

Urban Planning 315: Great Cities of the World Latina/o Urban Studies

Dr. Michael Martin
Spring Semester 2007
Thursday 4:00-6:40
Room 111 SARUP
Cell Phone (414) 517-6040
E-Mail Address: mmartin41@wi.rr.com
Office Hours: by Appointment Only

Class Objective:

The objective of this course is to expose students to the unique urban experiences of Latinas/os, Latin Americans, Spaniards and indigenous people.

Course Description:

The field of Urban Studies is dominated by theories that are deeply rooted in the experience of Anglos. This course, however, is designed to be a historical overview of the urban form from the point of view of Latinas/os. This does not mean to imply that Latina/o Urban Studies is a separate field of study with its own theoretical grounding that is separate from established Urban Studies theory, but rather a subset of Urban Studies that recognizes that the urban experience for Latinas/os is unique and deserves a closer examination.

This class will begin with the pre-Columbian urban experiences of indigenous people originating from what is now called Mexico and Peru, as well as, the urban experiences of Iberians. We will examine some of the world's greatest ancient cities and will discover that urban design and architecture that we consider Latin American is actually a mix of Spanish, Islamic and indigenous styles. Next, we will look at the colonial experience of Latin America. Spanish colonialism was more urban than any other colonial empire in the world's history. We will see that the Iberian colonial system is responsible for many issues in modern Latin American society and is the root of many of the problems of modern urban Latin America.

The third section will be an examination of Latin American cities. We will see how the trends of neocolonialism and nationalism built the mega-cities of modern Latin America. We will also investigate how modern-day chaos and violence is rooted in urban inequality. The final section will look at barrios (Latina/o neighborhoods) in cities across the United States. We will study how these communities came to be, what important issues affected them, and what the future has in store for them.

Throughout this course, an attempt will be made to cultivate your knowledge and understanding of the many unique races and ethnicities that make the Latin American experience. This class will involve lectures, movies, slideshows and exposure to music and art.

Course Requirements:

This class will be based on a 100-point scale: (A=100-93, AB=92-88, B=87-83, BC=82-78, C=77-73, CD=72-68, D=67-60, F>59). Any test or paper not turned in will result in a zero (0)

and 10% of the total score will be reduced for every day that a test or paper is late (i.e. one day late on a 25 point test will lose 2.5 points).

You will be expected to attend class, participate in discussions, read the assigned material and be prepared for class. Any meaningful class discussion depends on your ability to interpret the assigned readings. For this reason I will have three (3) quizzes based on the readings. You may or may not be given warning to when these quizzes will be given. A “pop quiz” may be given if it is obvious students are not doing the reading or attending class. These quizzes will be worth a total of **10 points**.

You will also be given one in-class test and one paper. These will each be worth 25 points each for a total of **50 points**. All test questions will be drawn from my lectures, discussions, films, slideshows and from the readings. No early or second exams will be given and make-up exams are only allowed in the case of a verifiable excused absence. Details about the paper will be given during Week 3 of class.

The final exam will be comprehensive in nature but will be weighted toward the information presented after the first test. The final exam is worth **40 points**.

Other Issues:

Accommodation of learning, physical and psychological disabilities must be arranged at the beginning, not the end of the semester and in proper consultation with the appropriate university offices.

It is expected that all work will be your own or properly footnoted or quoted. Plagiarism and cheating will result in a grade of zero for that particular exercise, whether it is a quiz, exam, or in-class writing. Serious cases of plagiarism or cheating may be referred for further investigation and may result in an F for the course.

Schedule of Classes: (subject to change)

Class 1: 1/25

Introduction to the Course, General Business & Theoretical Groundings: Urban Studies and Latina/o Studies

Handouts

Section I: Roots of Latina/o Cities: Pre-Colombian & Spanish

This section will explore the early roots of Latina/o Urban Studies through the eyes of Indigenous Americans and the Spanish. We will focus on what allowed indigenous people the ability build great cities and develop a unique urban form. We will also look at Spain and the urban mind-set of the conquistadors.

Class 2: 2/1

Indigenous Cities: Ceremonial Centers to City-States

Cities Highlighted: La Venta, Maya Cities, Teotihuacán & Chan Chan

Hardoy, Jorge, Pre-Columbian Cities, Walker & Co., New York, NY, 1973.

Preface & Chapter 1: The Origins of American Civilizations, p. 1-33.

Film: Teotihuacán

Class 3: 2/8 **SEMESTER PAPER EXPLAINED**

Iberian Heritage: Historical Roots of Latina/o Identity and the Latina/o Built Form

Cities Highlighted: Cordoba, Grenada, Seville, Cadiz, Toledo

No Reading

Slideshow: Spanish Architecture: Cathedrals, Alcazars, La Mezquita & Alhambra

Class 4: 2/15

The Greatest Pre-Columbian Empires and Their Conquest

Cities Highlighted: Tenochtitlan and Cuzco

Kandell, Jonathan, La Capital: The Biography of Mexico City, Henry Holt & Co., New York, NY, 1988.
Chapter 2: Cannibal Empire, p. 26-54.

Film: Engineering an Empire: The Aztecs

Section II: Iberian Colonialism and Urban Development

The colonialization of Latin America, unlike the United States, was deeply rooted in the urban experience. This section will show that modern-day Latin American cities have been deeply affected by the Iberian colonial experience. We will explore theories of inequality and race; early globalization and economics; and patronage politics.

Class 5: 2/22

Order, Discipline & the Origins of Urban Form in Colonial Latin America

Cities Highlighted: Mexico City, San Juan, Antigua

Joseph & Szuchman, Chapter 1 & 2, p. 1-58

Slideshow: Spanish Colonial Architecture: Cathedrals, Plazas, Castillos, Missions and Presidios

Class 6: 3/1

The Urban Colonial Economy and Society: Globalization, Subjugation and Transculturation

Cities Highlighted: Potosi, Lima, Havana, Rio de Janeiro

Chasteen, John Charles, Born in Blood and Fire: A Concise History of Latin America, W. W. Norton, New York, NY, 2001. Chapter 3: The Colonial Crucible, p. 63-92.

Film: Urban Design and Planning in Havana, Cuba: An Historical Perspective

Class 7: 3/8

MID-TERM TEST

Section III: Latin America from Foreign Influence to Mega-Cities

Latin America has some of the world's largest cities and a unique historical perspective. We will trace the evolution of Latin American urban life from small centers of politics and trade, to centers of foreign culture and commerce. Next, we will examine the explosion of industrialization and urban migration. Finally, we will explore the complexities of the modern Latin American mega-city.

Class 8: 3/15

Neo-Colonialism: Foreign Influence in Urban Latin American Life

Cities Highlighted: Mexico City & Buenos Aires

Kandell, Jonathan, *La Capital: The Biography of Mexico City*, 1988, Henry Holt & Co., New York, NY, Chapter 13: Juarez and Maximilian, p. 326-352.

Music Lecture: Tango is Life: From the Milognas of the Pampas to the Musical Identity of Buenos Aires

No Class: 3/22 *Spring Break*

Class 9: 3/29

Nationalism: Import Substitution Industrialization & Urban Growth

Cities Highlighted: Mexico City & Buenos Aires

Chasteen, John Charles, *Born in Blood and Fire: A Concise History of Latin America*, W. W. Norton, New York, NY, 2001. Chapter 8: Nationalism, p. 213-244.

Slideshow: Frieda Kahlo & Diego Rivera: Art Meets Politics

Class 10: 4/5

The Modern Latin American City: Informal Structures, Violence and the Built Form

Cities Highlighted: Mexico City, Sao Paulo

Joseph & Szuchman-Chapter 11, p. 181-201

Film: Favelas

Section IV: Urban Latina/os in the United States

The first Latina/o settlements in the United States were overwhelming rural. Today, Latina/os are one of the United States most urban racial/ethnic groups in the United States and account for the majority of growth in our nations largest cities. This section will explore the historical development of the largest barrios in the United States. We will also be use GIS technology to explore the spatial dynamics of barrio development.

Class 11: 4/12

Urban Mexicans: The L.A. Barrio, A City Within A City

City Highlighted: Los Angeles

Sanchez, George, Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945, Oxford University Press, 1995. Chapter 4: Americanization and the Mexican Immigrant, p. 87-107.

Film: Zoot Suit Riot

Class 12: 4/19

Urban Puerto Ricans: From the Big Stick to Deindustrialization

City Highlighted: New York City

Suro, Roberto, Strangers Among Us: Latino Lives in A Changing America, Vintage Press, 1999. Chapter 10: From Stickball to Crack, p. 138-157.

Guest Lecture: William Velez-Puerto Ricans Barrios in the United States

Class 13: 4/26

Urban Cubans: A Middle Class Diaspora to South Florida

City Highlighted: Miami

Portes, Alejandro and Alex Stepick, City on the Edge: The Transformation of Miami, University of California Press, Berkeley, CA, 1993. Chapter 5: Enter the Cubans & Chapter 6: How the Enclave was Built. p. 89-149.

Film: Boat People

Class 14: 5/3 **PAPER DUE**

Class 15: 5/10

Review for FINAL EXAM

Class 16:

FINAL EXAM Friday, May 18 3-5