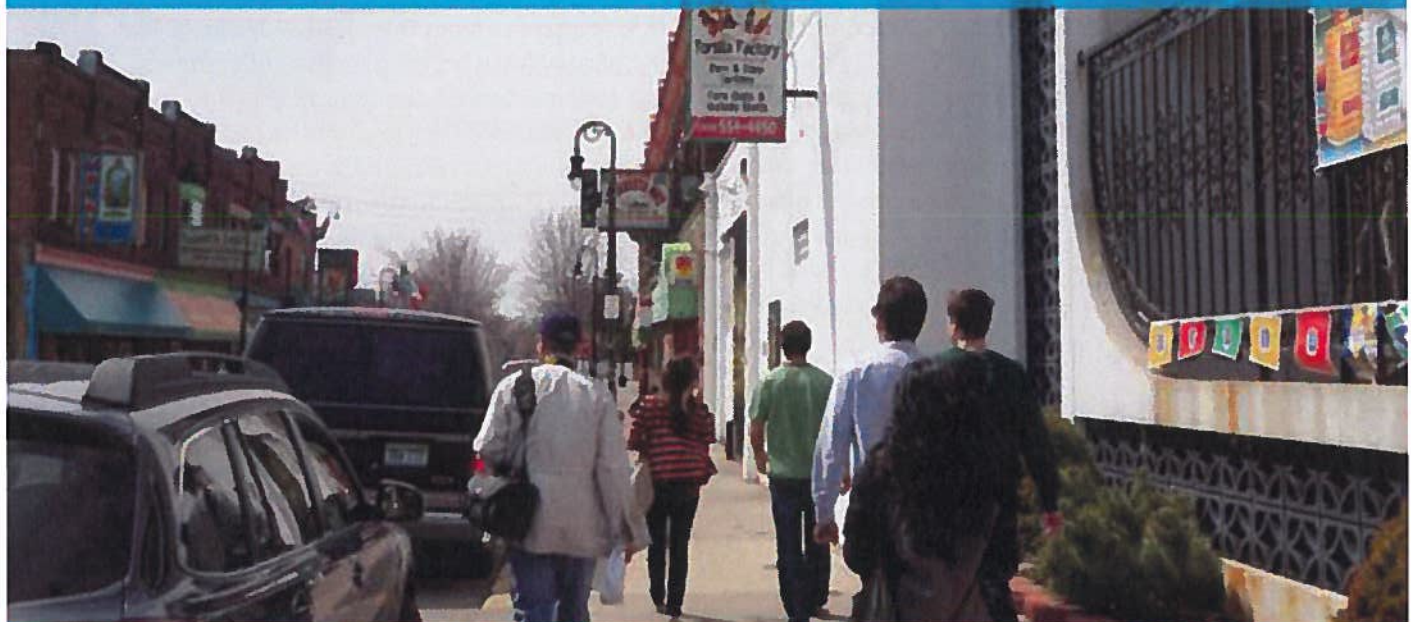
The students will then explore the collective challenge of creating socially diverse places that decrease or eliminate poverty and provide equal access and equity to public services and infrastructure. They will benefit from an interdisciplinary perspective as each instructor approaches the subject from a different disciplinary background, Lara as an urban designer and urban planner, and as a nationally recognized scholar in the emergent field of Latino urbanism, and Corona as a Latin/o American cultural studies scholar who specializes in narratives about the urban experience, and who has taught several UG and G courses that examine this theme from different angles. Both instructors will equally share all responsibilities and activities related to the course, from its organization, to the lecturing, to co-leadership of discussions and fieldtrips, and to the evaluation of the students' work.

This course is conceived as complementing the existing Ohio State curriculum on Latinos in several colleges and departments and be a core course within the Latino/a Studies program. The course will offer students a hands-on introduction to the Latino urban experience in a diverse class format that will include panels and videoconferencing as well as lectures and class discussion activities and with the opportunity to do original research on the subject.

LATINO URBANISM: the Reinvention of the American City



CRPLAN XXXX/SPPO XXXX, Class Number: ,3 credits
Date-Time: Location: Spring 2016



Instructors:
Jesus J. Lara, PhD
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Sample syllabus

THE OHIO STATE UNIVERSITY
City and Regional Planning Section, Knowlton School of Architecture
Dept. of Spanish and Portuguese, College of Arts and Sciences
Latino Urbanism and the Reinvention of the American City
CRPLAN / SPAN 45XX or 55XX
Spring Sem. 2016

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INTRODUCTION

This course examines a new urban trend in the U.S. that is relevant to diverse academic fields, from urban and planning studies, to sociology and cultural studies, and which has been labeled as Latino urbanism. As a new subject of inquiry, scholars trace the impact of the Latino populations, those with historic roots that predate the English colonization and those who have migrated from Latin America and the Hispanic Caribbean since the early 20th century, on the configuration of U.S. cities. The course covers a number of key themes in connection to Latino urbanism, from the origins of Latin America's urban experience to the socio-economic dynamics that underlie the demographic shifts that have influenced urban change in both Latin America and the U.S. It also examines the social and cultural life of parks, sidewalks, plazas, and other shared spaces, with a special focus on the promise and problems associated with the application of the principles underlying Latino urbanism and the subsequent reinvention of the American city from this perspective. The students will then explore the collective challenge of creating socially diverse places that decrease or eliminate poverty and provide equal access and equity to public services and infrastructure. They will benefit from an interdisciplinary perspective as each instructor approaches the subject from a different disciplinary background, Lara as an urban designer and urban planner, and as a recognized scholar in the emergent field of Latino urbanism, and Corona as a Latin/o American cultural studies scholar who specializes in narratives about the urban experience.

COURSE OVERVIEW

This course will examine Latino communities and diversity themes in a variety of contexts, from cultural and historical debates about major public spaces to a wide range of contemporary debates—including debates about the privatization of public space; about racial inequality in the provision and management of parks; about opportunities for political demonstrations in contemporary cities; and about the regulation of behavior by unpopular groups like street vendors, day laborers, and ethnic businesses.

To develop the conceptual tools appropriate to these diverse issues, we will draw on a wide range of readings from philosophy, law, history, sociology, urban planning and design, cultural geography, cultural studies and related fields. Some of these readings will use language and analytic approaches that are unfamiliar to you. Bring your questions about the readings to class: Our major goals during class

time will be to make sense of these readings and to identify common themes and points of disagreement among them.

EXPECTED LEARNING OUTCOMES

1. Students recognize the importance of the interrelationship of the notions of place and identity as a theme in the history of Latin America and the U.S.
2. Students are able to identify some of the main factors that have historically produced such an interrelationship.
3. Students are able to describe similarities, differences, and interconnections between Latin America, the U.S., and Latino America as material and symbolic places.
4. Students are able to discern the role Hispanic migrants are playing in the revitalization or "reconstruction" of urban places throughout the U.S.

COURSE OBJECTIVES

1. Understand the role of diverse cultures, regions, governments, economies, and socioeconomic groups in producing a socially just city.
2. Learning about the concept of Latino urbanism, its origins, development, and promise.
3. Exploring some of the concepts and theoretical models that explain the living conditions of Latinos in the U.S.
4. Learning about the social conditions and forces that help us understand Latino urbanism and its contribution to contemporary U.S. society.
5. Undertaking a critical analysis of the socio-economic status of Latinas/os in contemporary American society through urban issues.
6. To equip students with the knowledge and the ability to use case studies, teamwork, writing and presentation skills to develop and offer solutions that advance urban sustainability

COURSE FORMAT

This is a seminar course; there will be some lectures. Classes will consist of student presentations, and discussions. The course objectives will be achieved through lectures, invited speakers and videoconferencing, readings and film discussions, and group research projects. Films for the course will be available for viewing at the Ohio State Media Library webpage. A previewing questionnaire will be distributed in advance. You should read the questionnaire and watch the respective film before the scheduled discussion. The class also includes a panel in which you will participate by asking questions or making comments and observations to the presenters. Finally, a very important component of the course is that it is expected that you will also learn from each other in class and field research discussions / activities.

ASSIGNMENTS:

1: Individual Reflection Papers: Every three weeks, you will turn in a 3 page reflection paper [25%?]. These papers should address the readings for that period, and incorporate an additional two sources found on your own. The additional sources can be anything [current newspapers, websites, blogs, etc.] but they must be well cited.

Bibliography MLA format should include:

- The specific passages from the readings that you used in the paper (include page numbers)

The purpose of these papers is to make you think – that means your paper needs to have a critical edge. Do not just regurgitate the material. You can either 1) address a weakness in the texts that you find important, infuriating, or puzzling; or, 2) apply a reading (or readings) to a historical or contemporary case, for example, an “on-the-ground” application of a given principle or problem. You should show that you’ve read and fully absorbed the readings, and that you’ve understood the main arguments. You might start by addressing: What is the main theoretical argument? Are there competing explanations being refuted? What empirical evidence is given to support an argument? What is the theoretical/analytical reasoning being used? Is the main argument convincing?

2: Student Lead Class discussions based on reading material (20% of final grade) Teams of 2 to 3 students will take the lead in a class discussion of the current reading material. The purpose of this activity is to review key concepts, theories and ideas covered in the assigned reading. Each week at least two students will act as discussion leaders in class. One discussion leader will present a critical summary of the assigned readings while the other will present on topics of recent interest (within last 6 months) obtained from a magazine, newspaper or website. These recent topics should be relevant to sustainable approaches to placemaking in Latino communities and related to the assigned readings. Format is open to individual team, but it needs to be approved by the instructor and will require engaging the entire class in a creative way.

3: Individual Final Research Report and PowerPoint presentation (45%) In this paper, students will carry out research on a case study of Latino Urbanism in a study area of the student’s choice. The paper will address alternative solutions to a specific problem related to social diversity and improving the quality of life for all residents in the selected city or town, with an emphasis on Latino communities. Students will be able to link course themes to personal areas of interest through their choice of a real world location for the study focused on a specific scale (e.g. neighborhood, city, up to a metropolitan area) with recommendations.

This project is divided into **3 parts**.

- (I) **Research Selection:** This assignment will begin by stating the topic project/case study and gather information. (5% of final grade)
- (II) **Mapping the Elements of Latino Urbanism.** Mapping your own observations of the elements, conditions, or characteristics that represents the social just city in your own neighborhoods. (10% of final grade)
- (III) **Findings and Recommendations:** Offer recommendations for how to implement similar project in Weimar or in your hometown. In addition to the final report this phase will include an in class Pecha-Kucha (20 images X 20 seconds). (30% of final grade) **Note:** “Selected research topic will need to be approved by instructor”

Note: MLA Bibliographic format

Keep your report concise and to the point. Include only those pieces of information or analysis that really matter. Use 11 point type, 1” margins, and single-space, and a cover page, table on contents, and bibliography. Re-read and revise your report at least three times, keeping the reader’s perspective in mind, and asking yourself whether every sentence or word is really needed. These sorts of editorial

strategies make for the best possible writing and analysis. Graphic material is highly recommended to illustrate your research. Make sure to site and give credit to if graphic material is not your own.

Evaluation: Your reports will be graded on the basis of (i) clarity of presentation (paper), (ii) imaginativeness with which the presentation was made, (iii) use of course materials and supplemental readings to enhance your analysis, (iv) creativity in explaining modern metropolitan area:

Grading Criteria: 1) Overall quality and thoroughness of research, 2) Appropriateness of community selected, 3) Clarity and organization of ideas incorporated in report, 4) Quality of verbal presentation, and 5)Level of difficulty in obtaining information.

READING MATERIALS:

- 1- [C] Cresswell, Tim. Place. An Introduction. Malden, MA: Wiley Blackwell, 2015.
- 2- [D] Davis, Mike. Magical Urbanism. London: Verso, 2000.
- 3- [#] Additional reading materials will be available at the course’s Carmen webpage.

<u>Evaluation Component</u>	<u>Grade %</u>	<u>Due Date</u>	<u>Remark</u>
<i>(Individual,)</i> Reflection papers based on assigned readings, 4 total (5 points each)	20%		One every four weeks three page paper.
<i>(team), Student Lead Discussion</i>	20%		Refer to assigned date, teams of 3-4 students
Individual Final Research Report			
1. Research Selection	5%		3-5 pages
2. Mapping the Elements of Latino Urbanism	10%		3-5 pages
3. Findings and Recommendations: Pecha-Kucha style	30%		8-10 pages compiles part 1,2, & 3 plus a Pecha-Kucha presentation (20 images x20 seconds).
Attendance and Participation	15%		
	100*		

(*Above percentages represent the possible maximum points for each category)

Course Grades

Numerical Values:

A $x > 94$, A- $94 > x > 90$, B+ $90 > x > 87$, B $87 > x > 84$, B- $84 > x > 80$, C+ $80 > x > 77$, C $77 > x > 74$, C- $74 > x > 70$, D+ $70 > x > 67$, D $67 > x > 64$, D- $64 > x > 60$ and E- $60 > x$

Letter grades (and their numerical equivalents) should be interpreted as follows:

A = Excellent, superior; exemplary; greatly exceeds satisfactory standards. Student is a self-starter and routinely takes initiative, does outside research, develops work through multiple and complex iterations, generates thoughtful and innovative solutions, and carries work to a high level of finish, going well beyond assigned elements.

- B =** Very good, thorough; exceeds satisfactory standards. Student shows consistent progress in studio, does some outside research, develops work through multiple iterations, generates good workable solutions, and always carries work to full completion, going beyond requirements and assigned elements.
- C =** Acceptable, perfunctory; meets satisfactory standards. Student completes all assigned work, but with little evidence of taking initiative or going beyond minimum assignments. Shows inconsistent progress, does little outside research, does some iterations.
- D =** Marginal; somewhat below satisfactory standards. Lack of steady performance of assigned work. Student does not complete all work, shows little initiative, does not do outside research, does minimal iterations, and lacks consistency in meeting minimum requirements and including assigned elements.
- E =** Unacceptable; does not meet satisfactory standards. Serious deficiency in meeting satisfactory standards and performing assigned work. Student shows no initiative, does not do outside research, does not develop evidence of iteration, generates inappropriate solutions, shows little or no care in finished work, and is missing assigned elements.
- I =** Incomplete. Awarded only in special, extreme (Act of God) circumstances (life), by advance arrangement with instructors. It is not available as a last-minute option for students unable to complete work as assigned to 60% of coursework submitted and passing.

IMPORTANT INFORMATION

Electronic devices: The use of laptops in class is allowed only to access the reading materials posted on Carmen; the use of other personal electronic devices, such as cellular phones and Ipods is not. Texting, twitting, reading and/or responding to email, watching/playing videos in class, or navigating the Internet for purposes not related to the class is strictly forbidden.

Email policy: Please allow a reasonable time for your emails to be responded to. Emails received on weekends may be replied until the following working weekday.

Academic Misconduct: "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp). Here is a direct link for discussion of plagiarism: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>"

Students with disabilities: "Anyone who requires an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate special needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodation strategies. If you have not previously contacted that office, I encourage you to do so. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

CALENDAR: READING AND LECTURE SCHEDULE (subject to revision)(Note: Tentative Course Outline/Schedule subject to change depending on circumstances)
a [first day] b [second day]

Week	
1a	<u>Introduction to the Course</u>
2a	<p><u>The Latin American City I: From Pre-Hispanic Cities to Post-Revolutionary Culture</u> Readings:</p> <ol style="list-style-type: none"> # Díaz Balsera, Viviana. "The Hero as Rhetor: Hernán Cortés' Second and Third Letters to Charles V." 57-74. # Rama, Angel. "The Ordered City" and "The Lettered City." <u>The Lettered City</u>. 1-39. # Rowe, William and Vivian Schelling. <u>Memory and Modernity</u>. (excerpts)
2b	<ol style="list-style-type: none"> C – "Introduction: Defining Place," 1-21. *Film discussion: "Aguirre, la ira de Dios" [Aguirre, Der Zorn Gottes], dir. Werner Herzog
3a	<p><u>The Latin American City II: The Modern City and the Megalopolis (Mexico City, Brasilia, São Paulo)</u> Readings:</p> <ol style="list-style-type: none"> # Holston, James. "The Death of the Street." <u>The Modernist City</u>. 119-144. # García Canclini, N. "México: cultural globalization in a disintegrating city." <u>Hybrid Cultures</u>. 73-94.
3b	<ol style="list-style-type: none"> # Morse, Richard M. "Cities as People." <u>Rethinking the Latin American City</u>. 3-19. *Film discussion: "Amores perros" [Love's a Bitch], dir. A. González Iñárritu
4a	<p><u>The Reinvention of the American City</u> Readings:</p> <ol style="list-style-type: none"> # Davis, Mike. "Spicing the City," "Buscando América," "The Latino Metropolis." <u>Magical Urbanism</u>. # ---. "Tropicalizing Cold..." "The Third Border," "Fabricating the 'Brown Peril'," <u>Magical Urbanism</u>.
4b	<ol style="list-style-type: none"> # Rouse, Roger. "Mexican Migration and the Social Space of Postmodernism." 157-171. *Film discussion: "The City." Dir. David Riker
5a	<p><u>Appropriation of Space and Everyday Urbanism</u> Readings:</p> <ol style="list-style-type: none"> C – "The Genealogy of Place," 23-61 Chase, John, Margaret Crawford, and John Kaliski. <u>Everyday Urbanism</u>. New York: Monacelli Press, 2008. [excerpt]
5b	<ol style="list-style-type: none"> Rios, Michael. "Claiming Latino Spaces." In <u>Insurgent Public Space: Guerrilla Urbanism and Remaking the Contemporary Cities</u>". Edited by Hou, Jeffrey. London: Routledge, 2010, 99-110. Rojas, James. "Latino Urbanism in Los Angeles: a Model for Urban Improvisation and

	Reinvention." In <i>Insurgent Public Space: Guerrilla Urbanism and Remaking the Contemporary Cities</i> ". Edited by Hou, Jeffrey. London: Routledge, 2010, 36-54.
6a	<p><u>Reclaimed-Readapted-Reused Spaces</u> Readings:</p> <p>5. C – "Place in a Mobile World," 62-87.</p> <p>6. Arreola, Daniel D. "Placemaking and Latino Urbanism in a Phoenix Mexican Immigrant Community." <i>Journal of Urbanism</i> 5 (2012): 157-170.</p>
6b	<p>7. Gómez-Barris, Macarena and Clara Irazábal. "Transnational Meanings of La Virgen de Guadalupe: Religiosity, Space and Culture at Plaza Mexico." <i>Culture and Religion</i> 10(3), 2009, 339-357.</p> <p>8. Lara, Jesus J. "Patterns and Forms of Latino Cultural Landscapes: Southwest Detroit, a Case of Incremental Re-Adaptive Use." <i>Journal of Urbanism</i> 5 (2012): 139-156.</p>
7a	<p><u>Uncovering the Reinterpretation of Place</u> Readings:</p> <p>9. C – "Reading 'A Global Sense of Place'," 88-114.</p> <p>10. Delgado, Melvin. "Role of Latina-Owned Beauty Parlors in a Latino Community." <i>Social Work</i> 42.5 (1997): 445.</p>
7b	<p>11. Dieterlen, Susan. "The Workers' Camp Versus Main Street: Then and Now in the Mexican-American Neighborhoods of the Non-Metro Midwest." <i>Journal of Urbanism</i>. 5 (2012): 171-191.</p> <p>12. Flippen, Chenoa A. and Emilio A. Parrado. "Forging Hispanic Communities in New Destinations: a Case Study of Durham, North Carolina." <i>City & Community</i> 11.1 (2012): 1-30.</p>
8a	<p><u>Contesting Space and Struggle for New Meaning</u> Readings:</p> <p>1. C – "Working with Place – Creating Places," 115-164.</p>
8b	<p>2. Carpio, G., Irazábal, C., and L. Pulido. "The Right to the Suburb? Rethinking Lefebvre and Immigrant Activism." <i>Journal of Urban Affairs</i> 33(2), 2011, 185-208.</p> <p>3. Diaz, David R. "Barrio and Planning Ideology: The Failure of Suburbia and the Dialectics of New Urbanism." In <i>Latino Urbanism: The Politics of Planning, Policy, and Redevelopment</i>. Edited by Diaz, David R, and Rodolfo D. Torres, 21-43. New York University, 2012.</p>
9a	<p><u>Contesting Space and Struggle for New Meaning</u> Readings:</p> <p>1. C – "Working with Place – Anachorism," 165-193.</p>
9b	<p>2. González, Erualdo R., & Lejano, Raul. P. (2009). "New Urbanism and the Barrio." <i>Environment and Planning</i> 41(12), 2946-2963.</p> <p>3. Londoño, Johana. "Aesthetic Belonging: The Latinization and Renewal of Union City, New Jersey." In <i>Latino Urbanism: The Politics of Planning, Policy, and Redevelopment</i>. Edited by Diaz, David R, and Rodolfo D. Torres, 47-64. New York University, 2012.</p>

	<u>Participatory and Inclusionary Approaches</u> Readings:
10a	1. González, Erualdo R. and Lorena Guadiana. "Culture-Oriented Downtown Revitalization or Creative Gentrification?" (2013). In Leary M.E & McCarthy, J. (eds.), The Routledge Companion to Urban Regeneration. Oxon, UK: Routledge.
10b	2. Gonzalez, Erualdo Romero, Carolina S. Sarmiento, Ana Siria Urzua, and Susan C. Luevano. "The Grassroots and New Urbanism: A Case from a Southern California Latino Community." Journal of Urbanism 5 (2012): 219-239. 3. Trabalzi, Ferro and Gerardo Sandoval. "The Exotic Other: Latinos and the Remaking of Community Identity in Perry, Iowa." Community Development 41.1 (2010): 76-91.
	<u>Latino Urban issues</u> Readings:
11a	1. # Huerta, Alvaro. 2007. "Looking Beyond 'Mow, Blow and Go': Mexican Immigrant Gardeners in Los Angeles." Berkeley Planning Journal 20: 1 - 23. 2. # Freidenberg, Judith. 1998. "The Social Construction and Reconstruction of the Other: Fieldwork in El Barrio." Anthropological Quarterly 71 (4): 169-185.
11b	*Videoconference on public housing with professor Alvaro Huerta (California State Polytechnic University Pomona) at videoconference room in Hagerty Hall.
	<u>Latino Public Art and Aesthetics</u> Readings:
12a	1. Latorre, Guisela. "The Chicana/o Mural Environment: Indigenist Aesthetics and Urban Spaces." <u>Walls of Empowerment: Chicana/o Indigenist Murals of California</u> . Austin, TX: U Texas Press, 2008. 2. Miguel Piñero "Lower East Side" poem and other Nuyorican poetry selection
12a	*Panel on graffiti-murals with professors Guisela Latorre (Women's Studies) and Paloma Martínez-Cruz (Spanish and Portuguese) on campus.
	<u>Latino Places in the Midwest</u>
13a	Fieldtrip to Latino Columbus
13b	Fieldtrip to Mexicantown, Detroit, Michigan
14a	Student Presentations
14b	Student Presentations
15a	Student Presentations
15b	Student Presentations
16	Final project due

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- . Diaz, David R. "Barrio and Planning Ideology: The Failure of Suburbia and the Dialectics of New Urbanism." Diaz and Torres 21-43.
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January 22, 2015

Dear Dean Manderscheid,

I am pleased to support the team teaching application submitted by Prof Jesus Lara from the Knowlton School of Architecture and Prof Ignacio Corona from my department. The team proposes to collaboratively develop a course titled *Latino Urbanism and the Reinvention of the American City*. Latino urbanism is a new multi-disciplinary approach to Latino cultural studies that examines the impact of Latino populations on the configuration of U.S. cities. This line of investigation initiated in the borderlands but has now become relevant all across the U.S. and especially in the Midwest. As a multi-disciplinary line of inquiry, the analysis of Latino urbanisms touches upon a variety of fields including urban and planning studies, sociology, cultural studies and linguistics. I believe that the injection of this course into the curriculum will be a positive contribution to students in a wide variety of programs including Spanish and Portuguese, Urban and Planning Studies, Latina/o Studies, and other programs throughout ASC.

I have the utmost confidence that Profs Lara and Corona will make this a highly successful course based on previous collaboration. Last year, Lara and Corona collaborated on an effort to enhance one of our upper division Spanish courses with the perspective of Latino urbanism. This collaborative effort included shared lectures and a field based experience where students visited cities with large Latino populations in the Midwest. The effort was supported by the Department of Spanish and Portuguese's Ohio Hispanic Heritage Project (PI Terrell Morgan).

Given the importance and innovation of the proposed subject matter and the record of previous successful collaboration between Lara and Corona, I am delighted to endorse this proposal fully and enthusiastically.

Sincerely,

Glenn Martínez
Professor of Hispanic Linguistics and Chair
Department of Spanish and Portuguese



January 22, 2015

David Manderschied
Executive Dean and Vice Provost
College of Arts and Sciences
The Ohio State University
186 University Hall
230 North Oval Mall
Columbus, OH 43210

Dear Dean Manderschied,

It is my pleasure to write a letter of support for the collaboratively taught, cross-listed course *Latino Urbanism and the Reinvention of the American City* that Associate Professors Jesus Lara and Ignacio Corona have designed. The course takes on a timely topic as the United States' continues into the 21st Century with high rates of migration to the US from Latin America. Demographers expect that over the 30 to 50 years, the US will become majority minority. This transformation of the racial and ethnic profile of the US will in large part be due to the immigration of Latin Americans to the US. Traditional gateway cities such as New York and Los Angeles have long had high rates of Latino immigration, and Latino influence is evident in the urban landscape and identity of those cities (at least in part). Additionally, for the last 20 years, many rural areas are staying both economically and socially afloat because such immigration stabilizes their population when those born in the US migrate to more urbanized areas. In more recent years, Latino immigration and migration has begun to focus on what Brookings Institution researcher Audrey Singer calls Twenty-Century Gateway Cities, expanding the influence of Latin Americans across US urban settings. Thus a course that focuses on Latino urbanism and its impact on the American city is timely and important.

For future planners concerned with the social and economic sustainability of urban regions, a class that focuses on understanding the long history of Latinos in the Americas, their changing influence on American cities and regions, and their cultural gifts to creating thriving places helps them gain depth in four of the 12 of the core competencies that we strive to help our students gain:

History: Understand the historical and contemporary analysis of global and American urbanization. Have the ability to identify tools to preserve history in cities and regions.

Advocacy: Be able to comprehend and discriminate among the goals that an individual, group, community and organization holds when considering the future including the values of justice, equity, and fairness. Have the ability to advocate for an interest on behalf or with a group in the community.

Collaboration: Understand collaborative methods and be able to apply them in a professional context, including the ability to work in interdisciplinary teams, collaborate with clients, the public, and work teams. Have the ability to negotiate conflicts and understand the perspective of diverse stakeholders.

Global View: Be able to describe how global issues have local impact. Be able to understand how local plans can contribute to global problems, such as climate change.

This course is a welcome elective in Bachelor of Science in City and Regional Planning curriculum. The very design and co-instruction of the course demonstrates to students the value of one more of our core competencies: “**Interdisciplinary:** Understand and respect the interdisciplinary nature of planning through taking courses both in planning and allied disciplines. Be able to collaborate in interdisciplinary teams.” Working in interdisciplinary teams is a basic

skill within planning; understanding how a synthesis of diverse knowledge and skills can create better quality outcomes is actually demonstrated by the collaboration between these two professors and the resulting collaboration between City and Regional Planning in the Knowlton School of Architecture and the College of Engineering and Spanish and Portuguese in the College of Arts and Sciences.

Sincerely,

A handwritten signature in black ink, appearing to read "Rachel Garshick Kleit". The signature is fluid and cursive, with a large initial "R" and "G".

Rachel Garshick Kleit, PhD
Professor and Section Head
City and Regional Planning

Department of Spanish and Portuguese
Span 4461 – Latino Urbanism and the SSPO Curricular map

SSPO Curricular Map Goal: 4000-level Advanced	Course Objectives and Expected Learning Outcomes	Pertaining Course Evaluation Requirements
Students develop their critical thinking in the context of the study of the language/linguistics, cultures, and literatures of the Spanish-speaking world	Students recognize the importance of the interrelationship of the notions of place and identity as a theme in the history of Latin America and the U.S.	Individual Reflection Papers [IRP] Individual Final Research Report and PowerPoint presentation Class and field trip Participation
Students possess the critical vocabulary needed for literary and cultural analysis in Spanish.	Students are able to identify some of the main factors that have historically produced such an interrelationship.	Individual Reflection Papers [IRP] Individual Final Research Report and Power Point presentation Class and field trip Participation
Students exhibit familiarity with the most significant literary and cultural expressions of Spain and/or Latin America.	Students are able to describe similarities, differences, and interconnections between Latin America, the U.S., and Latino America as material and symbolic places.	Individual Reflection Papers [IRP] Class and field trip Participation Individual Final Research Report and Power Point presentation
Students write clear, effective analytical papers in Spanish	Students articulate a critical analysis of the socio-economic status of Latinos/as in contemporary American society through urban issues.	Individual Reflection Papers [IRP] Individual Final Research Report
Students engage in conversations in most informal and some formal settings in Spanish.	Students are able to discern the role Hispanic migrants are playing in the revitalization or "reconstruction" of urban places throughout the U.S.	Student Lead Class discussions Class and field-trip participation