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 2016

Instructors:
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INTRODUCTION

This course examines a new urban trend in the U.S. relevant to diverse academic fields, from urban and planning studies, to sociology and cultural studies: Latino Urbanism. As an interdisciplinary 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 [20%]. 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 (depending on the size of the group) 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- [#] Reading materials will be available at the course’s Carmen webpage.

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<tr>
<th>Evaluation Component</th>
<th>Grade %</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>(Individual,) Reflection papers based on assigned readings</td>
<td>20%</td>
<td>#1 01/28/16</td>
<td>Four three-page papers due on the specified dates on the previous column.</td>
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<td>(team), Student Lead Discussion</td>
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<td>Refer to assigned date, teams of 2-3 students</td>
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Individual Final Research Report

1. Research Selection 5% 02/23/16 3-5 pages
2. Mapping the Elements of Latino Urbanism 10% 03/22/16 3-5 pages
3. Findings and Recommendations: Pecha-Kucha style 30% 04/14-19-21/16 8-10 pages compiles part 1, 2, & 3 plus a Pecha-Kucha presentation (20 images x20 seconds).
4. Final report 30% 05/03/16 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 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.

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)

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<th>Week</th>
<th>01 12</th>
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<tr>
<td>1a</td>
<td><strong>Introduction to the Course</strong></td>
<td><strong>Defining Place</strong></td>
<td><strong>The Latin American City I: From Pre-Hispanic to Colonial Cities</strong></td>
<td><strong>The Latin American City II: Toward the Modern City and the Megalopolis</strong></td>
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<td><strong>The Reinvention of the American City</strong></td>
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<td>4. # Rama, Angel. “The Ordered City” and “The Lettered City.” <em>The Lettered City.</em> 1-39.</td>
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- Recommended readings: # Cresswell, Tim – “Genealogy of Place,” 23-61.
- Recommended readings:
  - # Poyo, G. & Hinojosa, G – “Spanish Texas and Borderlands Historiography,” 83-89.
### Appropriation of Space and Everyday Urbanism

**Readings:**

### Reclaimed-Readapted-Reused Spaces

**Readings:**

### Uncovering the Reinterpretation of Place

**Readings:**

### Contesting Space and Struggle for New Meaning I

**Readings:**
1. # Singer, Audrey. The New South: Latino Placemaking and Community Building in the Middle-Ring Suburbs of Charlotte. The Twenty-First Century Gateways. 281-305
<table>
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<tr>
<th>Date</th>
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<th>Topic</th>
<th>Readings</th>
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| 9a    | 03 08|         | Contesting Space and Struggle for New Meaning II | Readings:  
| 9b    | 03 10|         |                                |                                                                           |
| 10    |      |         | Spring Break                   |                                                                           |
| 11a   | 03 22|         | Participatory and Inclusionary Approaches | Readings:  
1. # Sáenz, Benjamin A. – “Exile” (prologue),” xi-xix  
| 11b   | 03 24|         |                                |                                                                           |
| 12a   | 03 29|         | Latino Urban issues            | Readings:  
*Videoconference on public housing with professor Alvaro Huerta (California State Polytechnic University Pomona) at videoconference room in Hagerty Hall. |
| 12b   | 03 31|         |                                |                                                                           |
| 13a   | 04 05|         | Latino Public Art and Aesthetics | Readings:  
*Guest lecture on graffiti-murals with professor Guisela Latorre (Women’s Studies)  
2. # Piñero, M. “Lower East Side” poem and other Nuyorican poetry selection  
3. # Viramontes, Helena Maria – Their Dogs Came With Them [excerpt] |
<p>| 13a   | 04 07|         |                                |                                                                           |
| 14a   | 04 12|         | Latino Places in the Midwest    | Fieldtrip to Latino Columbus                                             |
| 14b   | 04 14|         |                                | Student Presentations                                                    |</p>
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<tr>
<td>15a 04 19</td>
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<td>15b 04 21</td>
<td>Student Presentations</td>
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<td>16 05 03</td>
<td>Final project due</td>
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Bibliography [@]


Díaz, David R. “The Failure of Suburbia and the Dialectics of New Urbanism.” Diaz and Torres 21-46. Print


Kandell, Jonathan. “Mexico’s Megalopolis.” Gilbert and Szuchman 181-201. Print

5. 2–3 (2012): 95–100. Print
- - -. “Patterns and forms of Latino Cultural Landscapes: Southwest Detroit, a case of incremental re-adaptive use.” Journal of Urbanism 5. 2–3 (2012): 139-156. Print


Londoño, Johana. “Aesthetic Belonging: The Latinization and Renewal of Union City, New Jersey.” Diaz and Torres 47-64. Print


Rios, Michael. "Claiming Latino Spaces." Hou 99-110. Print


Szuchman, Mark D. “The City as Vision –The Development of Urban Culture in Latin America.” Gilbert and Szuchman 1-32. Print

