

## Term Information

Effective Term Spring 2020  
*Previous Value* Spring 2016

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We are changing the course level for this cross-listed course.

### What is the rationale for the proposed change(s)?

We are requesting a change of course level for this cross-listed course for two main reasons: a) to allow that graduate students receive graduate credit for taking the course; and b) the course's emphasis and main requirements on original research actually make more of a capstone course, conceptually and functionally similar to a senior seminar, than to an introduction to a subject (see attachment for more details).

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Graduate students would be able to apply the credit toward their graduation requirements / required hours.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Cross-listed with CRP 4461 (Knowlton has also submitted a course number change > 5461)

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Spanish  
Fiscal Unit/Academic Org Spanish & Portuguese - D0596  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
*Previous Value* Undergraduate  
Course Number/Catalog 5461  
*Previous Value* 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, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No

**COURSE CHANGE REQUEST**  
5461 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/27/2019

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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	Prereq: Second-level writing course, and Jr or Sr standing, or permission of instructor.
Exclusions	Not open to students with credit for 4461 or CRPlan 4461 or 5461
<a href="#">Previous Value</a>	Not open to students with credit for CRPlan 4461.
Electronically Enforced	No

## Cross-Listings

Cross-Listings	Cross-listed in CRPlan.
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## Subject/CIP Code

Subject/CIP Code	16.0905
Subsidy Level	Doctoral Course
<a href="#">Previous Value</a>	<i>Baccalaureate Course</i>
Intended Rank	Junior, Senior, Masters, Doctoral
<a href="#">Previous Value</a>	<i>Junior, Senior</i>

## 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
- No

**Sought Concurrence**

**Attachments**

- Course number change petition for Span 4461\_ic[1].docx: Rationale  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*
- Latino Urbanism syllabus SP20\_041819.docx: New 5461 Syllabus  
*(Syllabus. Owner: Sanabria, Rachel A.)*
- SPA4461 Urbanism Corona b.doc: Old 4461 Syllabus  
*(Syllabus. Owner: Sanabria, Rachel A.)*

**Comments**

- Laura: This course change has been approved by both the UGSC and GSC.  
Rachel *(by Sanabria, Rachel A. on 04/30/2019 02:54 PM)*

**COURSE CHANGE REQUEST**  
5461 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/27/2019

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	04/30/2019 02:54 PM	Submitted for Approval
Approved	Podalsky, Laura	05/14/2019 04:53 PM	Unit Approval
Approved	Heysel, Garrett Robert	05/15/2019 04:13 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	05/15/2019 04:13 PM	ASCCAO Approval

# Latino Urbanism and the Reinvention of the American City



CRP/ESP 4461 Class Number: 32078, 3 credits  
Wed. & Fri. 11:10 am - 12:30 pm, Knowlton Hall 269  
Spring 2020



**Instructors:**  
**Jesus J. Lara, PhD**  
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Phone (614) 292-8617

Spring 2020  
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**  
SPAN / CRPLAN 5461  
Hagerty Hall 050, WF @ 11:10-12:30

**INSTRUCTORS**

**Jesus J. Lara, PhD** <lara.13@osu.edu >  
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**COURSE OVERVIEW**

This course examines Latino Urbanism, a new urban planning trend in the U.S., which has been approached not only from urban and planning studies, but also from sociology and cultural studies. The resulting body of knowledge now constitutes an expansive interdisciplinary field of study that traces the impact of Latino populations on the configuration of urban spaces in what is now the continental U.S. The course then examines Latino communities —including those with historic roots that predate English colonization, and those who have migrated from Latin America and the Hispanic Caribbean since the early 20th century— in a variety of contexts. This wide focus includes cultural and historical debates about major public spaces, the privatization of public space, racial inequality in the provision and management of green areas, opportunities for political demonstrations, and the regulation of activities of groups like street vendors, day laborers, and ethnic businesses. The course addresses key themes in connection with Latino urbanism, from the origins of the Latin American urban experience to the socio-economic dynamics that underlie the demographic shifts that have influenced urban change throughout the Americas. It also analyses the social and cultural life of places (districts, 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 examine 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 literary and historical narratives about the urban experience and what has been named as narco-architecture in the Latin American context. The course provides both foundational coursework and research opportunities for graduate and advanced-level undergraduate students. The formal prerequisites for taking the course are: graduate standing, or permission of the instructor, or Span 3450 and two 4000 level courses for those majoring in Spanish, or at least 12 undergraduate-level credit hours.

**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.
5. Students will be able to propose a research project that examines or evaluates such a role and the impact of Latino urbanism.

### **COURSE OBJECTIVES**

1. Provides an overview of 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 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.
7. Be able to discuss research papers from several disciplines and write critical essays on a diversity of related topics.
8. As outlined in assignments and evaluation, graduate students will do everything in the above list. In addition, graduate students’ assignments are expected to include critical distance, reflection and originality of thought. The research paper, powerpoint presentations and reflection papers will be evaluated on the defensibility of their analysis in terms of their use of evidence and logical coherence.

### **COURSE FORMAT**

This is a seminar course, but there will be some lectures by the instructors. Likewise, most classes will consist of student presentations and discussions. The course objectives will be achieved through instructor lectures, lectures by invited speakers and through videoconferencing, readings and film discussions, and other group research projects. Most films and documentaries for the course will be available for viewing at the Ohio State Secured Media Library webpage, or as indicated in class. A previewing questionnaire will be distributed in advance. You should read the questionnaire and watch the respective film before the scheduled discussion. For the most part, we will use the same class dynamics when discussing readings. To develop the conceptual tools appropriate to these diverse issues, we will draw on a wide range of readings from history, philosophy, law, sociology, urban planning and design, cultural geography, literary and cultural studies. 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 identify common themes and/or points of disagreement among them. 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.

### **REQUIRED TEXTS**

- Lara, Jesús J. *Latino Placemaking and Planning: Cultural Resilience and Strategies for Reurbanization*. U Arizona P, 2018.
- Additional readings will be posted on Canvas

### **ASSIGNMENTS**

**1. Individual Reflection Papers:** Every three weeks, you will turn in a 2-3pp. reflection paper [3 total, 5% each = 15%]. 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.\* Graduate students will write 3-4pp. critical essays. 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?

\* Follow the MLA 8<sup>th</sup> edition for bibliographic references, citing and quoting. The specific passages from the readings that you used in the paper should include page numbers, unless from an online source, and the complete reference in the bibliography section.

**2. News Update:** (5% of final grade) Individual students will be assigned to start the class discussion by presenting relevant and current news related to the topic of Latino Urbanism, or any other topic covered in class. Please submit a related web link to the instructors prior to your presentations.

**3. Student-Led Class Discussions** (20%) Teams of 2 to 3 UG students (depending on the size of the group) will take the lead in a class discussion of the current reading material. Graduate students will lead such discussions individually. The purpose of this activity is to review key concepts, theories and ideas covered in the assigned readings as well as discussing any cultural, social and political implications. Each week at least two UG students or one G student 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. The format is open, but it needs to be approved by the instructors and will require engaging the entire class in a creative way.

**4. Final Research Report and PowerPoint Presentation** (45% of final grade) The goal of this paper is to carry out original research on a case study of Latino Urbanism in a study area of the student’s choice. The



paper (research report) 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 the following parts:

- (I) **Research Selection:** This assignment will begin by stating the topic project/case study and gathering information. (5%)
- (II) **Mapping the Elements of Latino Urbanism.** Mapping your own observations of the elements, conditions, or characteristics that represent the socially just city in your own neighborhoods. (10%)
- (III) **Ethnographic component.** Include a 2-3 page narrative based on an interview with a person or small group of persons from the area you have selected. First, design a brief questionnaire (receive feedback from the instructors) to try to obtain a more experiential perspective of what it is to live, work, eat, visit, shop, etc. there. Find about his/her own sense of place and interactions with it. If this person is from a Latino background ask him/her to compare this place to other places with a Latino influence. (10%)
- (IV) **Findings and Recommendations:** Offer recommendations for how to implement a similar project in your hometown. In addition to the final report this phase will include an in-class Pecha-Kucha (20 images X 20 seconds). (20%) **Note:** *“Research topic will need to be approved by instructors.”*

**Pertinent information:** 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 cite and give credit to if graphic material is not your own. Use the latest MLA Bibliographic format (8<sup>th</sup> edition).

**Evaluation:** Your research 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 a modern metropolitan area. The criteria to evaluate graduate students’ reports will be more rigorous with regards to the quality of the research project. It is expected that the project shows a fundamental purpose and goal; addresses important questions, problems, or issues; makes appropriate inferences or interpretations by which conclusions are drawn; and clearly identifies data and evidence relevant to said question and purpose.

**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.

**5. Attendance and Class Participation (15%)** Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. Three unexcused absences will result in loss of one letter grade for the course. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. Emergencies can and will happen, but the only acceptable excuse for missing an assignment or missing class will be documented medical or family emergencies. Students then must provide documentation as requested by the instructors. Failure to provide this information by the deadline will result in a grade of “Incomplete” and could result in a drop in grade.

The following five situations constitute an “excused absence”:

- Personal illness: Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class.
- Death of a member of the student’s immediate family: Students who have missed class due to a death in the family must provide documentation of the death (death certificate, obituary, etc.).
- Military or government duty: Please notify the instructor prior to service.
- University or College sanctioned events: Students who will be participating in University or College sanctioned events must provide the instructor with a copy of the scheduled events and those classes of which will be missed.
- Major religious holiday: Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the semester.
- A student’s grade will drop one letter grade after the second and third unexcused absences; and a student with four unexcused absences can be dropped from the course and given an “E”.

While attendance is fundamental, class participation consists of much more than attendance. Students should be willing to participate in individual and small-group activities. They should also display a positive, attentive and respectful attitude to the instructors and their peers, one which is conducive to learning. Be mindful of other students’ interests and sensitivities. The following list, while not exhaustive, may well illustrate what behaviors in the classroom will lower or raise the class participation grade. Among the first group, more than two unexcused absences, tardiness, leaving early, disruptive behavior, using the cellular phone or communicating electronically during class time (please turn off your smart phones, or any other electronics if they are used for class related activities), talking without giving any thought to what others are saying, being unprepared, not having read, watched or done any other required assignments or homework. Among the second group, genuinely attempting to answer a question (even if not correctly), asking thoughtful or informed questions about the material watched or read, or about class discussions and deliberations, sharing new information or contributing to the class with relevant information or other materials.

**COURSE EVALUATION**

<b><u>Evaluation Component</u></b>	<b><u>Grade %</u></b>	<b><u>Due Date</u></b>	<b><u>Remark</u></b>
<i>(Individual,)</i> Reflection papers based on assigned readings, 3* total (5 points each)  *Graduate students will write an additional reflection paper	15%	#1 02/??/20 #2 03/??/20 #3 04/??/20 *#4 04/??/20	Three two-page papers* due on the specified dates on the previous column.  * 3-4 pp. for graduate students
<i>News Update!</i> Students will be assigned to start the class discussion with a 5 min. presentation based on relevant topics related to Latinos or Latino Urbanism.	5%	TBD	Assigned to individual students
<i>(team), Student-Led Discussion based lectures and reading material</i>	20%	Jan26, Feb 16, Mar 9, & Apr 6	Every 3 weeks. Refer to assigned/teams dates in Canvas
<b>Individual Final Research Report</b>			
1. Research Selection	5%	02/??/20	2-3 pages
2. Mapping the Elements of Latino Urbanism	10%	03/??/20	3-5 pages
3. Ethnographic component 4. Findings and Recommendations: Final Presentation 5. Final report	10%  20%	04/?? to 04/??  04/?? to 04/??  04/??/20	*10-15 pp. (compile part 1, 2, & 3) plus a 15 min. PowerPoint presentation of key findings and summary.  *18-25 pp. graduate students
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, +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 (life) circumstances 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.

**COURSE POLICIES**

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 smart phones 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.

Critical Analysis in the class: Pertinent social commentary and critical analysis of historical, social, political, economic, or cultural issues, events, trends, or developments, either by the students or the instructors, belongs in the class. Diverse perspectives and opinions should be valued and thoughtfully considered on their own merits and openly discussed. Such an examination of points of view is part of both the educational process and the critical task in the classroom. It should not be understood as mere “politization” of a subject matter that is always implicitly political: Latino Urbanism.

**IMPORTANT INFORMATION**

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](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](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)**

Week	
1a 01 10  1b 01 12	<p><u>Introduction to the Course</u></p> <p><u>Defining Place</u></p> <ol style="list-style-type: none"> <li>1. # Cresswell, Tim – “Introduction: Defining Place,” 1-21.               <ul style="list-style-type: none"> <li>• Recommended reading:                   <ul style="list-style-type: none"> <li># Cresswell, Tim – “Genealogy of Place,” 23-61.</li> </ul> </li> </ul> </li> </ol>
2a 01 17	<p><u>The Hispanic pre-Southwest:</u></p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. # Fernández-Armesto, Felipe – “The Cities of Cibola,” 35-73.</li> <li>2. # Vargas, Zaragosa, ed. – “The Precolonial Period,” 30-35</li> </ol> <ul style="list-style-type: none"> <li>• Recommended reading:           <ul style="list-style-type: none"> <li># Vélez-Ibáñez – “Cultural Roots of Ancient Southwest Indians,” 39-48.</li> </ul> </li> </ul> <p>*Film discussion: “Aguirre, la ira de Dios” [Aguirre, Der Zorn Gottes], dir. Werner Herzog            &lt; <a href="http://www.dailymotion.com/video/x12fej1_aguirre-the-wrath-of-god-1972-pt-1_creation">http://www.dailymotion.com/video/x12fej1_aguirre-the-wrath-of-god-1972-pt-1_creation</a>            &gt; [watch film prior to class discussion]</p>

<p>2b 01 19</p>	<p>Readings:</p> <p>3. # Fernández-Armesto, Felipe – “The Curse of Zorro,” 154-198</p> <ul style="list-style-type: none"> <li>• Recommended readings: <ul style="list-style-type: none"> <li># Fernández-Armesto, Felipe – “The Realm of Queen Calafia,” 110-149</li> <li># Poyo, G. &amp; Hinojosa, G – “Spanish Texas and Borderlands Historiography,” 83-89.</li> </ul> </li> </ul> <p>*Film discussion: “Cabeza de Vaca,” (1991) dir. Nicolás Echevarría OSU Secured Media Library [watch film prior to class discussion]</p>
<p>3a 01 24</p> <p>3b 01 26</p>	<p><u>The Latin American City I: From Pre-Hispanic to Colonial Cities</u></p> <p>Readings:</p> <p>1. # Blanton, Richard – “Cities and Urbanism in Prehispanic Mesoamerica,” 1-14.</p> <p>2. # Rama, Angel. “The Ordered City” and “The City of Letters.” <u>The Lettered City</u>. 1-28.</p> <ul style="list-style-type: none"> <li>• Recommended readings: <ul style="list-style-type: none"> <li># Díaz Balsera, Viviana. “The Hero as Rhetor: Hernán Cortés' Second and Third Letters to Charles V.” 57-74.</li> </ul> </li> </ul> <p><u>The Latin American City II: Toward the Modern City and the Megalopolis</u></p> <p>3. # Szuchman, Mark D. “The City as Vision –The Development of Urban Culture in Latin America.” 1-32.</p> <ul style="list-style-type: none"> <li>• Recommended readings: <ul style="list-style-type: none"> <li># Holston, James. “The Death of the Street.” <u>The Modernist City</u>. 119-144.</li> </ul> </li> </ul> <p><b><i>Student-Led Discussion based on lectures and reading material #1</i></b></p>
<p>4a 01 31</p>	<p>1. # García Canclini, N. “México: cultural globalization in a disintegrating city.” <u>Consumers and Citizens</u>. 73-94.</p> <p>*Film discussion: “Amores perros” [Love’s a Bitch], dir. A. González Iñárritu available at OSU Secured Media Library [watch film prior to class discussion]</p> <p><u>The Reinvention of the American City</u></p>

<p>4b 02 02</p>	<p>Readings:</p> <ol style="list-style-type: none"> <li># Davis, Mike. "Spicing the City," "Buscando América," "The Latino Metropolis," "Tropicalizing Cold...," "The Third Border," <u>Magical Urbanism</u>.</li> </ol>
<p>5a 02 07  5b 02 09</p>	<ol style="list-style-type: none"> <li># Rouse, Roger. "Mexican Migration and the Social Space of Postmodernism." 157-171.</li> </ol> <p>*Film discussion: "The Sixth Section." Dir. Alex Rivera [viewing in class]</p> <p><u>Latino Urbanism and New Urbanism</u></p> <ol style="list-style-type: none"> <li># Diaz, David R. "Barrio and Planning Ideology: The Failure of Suburbia and the Dialectics of New Urbanism." In <u>Latino Urbanism: The Politics of Planning, Policy, and Redevelopment</u>. Edited by Diaz, David R, and Rodolfo D. Torres, 21-43. New York University, 2012.</li> </ol> <ul style="list-style-type: none"> <li>Recommended readings: #González, E. R. (2017). Latino city: Urban planning, politics, and the grassroots.</li> </ul> <p><b>Reaction Paper #1 Due</b></p>
<p>6a 02 14  6b 02 16</p>	<p><u>Appropriation of Space and Everyday Urbanism</u></p> <p>Readings:</p> <ol style="list-style-type: none"> <li># Chase, John, Margaret Crawford, and John Kaliski. "<u>Everyday Urbanism</u>". New York: Monacelli Press, 2008. [excerpt]</li> <li># Rojas, James. "Latino Urbanism in Los Angeles: a Model for Urban Improvisation and Reinvention." In <u>Insurgent Public Space: Guerrilla Urbanism and Remaking the Contemporary Cities</u>". Edited by Hou, Jeffrey. London: Routledge, 2010, 36-54.</li> </ol> <p>Recommended readings:</p> <ol style="list-style-type: none"> <li># 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.</li> </ol>

	<p>4. # Gómez-Barris, Macarena and Clara Irazábal. "Transnational Meanings of La Virgen de Guadalupe: Religiosity, Space and Culture at Plaza Mexico." <u>Culture and Religion</u> 10(3), 2009, 339-357.</p> <p><b><i>Student-Led Discussion based on lectures and reading material #2</i></b></p>
<p>7a 02 21</p> <p>7b 02 23</p>	<p><u>Reclaimed-Readapted-Reused Spaces</u></p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. # Lara, Jesus J. "Latino Placemaking and Planning Cultural Resilience and Strategies for Reorganization" Chapter 1: Emerging New Urban Geographies. University of Arizona Press (2018)</li> <li>2. # Lara, Jesus J. "Latino Placemaking and Planning Cultural Resilience and Strategies for Reorganization" Chapter 2: The Power of Place and Neighborhood Selection. University of Arizona Press (2018)</li> </ol> <ul style="list-style-type: none"> <li>• Recommended readings:</li> </ul> <ol style="list-style-type: none"> <li>3. # Lara, Jesus J. "Patterns and Forms of Latino Cultural Landscapes: Southwest Detroit, a Case of Incremental Re-Adaptive Use." <u>Journal of Urbanism</u> 5 (2012): 139-156.</li> <li>4. # Delgado, Melvin. "Role of Latina-Owned Beauty Parlors in a Latino Community." <u>Social Work</u> 42.5 (1997): 445.</li> </ol> <p><b><i><u>Select Research Topic due</u></i></b></p>
<p>8a 02 28</p>	<p><u>Uncovering the Reinterpretation of Place</u></p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. # Flippen, Chenoa A. and Emilio A. Parrado. "Forging Hispanic Communities in New Destinations: a Case Study of Durham, North Carolina." <u>City &amp; Community</u> 11.1 (2012): 1-30.</li> <li>2. # Dieterlen, Susan. "The Workers' Camp Versus Main Street: Then and Now in the Mexican-American Neighborhoods of the Non-Metro Midwest." <u>Journal of Urbanism</u>. 5 (2012): 171-191.</li> </ol>



<p>8b 03 02</p>	<p><u>Contesting Space and Struggle for New Meaning I</u></p> <p>Readings:</p> <ol style="list-style-type: none"> <li># Singer, Audrey. The New South: Latino Placemaking and Community Building in the Middle-Ring Suburbs of Charlotte. <u>The Twenty-First Century Gateways</u>. 281-305</li> </ol>
<p>9a 03 07</p> <p>9b 03 09</p>	<p><u>Contesting Space and Struggle for New Meaning II</u></p> <ol style="list-style-type: none"> <li>Film: “Transfusion” is a documentary film set in Columbus, OH about food, life, immigration, and the exchange of culture in the inner city. Film by Robert D. Lemon [viewing in class]</li> <li># Robert Lemon (217) The Spatial Practices of Food Trucks</li> </ol> <p><b>Reaction Paper #2 Due</b></p> <p><b>Student-Led Discussion based on lectures and reading material #3</b></p>
<p>10 03 14 03 16</p>	<p><u>Spring Break</u></p>
<p>11a 03 21</p>	<p><u>Participatory and Inclusionary Approaches</u></p> <p>Readings:</p> <ol style="list-style-type: none"> <li># Piñero, M. “Lower East Side” poem and other Nuyoricana poetry selection</li> </ol> <p>*Film discussion: “The City.” Dir. David Riker [viewing in class]</p> <ul style="list-style-type: none"> <li>Recommended reading: <ul style="list-style-type: none"> <li># Davis, Mike. “Transnational Suburbs”</li> </ul> </li> </ul>

<p>11b 03 23</p>	<p>2. # 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> <ul style="list-style-type: none"> <li>Recommended readings: # González, Erualdo R., &amp; Lejano, Raul. P. (2009). "New Urbanism and the Barrio." <i>Environment and Planning</i> 41(12), 2946-2963.</li> </ul>
<p>12a 03 28</p> <p>12b 03 30</p>	<p><u>Latino Urban issues</u></p> <p>Readings:</p> <ol style="list-style-type: none"> <li># Huerta, Alvaro. 2007. "Looking Beyond 'Mow, Blow and Go': Mexican Immigrant Gardeners in Los Angeles." <i>Berkeley Planning Journal</i> 20: 1 - 23.</li> <li># Freidenberg, Judith. 1998. "The Social Construction and Reconstruction of the Other: Fieldwork in El Barrio." <i>Anthropological Quarterly</i> 71 (4): 169-185.</li> </ol> <p>*Videoconference on public housing with professor Alvaro Huerta (California State Polytechnic University Pomona) at videoconference room in Hagerty Hall.</p> <p><b><u>Mapping the Elements of Latino Urbanism</u></b></p>
<p>13a 04 04</p>	<p><u>Latino Public Art and Aesthetics</u></p> <p>Readings:</p> <ol style="list-style-type: none"> <li># Mundy, Barbara E. "Mapping the Aztec Capital: The 1524 Nuremberg Map of Tenochtitlan, Its Sources and Meanings" 11-33</li> </ol> <p>*Guest lecture on Mexico City Urban Art &amp; Culture with professor Byron Hamann (Art History)</p> <p><u>The Escape from the City or the Reinvention of Self and Place</u></p> <ol style="list-style-type: none"> <li># Martínez, Rubén – "House of the Moon," 61-102</li> </ol>

<p>13a 04 06</p>	<ul style="list-style-type: none"> <li>Recommended readings: # Fernández-Armesto, Felipe – “The Republic of Hesperus,” 285-329</li> </ul> <p><b>Reaction Paper #3 Due</b> <b>Student-Led Discussion based on lectures and reading material #4</b></p>
<p>14a 04 11</p> <p>14b 04 13</p>	<p><u>Latino Places in the Midwest</u> <b>Fieldtrip to Latino Columbus TBD</b></p> <p>Student Presentations I</p>
<p>15a 04 18</p> <p>15b 04 20</p>	<p>Student Presentations II</p> <p>Student Presentations III</p>
<p>16 04 25</p>	<p>Final project due</p>

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- . Díaz, David R. "Barrio and Planning Ideology: The Failure of Suburbia and the Dialectics of New Urbanism." Díaz and Torres 21-43.
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## 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:  "The Genealogy of Place," 23-61  Chase, John, Margaret Crawford, and John Kaliski. <i>Everyday Urbanism</i>. New York: Monacelli Press, 2008. [excerpt]  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.  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  Readings:  "Place in a Mobile World," 62-87.  Arreola, Daniel D. "Placemaking and Latino Urbanism in a Phoenix Mexican Immigrant Community ." <i>Journal of Urbanism</i> 5 (2012): 157- 170.  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.  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:  "Reading 'A Global Sense of Place'," 88-114.  Delgado, Melvin. "Role of Latina-Owned Beauty Parlors in a Latino Community." <i>Social Work</i> 42.5 (1997): 445.  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.  Flippen, Chenoa A. and Emilio A. Parrado. "Forging Hispanic Communities in New Destinations: a Case Study of Durham, North Carolina." <i>City &amp; Community</i> 11.1(2012): 1- 30.</p>
8	<p>Contesting Space and Struggle for New Meaning Readings:  "Working with Place – Creating Places," 115- 164.  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.  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>

9	<p>Contesting Space and Struggle for New Meaning Readings :</p> <p>"Working with Place – Anachorism," 165-193.</p> <p>Gonzalez, Erualdo R., &amp; 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 &amp; 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 Fieldtrip to Latino Columbus</p> <p>Fieldtrip to Mexicantown, Detroit, Michigan</p>

14	Student Presentations
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## Course number change petition for Span / CRP 4461

**Proposal:** Span / CRP 4461 to be changed to Span / CRP 5461 beginning in SP20.

**Petitioners:** Jesús Lara (CRP) and Ignacio Corona (SPPO), course instructors.

**Justification:** We are petitioning a change of course level for this cross-listed course for two main reasons: a) to allow that graduate students receive graduate credit for taking the course; and b) the course's emphasis and main requirements on original research actually make it more a capstone course, conceptually and functionally similar to a senior seminar, than to an introduction to the subject.

With regards to the first point, several graduate students have taken and/or audited the course in the two occasions we have taught this course thus far (SP16 and SP18). The first time we offered the course, two of the students (from CRP) were authorized by their advisors to take the course, given that their area of specialization was precisely Latino urbanism. The second time we offered the course, a graduate student stayed for most of the course and met most of the requirements, but did not complete his research project, since he was not authorized to take the course due to its 4000 level. It is important to note that as Span/CRP 4461, the course is listed among course electives for the undergraduate minor in Latinx Studies, but not for the Graduate Interdisciplinary Specialization in Latino Studies. We expect that by changing the number to? the level of a senior seminar, the course will fill a void in this area of studies in the GIS.

Regarding the second point, the course had been originally intended as an introduction given its intended inter-disciplinary audience. However, we have not found a significant difficulty in the students assimilating an interdisciplinary set of readings, nor in proposing and carrying out research projects in pairs. Indeed, from its first version the course has exceeded 4000 level expectations in terms of its content, breadth and scope, by examining in-depth key issues in the field of Latino Studies, and given its emphasis on original research. At a 5000 level, the course will be slightly modified to require a familiarity with basic concepts and theories, as well as a reasonable background in Latinx issues. The sets of requirements and expectations will adjust correspondingly to a combined audience of advanced undergraduate and graduate students.

**Supporting documents:** We have developed a new syllabus for the proposed Span/CRP 5461 with clear distinctions between the specific requirements for undergraduate students and for graduate students. We have also included with this petition the current syllabus for Span/CRP 4461 and an updated curricular map that includes the new course number.