

## **LATINO URBANISM: DESIGN AND ENGAGEMENT IN THE AMERICAN CITY**

MAS 374, URB 354, ARC 327R

MWF 12:00-1:00pm

GAR 0.120

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Office Hours: By Appointment



### **OVERVIEW**

This course will address Latino Urbanism in the American city as a new understanding of urban placemaking and development. This course will explore the intersections of culture, place, and design to critically address how the socioeconomic dynamics that underlie demographic shifts in the U.S. are influencing urban change in the American landscape. The class will focus particularly on exploring the evolution and ways by which Latinos shape the built environment, both at in the public realm and in the home.

The class will address the Latino Urbanism through the lenses of history, architecture, and city planning. The course will survey the history of urban development in the United States, while critically addressing the challenges Latinos have faced in addressing inequality and social disparities. Students will examine the complex relationships between urban poverty and larger structural forces such as planning policy and urban design frameworks. Furthermore, the course will provide students an opportunity to participate, explore, and diagnose bottom-up forms of public engagement that help shape a more equitable design of Latino city places.

### **OBJECTIVES**

This course has the following objectives: to explore the role that design, planning, and public engagement have in addressing the needs of Latino communities in the U.S.; to undertake a critical analysis of the socio-economic conditions of Latinos in contemporary American society; and understand how diversity and culture can impact regions, governments, economies for producing a just city.

### **COURSE STRUCTURE**

The course is designed as a topics course; students are responsible for their course readings and for participating fully and thoroughly in weekly discussions. Therefore, the course will consist of instructor lectures and student led discussions.

### **ASSIGNMENTS**

- **Online Discussion Forum**  
Canvas Discussion Board  
15% of Final Grade
- **Case Study 1: Latino Urbanism and the Public Real**  
Individual Report & PowerPoint  
15% of Final Grade
- **Case Study 2: Latino Urbanism and the Home**  
Individual Report & PowerPoint  
15% of Final Grade
- **Public Engagement Case Study: Grassroots Community-based Planning/Design**  
Group Report & PowerPoint  
45% of Final Grade
- **Participation** (16 weeks)  
Attending class and engaging in daily class discussion is required  
10% of Final Grade

### Tentative Class Schedule \*\*

(subject to changes)

Week	In-class	Deadlines
<b>1</b>		
<b>Wednesday 29 - Aug</b>	Lecture-1: Introduction to Latino Urbanism	
<b>Friday 31 - Aug</b>	Lecture-2: Intro to City Planning & Design	
<b>2</b>		
<b>Monday 3 - Sep</b>	<b>Labor Day - NO CLASS</b>	
<b>Wednesday 5 - Sep</b>	Lecture 3: Historical Origins of the Mesoamerican City	
<b>Friday 7 - Sep</b>	Lecture 4: Redefining the Border: 19 <sup>th</sup> and Early 20 <sup>th</sup> Century	

<b>3</b>	<b>Monday 10 - Sep</b>	Lecture 5: Land use, Zoning, and Urbanization	
	<b>Wednesday 12 - Sep</b>	Lecture 6: Top Down vs. Bottom Up Approaches to Planning	
	<b>Friday 14 - Sep</b>	Lecture 7: Hazards and Environmental Planning	
<b>4</b>	<b>Monday 17 - Sep</b>	Lecture 8: Urban Spatial Structures	
	<b>Wednesday 19 - Sep</b>	Lecture 9: How the Built Environment Shapes Choice	
	<b>Friday 21 - Sep</b>	<b>Online Discussion:</b> Film "Urbanized" *** <i>Ledesma Out: APA Fall Leadership</i>	<b>Canvas Discussion: DUE 11:59PM</b>
<b>5</b>	<b>Monday 24 - Sep</b>	Lecture 10: Suburbanization of Poverty	<b>Case Study 1: DUE 11:59PM</b>
	<b>Wednesday 26 - Sep</b>	Lecture 11: Gentrification	
	<b>Friday 28 - Sep</b>	<b>Case Study 1: Student Presentations</b>	
<b>6</b>	<b>Monday 1 - Oct</b>	Lecture 12: Urban Housing	
	<b>Wednesday 3 - Oct</b>	Lecture 13: Rural Housing	
	<b>Friday 5 - Oct</b>	<b>Guest Lecture:</b> Anna Lake-Smith, Foundation Communities	<b>Canvas Discussion: DUE 11:59PM</b>
<b>7</b>	<b>Monday 8 - Oct</b>	Lecture 14: Latino Barrios	
	<b>Wednesday 10 - Oct</b>	Lecture 15: Building Identity in Place	
	<b>Friday 12 - Oct</b>	<b>Online Discussion:</b> Film *** <i>Ledesma Out: Guest Lecture at NC State</i>	<b>Canvas Discussion: DUE 11:59PM</b>
<b>8</b>	<b>Monday 15 - Oct</b>	Lecture 16: Privatization of Public Space	
	<b>Wednesday 17- Oct</b>	<b>Guest Lecture:</b> Gabriel Diaz-Montemayor, Landscape Architect, Design of Mexico's Public	
	<b>Friday 19 - Oct</b>	<b>Online Discussion:</b> Lecture 17: Everyday Urbanism *** <i>Ledesma Out: Texas APA Awards</i>	<b>Canvas Discussion: DUE 11:59PM</b>
<b>9</b>	<b>Monday 22 - Oct</b>	Lecture 18: The Formal Sector	

	<b>Wednesday 24 - Oct</b>	Lecture 19: The Informal Sector	
	<b>Friday 26 - Oct</b>	<b>Online Discussion:</b> Lecture 20: Cultural and Political Economy *** <i>Ledesma Out: Presenting at ACSP</i>	<b>Canvas Discussion: DUE 11:59PM</b>
<b>10</b>	<b>Monday 29 - Oct</b>	Lecture 21: Local Economic Development	<b>Case Study 2: DUE 11:59PM</b>
	<b>Wednesday 31 - Oct</b>	Lecture 22: Profiling the U.S. Latino Economy	
	<b>Friday 2 - Nov</b>	<b>Case Study 2: Student Presentations</b>	
<b>11</b>	<b>Monday 5 - Nov</b>	Lecture 23: Community Engagement Methods	
	<b>Wednesday 7- Nov</b>	Lecture 24: Planning for Inclusion	
	<b>Friday 9 - Nov</b>	<b>Guest Lecture:</b> Matthew Ramirez, City of Austin Housing Department	<b>Canvas Discussion: DUE 11:59PM</b>
<b>12</b>	<b>Monday 12 - Nov</b>	Lecture 25: Early Rise of Resistance Grassroots	
	<b>Wednesday 14- Nov</b>	Lecture 26: Grassroots of the 2000s	
	<b>Friday 16 - Nov</b>	<b>Online Discussion:</b> *** <i>Preparation for East Austin Walking Tour Nov17th</i>	<b>Canvas Discussion: DUE 11:59PM</b>
<b>13</b>	<b>Monday 19 - Nov</b>	Lecture 27: Art and Urban Identity	
	<b>Wednesday 21- Nov</b>	<b>Thanksgiving Holiday - NO CLASS</b>	
	<b>Friday 23 - Nov</b>	<b>Thanksgiving Holiday - NO CLASS</b>	
<b>14</b>	<b>Monday 26 - Nov</b>	Lecture 28: Latino Placemaking	
	<b>Wednesday 28- Nov</b>	Lecture 29: Cultural Resilience	
	<b>Friday 30 - Nov</b>	<b>Guest Lecture:</b> Rodolfo Rodriguez, Housing Authority of the City of Austin	<b>Canvas Discussion: DUE 11:59PM</b>
<b>15</b>	<b>Monday 3 - Dec</b>	<b>Final Case Study Presentations</b>	

	<b>Wednesday 5- Dec</b>	<b>Final Case Study Presentations</b>	
	<b>Friday 7 - Dec</b>	<b>Final Case Study Presentations</b>	
<b>16</b>	<b>Monday 10 - Dec</b>	Lecture 30: Latino Urbanism: A Synthesis <b>***Last Class Day</b>	
	<b>Friday 14 - Dec</b>	<b>Official Final Exam Day</b>	<b>Final Paper: DUE 11:59PM</b>

## REQUIRED READING

\*\*\*All required readings will be available digitally on Canvas

Chase, J., Crawford, M., & Kaliski, J. (1999). *Everyday Urbanism*. New York: Monacelli Press.

Dias, D. & Torres, R. (Eds.). (2012). *Latino Urbanism: The Politics of Planning, Policy, and Redevelopment*. N.Y.: New York University Press.

Dowling, J. (2014). *Mexican Americans and the Question of Race*. Texas: University of Texas Press.

González, E. (2017). *Latino City: Urban Planning, Politics, and the Grassroots*. New York: NY. : Routledge.

Hutton, T. A. (2008). *The New Economy of the Inner City: Restructuring, Regeneration and Dislocation in the Twenty-First-Century Metropolis*. London ; New York : Routledge.

Jacobs, J., (1961). *The Death and Life of Great American Cities*. New York: Modern Library.

Kneebone, E., & Garr, E. (2010). *The Suburbanization of Poverty: Trends in Metropolitan America, 2000 to 2008*. Washington, DC: The Metropolitan Policy Program at Brookings.

Krabbendam, H., Roholl, M., & Vries, T. (2001). *The American Metropolis: Image and Inspiration*. Amsterdam: VU University Press, 2001.

Lara, J. (2018). *Latino Placemaking and Planning: Cultural Resilience and Strategies for Reurbanization*. Tucson, AZ : The University of Arizona Press.

Mukhija, V., & Loukaitou-Sideris, A. (Eds.). (2014). *The Informal American City: From Taco Trucks to Day Labor*. Cambridge, Massachusetts : The MIT Press.

Rios, M., Vazquez, L., & Miranda, L. (2012). *Diálogos: Placemaking in Latino Communities*. N.Y; Milton Park, Abingdon; Routledge.

Rael, R., & Cruz, T. (Eds.). (2017). *Borderwall as Architecture: a Manifesto for the U.S.-Mexico Boundary*. Oakland, CA: University of California Press.

Rothstein, R. (2017). *The Color of Law: A Forgotten History of How Government Segregated America*. New York, N.Y. : Liveright Publishing Corporation.

Tate, L. & Shannon, B. (Eds.). (2019). *Planning for AuthenticITIES*. New York, N.Y. : Routledge.

## **Grading Policy**

**A+** Exceptional (the university computer does not accept beyond an A, but I will notify anyone in this category)

**A** Work is inventive, appropriate, shows verbal and visual ability, is conceptually vigorous, and insightful

**A-** As above, but with scope for further development

**B+** Strong, well researched and thorough work, diligently pursued, and successfully completed. Student pursues ideas and suggestions presented in class and completes all work. Demonstrates potential for excellence.

**B** Strong, well researched and thorough work, diligently pursued, and successfully completed.

**B-** Strong, well researched and thorough work, diligently pursued. One or more assignments or projects requiring further development.

**C** Assignments and/or projects are not pursued with dedication or vigor. Assignments or projects are incomplete in one or more areas.

**F** Unacceptable work

**X** Offered where there are clear personal circumstances indicating that it would be inappropriate to offer a final grade at that time.

## **ATTENDANCE**

Punctual and regular attendance is mandatory. Participation is expected. With three (3) unexcused absences, the student's final grade for the course will be lowered by a full letter grade. The final grade will be lowered by a full letter grade for each unexcused absence thereafter. Aside from religious observances, absences are only excused with written documentation of a medical issue or family emergency. The student is responsible for completing work missed due to excused absences and initiating communication with the instructor to determine due dates.

If a student is late (5 minutes after the start of class) three (3) times, it will be counted as one (1) unexcused absence. Students should notify the instructor prior to class if lateness or absence is known in advance. Students must notify instructors directly regarding lateness or absences; asking a classmate to inform the instructor is not acceptable.

## **RELIGIOUS OBSERVANCES**

A student shall be excused from attending classes of other required activities, including examinations, for the observance of a religious holy day, including travel for the purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy requires students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.

By UT Austin policy, you must notify the instructor of the pending absence at least fourteen days prior to the date of a religious holy day. If you must miss a class, an examination, an assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

## **ACADEMIC INTEGRITY**

Students who violate University policy on academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic integrity will be strictly enforced. Refer to the Student Conduct and Academic Integrity website for official University policies and procedures on academic integrity: <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>. University Code of Conduct: <http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct>

## **CARE PROGRAM**

The Counseling and Mental Health Center's Counselors in Academic Residence (CARE) program has placed CARE counselors in 13 colleges and schools to provide accessible support for students who are struggling emotionally and/or academically.

## **STUDENTS WITH DISABILITIES**

Students with disabilities who require special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time.

<http://diversity.utexas.edu/disability/>

## **BCAL**

The Behavior Concerns Advice Line (BCAL) is a fast and simple way to report any issues or concerns you may have with any member of the university community including students and teaching assistants. You can report your concern any time [online](#) or by calling 512-232-5050.

## **EMERGENCY EVACUATION**

In the case of emergency evacuation:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Students should familiarize themselves with all exit doors of each classroom and building they may occupy. Remember that the nearest exit door may not be the one used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors.
- Reentry into a building is prohibited unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services offices.
- Information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency).