




**MEMORANDUM**

**To:** Donna E. Shalala, President

**From:** Stephen Sapp  
Chair, Faculty Senate 

**Date:** September 26, 2007

**Subject:** Faculty Senate Legislation #2007-26(B) – Urban Studies Minor in the College of Arts and Sciences

\*\*\*\*\*

The Faculty Senate, at its March 28, 2007 voted unanimously to approve the Urban Studies Minor in the College of Arts and Sciences.

The legislation is now forwarded to you for your action.

SS/ib

**cc:** Thomas LeBlanc, Executive Vice President and Provost  
David J. Birnbach, Vice Provost for University Administration and Faculty Affairs

Faculty Senate Legislation #2007-26(B) – Urban Studies Minor in the College of Arts and Sciences

**PRESIDENT’S RESPONSE**

APPROVED: DSuh DATE: 10/1/07  
(President’s Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Dean – College of Arts and Sciences

EFFECTIVE DATE OF LEGISLATION: \_\_\_\_\_  
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_



**Office of the Dean**  
*College of Arts and Sciences*

TO: Stephen Sapp  
Faculty Senate Chair

FROM: Michael R. Halleran  
Dean *Michael*

SUBJECT: Minor in Urban Studies

DATE: April 17, 2007

At the meeting of the College faculty yesterday, April 16, 2007, the faculty voted unanimously in favor for a Minor in Urban Studies.

I trust that the Senate will add its support and approve the proposal. A copy of the proposal is attached for your convenience. Should you have any questions or require additional information, please let me know

MRH/rkg

MEMORANDUM

To: Michael Halleran (Dean A&S); Elizabeth Plater-Zyberk (Dean ARC); Charly Mallery (Assoc. Dean A&S); Daniel Pal (Assoc. Dean A&S); Edward Dreyer (Chair Curriculum Committee A&S); Stephen Sapp (Chair, Faculty Senate); Richard Godbeer, Director IDS and member of the A&S Council; Steven Green, member of the A&S Council and GWC of the Faculty Senate; Members of the Advisory Board of the Miami Consortium for Urban Studies (Robin Bachin, Dale Chitwood, Richard Grant, Jean-Francois LeJeune, Peter Muller, Bryan Page, Jonathan West, George Wilson)

From: Jan Nijman, Director, Miami Consortium for Urban Studies

Re: Proposal for the Minor in Urban Studies

Date: April 11, 2007

This is to confirm the following addendum to the proposal for the Minor in Urban Studies, as approved unanimously by the Advisory Board of the Miami Consortium for Urban Studies:

*"During the next two years, the program will evaluate content of courses that contain a fundamental environmental science and/or ecology focus. The program will then either require students to take one of those courses deemed suitable and/or will participate in the development of a new course or revamping of one or more current courses to emphasize fundamental environmental and ecological principles to be added to the requirements."*

## PROPOSAL FOR A MINOR IN URBAN STUDIES<sup>1</sup>

November 3, 2006

This proposal calls for the establishment of a Minor in Urban Studies in the College of Arts and Sciences, to start in the fall of 2007. The rationale for the proposal is threefold. First, Urban Studies is an established field of multi- and interdisciplinary scholarly research. In recent years, with the rise of interdisciplinary trends in curriculum development, it has also become a popular concentration in undergraduate program degrees in the United States and abroad. Second, an Urban Studies Minor at the University of Miami is particularly warranted because it will help link related interests of faculty and students in Arts & Sciences and Architecture. The School of Architecture has expressed a strong interest in this proposal. Third, the steady growth of Miami and the South Florida conurbation and its emergence as a major metropolis underscores the relevance, in practical and theoretical ways, of Urban Studies at UM.

### The Field of Urban Studies

Urban Studies has existed as a coherent field of study for over three quarters of a century across the social sciences and humanities. The field is of a highly multi- and interdisciplinary nature. It represents a range of scholarly paradigms, perspectives, methodologies, and discourses. Noted Urban Studies journals are many and include, for example, *Environment & Planning*, *International J. of Urban & Regional Research*, *J. of Urban Affairs*, *J. of Urban Economics*, *J. of Urban History*, *Research in Urban Sociology*, *State and Local Government Review*, *Urban Affairs Review*, *Urban Studies*, *Urban Geography*.

In the past two decades, the field has grown stronger and more relevant than ever. The increasing popularity of the field is often related to the following trends:

- More than 50% of the global population resides in cities, and the urban population continues to grow.
- The bulk of the global economy is distinctly of an urban nature (consumer and producer services, information, finance, etc.).
- Major world cities have become the seats of power in the global economy.

---

<sup>1</sup> This proposal originates with, and is endorsed by, the Miami Consortium for Urban Studies (MiCUS), a multi-disciplinary group of faculty from Arts and Sciences with representation from the School of Architecture and the School of Business. The Advisory Board of the MiCUS consists of Jan Nijman (Director), Robin Bachin, Greg Bush, Dale Chitwood, Richard Grant, Jean-Francois LeJeune, Peter Muller, Bryan Page, Jonathan West, and George Wilson. Contributing lecturers and other affiliated faculty include Traci Ardren, Peter Bellis, Sonia Chao, Mary Lindemann, David Luis-Brown, Michael Miller, Martin Nesvig, Nicholas Patricios, Elizabeth Plater-Zyberk, Shouraseni Sen Roy, and Donald Spivey. The proposal was prepared in consultation with the Deans and the advising staffs of the College of Arts & Sciences and the School of Architecture.

- The human habitat is increasingly one of urban environments and questions of urban sustainable development and urban planning are steadily making their way to the top of the agenda of development planners.
- The emergence of urban regions, around the world, raises important and urgent questions of governance and public policy.
- Culturally, urban living and lifestyles are becoming the norm for most people and individual identities and definitions of citizenship are increasingly forged in urban contexts.

By now, there are well over 100 urban studies programs (majors) across the country, and they exist in a variety of forms, from pre-professional degree programs in planning schools to flexible majors within social science and humanities curricula. The programs that were investigated for the purpose of this proposal were all said to have either stable or growing enrollments in recent years. A selection of programs is presented in the table below (these are schools for which data was available on year started, number of current majors, and enrollment trends; data was acquired via telephone interviews).

Universities with Urban Studies Majors	year started	# majors	growth trend 2000-2005
Brown University (RI)	1980	23	~+10%
Columbia University (NY)	around 1970	44	~+33%
New York University (NY)	around 1975	121	"growing"
Stanford University (CA)	1985	62	"stable"
University of Minnesota (MN)	1978	110	"steady growth"

Please note that the table above refers to programs of majors in Urban Studies. This proposal calls only for a Minor in Urban Studies (an Urban Studies Major might be a worthwhile future endeavor, but is not planned at this time).

### Urban Studies at the University of Miami

The existing institutional and curricular structures at UM make the creation of an Urban Studies Minor at once feasible and attractive. In Arts & Sciences, a number of urban studies courses exist in isolation from each other (especially in History, Geography, Anthropology, and Sociology). Hence, there is a potential (yet unfulfilled) to provide students with a coherent and comprehensive perspective on urban issues.

In addition, the Urban Studies Minor will help to forge stronger ties between the College of Arts & Sciences and the School of Architecture. The latter is renowned across the nation for its achievements in architecture and urban design, yet it is not in a position to offer a liberal arts oriented curriculum in Urban Studies. The Urban Studies Minor will provide ARC students with that opportunity.<sup>2</sup> It will also allow A&S students access to selected courses in Architecture. The Minor will bring students from both Schools together in the same classroom.

<sup>2</sup> All ARC undergraduate students (total about 320) must complete a minor outside their School. ARC students start their work on the Minor normally in the second or third year.

### Urban Studies in Metropolitan Miami

The University's location offers an excellent opportunity to ground an interdisciplinary Minor in Urban Studies. We are in one of the fastest growing urban regions of the nation and one with global allure. Greater Miami has emerged as a notable world city with a prominent role in the global urban hierarchy. The scholarly literature points to Miami as a forward experiment of global urbanization. Present-day Miami has similar advantages as Chicago in the early 20<sup>th</sup> century and as Los Angeles in the latter part of the 20<sup>th</sup> century. Miami can serve as a laboratory of the current urban experience in much the same way Chicago and Los Angeles did in the past. Miami's role as a present-day paradigmatic city has implications not just for other urban areas in the United States, but for cities and metropolitan regions across the Americas and beyond. A Minor in Urban Studies will allow our students to be part of an innovative field of study in which their work in the classroom links directly to the "real world" experience in Miami.

### Structure of the Minor in Urban Studies

The Minor in Urban Studies will provide undergraduate students with a concentration in interdisciplinary studies of cities, urbanism, and urbanity. The Minor has a liberal arts orientation: it combines perspectives from the social sciences, architecture, history, and the humanities. The Minor is a useful complement to majors such as History, Geography, Sociology, Anthropology, Literature, Art History, Economics, Political Science, and others. The Minor should also be of particular interest to students in Architecture.

### Requirements:

- Students must complete 15 credits for the Urban Studies Minor;
- All minors are required to take two core courses:

URS 102 Metropolitan Miami, 3 cr, 1000-1001

URS 300 Cities in Time and Space, 3 cr, 1000-1001

URS 169 Introduction to Urban Research

URS 171 Introduction to Urban Research

### Impact of a Minor in Urban Studies

Based on estimates from the advising offices in A&S and ARC, we estimate that in the first three years (starting in 2007-08) the number of Minors in Urban Studies will go from 10-15 (YR 1), to 20-30 (YR 2), to 30-40 (YR 3). We estimate enrollments in URB 200 and URB 300 to be around 20 students each in the first year.

A new Minor in Urban Studies will:

- Introduce new and innovative courses in the A&S curriculum;
- Provide increased options for specialization to A&S undergraduates;
- Bring together faculty from diverse Departments and Schools;
- Meet the needs of ARC students for an Urban Studies Minor with a liberal arts orientation;
- Provide access to selected ARC classes for A&S students;
- Bring together students from A&S and ARC;
- Help recruit good undergraduate students at UM;
- Help bring the increasingly influential field of Urban Studies to UM;
- Help the University to connect with the local urban environment and community.

### Needs, Resources, Costs

Needs and resources:

- The Minor requires two new courses, URB 200 and URB 300 (see attached syllabi) that will be required for all students. The two URB courses are team-taught, in varying degrees, by current faculty members. Both courses will rotate among Urban Studies affiliated faculty in lieu of one of their regularly taught courses. Enrollments in URB courses can be attributed to the Department of the lead instructor. Jan Nijman has agreed to teach URB 200 in the fall of 2007 and George Wilson has agreed to teach it in the fall of 2008. Jan Nijman has agreed to teach URB 300 in the spring of 2008 and Richard Grant has agreed to teach it in the spring of 2009. Other affiliated faculty members have expressed interest in teaching one or both courses in subsequent years.
- A Director of Urban Studies will be responsible for student advising; administration and planning of the Minor; coordination of URB 200 and URB 300; liaising with other programs and departments; chairing the Steering Committee.
- A multidisciplinary Steering Committee with faculty from A&S and ARC will advise the Director in the management and planning of the Minor.
- A graduate assistant will provide teaching assistance for URB courses/lecturers and organizational support to the Director/Steering Committee.
- IDS can provide administrative support related to course listings, registration, class room planning, and other general matters pertaining to interdisciplinary programs.

Financial costs:

- Stipend for Director of Urban Studies Minor.
- Stipend for graduate assistant.
- Funds for invited speakers, teaching materials and supplies, and excursions for students in the Miami area.

\*\*\*\*\*



## APPENDIX I: Syllabus for URB 200

## URB 200 Metropolitan Miami

Fall 2007

Instructor: Dr. Jan Nijman  
201 Ferre Bldg  
(305) 284 6692 / [nijman@miami.edu](mailto:nijman@miami.edu)  
Office hours: TBA

This is the first of two required courses in the Urban Studies Minor. The purpose of the course is, first, to familiarize students with the urban milieu of Greater Miami: its history and geography, the built environment, environmental conditions, urban governance, economic base, diverse populations, and the city's role in the hemisphere and beyond. Second, the course aims to use the case of metropolitan Miami to introduce and illustrate a range of general concepts in Urban Studies such as: city; metropolis; urban; urbanity; place; location; hinterland; urban morphology; polycentrism; urban sprawl; world city; producer services; post-industrial cities; assimilation; transnationalism; residential segregation; ghettos, enclaves, and citadels; race and ethnicity; class; social stratification; citizenship; conurbation; urban design; New Urbanism. The course employs perspectives from geography, history, architecture, environmental studies, sociology, anthropology, and political science.

The course is intended for undergraduate students in Arts and Sciences and Architecture, but it is open to others as well. Students are expected to have at least sophomore status when they start the course. A&S students should have completed at least six credits in geography, history, sociology, anthropology, political science or economics. If in doubt, please consult the instructor.

The course is taught as a series of weekly modules that each focus on a different topic. Students are expected to have read assigned class materials before class meetings. Assigned readings will be incorporated in the lecture or time will be set aside for a discussion of the readings. The format will vary: some classes consist wholly of lectures while others combine lectures with class discussion. A number of lectures will be accompanied with (audio-) visual media. On six occasions, class will be taught by guest lecturers. The course will involve at least one field trip in the Miami area (TBA).

The grades in this class are based on a midterm exam (25%), comprehensive final exam (35%), term research paper (30%), and class participation (10%). Exams will consist of short essay questions and will be based on lectures and readings. The research papers must deal with some aspect of Metropolitan Miami and are due on the last day of classes. Paper proposals must be submitted to the instructor before the midterm and must be approved by the instructor. Formatting guidelines for the research papers will be provided by the instructor. Students are expected to attend all classes and participate actively and constructively. Grading and all other administrative matters concerning this class are handled by the lead instructor.

Readings will be placed on reserve at the Richter Library and will also be available online. In addition to assigned readings for each class meetings, students are expected to subscribe to the *Miami Herald* for the duration of the course and to follow the local news on a daily basis.

## Weekly Schedule of Lectures and Readings

### **1. Introduction to the Course (Jan Nijman)**

Introduction to the course: syllabus; purpose of the course; expectations; organization; readings; grading policy; office hours. This is followed by an introductory discussion of Metropolitan Miami and the field of Urban Studies, including a mental map exercise of the Greater Miami area.

### **2. Early Years: Travel and tourism in South Florida (Robin Bachin)**

This lecture examines the role of tourism in shaping the early growth of South Florida from the 1890s through the 1920s. The history of Miami reflects many of the trends that have shaped travel, tourism, and urban growth in the last century. Miami was built on promotionalism, on selling the image of paradise through new forms of advertising and media emerging at the turn of the twentieth century. At the same time, boosters also hoped to convince travelers to put down roots in Miami and make it into a viable community, not just a tourist resort. Promoters developed dramatic sketches and drawings of tropical fantasylands, places with alluring names like Opa-Locka and Miramar, whose themed designs represented early models for idealized cities that would be epitomized with the advent of Disney World and, more recently, Celebration, Florida. This class will explore the strategies and tactics of early developers, planners, and architects to create exclusive communities in South Florida, but also highlight how this promotion of exclusivity was based on the reality of exclusion, both of people of color and of Jews.

Reading:

- Dean MacCannell, *The Tourist: A New Theory of the Leisure Class* (Berkeley, 1999), selections.
- Deborah Dash Moore, *To the Golden Cities: Pursuing the American Jewish Dream in Miami and L.A.* (Cambridge, Mass., 1994), chaps 1-2.
- Marvin Dunn, *Black Miami in the Twentieth Century* (Gainesville, 1997), selections.

### **3. Airplanes, Air-conditioning and Cubans: The Remaking of Miami (Jan Nijman)**

After World War II, Miami was transformed as result of geopolitical and technological changes. Air-conditioning was crucial to making Miami a permanent (not seasonal) home for many northerners and mass air travel put Miami in reach of many domestic and

foreign places. The rise to power of Fidel Castro triggered large scale migration from Cuba to Miami. Together, these developments resulted in the rapid growth of Miami from the 1950s onward. This class focuses on these developments and on their impact on Miami in demographic, cultural, economic, political, and geographical ways.

Readings:

- A. Portes & A. Stepick, *City on the Edge*. U of California Press, 1993. Pp. 61-122.
- R. Grosfoguel, "Global logics in the Caribbean city system: The case of Miami." In: P.L. Knox & P.J. Taylor (eds.), *World Cities in a World System*. Cambridge UK: Cambridge University Press, 1995. Pp. 156-170.
- J. Nijman, "Globalization to a Latin beat: the Miami growth machine." *Annals of the American Academy of Political and Social Sciences* issue 551 (May 1997): 163-176.

#### **4. Miami's Architecture: Visions of the Pan-American City (Jean-Francois LeJeune)**

Starting with George Merrick's articulated vision of the 1920-30s, *Miami in the 1960s* will explore the idea and growing reality of the hemispheric city by focusing on urban architectural design. The most spectacular architectural expression of pan-Americanism during this period was Interama, a large-scale project to create a hemispheric trade and cultural center in Miami while responding to the economic imperatives of Florida within the Cold War environment. Though there were versions of the project as early as the 1920s, Interama gained momentum during the 1950s with state sponsorship and a major site (where FIU North Campus and the Oleta River State Park are currently situated). The project peaked in the 1960s, when the state Inter-American Center Authority recruited a group of world-class architects—Marcel Breuer, Louis Kahn, Edward Durrell Stone, José Luis Sert, Paul Rudolph and Harry Weese—to design a massive complex of buildings and outdoor spaces that represented a future of pan-American cooperation. A 1962 promotional booklet described Interama as a "permanent meeting ground for the Americas" and defined "Progress with Freedom" as the central theme. Though Interama was never built, the project crystallized the hemispheric ideal of the 1960s.

Readings:

TBA

#### **5. Miami's Urban Ecology (Jan Nijman)**

The lecture focuses on the environmental conditions of urbanization in southeast Florida and on the impact of urban growth on the environment. Miami is hemmed in between the Atlantic coast and the Everglades and it has reached its maximum east-west extent, up against the Urban Development Boundary. The fast growing population of metropolitan Miami has increased demands for water, a demand that must be met without further damage to the Everglades. The danger of hurricanes has not had a major effect on urban design (other than building codes) but sky-rocketing insurance premiums may well leave their mark on the city's economy and socio-economic composition.

Readings:

- W. Hodding Carter, *Stolen Water: Saving the Everglades from its Friends, Foes, and Florida*. New York: Simon & Schuster, 2005. Selected pages.

**6. Urban Governance in South Florida (Jonathan West)**

This class provides a general framework for understanding metropolitan government and governance and uses contemporary Miami as a case study. Political structures in metropolitan undergo frequent change. Previous structures have included the “political city” (traditionally elected mayor/city council governance) and the “administrative city” (city manager appointed by city council). However, in recent years cities have adapted and changed their structures so much to accommodate contemporary demands that the traditional models no longer reflect reality. Alternative conceptions will be considered. In the Miami setting structural change can be analyzed using John Kingdon’s policy window model with its focus on agenda setting. Here the importance of focusing events, a skilled policy entrepreneur, and timing of events help explain reform outcomes.

Required readings:

- H. George Frederickson and Gary Alan Johnson. The Adapted American City: A Study of Institutional Dynamics. *Urban Affairs Review* 26, 6, July 2001: 872-884.
- Annette Steinacker. Prospects for Regional Governance: Lessons from the Miami Abolition Vote. *Urban Affairs Review*. 37, 1, September 2001: 100-118

Recommended reading:

- Frederickson, H.G., Johnson, G.A. and Wood, C. *The Adapted City: Institutional Dynamics and Structural Change*. Armonk, NY: M.E. Sharpe, 2004.
- Kingdon, J. *Agenda, Alternatives, and Public Policies*. NY: Harper Collins, 1984.

**7. MIDTERM EXAM**

**8. Miami’s Emergence as a World City (Jan Nijman)**

Since the early 1970s, processes of globalization played an important part in the formation of a global network of cities. These so-called “world cities” are key nodes in the global economy and in networks of flows of capital, goods, and populations. Miami is generally considered a second-tier global city, closely tied to New York, the primary node in the western hemisphere. This lecture concentrates on conceptualization of world city functions, measurements of the global urban network and city rankings, and in particular on the position of Miami as a world city.

Readings:

- J. Friedmann (1986). “The world city hypothesis. *Development and Change* 17: 69-83.
- S. Sassen, *Cities in a World Economy*. Thousand Oaks CA: Pine Forge Press, 3d ed., 2006. Pp. 1-44, 116-121.

- J. Nijman, "Breaking the rules: Miami in the urban hierarchy." *Urban Geography* vol. 17 (1996): 5-22.

### **9. Race and Ethnicity in Post-industrial Miami (George Wilson)**

This lecture will focus on the dynamics of deindustrialization in Miami in the last several decades. In particular, it will focus on how deindustrialization and the transformation to a service sector economic infrastructure has impacted on levels of socioeconomic inequality and the altering of life-chance opportunities in Miami. Special attention is paid to areas that have been documented to have been hardest hit by the ravages of industrial restructuring including Liberty City and Overtown in Miami.

#### Readings:

- William Julius Wilson, *The Truly Disadvantaged*. Chicago: University of Chicago Press, 1987 (selected pages, TBA).
- Alice O'Connor, Chris Tilly, and Lawrence Bobo (Eds), *Urban Inequality: Evidence From Four Cities*. Russell Sage Foundation Press, 2001 (selected pages, TBA).

### **10. Marginalized Populations in Greater Miami (Bryan Page)**

Social stratification is inevitable in large systems of human organization. Distribution of wealth arrays along the lines of this stratification, and at the bottom of this distribution reside the people least advantaged in terms of social class and wealth. A subset of the people on the bottom of class and wealth are those who do not participate in most aspects of the social structure of the communities in which they live. They live on the margins of "mainstream" societies. Social and behavioral studies of these populations can lead to insights necessary for remediation of the larger societies' problems. This lecture will provide a general overview of marginality among urban populations and will use Greater Miami as a case study. Marginality in Miami is associated with class, race and ethnicity, and citizenship.

#### Reading:

Gmelch G & Zenner WP (eds.). *Urban Life: Readings in Urban Anthropology*. Prospect Heights, Ill.: Waveland Press. Selected pages.

### **11. Locals, Exiles, and Cosmopolitans (Jan Nijman)**

In discussions of Miami's population, it has become commonplace to focus on the ethnic/racial triad of non-Hispanic Whites, Hispanics, and non-Hispanic Blacks. In this lecture we review these categories and discuss an alternative triad of locals, exiles and cosmopolitans. The latter categories cut across race and ethnicity and are instead based on spatial identities and identification with Miami. This view underscores Miami's character as a 'transient city.'

Readings:

- J. Nijman, "Ethnicity, class, and the economic internationalization of Miami." In: J. O'Loughlin & J. Friedrichs (eds.), *Social Polarization in Post-Industrial Metropolises*. Berlin and Chicago: Gruyter-Aldine 1996: 283-300.
- J. Nijman, "Locals, exiles, and cosmopolitans. A theoretical argument about identity and place in Miami." *Tijdschrift voor Economische en Sociale Geografie* (in press).

**12. Growth, Form and the New Urbanism (Elizabeth Plater-Zyberk)**

Metropolitan Miami's physical form is the result of a century-long aggregation of settlement patterns which in retrospect often appear to have been shortsighted. This class will focus on the physical development of South Florida in the context of international patterns of 20<sup>th</sup> century urban growth, and contemporary efforts to guide future development as well as conservation.

Readings:

- Andrés Duany, Elizabeth Plater-Zyberk, Jeff Speck, *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream*. North Point Press, N.Y., 2000.
- Congress for the New Urbanism, *The Charter For The New Urbanism* New York: McGraw Hill, 2000.
- N. Peirce, C. Johnson, "Will Growth Doom South Florida" and "New Urbanism Prophecies Come True", *South Florida Sun Sentinel*, November 19, 2000.

**13. The Paradigmatic City (Jan Nijman)**

The paradigmatic city may be defined as the city that displays more clearly than other cities the fundamental features and trends of the wider urban system. The paradigmatic city serves as a model, a laboratory for analysis. Examples of paradigmatic cities in the United States were Chicago in the 1920s and 1930s and Los Angeles in the 1980s and 1990s. In this lecture, we take a closer look at the arguments of the 'LA School' and we consider Miami's candidacy for paradigmatic city of the 21<sup>st</sup> century.

Readings:

- M. Dear & S. Flusty, "The resistible rise of the LA School." In: M. Dear (ed.), *From Chicago to LA: Making Sense of Urban Theory*. Thousand Oaks Ca: Sage Publications, 2002. Pp. 3-16.
- J. Nijman, "The paradigmatic city." *Annals of the Association of American Geographers* vol. 89 (2000): 135-145.

\*\*\*\*\*

APPENDIX II: Syllabus for URB 300



## URB 300 Cities in Time and Space

Spring 2008

Instructor: Dr. Jan Nijman  
201 Ferre Bldg  
(305) 284 6692 / [nijman@miami.edu](mailto:nijman@miami.edu)  
Office hours: TBA

This is one of two required courses in the Urban Studies Minor. The purpose of this course is to give students a global perspective on cities in widely different historical and geographical contexts. Important themes include the economic drivers of urbanization; the development of urban systems; political and ideological functions of cities; the city as creative milieu; specialized economic roles of cities, and cities and citizenship. Along the way, students will be introduced to a number of fundamental concepts from the field of Urban Studies such as: settlement, city, polis, metropolis, complex civilization, urban system, urbanity, urban network, intra-urban structure, port city, gateway city, rural-urban migration, creative milieu, colonial city, postcolonial city, global city, gated community, entrepôts, hinterland, megacity, and comparative urbanism. The course does not, and could not possibly, cover all conceivable regions and historic periods of urbanization but it does provide a wide range of cases. The course employs perspectives from history, geography, architecture, the arts, humanities, sociology, anthropology, and political science.

The course is intended for undergraduate students in Arts and Sciences and Architecture, but it is open to others as well. Students are expected to have at least sophomore status when they start the course. A&S students should have completed at least six credits in geography, history, sociology, anthropology, political science or economics. If in doubt, please consult the instructor.

This course is team-taught and involves, besides the lead-instructor, a total of nine guest faculty. The course is taught as a series of weekly modules that each focus on a particular kind of city at a different historical time and in a different geographic location. Students are expected to have read assigned class materials before class meetings. Assigned readings will be incorporated into the lecture or time will be set aside for a discussion of the readings. The format will vary: some classes consist wholly of lectures while others combine lectures with class discussion. A number of lectures will be accompanied with (audio-) visual media.

The grades in this class are based on a midterm exam (25%), comprehensive final exam (35%), term research paper (30%), and class participation (10%). Exams will consist of short essay questions and will be based on lectures and readings. The research papers must focus on cities in a specific part of the world at a specific historical time, and they may not duplicate any of the lecture topics. Papers are due on the last day of classes. Paper proposals must be submitted to the instructor before the midterm and must be

approved by the instructor. Paper formatting guidelines will be provided by the instructor. Students are expected to attend all classes and participate actively and constructively. Grading and all other administrative matters concerning this class are handled by the lead instructor.

## Weekly Schedule of Lectures and Readings

### 1. Introduction to the Course (Jan Nijman)

Introduction to the course: syllabus; purpose of the course; expectations; organization; readings; grading policy; office hours. This is followed by an introductory discussion of cities in time and space.

### 2. Cities of Ancient Greece (Nicholas Patrieios)

The timeline for cities of ancient Greece begins around the 14<sup>th</sup> century BC with the villages and palaces of Minoan Crete, followed by the citadels of the Mycenaean civilization, continues with the extensive colonization of the Black Sea and Magna Graecia in the 8<sup>th</sup> to 6<sup>th</sup> centuries and concludes with the cities of the Classical and Hellenistic periods in the 5<sup>th</sup> and 4<sup>th</sup> centuries BC. Cities are placed in their geographic, political, social and economic contexts and the major urban elements of the typical ancient Greek city are delineated. Planned Grecian cities are illustrated and the ideas of urban theorists are outlined.

#### Readings:

- Benevolo, Leonardo. *The History of the City*. Translated by Geoffrey Culverwell, Cambridge, MA: MIT Press, 1980. Chapter 2, pp. 55-134.
- Wycherley, Richard E. *How the Greeks Built Cities*. New York, Norton, 1962.
- Gallion, A. B. & Eisner, S. *The Urban Pattern: City Planning and Design*. New York: Von Nostrand, 1993, 6<sup>th</sup> Edition, pp. 17-28.
- Vance, James E. Jr. *The Continuing City: Urban Morphology in Western Civilization*. Baltimore: John Hopkins Press, 1990, pp. 41-58.
- Ward-Perkins, John B. *The Cities of Ancient Greece and Italy: Planning in Classical Antiquity*. New York: George Braziller, 1974, pp 10-21.
- Zucker, Paul. *Town and Square from the Agora to the Village Green*. New York: Columbia University Press, 1959, pp 26-45.

### 3. Maya Cities (Traci Ardren)

Ancient Maya cities present a unique case study of indigenous urban evolution in a tropical environment. Long considered an impossible environment in which to develop small scale urbanism, the lowland rainforest of Guatemala and Mexico supported some 200+ urban centers of up to 100 sq km during the classic period of 200-800 CE. We will examine growth, planning, population, class, and infrastructure at these centers and conclude with a discussion of why they were abandoned or "failed" around 1000 CE.

Readings:

- Webster, David (1997), "City-States of the Maya." In: *The Archaeology of City-States. Cross Cultural Approaches*, edited by D. L. Nichols and T. H. Charlton. Washington and London: Smithsonian Institution Press.
- Chase, Diane Z., Arlen F. Chase, and William Haviland (1990). "The Classic Maya City: Reconsidering the 'Mesoamerican Urban Tradition.'" *American Anthropologist* 92(2):499-506.

#### 4. Tenochtitlan to Mexico City (Martin Nesvig)

This lecture and discussion take a long term view of Mexico City as the once, constant, and future principal city of Mexico – covering a span of seven centuries. The foundation mythology of the Aztecs--inscribed on the modern Mexican flag--relates principally to the Aztec city Tenochtitlan as the center of pre-Hispanic Mexican culture. The idea of Mexico-Tenochtitlan as the political, linguistic and cultural center of Mexico has been written into the dominant narrative of Mexican history and the city itself has remained for seven centuries the most important Mesoamerican city. This lecture traces this central role and examines how the city has evolved as a constant megalopolis. Even today one can live through these cultural layers--Indian, Spanish and Mexican--walking literally from Aztec temple to Catholic cathedral to national flag in two blocks and walk one block more and eat a combination of the three foods. With 20 million inhabitants today, no other Latin American city encapsulates so consistently, violently, and vibrantly the clash of cultures that would become America.

Reading:

Octavio Paz, Labyrinth of Solitude

#### 5. Europe's Early Modern Commercial Entrepôts, 15<sup>th</sup>-18<sup>th</sup> c (Mary Lindemann)

Fernand Braudel once observed that cities were the "motors" of early modern Europe. Not only did cities function as economic nerve-centers, they were also the political, social, cultural, and intellectual drivers of European civilization. But perhaps no cities were more influential in the early modern period than the commercial entrepôts that moved goods and money throughout Europe and, eventually, across the globe. Genoa was critical to the building and success of the Spanish Empire and arteries of silver ran through Seville northwards to the Low Countries. Antwerp was the center of trade and finance in the fifteenth and sixteenth centuries, only giving way to the great port of Amsterdam in the late sixteenth century. Equally grounded on world trade were Hamburg, Marseille, and Bordeaux and their importance burgeoned in the late seventeenth and early eighteenth centuries as Amsterdam's Golden Age turned tinsel and as expanding European empires sent colonial goods flooding into Europe through their gateways. And, now, too, Paris and London, always significant as political capitals, began to flex their "sinews of power" and soon became great hubs of trade, finance, and business. We will survey the function of early modern commercial entrepôts as they rose, transformed, and declined.

Readings:

- Chapters on "Bruges and Venice" and "Amsterdam and Paris" in Mark Girouard, *Cities & People: A Social and Architectural History* (New Haven and London: Yale University Press, 1985).

**6. Land of the Blacks: The All-black Towns of the West (Donald Spivey)**

African Americans set out in the late 19th century to establish their dream of autonomous black communities in the promising new lands of the West. After the Civil War, a black migration began in earnest that was tertiary and spread from the rural South to the cities of the South and from there outward. The majority would eventually go north, but there were those who went west. The African-American pioneers of the west embraced a Black Nationalist ideology of self-sufficiency and empowerment. They looked first to Kansas and migrated there in such numbers that by 1879 it became known as the Kansas Fever Exodus. The movement spread to Oklahoma and other parts of the West. This lecture examines in particular the all-black towns of Nicademus in Kansas, and Boley and Langston in Oklahoma, the communities' shared visions, the leadership, the social structure, and the persistent racial obstacles and the challenges they imposed.

Readings:

- Neil Irvin Painter, *Black Exodusters: Black Migration to Kansas after Reconstruction* (New York, NY: Knopf, 1977 or later edition);
- Mozell Hill, "The All-Negro Communities of Oklahoma," *Journal of Negro History*, 31:3 (July 1946), 254-268;
- Donald Spivey, "A Dream Deferred," in *Fire From the Soul: A History of the African-American Struggle* (Durham, NC: Carolina Academic Press, 2003), 136-156.

**7. MIDTERM exam**

**8. Bombay to Mumbai (Jan Nijman)**

The advent of colonialism in South Asia resulted in the establishment of cities along the coast of India, near good natural ports and bays. Different from the pre-colonial cities in the interior, these new colonial cities grew fast and functioned as the administrative and commercial centers of the colonizing power. In this lecture, we briefly compare the different roles of cities in colonial India and then concentrate our attention on the development of Bombay from colonial to postcolonial times.

Readings:

- Dossal, M. (1991). *Imperial Designs and Indian Realities. The Planning of Bombay City, 1845-1875*. Delhi: Oxford University Press. Selected pages.
- Kamdar, M. (1997). "Bombay/Mumbai. The postmodern city." *World Policy Journal* 14:75-88.

- Nijman, J. (2006). "Mumbai since liberalization: The space-economy of India's gateway city." In: A. Shaw (ed.), *Indian Cities in Transition*. New Delhi: Orient Longman (in press).

### 9. Notions of Urbanity in 19<sup>th</sup> c American Novels (Peter Bellis)

This class will focus on two fictional texts that describe the same urban space (lower Manhattan) at different historical moments. The first, Horatio Alger's *Ragged Dick: or Street Life in New York with the Bootblacks* (1868) might be classified as popular or juvenile fiction. It places its characters in pre-Civil War New York, describing a city which still retained its commercial character and in which physical mobility corresponded with social mobility. The second, Stephen Crane's *Maggie: A Girl of the Streets* (1893) is quite self-consciously subversive-first self-published and later censored. It describes an industrializing city characterized by congestion and violence rather than exchange, in which physical entrapment reflects the obstacles to rising from working class status.

#### Readings:

- Horatio Alger (1868), *Ragged Dick: or Street Life in New York with the Bootblacks*. Available online.
- Stephen Crane (1893), *Maggie: A Girl of the Streets*. Available online.

### 10. Port cities in the Modern World Economy (Michael Miller)

This lecture will focus on how port cities functioned as hubs of networks, and how these networks tied together local/regional and trans-oceanic flows of goods and people. The lecture will emphasize two great port cities in modern times: Hamburg and Singapore. In each case I will examine the kinds of networks, from hinterland or local seas networks, to forward or international networks that centered on each port. In some cases these will be geographically based, such as vector lines built upon waterway and rail systems. In other cases the emphasis will be on business networks constructed by shipping and trading companies, whose members were closely identified with their home port city in civic as well as commercial ways. And in still other cases the role of exchanges (commodities, information) will be examined. Time-permitting, the lecture will also take up specific examples, for instance, how Hamburg-originated networks in Latin America made Hamburg one of the great coffee ports of the world. How networks connected extremely local, even backwater producer areas in the Indonesian archipelago to major consumer centers in Europe will also be raised. Finally, the lecture will look at the evolution or fates of these ports over the course of the twentieth century.

#### Readings:

TBA

### 11. West African Cities in Historical Perspective (Richard Grant)

The lecture will develop around exploring the 4 historical phases of urbanization and the spatial organization of cities within wider international political economy.

- Pre-colonial orientation: Towns and regional markets and trans-Saharan trade.
- Colonial orientation: Ports, castles, warehousing, and extraction.
- Post-independence: National centers, regional and balanced underdevelopment.
- Global: Urban explosions and globalizing cities (gated communities, off-shoring, bootstrap development, growing inequalities - slums).

Readings:

- R. Grant (2006). "Changing urban development: Africa's opportunities and challenges in a global economy at the dawn of the twenty-first century." In K. Konadu-Agyemang (eds). *Africa's Development in the Twenty-First Century*. Ashgate, Burlington, pp. 357-390.
- A. Simone (2004). *For the City Yet to Come. Changing African Lives in Four Cities*. Durham: Duke University Press. Selected pages.

### 12. The Latino Metropolis in the USA (David Luis-Brown)

How have Latinos transformed the cultural fabric of contemporary urban America? This class focuses on the Latinization of four major U.S. cities--Chicago, Los Angeles, Miami and New York. It interweaves an analysis of ethnography, film, historiography, music, the novel, popular cultural practices and sociology. Among the topics of the course will be the relationships among artists, writers and ethnic communities; the diversity of U.S. Latinos; and the transformations of longstanding urban Latino communities by newer immigrants. The class will pay attention to the work of a few selected artists and writers.

Readings:

- Mike Davis (2000), *Magical Urbanism: Latinos Reinvent the US City*. New York: Verso. Selected pages.

### 13. Comparative urbanism (Jan Nijman)

Discussion of urbanization and cities in vastly different historical and geographical contexts begs the question of 'universal' concepts and categories. In recent decades, processes of globalization have added to the complexity of this problem: if globalization trends are the same the world over and affect cities in similar ways, are cities becoming increasingly alike? In this final class, we discuss the so-called urban convergence hypothesis and the challenge of constructing urban typologies in the global era.

Readings:

- L. Mumford, *The City in History. Its Origins, Its Transformations, and its Prospects*. New York: Harcourt Brace Jovanovich, Inc. 1961. Pp. 3-54, 525-567.
- L. Wirth, "Urbanism as a way of life." *American Journal of Sociology* 1938/1: 1-24.

- M. Cohen, Cohen, M. A. 1996, "The hypothesis of urban convergence: Are cities in the north and south becoming more alike in an age of globalization?" In: M.A. Cohen et al (eds.), *Preparing for the Urban Future: Global Pressures and Local Forces*. Washington DC: Woodrow Wilson Press, 25-38.
- R. Beauregard & A. Haila (2000). "The unavoidable continuities of the city." In: P. Marcuse & R. van Kempen (eds.), *Globalizing Cities. A new Spatial Order?* Oxford: Blackwell, pp. 22-36.
- J. Nijman, "Comparative urbanism." *Urban Geography* (in press).

\*\*\*\*\*

## APPENDIX III: Listing of Optional Courses

In addition to URB 200 and URB 300, students must choose three courses from this list (all are 3-cr courses). The listing below contains catalog descriptions. It identifies the faculty members who have taught the class in the past and it gives an indication of the active status of the course. For each of the courses listed, the instructors and/or department chairs have indicated that either URB 200 or URB 300 may substitute as a prerequisite, with permission of instructor. The list is likely to change over time. Other courses may be added if deemed appropriate by the Director and Steering Committee.

### **ARC 590 History of Cities**

Catalog description: "Historical overview of the origin of cities and the development of cities in the East, West, and New World. Focus on the nature of the industrial revolution and the development of the industrial city and contemporary urban settlements.

Prerequisite: ARC 204."

Course was offered every year in the past four years. Instructor: Jean-Francois LeJeune.

### **ARC 541 Seminar on Town Design**

Catalog description: "Introduction to the lexicon of urbanism; analytical presentations of the concepts of: region, town, neighborhood, corridor, district, and building type; interdisciplinary presentations, review, and criticism of current town and urban design projects."

Course was offered every year in past four years. Instructor: Jaime Correa.

### **ARC 554 Architecture of South Florida**

Catalog description: "History of architecture and human settlements. Studies of significant architectural landmarks and urban design of the South Florida Region, chronological growth of Miami, Miami Beach, Coral Gables, Key West and Palm Beach.

Prerequisite: ARC 204 or permission of the instructor."

Course was offered every year in the past four years. Instructor: Aristide Milas.

### **ARC 584 Special Topics: On-Site Survey of European Architecture and Urbanism**

Catalog description: "On site introduction to architecture and the city with a historical review of most European periods from classical to contemporary. Survey of European architectural and urbanistic precedents in important selected locations. Elective course open to all majors; lecture and seminar format."

This is a 5-week course on location in Europe, offered in the summer. It was offered every year in the past four years. Instructor: Thomas Lopez-Gottardi.

### **APY 420 Archaeology, Architecture, and the City**

Catalog description: "Ancient architectural remains in the global anthropological perspective, emphasizing the role of architecture in shaping the evolution of social and political interactions. Prerequisite: APY 201 AND three additional credits in Anthropology."

Course was offered once in the past three years but the Anthropology Department has committed to offering it every other year, starting in 2008. Instructor: Traci Ardren.



**GEG 430 World Cities**

Catalog description: "The role of major cities in the world economy and the social consequences of globalization for urban areas. Prerequisite: Any 100- or 200-level GEG course or permission of instructor."

Course was offered every year in the past four years. Instructor: Jan Nijman

**GEG 522 Urbanization in the Developing World**

Catalog description: "Patterns and processes in large cities in the developing world are examined. Prerequisite: Any 100 or 200 level course in Geography or permission from instructor."

Course was offered every year since it was introduced two years ago. Instructor: Richard Grant.

**SOC.304 Dynamics of Poverty in the United States**

Catalog description: "Examines trends in the incidence and causes of major types of poverty among the urban underclass, the homeless, migrant laborers, the working poor. Also explores policy-related solutions. Prerequisite: SOC 101."

Course was offered every year in the past three years. Instructor: George Wilson.

**SOC 368 Violence in America**

Catalog description: "Violence in historical, international and situational contexts, including the major explanations of violence, and factors associated with violent crime. Prerequisite: SOC 101."

Course was offered every other year in the past four years. Instructor: Amie Nielsen.

**HIS 369 Introduction to Urban America**

Catalog description: "The changing role of the city in American history, with a focus on migration and immigration, labor and leisure, ethnic and racial segregation, and architecture and the built environment. Prerequisite: Three credits in history."

Course was offered every other year in the past four years. Instructor: Robin Bachin.

**HIS 371 Immigration, Race, and Ethnicity in American History**

Catalog description: "Migration and immigration in 19th- and 20th-century in the United States. How Americans have understood themselves as part of a multicultural society, and how ethnic and racial identities have been defined throughout American history. Prerequisite: Three credits in history."

Course was offered every other year in the last four years. Instructor: Robin Bachin.

**POL 343 Government in Metropolitan Areas**

Catalog description: "Political and administrative processes of governmental units within metropolitan area; interrelations of these units and the evolution of metropolitan processes and forms. Prerequisites: POL 211 and POL 212."

This course was not offered in the past three years but the Political Science Department has committed to offering it once every year or every other year, as needed, starting in 2008.

---

**From:** Mallery, Charly  
**Sent:** Tuesday, December 05, 2006 9:11 AM  
**To:** Glemaud, Rose  
**Subject:** Urban Studies Minor

The Curriculum Committee approved the attached proposal for a Minor in Urban Studies within the College of Arts & Sciences and requests that the issue be placed on the agenda of the next College Council meeting for them to consider.

In the attached proposal the Curriculum Committee recommends that the course numbers URB 200 & URB 300 be changed to URB 201 and URB 301.

Thanks,

Charles H. Mallery  
Associate Dean College of Arts & Sciences  
Academic Advisor: HPM, MSP, HSC Program  
200 Ashe Building - Locator code 4621  
1252 Memorial Drive, University of Miami  
Coral Gables, Florida 33124 - 8004  
(305) 284-3188 (v) (305) 284-4686 (f)  
[cmallery@miami.edu](mailto:cmallery@miami.edu) [www.as.miami.edu](http://www.as.miami.edu)



COLLEGE OF  
**ARTS & SCIENCES**  
UNIVERSITY OF MIAMI

MEMORANDUM  
February 27, 2007

TO: College Council,

FROM: Charles Mallery, Associate Dean Graduate and  
Administrative Services

Liaison to Curriculum Committee of College of Arts *C. Mallery*

SUBJECT: Review of Proposal for a Minor in Urban Studies

---

In response to their request the Curriculum Committee reviewed three questions raised by the College Council concerning the Proposal for a Minor in Urban Studies.

Question #1. The Optional Course list appears to require a significant number of prerequisites prior to taking any of the courses on the Optional Course list, since most are 300 and above level courses.

Answer to #1. The Proposal's Steering Committee for the Minor in Urban Studies wants to remind the College Council that Appendix III of the submitted proposal indicates in sentence four: "For each of the courses listed, the instructors and/or department chairs have indicated that URB 201 or URB 301 (the two required core courses) may substitute as a prerequisite, with permission of the instructor."

The Curriculum Committee also believes that many of the students likely to minor in Urban Studies probably will be ARC and HIS majors and probably may have many of the normal prerequisites for the Optional Course list already.

Question #2. The College Council questioned the teaching staff requirements of the minor.

Answer to #2. The proposing Committee has noted that the problem of interdisciplinary faculty recruitment for teaching is difficult, but has spoken to the Dean concerning the issue. If an individual faculty member asks to teach in the minor, then the faculty member's chairperson should seek the Dean's help in providing the means to allow such. If the program has a sound curricular design, which the Curriculum Committee believes it does, then the Dean should find the necessary support to allow the program to be successful. The Curriculum Committee did not feel that the academic merit of the minor should be based upon questions of financial support, those are decisions that belong to the Dean.

Question #3. Inclusion of an environmental science emphasis in the minor.

Answer to #3. The Proposing Committee reviewed the ECS1 11 course syllabus and noted that there is only one lecture devoted to the topic "Sustainable Cities, Urban Land Use". The Proposing Committee felt that ECS 111 should not be a "Core Course" for the minor, nor that there is sufficient urban ecology in ECS 111 for its inclusion on the Optional Course either. It was noted that at present there does not appear to be any course within the University with sufficient urban ecology for inclusion in the program.

The Curriculum Committee also discussed the comments sent by Professor David Graf concerning bolstering the proposal with inclusion of "Roman Urbanism" and by Professor Maldonado concerning "Urban Religion". Professor Nijman noted that URB 301 spends two weeks dedicated to ancient cities of Greece and one week on Mayan Cities, in which the role of religion played a part. Professor Nijman also indicated that if Professor Graf sends comments to him that they will discuss the inclusion of Roman Urbanism.

The Curriculum Committee concluded that the Minor should not be held up from consideration by the faculty at its next regularly scheduled meeting based upon these issues.