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Río Piedras Campus  
College of General Studies and School of Architecture

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PROPOSAL FOR THE ESTABLISHMENT OF A  
MASTERS AND DOCTORAL PROGRAM IN URBAN STUDIES  
AT THE COLLEGE OF GENERAL STUDIES AND THE SCHOOL OF ARCHITECTURE  
IN THE RIO PIEDRAS CAMPUS OF THE UNIVERSITY OF PUERTO RICO

Approved by the *Comité de Currículo*, Social Sciences Department, College of General Studies (CGS) in November, 2007

Approved by the *Comité de Programa Académico*, CGS in September, 2008

Approved by the *Comité de Asuntos Académicos*, CGS in April, 2013

Approved by the *Comité de la Escuela Graduada*, School of Architecture (SA) in May, 2013

Approved in Faculty Meeting, SA in October 2013

Approved by the *Consejo Asesor de Estudios Graduados* (CEGI) in April, 2014

Approved by the *Comité de Asuntos Académicos*, RRP in October 21, 2014

DRAFT

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## **II. Introduction**

### **A. Program title and proposed degrees**

The College of General Studies and the School of Architecture in the Río Piedras Campus of the University of Puerto Rico propose the creation of a Graduate Program in Urban Studies. The purpose is to offer a Master of Arts (M.A.) with a specialty in Urban Studies and a Doctorate in Philosophy (Ph.D.) with a specialty in Urban Studies degrees. Both degrees include emphasis options in Environment & Urbanism, Urban Community Development, and Urban Language & Arts.

### **B. Brief program description**

The Graduate Program in Urban Studies is an inter-collegiate (College of General Studies and the School of Architecture), interdisciplinary (environment, urbanism, community development, language and arts), and trans-disciplinary (urgent solutions to urban issues emergent in the re-thinking, re-creation of isolated disciplines into a coherent unity to better serve urban needs—to define the next phase of urban practices locally and globally) program. Transdisciplinarity, according to Vélez (2001) is “transgressive, ... democratic, ... integrative and unifying. It is a new rationale that encompasses the sacred, mythical and the senses, everything that eludes modern reasoning.”

Therefore, the program is committed to a general studies methodology, with emphasis on an interdisciplinary, trans-disciplinary focus that empowers students to direct their own learning process, using dialogue as a teaching-learning tool. The general studies context stimulates a critical attitude in students as active participants in a dialogue that includes their voices and judgments, leading to a knowledge that impacts both students and their communities. The Program is committed to developing an inclusive curriculum approaching city studies from non-hierarchical western and other regional paradigms—east/west, north/south. This pluralist emphasis enables the Graduate Program in Urban Studies to become a place where student competencies in an academic career or applied research contribute to create diverse and democratic cities through the elaboration of public and community policies.

This focus views the complexity of the city as a social construct and the multifaceted urban experience. In addition, it highlights the impact of local, regional and global socio-economic transformations. It will enable the critical analysis of concepts such as: urban-city, urban-suburban, inhabitant-citizen, and other problematic notions in changing times.

The Program is a curricular option for students with studies in architecture, sociology, anthropology, planning, history, geography, public administration, social work, environmental sciences and public health, among others.

It encompasses a total of 33 credit courses (M.A.), 51 credit courses (M.A./Ph.D.), 33 credit courses (Ph.D.), and 30 credit courses (Ph.D. for students with M.A. in architecture and urban studies certificate): twelve (12) credit core courses (8000 level), nine (9) specialty courses , nine to fifteen (9-15) credits electives , three to six (3-6) directed electives , three (3) credits capstone, three (3) credits thesis proposal, three (3) credits thesis. Courses range between 6000 to 8000 levels. (Appendix C: Program Design: Graduate Program in Urban Studies).

All courses will acknowledge the theoretical arguments on the modern city. Therefore, students will approach urban studies from geographic, architectural, historic, sociological, anthropological, economic, literary, linguistic, artistic, and urbanist perspectives. The Program proposes to create an academic space where students can think and sense the city from the humanities, sciences, and professional specialties, to promote an in-depth analysis of this phenomenon and to contribute to optimal community development and public policy in general.

### Background

The proposed Graduate Program in Urban Studies was originated in 2007 as the Urban Studies Project in the College of General Studies. As part of this project, a series of interdisciplinary courses have been offered, developing into what is now known as the Post-Bachelor of Arts Certificate in Urban Studies, a successful experimental undertaking. From its onset, the School of Architecture has supported the initiative, creating an alliance between both colleges. The Certificate Program has been offered uninterruptedly up until May 2013 and a total of 12 students have completed the same. Further, the School of Architecture plans to incorporate the Certificate courses as required courses in their Masters in Urban Design, complementing and integrating the proposed Program.

The following table presents the Urban Studies Certificate CISO 5995 courses that have been offered since 2007 with a total enrollment of 232 students in courses. Students have demonstrated a great interest in the courses and in pursuing graduate studies in the area of urban studies.

Table 1: Urban Studies Certificate courses offered since 2007

Course	Academic Year	Semester	Number of Students
Del Bohío a la Megalópolis	2007-2008	First Semester	15
Globalización y Ciudad	2007-2008	Second Semester	17
Pensar la Ciudad	2008-2009	First Semester	17
Seminario de Cierre	2008-2009	Second Semester	6
Del Bohío a la Megalópolis	2009-2010	First Semester	11
Globalización y Ciudad	2009-2010	First Semester	9
Pensar la Ciudad	2009-2010	Second Semester	15
Seminario de Cierre	2009-2010	Second Semester	3
Ciudades del Caribe	2009-2010	Second Semester	9



Course	Academic Year	Semester	Number of Students
Del Bohío a la Megalópolis	2010- 2011	First Semester	13
Globalización y Ciudad	2010-2011	Second Semester	11
Pensar la Ciudad	2011-2012	First Semester	10
Del Bohío a la Megalópolis	2011-2012	First Semester	11
Pensar la Ciudad	2011-2012	Second Semester	13
Globalización y Ciudad	2011-2012	Second Semester	11
Seminario de Cierre	2011-2012	Second Semester	4
Del Bohío a la Megalópolis	2012-2013	First Semester	15
Globalización y Ciudad	2012-2013	Second Semester	17
Pensar la Ciudad	2012-2013	Second Semester	22
Seminario de Cierre	2012-2013	Second Semester	3
TOTAL ENROLLMENT IN OFFERED COURSES			232

Further, the Urban Studies post-undergraduate initiative forms part of a series of related urban theme projects in the campus that have taken place in the past 25 years. In the 1980s, the proposal for the organization of the Urban and Environmental Research Institute was presented. This project initiated in the Sociology and Anthropology Department of the Social Sciences College. An Urban Studies Interdisciplinary Group was initiated at the Institute of Caribbean Studies under the leadership of professors from the College of General Studies, the School of Architecture, and the Graduate School of Planning. In the 1990s there was an initiative to organize a Major in Urban Studies within the College of General Studies. These initiatives did not result in the creation of a concrete space in which to study urban problems, viewed from diverse campus disciplines and spaces. However, the described experiences demonstrate the need to create such a space that allows the recognition and merging of ideas to address urban problems and needs.

In the 2002-2003 academic year, Social Sciences Department professors from the College of General Studies started the preparation of the here presented proposal. The project generated a need to approach urban themes from multiple perspectives, such as the Women and Gender Studies Sequence interdisciplinary approach; projects and initiatives supported by the Social Sciences Department of the College of General Studies.

In 2003-2004 core courses were offered, leading to the experimental Post Bachelor of Arts Certificate in Urban Studies—August 2003, From the Bohío to the Megalopolis; January 2004—Globalization and the City. Due to their experimental nature, the courses were registered under CISO 5995, Social Sciences Interdisciplinary Courses. The Urban Studies Project has been in the process of changing the codification from CISO to ESUR.

The proposed graduate program was approved by the General Studies faculty in 1999, and it is attuned to the General Studies definition approved in 2003, specifically: Non-conventional

modalities, Starting date, and Duration of the program and maximum time for degree completion.

### **C. Non-conventional modalities**

The Program will offer courses through various non-conventional modalities, such as combinations of online, web enhanced, evening and Saturday courses, along with traditional daytime courses. In addition, students will be encouraged and credited for participating in community and governmental experiences, upon agreement with academic counselor (UPR Cert. 38, p. 13).

### **D. Starting date**

The Graduate Program in Urban Studies will begin during the first semester of the 2015-2016 academic year.

### **E. Program duration**

The program has been designed so that a full time student can complete the Master's degree in a two or three year period, a Doctoral degree in a two or three year period (with a prior M.A. degree), and a combined (fast track) M.A/Ph.D. degree in a three to four year period. The experience with programs in related areas at the School of Architecture indicates that the average Master's student completes the degree requirements in two and a half or three years: two years to complete the course work, comprehensive exam, seminar and research work and an additional semester or year for writing, presentation, and defense of the thesis. The average doctoral student may take an average of three years, formerly up to five, in completing the degree: two to three to complete the coursework, seminar and qualifying exams, and one to two additional years to complete the research proposal, carry out the research work, writing, presenting, and defending the doctoral dissertation. The combined fast track degree enables students to reduce the time by one to two years, depending on background undergraduate studies and pre-requisites recommended.

## **III. Professional accreditation and requirements**

### **A. Accreditation**

Urban studies are an interdisciplinary approach to the understanding of urban spaces through all its manifestations. It is the academic response for the need to theorize upon the complexity of cities as experienced by human beings, the built and natural environment and their interaction with policy and government. It also encompasses the analysis of the literary and artistic manifestations that arise from city living and as such provides a holistic approach to its understanding.

This interdisciplinary area has been growing and appearing as an offering in many universities around the world and as an academic space, it is related but not exclusive to areas as architecture,

planning, sociology, geography, and anthropology. Most recently it is incorporating the analysis of cities through literature and art. Due to its interdisciplinary nature and development, it is not subject to a specific professional accreditation.

## **B. Requirements**

As stated in section III.A., there are no requirements or accreditation necessary for professional practice. Public or private employers who select the Graduate Program in Urban Studies as part of their professional development requirements will be welcome to request special courses according to their needs.

## **IV. Justification**

### **A. Academic justification**

The Graduate Program in Urban Studies will address the following fundamental issues in terms of an analysis of the city, as well as optimal political actions regarding urban issues: first, the city as a geographic, demographic, historical, economic, spatial, architectonic, anthropologic and social fact; second, the city as creator of social subjects; and third, multiple public policy interventions—planning, social work, urban design—in the city as object. Soja (2000) defines urban studies in our present times as follows:

As we enter the new millennium, the field of urban studies has never been so robust, so expansive in the number of subject areas and scholarly disciplines involved with the study of cities, so permeated by new ideas and approaches, so attuned to the major political and economic events of our times, and so theoretically and methodologically unsettled. It may indeed be both the best of times and the worst of times to be studying cities, for while there is so much that is new and challenging to respond to, there is much less agreement than ever before as to how best to make sense, practically and theoretically, of the new urban worlds being created. (p. xii)

In order to achieve the above, the Program proposes an integrative urban environment approach, simultaneously conceptualizing the city as natural, social and constructed environments (Cotto, et.al., 2003). Citizen action greatly influences social, economic, political, natural, and physical spaces. The ability to influence the configuration of urban areas is conditioned on the awareness of these interactions.

The city is a representation of how we live and how we do not live, both received through a 'flow' caused by the city itself. The city is received through personal memories. It is also received through the arts, for example, literature or paintings; powerful institutions and organizations, such as mass communication (TV, radio, movies, press, Internet, others); via architecture; interaction with other cities; and in more recent times, virtually through technology. (Figuroa and González, 2002).

The impact of these processes is manifested in all realms of social life: economic, social, political, and psychological. The effects can be enriching to individual and collective lives, or

they can be destructive. Cities are constructed and renovated but not always for the wellbeing of all; many are displaced in attempts to solve poverty problems thus creating new problems.

Cities present diversity in their spaces, inversion and innovation for their population. Nevertheless, greater and better housing and quality of life conditions do not necessarily accompany this experience.

In this context, these forces generate distortions provoked by the unprecedented growth rhythm of the cities. These conditions can result in multiple forms of violence, inequality, poverty, unhealthy conditions, environmental degradation, and an ineffective use of space. In the political arena, governing problems in megacities accrue. This is repeated in smaller though no less important cities. This complexity presents a series of theoretical, political and administrative challenges that require urgent attention from various perspectives and narrowed down to three urban experiences: environment and urbanism, urban community development, and urban language and arts. The justification for each follows:

#### In environment and urbanism

The city is an ecosystem. The original meaning of ecology, the science of home making, is applied to an ever-urgent need to create sustainable urban habitats. Girardet (2008) states that, “A ‘sustainable city’ enables all its citizens to meet their own needs and to enhance their well-being, without degrading the natural world or the lives of other people, now or in the future” (p. 6). Nature is redefined to include cities, as the material world that includes human beings, the container of physical resources and cultural meanings (Benton-Short and Short, 2008). The arbitrary distinction between city and nature begins to blur in the twenty-first century, as are such dichotomies as city/countryside, urban/rural, and human/natural (Boone and Modarres, 2006). The Graduate Program in Urban Studies proposes to transcend these dichotomies, leading to a sustainable and successful urban environment.

The natural city includes organics—human (rich, poor, male, female, children) and non-human (trees, lizards), ex-organics (dead animals, fallen leaves), and inorganics (rocks, water). The city is not just the realm of humans. Can cities be both natural and successful? The perception that cities are the domain of architects, planners and urbanists shifts to embrace other disciplines within urban studies (Leman-Stefanovic and Scharper, 2012). Even the stars have their place in the city, in Scharper’s essay entitled, *From Community to Communion: The Natural City in Biotic and Cosmological Perspective* (Chapter 2-From the Stars to the Street, Section 5).

Some common topics in the above-mentioned sources regarding the environment and urbanism, in alphabetic order, are:

- climate balance (human power and ecological systems)
- eco-cities and eco-politics
- ecofeminism
- environmental footprint (our ancestors, nature-built and human-built environments)
- environmental justice (justice and equity in distribution of amenities (street trees) and disamenities (brownfields))

- environmental policy
- healthy communities
- parks and greenspace
- pollutants of cities (automobile, city transportation, acoustics and light pollution, and fossil-fueled industry)
- population growth
- port cities
- shifts from political systems to markets (nation states to private actors)
- sustainable development practices
- urban agriculture
- urban ecosystem
- urban forestry (demonstrated to reduce violence in Boone and Modarres, 2006)
- urban migrants (environmental migrants due to desertification and deforestation)
- waste management (brownfields, zero-waste)

In terms of the historical evolution of environmental politics, Puerto Ricans have been at the forefront, as noted by Gandy (2003) in his book, *Concrete and clay: Reworking nature in New York City*. He states:

In their focus on environmental and public health issues, in conjunction with the high-profile role of women within the organization, the Lords were a forerunner of emerging minority campaigns for environmental justice in the 1980s and 1990s. ... much contemporary debate surrounding environmental justice activism pays little attention to the historical evolution of environmental politics. In this instance, a dynamic reinterpretation of Puerto Rican ethnicity played a crucial role in allowing new conceptions and understanding of the Puerto Rican experience to emerge within a broader context of radical social and political change in urban America. (p. 182)

New York City is presently considered a real friend to the environment where less than one third of its population drives to work (Glaeser, 2007). In Puerto Rico, the Puerto Rico Planning Board's first director, Rafael Picó, a geographer in the 40's and 50's, had a perspective that did not divide natural environment and urban development. This perspective has faded in recent decades. Environment and urbanism bring together emerging discourses to redesign, recreate and rethink cities; creating an urban future that improves the quality of life for all. It is time again to take this lead within the context of Puerto Rico, the Caribbean and the world, as proposed in the Graduate Program in Urban Studies.

#### In urban community development

Since its beginnings as an academic space, Urban Studies has become a powerful ally to community development. Early in the twentieth century, Patrick Geddes, a Scottish biologist strongly interested in the urban environment, expressed that social change and city fabric are intimately related (Hall, 1996; Geddes, 1915). Committed to the improvement of slum dwellings and the plight of slum dwellers in the outlying areas of Edinburgh, Geddes became a pioneer in urban research and a role model for community leaders in subsequent decades. Jane Jacobs, during the 60's, was a strong advocate of the preservation of New York's historical district. She

brought to public attention the importance of paved ways and trees, public spaces and mixed-use neighborhoods, sensitive to human scale, not automobiles, for the wellbeing of citizens (Jacobs, 1961). As an example, Tokyo with one of the largest populations on Earth boasts a myriad of parks and open spaces in which particular emphasis is placed on beauty and peace (Greve, 2011). More recently, the so called ‘urban entrepreneurs’ or ‘pioneers’ in Berlin, many of them knowledgeable on urban theories, research and history, have been key to the success of community initiatives for collective enterprises such as the organic agriculture cooperative in Prinzessinnengarten and the New Arena of Berlin, a cultural organization that sponsors city artists or organizes self-financing entertainment events (Oswalt, 2011; Overmeyer, 2006).

Urban Studies has emphasized the study of social movements as a particularly powerful way of creating and promoting better communities and urban spaces. This approach has been fundamental in the creation of a plural and democratic citizenship in the context of a contemporary complex and multicultural urban society (Haslam, 2006). Social movements are central to cultural and political practice in urban areas. Collective actions have become central in the identification and denunciation of conflicts that have caused crises in urban areas (Seoane, J., Taddei, E., & Algranati, C., 2006). These actions are crucial in the identification of social and political agents that transform the urban scene due to tensions caused by increased poverty, as well as ethnic and cultural diversity in twenty-first century cities.

As such, this awareness and its related studies have become essential in the identification of possible solutions to these complex problems and also as instruments for the democratic participation of its citizens. Contemporary urban spaces cannot be understood properly and approached responsibly without the consideration of such important agents (Giugni, 1999).

In Puerto Rico, the revival of urban community organizations in the last decades has been very important and can be compared to many other similar experiences in cities of the Western Hemisphere (Marvel, 2010). For example, the *Compañía para el Desarrollo Integral de Península de Cantera* embodies a successful story of community movement that promoted municipal government support. In this community’s leaders and supporters, urbanism became an instrument for the revitalization of their space and for empowering their opportunities for development in an impoverished and neglected community. Based on the community’s experience, in 2001 the state government created the Office for Special Communities. The creation of this agency recognized the importance of analyzing urban issues prior to the establishment of plans and public policy, particularly in the intervention with disadvantaged communities in Puerto Rico. The agency stressed the importance of establishing a collaborative effort with local leaders, sociologists, historians, architects, biologists, and other professionals, in order to develop proposals for renewal plans (Colón, 2011). This approach proved to be encouraging and positive for dozens of disadvantaged communities that were identified and interacted with, throughout the island in that decade.

Urban studies therefore can serve in the production of fundamental knowledge that can foster social, cultural and economic proposals to promote the improvement of varied city spaces and communities, in addition to those who are economically challenged. A good example is the case of the area located behind the Brooklyn Heights Pier 1 in New York City. In this site a radical remaking was experienced transforming the abandoned dock into a public park. The community

opposed the construction of commercial space that authorities promised would transform the real estate value of the otherwise deteriorating urban zone. The final outcome was the result of a robust residents’ association that effectively organized and opposed the city government that attempted to transform the essence of this community. In this case, the community and urban researchers convinced the authorities that a public park would produce more wealth for the city and its inhabitants than retail spaces. Recent knowledge developed in urban studies, particularly on the topic of urban landscapes, reports that parks and open spaces, if strategically located, can finance themselves and nurture communities through economic activities that are attracted by the recreational activities that occur in these spaces (Ribczynski, 2011).

There are other international renewal projects promoted by neighborhood organizations and urban researchers similar to this successful Brooklyn Heights resident initiative. It is quite probable that many San Juan and other Caribbean cities’ neighborhoods have been lost due to lack of sensible knowledgeable research with an innovative theoretical framework, urban entrepreneurship and inventiveness. The Graduate Program in Urban Studies will expose students to different experiences and recent theoretical developments that will promote creativeness and public discussion on city space and revitalization. This will address the possibilities for community development, in collaboration with neighborhoods, district leaders, municipal or central government authorities.

In urban language and arts

Romanticism, to no avail, tried to fight back the onslaught of industrialism and capitalism. Recent centuries have witnessed the separation of the city from nature in texts (fiction, non-fiction, visual, musical, etc.). Nature writers inherited the romantics’ distaste for the city. Beethoven’s *Pastorale* follows the common folks’ idyllic escape from the city to the countryside. In literature, with few exceptions, nature is treated as a background, not a subject. There are modern collections where writers “treat urban nature not merely as a setting, background, or casual reference point but as a central subject” (Dixon, 2002, p. xvi). They represent various voices in multicultural environments. In the city, there are spectacular sunsets, star constellations, and a myriad of city creatures (ants, bees, butterflies, scorpions, rats, cats, leatherback turtles), trees (mango, tamarind, palm trees) and innumerable flowers.

Many genres and disciplines express this new shift. The following table presents one, nature writing’s trajectory.

Table 2: Nature writing as a genre

Nature Writing as a genre	Description
Natural history	-Recording of natural phenomena (Aristotle, ...)
Pastoralism	-Ancient Greek, ... -Sublime (Edmund Burke, 17 <sup>th</sup> century philosopher, ...)
Travel writing	-Exploration and discovery literature
Romantic natural history	-Preference for the primitive with the advent of industrialism (19 <sup>th</sup> century boom)

Nature Writing as a genre	Description
Transcendentalism	-Possibility of attaining oneness with the nonhuman other (R. W. Emerson, H. D. Thoreau, ...)
Romantic explorers	-Growing conflict between wilderness and civilization (John Muir, ...)
Ecological preservationism	-Legitimate scientific discipline for wilderness preservation (Aldo Leopold, ...)
Environmental apocalypse	-Recognition of environmental problems leading to ecological crises (Rachel Carson, 1962, ...)
Radical nature writing	-Civil disobedience (Edward Abbey, 1975, ...)

(Scheese, 2002)

The language of nature permeates language, literature, arts, and even traditional disciplines.

All disciplines appear to be converging in a new nature writing sub-genre, which we could call, environmental disciplines. In chemistry, Prigogine’s (1997) non-linear thermodynamics, has permeated physics, economics, the social sciences’ uncertainties, linguistics’ semiotics in biology and ecology, to name but a few. New names appear— biosemiotics, signs in human and non-human animals (Uexküll, 2010), and ecosemiotics, the semiotics of relationships between nature and culture (Nöth, 1998). How do we communicate with nature? What has been the meaning of nature for us, humans? The signs in nature are calling us back, as in McKibben’s (2011) new *Eaarth*, chapter 4 title, ‘lightly, carefully, gracefully’ (Edwards, 2012).

Ecocriticism studies the relationship between literature and the environment. As cities become representations of nature, new titles emerge in fantasy (Miéville, et. al., 2003) and the novel (Alter, 2005). The treatment of nature, or lack thereof, in classical texts is also analyzed by ecocritics.

In the 21<sup>st</sup> century, the city has become a subject, not just a background, in literature (poems, essays, short stories, travel journals, etc.). Puerto Rico, the Caribbean, and Latin America provide a context from which many writers have been inspired by daily life in the city and its contradictions. Some subjects are: inequality, poverty, migration, power struggles, multi-cultural and multi-lingual landscapes, fragile and fast-changing spaces. The city becomes a dynamic protagonist in contemporary regional literature. Some representative titles are: *La noche que volvimos a ser gente* (González, 1994), *La ciudad que me habita* (García Ramis, 1993), *Los pies de San Juan* (Lalo, 2002), *San Juan, ciudad soñada* (Rodríguez Juliá, 2005), *La ciudad infinita: Versiones de San Juan* (Fernández Zavala and Ramos Collado, 2000), “*Placeres Urbanos*” (Vega, 1996), *Escribir la ciudad* (Ortiz and Vilches, 2009).

‘Urban art’ is an important manifestation of contemporary art. It encompasses formal interventions of the state and local government in order to promote re-signifying spaces within cities, as happens with the *Proyecto de Arte Público*, developed in Puerto Rico in 2002. Urban art is also the collective and individual artistic expression that aims to communicate a message,



mostly critical and oftentimes political. These urban artistic expressions use varied means to convey their messages; street installations, musical performances and street theater, and most commonly graffiti. Urban art may be the spontaneous creation of artists both trained and self-taught. It has come to signify an important means of expression in urban spaces. Most of the artistic expressions not only communicate a message but also have the intention of appropriating spaces that have been overlooked by the state or the community. These experiences are known for their capacity of initiating a process of ‘recycling urban areas’ (Marti, 1978). The presence of art and the artists recognizing the value of abandoned spaces, promotes the attraction of other artists to the areas generating urban transformations of otherwise abandoned urban spaces. Urban art is therefore a contemporary urban expression that promotes social and physical transformations of the city. Urban spaces have always been a source of inspiration for artists in graphic, plastic, and performing arts (Pérez-Chanis, 2003).

The use of language in the city is studied in semiotic landscapes (Jaworski and Thurlow, 2010), linguistic landscapes (Shohamy, Ben-Rafael, and Barni, 2010), and sociolinguistics of globalization (Blommaert, 2010). The city is no longer alien from nature in urban language and arts. Michael Castro’s haiku summarizes it well (Bosselaar, 2000).

New York City

traffic jamming at  
Columbus Circle—gray birds  
fly south in silence

In summary, a Graduate Program in Urban Studies today, from an inter- and trans-disciplinary perspective, must address the impact of the new urban configuration. This requires a re-conceptualization of program models and sequences developed in the 1970s and 1980s. General questions include: What is the city? Is it the same as urban? How is the city constructed? How has its structure changed? What is the new role of symbols? How is the concept of time and space reorganized? (Harvey, 1991; Castells, 1999, 2001).

Urban space becomes a place where local histories and global design meet. (Mignolo, 2000) All types of cities are the spaces in which spaces are reinvented or where global designs are implanted discriminately, and sometimes indiscriminately.

This context has also promoted the emergence of contemporary social movements (Cotto, 2003; Escobar, 1984-85) or novisms (Feixa, Saura and Casta, 2002), which according to Melucci (1996) have a different profile from social movements in the 1970s, 1980s, and part of the 1990s.

The Graduate Program in Urban Studies will promote the study of the city as a living space, as well as representation; as a geographic and social encounter of the local and global, as a fluid and unstable place, more and more modeled by an unknown spatial ‘flow’ responding to present needs.

A Program such as the one here proposed will contribute to prepare practitioners and policy makers in these complex phenomena, as well as citizens in the public, private and community spheres, who will help us to understand new urban realities and will promote its optimal development.

## **B. Curricular justification**

In compliance with the University of Puerto Rico's Certification 38 for the academic year 2012-2013, the Program proposes the establishment of an inter-collegiate, inter-disciplinary, and trans-disciplinary academic offering that will positively affect diverse professional fields, because it will present a curricular content that will have an effect on the area of work or study, enhancing services regulated by the State (p. 5, Cert. 38). Such regulation is expressed through license renewals adhered to a process of continuing education. Therefore the proposed curricular sequence will be accessible to the following sectors:

- Undergraduate students with a Bachelor's degree interested in interdisciplinary graduate studies.
- Students in graduate programs from the University of Puerto Rico system, private national or foreign institutions.
- Professionals with Masters degrees, such as planners, architects, engineers, surveyors whose practice is subordinated to annual continuing education units.

The College of General Studies and the School of Architecture present an optimal opportunity to develop an M.A./Ph.D. Program in Urban Studies, already counting on a faculty body studying urban issues from diverse disciplines. The College of General Studies can provide an appropriate space where local campus faculty as well as faculty from other campuses can meet to study urban issues from different disciplinary perspectives. This joint inter-collegiate effort responds to the UPR-Certification 38 directive in section 5.A.3.a., regarding joint efforts among departments, colleges, campuses, and other higher education institutions (p. 12).

### Impact of the Graduate Program in Urban Studies:

The general implications of an M.A./Ph.D Program in Urban Studies can be viewed in terms of its effect on social, cultural and community groups. As one considers present turbulent social changes and the mass media communication articulations of the same, community implications are diluted beyond recognition. Therefore, at the onset the Program is a study of the extra-territorial limitations, direct and indirect implications for the community as a whole.

An individual with a graduate degree in urban studies will have impact in policy making regarding the city, property, community development and organization, environmental protection, community self-organizing projects, or fund raising for marginalized communities. In the private sector, the urban studies graduate could be pivotal in banking industry decision-making, telecommunications, or small businesses. For example, in a publishing agency or in the banking industry, the graduate could work with promotion and risk analyses, forecasting social, economic, or environmental impact of investments. Another example, in a hotel construction, the

graduate can assess project community impact, home displacements, positive or negative impact on poverty levels, water access and distribution. The graduate will be able to access interdisciplinary approaches for analysis in both public and private sectors. He/she will also be able to work in communities and academia, research new ways to understand urban issues, publish findings in the community at large, and produce new knowledge and understanding for an uncertain future.

As a final local example, urban studies practitioners were invited to Vieques to present a comparative study of areas with similar profiles and dynamics regarding the construction of a mega bridge to the main island. In other locations, such as Prince Edward Island in Canada, where ferry travel was replaced by automobile travel, there were major negative impacts to the infrastructure in terms of the massive increase of cars in the location affecting forests and ecological initiatives, impacting negatively on the tourism industry the bridge attempted to foster. The following table provides a sample of careers identified in the National Employment Matrix (U.S. Department of Labor).

Table 3: Examples of occupations in urban studies

Occupational Title	2010 Median Pay Per Year	Graduate Degree	Job Outlook 2010-20
City Superintendent -device strategies and policies	\$101,250	Yes	5%
Urban transportation / geographers	\$72,800	Yes	35%
Urban foresters	\$57,420	No, preferable	5%
Policy analyst	\$50,870	Yes	N/A (Payscale.com)
Professors	\$62,050	Yes	17%
Social and Community Service Manager	\$57,950	No, preferable	27%
Urban archivists	\$45,200	No, preferable	12%

The following table presented by California State University, Long Beach, provides a list of 39 careers and 61 employers available for graduates with urban studies degrees. They further state that in Urban Studies “a graduate degree is likely to be more desirable in a competitive market” (University of Tennessee, Knoxville, 2005). Careers are subject to state and local regulations.

Table 4: Urban Studies: What can I do with this major?

<b>Government</b>		
Career	Employers	Strategies
Demography Social Statistics Public Administration Policy Administration Policy Analysis Research Program Development Human Services City Planning Law Enforcement Politics	Federal departments and agencies such as: Departments of Agriculture, Education, Interior, Commerce, Defense, Health and Human Services, Drug Enforcement Administration, Environmental Protection Agency, Housing and Urban Development, Veteran’s Administration, National Institutes of Health, National Institute of Aging Peace Corps State and local government Planning and development commissions National, state, or local parks or recreation departments Housing authorities Social service agencies Transportation departments	Supplement curriculum with coursework in statistics and social research. Develop exceptional computer, communication, and research skills. Gain work experience via government internships, part-time jobs, or summer work. Develop a specialty such as aging, family, criminal justice, or healthcare. Learn the federal job application process. Obtain a graduate degree for advanced positions. Consider obtaining a minor in political science, public administration, or other relevant fields.
<b>Regional and Urban Planning</b>		
Career	Employers	Strategies
Transportation Demography Housing Historic Preservation Urban Design Urban Renewal Environment/Regulatory Issues Land Use Research Design Program Development	Architecture firms Engineering firms Local planning agencies Real estate and development contractors Investment companies Transportation agencies Zoning administration Federal, state, and local government Utility companies Non-profit organizations Historical restoration or preservation agencies Neighborhood revitalization initiatives International development organizations	Enhance curriculum with courses in business, social sciences, and statistics. Earn a graduate degree in urban or regional planning from an accredited planning program. Find a related internship, part-time, or summer job. Develop strong computer skills. Learn another language to communicate with diverse community members or to work abroad. Plan to work collaboratively with a wide array of professionals and local citizens. Understand that most planners work for local governments.

<b>Human Services</b>		
Career	Employers	Strategies
Counseling Case Management Advocacy Rehabilitation Mental Health Services Programing Administration	Community service agencies Advocacy groups Federal, state, and local government United Way agencies Local branches of national non-profit organizations Religiously-affiliated service organizations Private foundations Adoption and child care agencies Nursing homes and retirement communities Hospitals and wellness centers Halfway houses Vocational services Educational information services	Gain experience and develop helping skills through volunteer positions. Spend summers working at camps, YMCA's, or other social service agencies. Gain experience working with diverse populations. Develop excellent communication skills. Concentrate course work in an area of interest such as youth, gerontology, or poverty. Learn a second language in order to interact with non-English speakers and increase marketability. Serve as a peer mentor, resident assistant, or other student leader. Earn a master's degree in social work, counseling, or other related field to increase employment opportunities. Most states require licensure or certification for positions involving the direct provision of therapeutic services to clients.

<b>Business</b>		
Career	Employers	Strategies
Real Estate: Construction Management, Development, Sales, Leasing Management Human Resources Sales	Real estate firms Rental properties Construction and development companies Insurance firms Retail stores Banks Staffing agencies Manufacturing companies Credit management companies and organizations Service industries Healthcare organizations	Earn a minor in business or supplement curriculum with courses in general business, accounting, and finance. Gain business experience through part-time jobs, summer work, and internships. Develop excellent computer skills. Learn to use software applications such as spreadsheets, databases, and word processing. Hone written and oral communication skills. Join related professional associations. Seek leadership roles in student organizations.

<b>Education</b>		
Career	Employers	Strategies
Teaching Research	Colleges and universities Adult education providers	Earn a graduate degree for post-secondary teaching. Assist a professor with research. Take extra courses in research and statistics. Develop exceptional written and oral communication skills. Secure strong personal recommendations, particularly from professors.

<b>Social Science Research</b>		
Career	Employers	Strategies
Data Analysis Demography Market Research Information Sourcing	Universities Government agencies Research institutes Non-profit organizations Private industries Advertising and marketing firms Consulting organizations Information brokers Newspapers, magazines, news agencies Public opinion research polls	Develop exceptional quantitative, statistical, and writing skills. Learn to use statistics software packages as well as database, spreadsheet, and desktop publishing programs. Volunteer to help a professor with a research project. Obtain an advanced degree for research administration positions. Network with professionals working in areas of interest. Gain experience working on teams.

California State University. Career Development Center, <http://careers.csulb.edu/major/urban.htm>

As noted above, the Graduate Program in Urban Studies opens the academic experience to multiple possibilities.

In the student community

The graduate student has the opportunity to specialize in areas of contemporary needs, as are urban issues. The University of Puerto Rico has the responsibility to prepare scholars and specialists with an interdisciplinary and transdisciplinary views in these phenomena, more so as the island experiences its most dramatic urbanizing process of the past 70 years. Urban studies at a graduate level provide the opportunity to prepare researchers in academia, the public and private sectors, and for the creation of public and community policy, incorporating interdisciplinary research and practical experience. This unique experience for Puerto Rico addresses an urgent interdisciplinary need at a national and regional level.

Urban studies will allow students to explore and become aware of their urban environment. Students will be able to articulate conditions regarding urban spaces in all variety of manifestations, oftentimes contradictory. Students will react, question, and reflect on immediate and global environmental relationships. This experience will open new research forums and areas of thematic significance, leading to a sensibility conducive to searching for solutions and active participation in solving problems that affect the islands and its communities. This in turn reinforces their democratic attitudes and behaviors.

### In the academic community

At the academic community level, the creation of the proposed Graduate Program in Urban Studies articulates the efforts that are taking place in isolation in the various colleges on campus at undergraduate and graduate levels, “responding to social problems and challenges” while “positioning itself within an accountable social responsibility paradigm at local and worldwide cultural, economic and social levels” (Cert. 38, p. 6). Presently there are a variety of courses offered in different campus colleges that address urban themes. These address urban spaces from various perspectives—spatially at the School of Architecture and the Geography Department, socially in Sociology and Anthropology, historically in History and Art History, creatively in Literature, Plastic Arts, and Communications. Urban concerns are also approached from a natural environment perspective at the Environmental Sciences Program in the College of Natural Sciences, and at the Graduate School of Planning.

There are other efforts that approach urban themes, such as the proposed curricular sequence in Science, Technology and Culture in the College of Social Sciences and some courses in the Biological Sciences Department and Physical Sciences Department in the College of General Studies. Consequently, the Graduate Program in Urban Studies provides a space for graduate students to approach urban issues from different perspectives. In addition, it provides a place that can generate the needed exchange among different faculty within and without our campus, who are specialized in a particular view of the issues. The integrative nature of the Graduate Program will be conducive to the promotion of a wide variety of activities to discuss the diverse problematic aspects related to the theme. These activities will be open to faculty within campus and academia at large. Public and private sector experts will be invited to discuss various topics. Local and foreign academicians will be invited to participate, expanding international links for the benefit of faculty and students. Likewise the academic space within the Program will serve as a platform for the production and dissemination of student and faculty research work. The Program will serve as a center for knowledge production and dissemination to the community, emphasizing enrichment of academic activities and community service.

The Program activities will generate projects with faculty and student participation in communities, government agencies, or the private sector. These various sectors will develop research projects (for example, collaborating with the Natural and Environmental Resources Department gathering and analyzing data on urban-environmental impact) and promote participative activities (for example, working with existing community projects, such as Casa Corazón Río Piedras, providing services to homeless people). Urban studies promote fieldwork and therefore participative observation, which creates a path for faculty and students to become involved with the community outside the university, fulfilling thus one of the Campus objectives. The Program activities will benefit not just the academic community but also the community at large.

### In the community at large

Some desirable consequences of the Program are facilitating dialogue with community and governmental groups, and the creation of a space for reflection about our shared urban environment. Urban studies must have a practical component to validate theory and construct

new knowledge. The Puerto Rican society requires a good laboratory to articulate the problematic nature of present urban spaces, and to generate theoretical knowledge with practical solutions. This will in turn benefit students' analytical work and the quality of the graduate students' proposals.

Urban community concerns incite work production and diverse dimensional studies that can gravitate between the most empirical spatial and environmental analyses to the sublime analysis of the architectonic beauty of a town plaza, the literary concern of those who inhabit the global city, the presentation of a zone planning project, the housing analysis of a migrant community or a creative work (architectural design, plastic art, literature). In this manner, the University responds to its objective to promote links and participation with the surrounding community, parting from an awareness created in its students. The Program will validate and promote practical experience.

#### In public policy

The curricular sequencing is directly related to the production of a public policy linked to urban nature issues. At the legislative level, initiatives generated by diverse commissions that address urban issues, such as *Comisión de Asuntos Municipales* and the *Comisión de Desarrollo Económico, Planificación e Infraestructura*, among others, can count on a new space oriented to the interdisciplinary management of the complex urban theme. In addition, the governmental agencies in charge of public policy development on urban aspects, such as the *Junta de Planificación de Puerto Rico*, the *Departamento de Recursos Naturales y Ambientales*, *Junta de Calidad Ambiental*, *Autoridad de Energía Eléctrica*, *Autoridad de Acueductos y Alcantarillados* and *Autoridad de Carreteras* can count on academic space for the formation and continuous development of their personnel.

Puerto Rico will benefit by having an interdisciplinary area for continuous reflection on how to help form and manage cities. An example of an interdisciplinary academic and professional space, which later became involved in Vieques and Culebra public policy, has been the production of Guides for Vieques Sustainable Development, prepared by an interdisciplinary group of professional and university volunteers (*Grupo de Apoyo Técnico y Profesional para el Desarrollo Sustentable de Vieques*) whose objective was testing an integrated model for analysis and development.

The Graduate Program in Urban Studies represents a unique historical opportunity for the systematic management of day to day situations under the direct attention of those responsible for implementing territorial organization plans in autonomous municipalities or in transit to a new legal order. In the 1991 implementation of the Autonomous Municipalities Law, and the 2002 approval of Law 212 for the Revitalization, Development and Incentives for Urban Centers, there are challenges and possibilities for municipal administrators as well as for the private sector. As of July, 2003 there are 12 municipalities with a territorial organization plan or revitalization plans adopted by Puerto Rico's Planning Board. As of that date there were also 52 municipalities in the process of producing their territorial organization plans. All are centered on a complex exercise to explore and implement physical, economic, social, environmental, and political administrative interdisciplinary alternatives.



Law 212 of August 29, 2002 involves the specific production of revitalization plans for urban centers, where urbanism leadership in the Department of Transportation and Public Works delimits the area of revitalization. The Law specifies that the preparation of plans must include the participation of architects, urbanists, and other academics working on urban themes. The Law of Autonomous Municipalities and Law 212 open doors, on a short and long term basis, where graduating students in this curricular sequence will have undoubted impact.

#### In the international community

As urban problems are global in nature, the Graduate Program in Urban Studies can become a communication window with worldwide scholars. The Urban Studies Project has already established contacts with scholars in California, Cuba, Dominican Republic, Mexico, Germany, Spain, Argentina and Ecuador. It has organized the Puerto Rico Chapter of the Iberian American Federation of Urbanists, known by its Spanish acronym, FIU. It has participated in the foundation of the federation's headquarters in Barcelona, Spain. As part of this effort, FIU's Puerto Rico's Chapter, participates in an itinerant exhibition entitled, *Con o sin techo* (With or without a roof). This exhibition, with the assistance of the Urban Studies Project, has been exposed in various cities of Iberian America. These internationalization initiatives have promoted the work of the Project and Campus, and have nourished us with the perspective of scholars from other global spaces.

In addition, Urban Studies has already established professional relationships with organizations such as, *Instituto Superior Politécnico José Antonio Echevarría* (CUJAE); *Ciudades y Fronteras*, Dominican Republic (Dilla Alfonso, 2010). Further, there are letters from universities interested in collaborating with our proposed Graduate Program, such as Cities Project, Fairfield University, Connecticut; the School of Architecture, University of Glasgow, Scotland, United Kingdom. (Appendix A – Letters of Interest).

Presently, there is no graduate program in urban studies in the Caribbean region. As a result, the development of the Graduate Program in Urban Studies at UPR will enable the documentation regarding urban development in the region.

The Graduate Program in Urban Studies attracts students from other Latin American countries and the Caribbean who have begun to experience the impact of the urbanization process and globalization. They will benefit from urban studies, as well as the living experience in Puerto Rico. The cultural perspectives of these students can provide a wider geographic and cultural frame from which to study urban issues.

Currently, the number of graduate international students on our Campus has declined. The Graduate Program in Urban Studies, based on its content and perspective, has the potential of attracting these students. The multicultural experience will also enrich our local students since contact with persons from other cultures contributes to the development of tolerance attitudes and solidarity with other groups and countries.

These experiences address an important area presented in the university's graduate studies guiding principles, namely, to create institutional spaces for national and international exchanges

with cultural and scientific organizations that contribute to academic and cultural enrichment (UPR-Certification 38, p. 9).

In summary, given all the above justifications, it is of utmost importance and timely to establish a Graduate Program in Urban Studies at the University of Puerto Rico, Río Piedras Campus. The College of General Studies and the School of Architecture provide the optimal space to initiate this interdisciplinary endeavor in urban studies.

## **V. Relationship with the university mission, plan and existing programs**

### **A. Relationship with the mission and objectives of the university and the units**

The Graduate Program in Urban Studies represents a promising academic initiative aligned with both the Vision and Mission of the University of Puerto Rico, and the strategic alignments in the *Plan de Desarrollo Integral* (UPR, Certification No. 26). Further, it has been developed integrating the recently approved UPR Certification No. 38, *Política académica para los estudios graduados en el Recinto de Río Piedras de la Universidad de Puerto Rico*, regarding “emerging disciplines,” as well as “inter- and multi- disciplinary areas” (p. 5). This proposal, subscribed to the interdisciplinary study of the urban phenomenon, meets the institutional mission to assist in the formation of students through the development of study programs that promote intellectual curiosity, critical thinking, continuing learning, effective communication, appreciation and development of ethical and aesthetic values, participation in Campus processes, as well as social reflection.

The Program converges with the institutional mission to provide a high quality graduate education in which core elements include research and creativity. These assist in strengthening undergraduate education. Aside from providing graduate programs aimed at forming high quality professionals, the University and the Program are equally committed to the highest standards of Puerto Rican society.

The curricular justification in the student community (section IV.B.-In the Student Community) highlights the importance of exposing graduate students to themes that expand their understanding of urban processes from a perspective that permits the integration of new knowledge, through interdisciplinary analysis, to practical experience. This is attuned to the institutional mission to provide excellence in education that offers an integrated vision of knowledge, harmonizing general education with a specialized discipline, thus developing competencies for interdependent study and research.

On the other hand, the curricular justification in the international community (section IV.B.-In the International Community) expresses the proposed Program’s interest to become a communication space for scholars of the urban phenomenon globally, enabling knowledge and experience exchanges to widen our understanding of urban studies. It puts into practice the institutional mission centered in promoting faculty development, research and integrating and extending services to the community attuned to Puerto Rico’s reality, in harmony with the Caribbean and Latin American region, and projecting out toward the international community.

The Program will also enrich and strengthen Puerto Rican nationality, its history, language, and culture. It will further facilitate knowledge development and dissemination at an international level.

The Graduate Program in Urban Studies is fundamental for studying the community and public policy. It is attuned to the institutional mission centered in the development of innovative and relevant programs, research, community service, and continuing education. It responds and contributes to the academic and professional Campus mission and plan. Further, it contributes to Puerto Rican society’s transformation, redefining progress through analysis and problem solving, impacting positively on the quality of life.

Presently, courses in various colleges throughout the UPR have been identified as emphasizing urban issues from different perspectives: humanities, education, natural sciences, general studies, social sciences, architecture, planning, law, and public administration (Appendix B – List of Courses). Students in the Graduate Program in Urban Studies will have access to and benefit from these course offerings.

The integrative nature of the Program requires close relationships with other units within the institution. In accordance with Certification 38, “collaboration with other departments, colleges, campuses and other institutions of higher education in relevant innovative academic programs that enhance student experiences is encouraged” (p. 12). The relationship details are presented under program components (section VII), and specifically in the courses (section VII.B.). The relationship with other colleges and units is more generally presented under curricular justification (section IV.B.).

The Program subscribes to and adopts the strategic foundations indicated in the *Plan de Desarrollo Integral* (UPR, Certification No. 26), presented as follows:

Table 5: Program objectives and graduate profile relationship

Program Objectives	Program Graduate Profile	School of Architecture Graduate Profile College of General Studies UPR Graduate Profile
Awareness- To prepare students in an inter- and trans-disciplinary perspective of urban spaces, towards a holistic awareness and approach to scholarly activity, applied research, community and policy development.	-The student will have a comprehensive interdisciplinary view of urban issues and dynamics, as related to social dilemmas, environmental challenges, cultural and historical manifestations. -The student will have an in-depth awareness of scholarly and applied research in urban studies.	-Contar con aptitudes para el dibujo, la observación espacial, de análisis y síntesis, de imaginación, creatividad e inventiva, de lógica y sentido común, para el ordenamiento y el establecimiento de prioridades. Tendrá actitudes de consciencia y respeto al patrimonio cultural, y de integración al medio ambiente. Sus intereses serán en el ámbito humanístico y artístico; administrativo y, de organización y de relaciones humanas; y de actualización tecnológica.
Knowledge- To enhance students knowledge and critical appreciation of	-The student will master, within a critical perspective, the methods and techniques that will enable him or her to	-Ser un profesional preparado para diseñar los espacios adecuados para la realización de las actividades del ser humano, acorde a la realidad socio-cultural que presenta en Puerto Rico, en dos

Program Objectives	Program Graduate Profile	School of Architecture Graduate Profile College of General Studies UPR Graduate Profile
urban studies in three areas of urban expressions: (1) environment and urbanism, (2) urban community development, and (3) urban language and arts.	conduct innovative research in environment and urbanism, urban community development, and urban language and arts.	aspectos: capacitado con conocimientos teóricos, históricos y humanísticos, tecnológicos y sociológicos; con habilidades, destrezas, actitud crítica y de respeto al medio ambiente. -Manejar con dominio las técnicas de investigación, docencia y gestión. -Manejar metodologías para la realización de proyectos.
Practice- To provide practical opportunities for students to conduct policy, work in communities, teach and conduct research outside academic settings.	-The student will be able to teach, create and conduct policy, research and development in communities, private and public settings, as well as in academia.	-Ser capaz de tomar decisiones, ejercer y delegar autoridad, dirigir con liderazgo, trabajar en equipo, promover el desarrollo organizacional y la calidad de vida en el trabajo, e investigar y diseñar creativamente propuestas para la solución de problemas.
Assessment- To develop a comprehensive framework of urban experiences to assess and ascertain the strengths and limitations of existing urban studies.	-The student will be confident enough to evaluate the strengths and limitation of urban knowledge and practice, in order to provide innovative solutions and theoretical frameworks that address urban challenges.	-Ser capaz de proporcionar a los organismos sociales, independientemente de su estructura y funcionalidad, la seguridad y confianza en la calidad de su trabajo con base en su formación integral como individuo y su conocimiento profundo de las áreas propias de su profesión. -Además, se espera que tenga una fuerte convicción para que se conduzca de acuerdo a la ética profesional y para que sus actividades se orienten a la sustentabilidad.

**B. Relationship between the new program and other programs outside the University of Puerto Rico**

In Latin America and the United States, university programs in urban studies represent an important space for urban research since the majority of the studies are conducted within a university framework—university programs and research centers. In some Latin American countries, government agencies and the private sector play an important role in urban studies. As an example, Argentina and Brazil present the greatest institutional support to urban studies, as they respectively have 28 and 84 study programs and research centers. Other countries, such as Mexico, Columbia, and Venezuela also have a reasonable amount of space dedicated to urban research.

Urban studies programs in Latin American universities are generally affiliated to a specific college, such as colleges of architecture (*Universidad de Buenos Aires, Universidad de Sao*

*Paulo, Universidad de Belgrano*), geography colleges (*Universidad de La Habana, Universidad Nacional del Centro de la Provincia de Buenos Aires*), and social sciences colleges (*Universidad del General Sarmiento*). There are also interdisciplinary programs (*Universidad Nacional del General Sarmiento* in Buenos Aires, *El Colegio de México, Universidad Centroamericana José Simón Cañas* in San Salvador) with urban studies affiliations.

In the United States, urban studies programs tend to have an interdisciplinary focus, meaning that they are defined as programs where students reflect on historic, social, political, economic, environmental, spatial, and cultural dimensions of urban life, even when programs are linked to planning and architecture. They have diverse administrative structures: a department (College of Wooster), a specialization or a specific department program (Canisius College-urban studies is part of the Political Sciences Department), a division of Social Sciences (Emhurst College), a committee or administrative unit made up of professors from different departments such as political sciences, sociology, cultural and social anthropology, geography, economy, planning, environmental sciences, history of art, law, education, languages, among others (Macalester College, Virginia Commonwealth University, Vassar College, University of Pittsburg, University of New Orleans).

In Latin American universities the content of the urban studies program varies depending on the college in which they form part. Interdisciplinary programs require more social theory courses (economy, sociology, anthropology, urban history, environment) plus quantitative, qualitative, and administrative technical formation. In the United States, urban studies programs generally require one or two introductory courses about the city from an interdisciplinary perspective, in addition to theory, local and international history, and one or two research methodology courses (quantitative and qualitative). Electives are specialized (courses with urban themes) and general (introductory social sciences courses, such as economy, sociology, anthropology, political sciences). The electives in most cases depend on the emphasis, meaning that many United States universities offer different tracks depending on student interest (infrastructure, urban planning, urban culture, urban politics). Programs offer courses in a wide range of related urban subjects: poverty, crime, housing, transportation, health, ethnicity, subcultures, women studies, design, urban aesthetics, planning, environment, laws, and culture.

Academic programs in university colleges and universities in Puerto Rico reveal an insufficient number of centers and programs focused on urban research and an absence of interdisciplinary urban programs. University of Puerto Rico campuses in Mayagüez and Cayey offer urban theme courses. For example, both offer the course, Urban Sociology, under the Social Sciences Department, with the code SOCI 3326, which is an undergraduate course. There are no urban studies programs in any of the University of Puerto Rico campuses. Sacred Heart University (*Universidad del Sagrado Corazón*) is the only university on the island that had a specialized program in urban studies with 27 credits, connected to the *Centro de Vinculación Comunitaria*. There are programs in other universities and university colleges that are indirectly related to urban issues but lack courses in this area. For example, the environmental studies program at InterAmerican University in Ponce does not address urban themes. The following table presents existing programs outside the University of Puerto Rico.

Table 6: Urban studies programs outside the University of Puerto Rico

University	Name of Program	Institutional Unit
FLACSO – Ecuador	M.A., Urban Centers and Historic Areas	City Studies Program
FLACSO – Ecuador	M.A., City Development	City Studies Program
MIT – Massachusetts Institute of Technology	M.A. and Ph.D. in Urban Studies and Planning	Department of Urban Studies and Planning (DUSP)
Pontificia Universidad Católica de Chile	Ph.D. in Architecture and Urban Studies	College of Architecture, Design, and Urban Studies
Simon Fraser University, Canada	M.A. of Urban Studies	Department of Urban Studies
Temple University, Pennsylvania	M.A. in Geography and Urban Studies Ph.D. in Urban Studies	College of Liberal Arts
Universidad Autónoma del Estado de México – UAEM	M.A. in Urban and Regional Studies	Programa Universitario de Estudios Sobre La Ciudad, Coordinación de Humanidades (PUEC)
Universidad EAFIT-Colombia	Urban Studies Specialization	College of Science and Humanities
Universidad Nacional de Colombia	M.A. in Urban and Regional Studies	Urban Studies Institute
Universidad Simón Bolívar de Venezuela, Caracas	‘Licenciatura’ in Urbanism (6 years, equivalent to B.A. and M.A.)	College of General Studies
University of Amsterdam	M.A. in Urban Studies (part of Master’s in Human Geography or Sociology)	Geography Department
University of Glasgow	M.S. Urban Policy & Practice M.S. Housing Studies M.Res. Public Policy Research	Urban Studies
University of London	MPhil and Ph.D. in Human Geograph and Urban Studies	London School of Economics and Political Science
University of New Orleans	M.S. and Ph.D. in Urban Studies	College of Liberal Arts
University of Wisconsin at Milwaukee	M.S. and Ph.D. in Urban Studies	Department of History and Sociology

The Graduate Program in Urban Studies at the University of Puerto Rico, with an interdisciplinary perspective, will be the most favorable space for urban studies. It will be a unique resource for the island and the region. As noted, when compared to the United States and Latin American, Puerto Rico and the Caribbean currently lack the space in which to study and

research urban themes. The Graduate Program in Urban Studies will fill this void, creating a space for Puerto Rican and Caribbean scholars to meet.

## **VI. Program description and theoretical framework**

### **A. Mission**

The mission of the Graduate Program in Urban Studies is to provide educational experiences that allow students to develop knowledge, understanding and practice in urban transformations in the world, the region and Puerto Rico, from a comparative and interdisciplinary perspective due to the dramatic urban population growth in an environmentally challenged world.

### **B. Goals**

To provide:

- The space for collaboration- An integration of presently fragmented approaches to urban studies at the University of Puerto Rico, liaising with other institutions of higher education, government and non-governmental organizations (NGO), and the private sector—those studying and working with the urban phenomenon—to address present and future urban needs.
- Awareness development of urban issues through study that not only informs but creates new knowledge and understanding for present and future problem-solving efforts, from and inter- and trans-disciplinary perspective.
- The integration of urban space knowledge viewed as a human product that influences human behavior, allowing for multiple urban expressions to support urban transformations in the community at large.
- The search through practice for alternatives that promote harmony in urban settings, our immediate surroundings and the world at large and research for the common good.
- The integration of technologies that allow comparative analyses and assessment of existing interdisciplinary urban studies and experiences to not only interpret data but also to analyze it critically in search of innovative solutions to urban problems; Puerto Rico as an integral part of other spaces in the planet.

### **C. Objectives**

- Awareness- To prepare students in an inter- and trans-disciplinary perspective of urban spaces, towards a holistic awareness and approach to scholarly activity, applied research, community and policy development.
- Knowledge- To enhance students knowledge and critical appreciation of urban studies in three areas of urban expressions: (1) environment and urbanism, (2) urban community development, and (3) urban language and arts.

- Practice- To provide practical opportunities for students to conduct policy, work in communities, teach and conduct research outside academic settings.
- Assessment- To develop a comprehensive framework of urban experiences to assess and ascertain the strengths and limitations of existing urban studies.

#### **D. Philosophy**

At the onset of the Industrial Revolution, urban centers began to experience accelerated growth, causing qualitative and quantitative changes unprecedented in history.

A third into the 20<sup>th</sup> century there was an expansion in terms of quantity, scale, and complexity of cities. The urbanizing process was ignited at a global scale. The year 1950 witnessed an upsurge in human occupation never before recorded in world history. That year, less than 30% of the world population lived in cities. Within 50 years, it was 45%. The most accelerated rhythms of human occupation currently occur in Asia, Latin America, and Africa.

Confronted by the transformations caused by globalization, informatization, and urban spread, there are powerful warnings on the imminence of in-depth transformations establishing a relationship between territory and society. The Graduate Program in Urban Studies will create a space for discussion and meeting of disciplines searching for new knowledge. This is the fundamental and necessary contribution for the creation of assertive public policies.

Further, the Program must bring about an analysis of the megacity (Loustaunau, 1998) or the megalopolis (Olalquiaga, 1993), the intermediate cities, and revitalized urban centers— contemporary urban morphology of the network society (Castells, 1999; 2001). Castells points out that the network society is characterized by globalized economic activity, flexibility, work instability, massification of culture, virtual communication and culture. Cities that were once important are in decadence when their function or area of influence is reduced or altered. Other cities increase value to the extent that they promote an advantageous regional or global project. As an example, industrial societies in ‘more developed’ societies have molded their economy to a global context serving as magnets to migrant populations from ‘less developed’ countries. Pluralistic societies thus multiply creating new and major social and cultural challenges. An internal and global spatial variation is created contrasting the cultural homogenization discourse of the globalization apologists.

The city is also approached by its representations. Gustavo Remedi (1999) states: “*La ciudad existe en muchas formas. En parte es realidad material, socialmente construida, que habitamos y con la que establecemos una relación sensual y simbólica. Por otra parte, la ciudad también es una representación imaginaria, una construcción simbólica discursiva, producto de nuestra imaginación, y sobre todo, del lenguaje.*” (“The city exists in many forms. It is partly material reality, socially constructed, where we live and establish a physical and symbolic relationship. On the other hand, the city is also an imaginary representation, a symbolic discursive construction, a product of our imagination, and above all, a product of language.” [literal translation by proposal writer]).



We inhabit the city and the city inhabits us (Garcia, 1993) in a vital space where direct experiences through the senses intercept Remedi's surrounding "representations" that precede us. In this manner, our intervention with the city aimed at reproducing or modifying it, is an answer to both city experiences, physical and symbolic. Remedi calls city representations 'narrations' that serve to mediate our interpretations of daily life. It is reminiscent of Edward W. Soja's 'narratives' in his book *Postmodern geographies: The Reassertion of Space in Critical Social Theory* (2000). The city lived, the city as representation, emotional, artistic and scientific, are themes that cannot be evaded in the sequence and contemporary social issues.

The globalization process poses a variety of unencounters, or space/people dissociation, and inequalities, the object of important debates. Cities, as Néstor García Canclini (1995) points out, are places where the concept of place is undrawn and becomes uncertain. Cities become places of interaction where identities and feelings of belonging become material resources (places lived) and symbols (representations) of local, national and transnational origin.

Distortions in ways to perceive time and space have led to a redefinition of protest strategies. Contemporary social movements, reactive or proactive novisms, "defy globalization and cosmopolitanism in the name of a cultural singularity" (Castells, 1999) and the will to control social and physical space. According to Castells' typology, the collective identities that sustain these movements can be legitimate resistance protests or alternative project proposals. Similar changes have transformed class struggles such as workers' movements, which have incorporated the profile of contemporary social movements (youth alter-globalization, anti-military, ecologists, feminists). These changes are connected to creating new philosophies of the city.

### **E. Graduate profile**

Upon completion of the Program, M.A. students will understand the relationship of the processes that produce urban spaces. By using these concepts, students will analyze how spaces are occupied and the alternative cultures produced in them. Further, students will be able to approach the various dimensions of urban space from an interdisciplinary perspective: economic, social, environmental, linguistic, artistic and physical-spatial. They will be sensitized and sufficiently aware to understand and conduct research on the wealth of multiple dynamics that take place in urban surroundings.

Upon completion of the Program, Ph.D. graduates will have a solid command on the histories, concepts, theories, and methodologies relevant to research on complex and urgent urban challenges. Further, the graduates will be able to propose accurate questions and conduct rigorous and well-informed field, media, literary and archival research. This is expected in order to address multi-dimensional dilemmas of citizenship, communities, city-space, culture and environment.

As professionals in the field, M.A. and Ph.D. graduates can develop new policies for urban management, prioritizing efficiency, quality of life, and strengthening democratic connections. As intellectuals or scholars, they will be capable of formulating researched theories and strategies that account for the complexity of our modern cities. Finally, though no less important,

they will be motivated to nurture an attitude of understanding and sensibility towards the diversity that characterizes urban life today.

As members of our society, graduates will have an opportunity to be better equipped to meet the challenges of our citizens. As the Graduate Program in Urban Studies parts from a general education perspective, it promotes: that students are researchers and researchers are teachers; the notion of being part of a dialogic community, stimulating intellectual awe, challenges, risks, and an attitude directed towards change, through community involvement, policy making, and research. These qualities will strengthen the civic spirit needed in our modern urban environment.

## **F. Coherence and cohesion of theoretical framework**

The mission, goals, objectives, philosophy and graduate profile are coherently intertwined with the theoretical framework presented in the academic and curricular justification (section IV. A and B). It responds to a profound analysis of urban conditions and state-of-the-art literature; a reflection that has ensued since 2003 in the Urban Studies Project of the College of General Studies, in collaboration with the School of Architecture.

## **VII. Program components and design**

### **A. Graduate Program in Urban Studies**

#### **1. Codes (ESUR)**

The core courses will be taken both by Masters and Doctoral students specializing in Urban Studies. They will have the code designation ESUR at the 6000 to 8000 levels.

#### **2. Design (graphic)**

See Appendix C: Program Design – Graduate Program in Urban Studies

#### **3. Flexibility**

The Program is designed with three specialty options: environment and urbanism, urban community development, and urban language and arts. Within these specialties, students can opt to register in independent study and research courses, guided by specialists in the area, in order to promote student initiative in course design, widening the experience and understanding of urban studies. This initiative will permit students to complement their choices with practical experience in the community, be it community development, creative work, or environmental interventions.

Students will have international opportunities, such as exchanges with universities in the Caribbean, Latin America, United States, and Europe. This will emphasize research, co-curricular practices with other disciplines and colleges, as well as creative literary and artistic work.

#### 4. Balance

The Graduate Program in Urban Studies has been designed with core courses that provide the theoretical framework leading to a knowledgeable sensibility to create, serve the community, and expand knowledge and understanding through research in the chosen specialty option. Complementary courses will give students the tools needed in this effort, such as techniques and methods in urban studies research. These tools include use of library systems for graduate studies, specialized software, visiting professor workshops, and other research tools throughout the Program experience, both at the M.A. and Ph.D. levels.

#### B. Courses

The syllabi for the courses presented in the table below are found in Appendix D.

#### 1. M.A. /Ph.D. in Urban Studies

Table 7: Course description, rationale and faculty requirements

Course	Description	Rationale	Faculty requirements
<i>Del Bohío a la Megalópolis</i> From the Hut to the Megalopolis	It examines the social conditions that enable the appearance of urban space since ancient times and the material and cultural requisites for this process. It discusses the notion that urban space is a product of the human feat vis a vis that humans are molded by urban space. It examines theoretical and historical texts that discuss the diverse expressions of urban space around the world, contributing with different approaches to the study of the phenomenon.	One of the core courses form the Masters degree. It examines the process of urbanization as a human product and emphasizes the importance of analyzing this phenomena from an interdisciplinary perspective.	Ph.D. in Anthropology, Urban Anthropology, Archaeology, Urban Sociology, Urban Geography, History, History of Architecture, Urban History, and/or Architecture, with experience in teaching ancient and contemporary urban problems from an interdisciplinary perspective at graduate and/or undergraduate levels.
Linguistic Landscape	Case studies in foreign countries serve as models for local research in semiotic landscapes —any public space with visible inscription made	As part of the option on Urban Language and Arts, students analyze and research the importance of	Ph.D. in Education, Applied Linguistics, Languages, with experience teaching

Course	Description	Rationale	Faculty requirements
	through deliberate human intervention and meaning making. Spatial frameworks in fiction, non-fiction, and the community—civic, marketplace, portals, wall (graffiti), detritus (discarded commercial goods), community, school.	linguistic landscapes in understanding multi-lingual, ethnic and power dynamics in cities, as well as the less dynamic, somewhat static civic, state, educational counterparts.	languages and/or linguistics at graduate and/or undergraduate levels.
<i>Globalización y ciudad: Debates contemporáneos en torno a lo global y lo local</i>  Globalization and the city	It examines debates related to the transformation of urban space in the last decades as a result of the processes of economic and cultural globalization. It approaches the link between the dissolution of borders on a global scale, and the restructuring of urban space, mediated by new information technologies and advances in transportation. It sensitizes students regarding the social and environmental impacts of the segregation of activities in the urban core.	One of the core courses for the Master's degree. It emphasizes the analysis of the impact of the development of recent technologies and economic changes from/to urban spaces as well as the effect these transformations have on society and environment.	Ph.D. in Social, Urban and Economic Geography, Urban Anthropology, Human Ecology, Social Economy, and/or Environmental Sciences, with experience teaching at graduate and/or undergraduate levels.
<i>Pensar la ciudad: Teorías de las ciudades: Siglo XX</i>  Thinking the city	It emphasizes the development transformation and understanding of twentieth century cities. It discusses the development of urbanism and urban studies as autonomous disciplines. The comprehension of the contradictions and possibilities of modern urban theories is emphasized in the context of the analysis of contemporary and local models and practices.	One of the core courses for the Masters degree. The course provides fundamental theoretical knowledge to promote the understanding of the development of urbanism and urban studies as academic areas of the twentieth century. As such, it encourages a critical	Ph.D. in Architecture, History, Urban History, Urbanism, Urban Geography, Urban Sociology, Urban Anthropology, and/or Urban Planning, with experience teaching at graduate and/or undergraduate levels.

Course	Description	Rationale	Faculty requirements
		<p>approach to these models and the development of new questions and answers.</p>	
<p><i>Urbanismo sustentable, ecosistemas y medioambiente</i></p> <p>Sustainable urbanism, ecosystems and environment</p>	<p>It addresses urban development and its impact on ecosystems and environment. Various paradigms are presented as possible solutions to the problems that arise due to unsustainable urban development. Through the dialogical method, controversies are debated between antagonistic sectors of society such as conservationists, developers, economists and politicians. Themes to be discussed are: level of complexity of the biosphere, anthropogenic impact on the ecosystems, sustainable urbanism and ethical responsibility of human beings.</p>	<p>As part of the option of Urbanism and Environment, this course exposes students to the issues of urban development and the impact on ecosystems and environment. It exposes students to an interdisciplinary approach that parts from the consideration of planet earth as a holistic entity in which humans and their built environment interact with the ecosystems. It promotes knowledge of the main issues on this area and emphasizes the development of ethical responsibility of human beings in the conservation of nature and the improvement of society.</p>	<p>Ph.D. in Biology, Ecology, Environmental Sciences, Human Ecology, and/or Social Geography, with experience teaching at graduate and/or undergraduate levels.</p>

Course	Description	Rationale	Faculty requirements
<i>Movimientos sociales urbanos</i>  Urban social movements	It analyzes the role that collective and social movements have played, historically and sociologically, in cities worldwide during the 20 <sup>th</sup> and 21 <sup>st</sup> centuries. The course will emphasize the analysis of Latin American, Caribbean and Puerto Rican cities. It will also bring about a transverse discussion of the relationship between collective actions, social movements and city government on different levels—local, municipal, regional, national and federal.	Urban spaces prevail in most countries around the world and social movements have become important social actors for the production of their cultural and political practice. The course will consider cities as complex spaces, both multicultural and multifaceted. In the twenty first century both social spaces and social actors have grown in ethnic and cultural diversity, due to an economic globalization that has brought with it accelerated urbanization.	Ph.D. in Urban Sociology, Political Science, Social Work, Urban Anthropology. Social Planning, and/or Urban Studies, with experience teaching at graduate and/or undergraduate levels.

**C. Proposed program model or design: Sequencing**

**1. M.A. in Urban Studies**

Course – The total amount of courses, excluding electives, is broken down as follows: 57% at 6000 level, and 42% at 8000 level.	Full Time 12 credits/sem Semester/Year	Part Time 6 credits/sem Semester/Year
ESUR 6001 Origin and Development of Urban Society	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 1 <sup>st</sup>
ESUR 6002 Contemporary Urban Debates	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 1 <sup>st</sup>
ESUR 6003 20 <sup>th</sup> Century Urban Theories	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR / XXXX Elective course	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR 6004 Urban Design Seminar	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 1 <sup>st</sup>
ESUR 8001 Research Methods in Urban Studies	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 1 <sup>st</sup>
ESUR 8002 Directed Elective (Option)	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 2 <sup>nd</sup>
ESUR / XXXX Elective course	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 2 <sup>nd</sup>
ESUR / XXXX Elective course	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 3 <sup>rd</sup>
ESUR 8004 Capstone	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 3 <sup>rd</sup>

## 2. M.A./Ph.D. in Urban Studies

Course – The courses in the combined M.A./Ph.D. option follow the same proportions as the separate M.A. and Ph.D. options.	Full Time 12 credits/sem Semester/Year	Part Time 6 credits/sem Semester/Year
ESUR 6001 Origin and Development of Urban Society	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 1 <sup>st</sup>
ESUR 6002 Contemporary Urban Debates	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 1 <sup>st</sup>
ESUR 6003 20 <sup>th</sup> Century Urban Theories	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 3 <sup>rd</sup>
ESUR / XXXX Elective course	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 3 <sup>rd</sup>
ESUR 6004 Urban Design Seminar	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 1 <sup>st</sup>
ESUR 8001 Research Methods in Urban Studies	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 1 <sup>st</sup>
ESUR 8002 Directed Elective (Option)	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 3 <sup>rd</sup>
ESUR / XXXX Elective course	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 3 <sup>rd</sup>
ESUR / XXXX Elective course	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR 8005 Environment & Urbanism	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR 8004 Capstone	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 4 <sup>th</sup>
ESUR 8006 Urban Community Development	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 4 <sup>th</sup>
ESUR 8007 Urban Language & Arts	2 <sup>nd</sup> / 2 <sup>nd</sup>	2 <sup>nd</sup> / 2 <sup>nd</sup>
ESUR / XXXX Elective course	2 <sup>nd</sup> / 2 <sup>nd</sup>	2 <sup>nd</sup> / 2 <sup>nd</sup>
ESUR / XXXX Elective course	2 <sup>nd</sup> / 2 <sup>nd</sup>	2 <sup>nd</sup> / 4 <sup>th</sup>
ESUR 8008 Thesis Proposal	2 <sup>nd</sup> / 2 <sup>nd</sup>	2 <sup>nd</sup> / 4 <sup>th</sup>
ESUR 8009 Thesis	1 <sup>st</sup> / 3 <sup>rd</sup>	1 <sup>st</sup> / 5 <sup>th</sup>

## 3. Ph.D. in Urban Studies

Course - The total amount of courses, excluding electives, is broken down as follows: 44% at 6000 level, and 56% at 8000 level.	Full Time 12 credits/sem Semester/Year	Part Time 6 credits/sem Semester/Year
ESUR 6001 Origin and Development of Urban Society	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 1 <sup>st</sup>
ESUR 6002 Contemporary Urban Debates	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 1 <sup>st</sup>
ESUR 6003 20 <sup>th</sup> Century Urban Theories	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR / XXXX Elective course	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR 6004 Urban Design Seminar	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 1 <sup>st</sup>
ESUR 8001 Research Methods in Urban Studies	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 1 <sup>st</sup>
ESUR 8010 Urban Development in Puerto Rico	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 2 <sup>nd</sup>
ESUR / XXXX Elective course	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 2 <sup>nd</sup>
ESUR 8008 Thesis Proposal	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR / 8XXX Elective course	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR 8009 Thesis	1 <sup>st</sup> / 2 <sup>nd</sup>	2 <sup>nd</sup> / 2 <sup>nd</sup>

## 4. Ph.D. in Urban Studies (for students with M. Arch and Urban Studies Certificate)

Course – The total amount of courses, excluding electives, is broken down as follows: 25% at 6000 level, and 75% at 8000 level.	Full Time 12 credits/sem Semester/Year	Part Time 6 credits/sem Semester/Year
ESUR 8005 Environment & Urbanism	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 1 <sup>st</sup>
ESUR 8006 Urban Community Development	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 1 <sup>st</sup>
ESUR / 6XXX Elective course	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR / XXXX Elective course	1 <sup>st</sup> / 1 <sup>st</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>

Course – The total amount of courses, excluding electives, is broken down as follows: 25% at 6000 level, and 75% at 8000 level.	Full Time 12 credits/sem Semester/Year	Part Time 6 credits/sem Semester/Year
ESUR 6004 Urban Design Seminar	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 1 <sup>st</sup>
ESUR 8001 Research Methods in Urban Studies	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 1 <sup>st</sup>
ESUR 8010 Urban Development in Puerto Rico	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 2 <sup>nd</sup>
ESUR 8008 Thesis Proposal	2 <sup>nd</sup> / 1 <sup>st</sup>	2 <sup>nd</sup> / 2 <sup>nd</sup>
ESUR / XXXX Elective course	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>
ESUR 8009 Thesis	1 <sup>st</sup> / 2 <sup>nd</sup>	1 <sup>st</sup> / 2 <sup>nd</sup>

#### **D. Alignment of the Program and University’s graduate profile**

The process that guided the curricular design has been primarily based on the successful 10 years of experience with the Urban Studies Certificate Project. It has been guided by student expressed needs and interest to further their education and understanding of urban studies, to optimize their contributions to communities and cities. Working closely with other countries and universities has further enriched this process.

The proposed Director of the Program has worked closely with the Office of the Dean for Graduate Studies and Research (DEGI-Decanato de Estudios Graduados e Investigación), as representative for the College of General Studies, to ensure the alignment of the Program with the university’s graduate profile. The proposed professor, School of Architecture representative, has also been involved in this effort to ensure compliance with university standards of graduation.

The experience of working with other countries and universities in the Caribbean, Latin America, the United States and European regions has assisted in expanding the scope of options for students that will appeal locally and attract students from other regions to visit and study in the Program.

#### **E. Methodology and strategies to accomplish the established objectives**

In order to provide a holistic awareness of an inter- and trans-disciplinary perspective of urban studies, students will participate in courses with professors from various disciplines and urban perspectives. Scholarly activities and research will reflect this perspective, enhanced through conferences and community activities, as well as the use of virtual communities and tools.

This awareness will be complemented with knowledge and critical appreciation of urban studies not just through courses and conferences, but also with fieldwork, activities, student and faculty exchanges with other universities, opportunities to visit local urban areas, communities and travel abroad to other urban settings and urban studies programs, and exchanging ideas with visiting professors. Students will be encouraged to do research and to publish their work. In this context, the identification of new objects of study and the development of novel methodologies by students will be stimulated.



Practical opportunities to conduct policy, work with communities, teach and conduct research within and out of academic settings will be made available through assistantships for teaching and research, as well as opportunities for practical experience in community organizations and government agencies.

Awareness, knowledge, and practical experiences will help students to develop a comprehensive framework of urban experiences, enabling them to assess and ascertain the strengths and limitations of existing current debates in urban studies. This can be documented through written observations, reflective essays, and entry and exit interviews. In addition, students will be trained on proposal writing competencies and funding strategies, that they may publish professionally, or enhance their public and private practices upon graduation.

#### **F. Assessment plan**

Each course will require an assessment instrument that will collect data from one or more of the following activities:

- Student course evaluation
- Pre/Post content tests
- Student Program survey
- Entry/Exit interviews
- Student reflective writing (observations, essays, studies)

In addition, the Program will use the assessment instruments provided by DEGI (Decanato de Estudios Graduados e Investigación), as required for all graduate programs at UPR. This includes a five-year program evaluation.

See Appendix E: Assessment Plan.

#### **G. International activities**

The Program has existing relationships with organizations and universities in the Caribbean, Latin America, the United States, and Europe. The Program will constantly promote courses outside the university, as for example the course that was offered in Berlin in June 2013. There will also be visiting professors, student participation in international congresses, workshops and community service worldwide. The program will be assisting professors and students in acquiring funds to subsidize their research and community projects, as well as presentation of outcomes in international forums.

#### **H. Existing or proposed course outlines**

All proposed courses are new. The proposals for each one are included in Appendix D – Syllabi of Courses.

## **VIII. Admission, registration, and graduation**

### **A. Admission requirements**

In order to qualify for admission into the Graduate Program in Urban Studies, prospective students must have a B.A. from an accredited institution in higher education. All students will be evaluated and, depending on their major, they may or may not be required to take background courses in history of architecture, and social sciences theory, among others. These are required to provide all students with basic knowledge and language applied in urban studies.

Ph.D. prospective students must have an M.A. from an accredited higher education institution, preferably, but not limited to architecture, social sciences, planning, humanities, and/or natural sciences (environmental sciences and biology). Students from other fields may be required to take courses that provide basic knowledge and language applied to urban studies.

### **B. Registration projections for the first five years**

Based on informal surveys conducted since 2003, it is projected that there could be approximately between 15 and 20 students for the first year of the M.A. program, and approximately 10 to 15 for the Ph.D. program. Approximately 15 of the students projected to start their M.A., will be interested in the 'fast-track' M.A./Ph.D. program. It is projected that this number will increase by 5% to 10% in the 2<sup>nd</sup> to 5<sup>th</sup> year of the Program, given the present economy.

All students must have a GPA of a minimum 3.00. They will be required to be bilingual, English and Spanish. A third language is encouraged.

All students will be interviewed orally by the Program committee regarding their interest in the area of Urban Studies. A written essay is also required, as well as two letters of recommendation from professors or employers will be requested.

A student's admission may be deferred for a period of one academic year upon acceptance to the Program.

An interdisciplinary graduate studies committee will be responsible to administer graduation, admissions, communicating to students in writing regarding their admission. This committee will be responsible for the evaluation, selection and recommendation of candidates for admission, readmission and special permits. The Program Director will inform the DEGI of the committee's decisions by information input through Apply Yourself. The director and committee will determine the maximum number of students allowed for each academic session.

In accordance with the recommendation of the Dean of Students Affairs (Division for Persons with Disabilities) students with special needs will notify the Office of Vocational Rehabilitation from the moment of admission regarding their condition to ascertain reasonable accommodations needed for their academic performance.

### **C. Academic requirements for degree award**

The academic requirements for the degree award of the Graduate Program in Urban Studies fully complies with those stated in Certification 38 and Certification 130 (2000-2001) *Junta de Síndicos*, now *Junta de Gobierno* (UPR, Certification 38, p. 22).

#### **1. M.A. in Urban Studies**

The requirements for the degree award for the M.A. in Urban Studies is to complete the required and elective courses, as well as a practicum in the community, government agency or research study.

The Director of the Program will recommend the degree awarded students to the Office of the Registrar, upon completion of all requirements.

The minimum GPA requirement for graduation will be 3.00.

#### **2. Ph.D. in Urban Studies**

The requirements for the degree award for the Ph.D. in Urban Studies is to complete the required and elective courses, as well as a practicum in the community, government agency or research study. Ph.D. students will have to take a comprehensive exam and complete a doctoral dissertation.

The Director of the Program will recommend the degree awarded students to the Office of the Registrar, upon completion of all requirements.

The minimum GPA requirement for graduation will be 3.00.

### **IX. Faculty**

#### **A. Faculty profile**

See Appendix F: Faculty Curriculum Vitae

Table 8: Faculty Profile

Name	Degree and Specialty	Institution and Year	Research Interests
Cavallín, Humberto	Ph.D., Architecture	University of California, Berkeley, 2006	Spatial Psychology, Architectural Theory and Critic

Name	Degree and Specialty	Institution and Year	Research Interests
Cotto Morales, Liliana (retired and available)	Ph.D. Urban and Political Sociology	Rutgers, The State University of New Jersey, 1989	Urban Social Movements, Community Empowerment, Collective Identities
Edwards, Eva de Lourdes	Ph.D. Education / Applied Linguistics	University of Connecticut, Storrs, 2001	Applied Linguistics, Semiotics, Linguistic Landscape, Ecocriticism
Galanes Rivera, Ileana	Ph.D. Biology	Universidad de Puerto Rico, Río Piedras, 2006	Environment, Urbanization, and Ecological Transformations
Guilbe López, Carlos	Ph.D. Planning	University of Wisconsin, Milwaukee, 1999	Human Geography, Qualitative Methods, Territorial Division
Jackson Martín, Rafael	Ph.D. Art History	Universidad Autónoma de Madrid, 1998	Urbanism and Art, History of Art, Architecture and Urbanism-20 <sup>th</sup> Century
Lizardi Pollock, Jorge	Ph.D. History	Universidad de Puerto Rico, Río Piedras, 2002	Urban Development, Urban Policy, Landscape, Conservation History
Lobato Vico, Manuel	Ph.D. International Economic Development	Universidad Complutense de Madrid, Spain, 1999	Innovation, Research and Development, Puerto Rican Economy, Internet Economy
Muñiz, Vicky	Ph.D. Geography / Social and Community Geography	Syracuse University, New York, 1995	Social and Community Geography, Globalization, Urban Development
Olivares Chicón, Ángel	Ph.D. Marine Sciences	Universidad de Puerto Rico, Mayagüez, 1990	Biological oceanography, Sustainability, Urban Ecology, Climatic Change

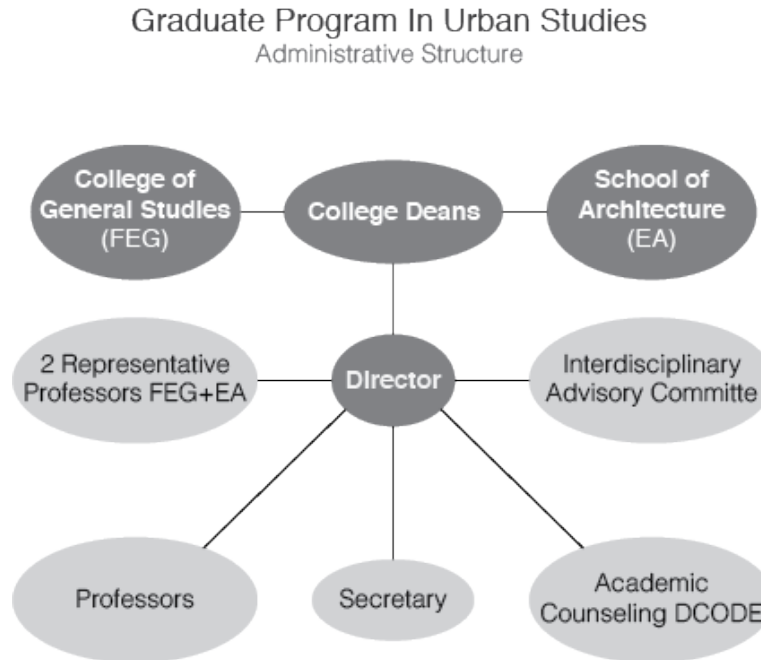
Name	Degree and Specialty	Institution and Year	Research Interests
Ortiz Márquez, Maribel	Ph.D. Hispanic Language & Literature	State University of New York, 1993	Interdisciplinarity, Violence and War in Literature, City in Literature, Women in Literature
Peña Rivera, Norma	Ph.D. Planning	University of Illinois, Chicago 2005	Transportation Systems, Livable Cities, Urban Planning
Pérez Herranz, Carmen	Ph.D. Anthropology / Urban Anthropology	Rutgers, The State University of New Jersey, 1989	Urban Studies, Gender and Proletarianization, Urban Development and Housing
Rocafort, Jorge	Ph.D. Engineering, Acoustic Engineering	Northwestern University, Illinois, 1979	Acoustic Interdisciplinary Studies, Architectural Acoustics, Acoustic Landscape, Environmental Acoustics and Noise Pollution
Severino Valdez, Carlos	Ph.D. Geography	Humboldt Universität zu Berlin 1993	Urban Ecology, Political Geography, Regional Geography, Population
Urban, Florian	Ph.D. History of Architecture	Massachusetts Institute of Technology - MIT 2006	Urban Planning, Urban History and Theory, Social and Community Development
Vilches Norat, Vanessa	Ph.D. Hispanic Studies	Brown University, Rhode Island, 1990	Urban Representation, Gender Studies, Memory, Theory, Women Writers
Villanueva Colón, Nancy	Ph.D. Geography	Clark University Massachusetts, 1995	Geography, Human Resources, Geosystems, Environmental Impact of Solid Wastes Disposal

## B. Faculty Development

The currently available personnel and those to be recruited will continue developing in their fields, and the fields' relationship to urban studies, by attending and participating in workshops, congresses, conferences, courses offered by visiting professors, and other professional improvement activities, including proposal writing for research and activity funding. Professors will be encouraged to attend interdisciplinary and inter-collegiate workshops, seminars and presentations to promote inter- and trans-disciplinary research and practice. Due to the global nature of urban studies, exchanges, visits and conferences with universities, communities and cities outside Puerto Rico in the Caribbean, the United States and Europe will be a structural component of faculty development in the Graduate Program in Urban Studies.

## X. Program Administration

Figure 1: Organizational Chart



The Graduate Program in Urban Studies will be affiliated with the College of General Studies and the School of Architecture. Other university colleges will participate as they will form part of the Program's Interdisciplinary Advisory Committee. The Program will have a Director, two Representative Professors-one each from the College of General Studies and the School of Architecture, and an Administrative Secretary. The Rep. Professors will each teach a class and serve as academic and thesis advisors to students.

The **Director** will respond to the Graduate Affairs Coordinator from the College of General Studies and the School of Architecture, and will report to the Deans. S/he will ensure that the Program complies with the current university regulations and policies, ensuring that all reports are submitted on a timely basis. S/he will determine the dates for qualifying exams, and defense

of students' thesis and proposals, as well as other related tasks (selection of professors, budget management, Program and special projects' development, relationships with internal, external and international organizations). S/he will be in communication with the **College Deans**, and will be in charge of the ongoing assessment process and curricular revisions. S/he will be advised by the **Interdisciplinary Advisory Committee**, composed of professors from various disciplines and colleges, interested in incorporating urban studies to their fields (at least 3 professors, 1 graduate student representative). The Committee will monitor the continuity and coherence of the Program offerings.

The **Coordinator**, projected for the 3<sup>rd</sup> year of the Program, will coordinate special projects and activities, design promotional material and publications, setup exhibitions, course promotions, design and supervision of Program websites, presentations design, support in research and publication projects, coordinate communication with all units (governmental, community, professional and inter-collegiate). S/he will respond to the Director.

The **Academic Counseling DCODE** will provide student academic counseling, which may include academic orientation to all students in the Program and maintenance of student counseling records. S/he will communicate with the Director.

The **Administrative Secretary** will manage all administrative/clerical work (filing, typing, office machines, phone, reports), registration process administration, Program calendar, activities' support, and student records. S/he will respond to the Director and provide support to the Representative Professors and the Interdisciplinary Advisory Committee.

## **XI. Learning/Information Resources**

The Graduate Program in Urban Studies' interdisciplinary nature will use and augment the resources available through the University Library System, specially the libraries at the College of General Studies and the School of Architecture. Current bibliographic resources of the Urban Studies Project will complement those of the Schools of Architecture, such as AACUPR-*Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico*, *Archivo de Documentos Historicos de Puerto Rico*, and the School of Planning, the José M. Lázaro Library *Colección Puertorriqueña*. Recent evaluation of the available references show a need to update these resources, to better serve the Masters and Doctoral students in the Program. This will require purchase of books, professional journals and databases on an ongoing basis.

The collections will be expanded in the areas of environment and urbanism, urban community development and urban language and arts. Professional journals could include: *ISLE- Interdisciplinary Studies in Literature and the Environment*, *International Journal of Urban and Regional Research*, *European Urban and Regional Studies*, *Urban Studies*, *Environment and Urbanization*, *City*, *Urban Forum*, *City and Society*, *EURE* (Chilean journal). These will assist professors and graduate students in their research and studies of interdisciplinary urban issues in many countries around the world, eventually resulting in publications in said journals.

**XII. Infrastructure**

**A. Physical facilities, laboratories and faculty support**

The Urban Studies Project currently has an office in the ERA-Ernesto Ramos Antonini Building, annexed to the College of General Studies. The School of Architecture has 2 classrooms, and the College of General Studies, currently under reconstruction, has 4 classrooms available for the program, in ERA, JBR-Jaime Benítez Rexach, and DMN-Domingo Marreno Navarro buildings.

Table 9. Inventory of available facilities

Room	Capacity	Use	Room	Capacity	Use
ERA 103, 102	25-30	Classrooms	ERA-129	2	Prof. Office
JBR 301	25-30	Classroom	ERA-111	18	ComputerLab
DMN	25-30	Classroom	ERA-207	3	Office
ARQ-101,102	25-30	Classrooms	ARQ	10	Library

**B. External facilities – community centers and governmental offices**

The Program will liaise with community centers and governmental offices where students and the community can teach and learn from one another. Some examples are: Proyecto CAUCE UPR, Municipio de San Juan, and Proyecto Corazón Río Piedras.

**XIII. Services to students**

**A. Student support**

Upon admission to the Program, students will have an entry interview with the Director to assess students’ background and interests. An open-door policy will be maintained to encourage students to inquire, comment and share feedback on their course and research progress. Graduate students will have representation on the colleges’ student councils as well as on the Advisory Committee.

**B. Student financial aid**

As in other graduate programs, following university guidelines, the Graduate Program in Urban Studies will apply for funds from the Dean’s Office of Graduate Studies and Research to cover stipends for some students to provide services as teaching assistants in undergraduate courses in urban studies or in other programs related to their field. Graduate Program researchers will be required to submit proposals requesting external or university funds, which include funds for graduate student stipends. They will also be encouraged to explore local and U.S. American foundations that support their research topics.

**C. Student academic counseling**

Upon admission to the Program, all students will meet with the Student Academic Specialist who will start a student record with the mutually agreed program. Students will have access to the



specialist as required. The specialist will monitor student progress and request appointments if deemed in the student's best interest.

**XIV. Catalog and promotion**

See Appendix G: Brochure, web page, promotional material

**XV. Budget**

**A. Detailed budget for the first year**

Due to the inter-collegiate and collaborative nature of the Program, existing departments and colleges cover some personnel and resources expenses. They are nevertheless noted as part of the Program's administration. Faculty salaries and other services affiliated to the program include: compensation to personnel affiliated to other departments and institutes who will be responsible for teaching some of the graduate courses, purchase of library resources, funds to begin research projects, faculty and student trips, research equipment and materials. The projected budget details follow.

**1. Current and first year projected budget**

Table 10: Current and first year projected budget

<b>Graduate Program in Urban Studies - Budget</b>	<b>Current</b>	<b>Year 1</b>
<b>Current faculty personnel</b>		
-Director	74,000	0
Bonus \$700/month		8,400
-Part time Prof., School of Architecture	16,500	17,000
-Part time Prof., College of General Studies		17,000
<b>Faculty/non-faculty personnel to be hired</b>		
-Visiting Professors with Ph.D., \$33,000		33,000
Accommodation, travel, \$2,800		2,800
-Academic Counseling Specialist		0
-Administrative personnel, Adm. Secretary III		32,880
-Non-faculty technical personnel, Project Coordinator		0
<b>TOTAL SALARIES</b>	<b>90,500</b>	<b>109,080</b>
<b>Fringe Benefits</b>	<b>21,901</b>	<b>7,957</b>
-Social Security, Medicare, Fondo del Seguro del Estado, Unemployment Insurance and Retirement (estimated at 24.20% of total salaries)		

<b>Graduate Program in Urban Studies - Budget</b>	<b>Current</b>	<b>Year 1</b>
-Christmas bonus and employer's contribution to the Medical Insurance Plan and 9.2% of compensations	8,326	3,025
<b>Academic compensations</b>		
-Professors, 5 per semester, 2 summer @ \$1,968	1,968	23,616
-Student and Prof. Research Funding including 2 workshops. 1 comp per semester		3,936
-External Program Evaluator. 1 comp per semester		3,936
<b>Teaching and Research Assistantships/Speakers</b>		
-3 Students for Year 1, 6 after Year 2, \$1,000/mo.x12		36,000
-Invited Speakers (2 x \$1,750)		3,500
<b>Professor and Student Exchange/Travel</b>		
-University exchange (1 week x 2), 2 profs, 2 students UPR/Other recognized university		10,900
-Urban Studies Conference (4 days x 2), 2 profs, 2 students- travel, accom., per diem, registration	3,000	10,000
<b>Community Development Activities</b>		
-Local community services, social, cultural activities - 6 activities, including transportation and insurance		4,800
<b>Library Resources</b>		
-Sala de Estudios Urbanos		0
<b>Materials</b>		
-Office, teaching, and research	5,360	0
<b>Equipment</b>		
-Laptops, printers, LCD projector, electronic board		0
-Equipment maintenance		500
<b>TOTAL OTHER</b>	<b>40,555</b>	<b>108,170</b>
<b>TOTAL (TOTAL SALARIES AND TOTAL OTHER)</b>	<b>135,055</b>	<b>217,250</b>

## **2. First year budget justification**

This budget has been revised based on input presented by representatives of the UPR-RP Senate. It represents a 42% reduction from the March 6, 2014 proposal. This reduction applies for years 1 and 2 of the proposed program.

Current faculty personnel: The projected budget for the first year represents an \$18,580 increase over the current budget (originally, a \$171,380 increase). A major portion of this increase is due to administrative staff, and two part-time professors representing each of the two colleges, the College of General Studies and the School of Architecture. The Director will become full time on years 3-5.

Faculty and non-faculty personnel to be hired: This item includes 1 visiting professors per year from allied universities and institutions of higher education in, for example, Glasgow in Scotland, Cuba, or the Dominican Republic (originally 2 visiting professors were proposed). It will include their fees and logistics (room and board). Academic counseling will be provided by professors. In years 3-5, it will be determined if the Program requires a dedicated specialist to ensure that students register according to their academic progress, maintain records and make recommendations to the director. This position is important to minimize attrition. As this is the first establishment of the Urban Studies Graduate Program, it is important to have secretarial services to initiate and maintain the program. The Project Coordinator is a liaison between the Program and University with the community at large. This position has been relegated to years 3-5 when greater student numbers make it necessary to promote and attract students and potential employers of graduate students, as well as funding agencies. The salaries for these positions are based on the university's guidelines for employment at a basic entry level.

Fringe benefits: Included fringe benefits are those required by law and by agreements obtained for the administrative personnel, the only full time staff in the Program. It includes employer's contribution to social security, Medicare, "Fondo del Seguro del Estado," unemployment insurance, and retirement. It also includes a Christmas bonus and the employer's contribution to the medical insurance for regular personnel. All other personnel is ascribed full time to other colleges and units.

Academic compensations: The projected budget includes a portion allocated to cover the costs of 12 professors from other departments and colleges of the University of Puerto Rico. Currently the Urban Studies Certificate Project hires 4 professors from 2 colleges—College of General Studies and the School of Architecture. No full time professors will be hired for the Program. Included among the aforementioned professors, two will be working with workshops for funding and proposal writing and the other will be an external program evaluator to ensure cost-effectiveness and compliance.

Teaching and Research Assistantships/Speakers: The Graduate Program in Urban Studies requires the assignment of funds for research and teaching assistantships. A total of 3 students for the first year, and 6 for subsequent years have been projected. These students will work as assistants in research projects with faculty, and as teaching assistants in communities and undergraduate courses. The assistantships will be addressed through proposals. Aside from the

research and teaching benefits, it will serve as an incentive to attract more graduate students to the program. The best-qualified students will be selected for these positions. Invited speakers will be selected from community organizations, governmental agencies, and private institutions, on and off the island. This will assist with liaising practice and theory, academia and community.

Professor and Student exchange/travel: As urban studies are global studies implemented locally, it is imperative for professors and students to experience other urban contexts and cities. It serves the purpose of academic networking, dissemination and exchange of knowledge, and internationalization of Program and University work. This will enable recognition of local research efforts in urban studies, as well as integrating knowledge from other settings.

Community development activities: The projected budget envisions student participation in various communities island-wide, including the Río Piedras area. A highly urbanized island, Puerto Rico has multiple urban issues that differ among communities and municipalities.

Library resources: This requested funding is postponed for years 3-5 of the Program. The projected budget includes funds for the creation of an Urban Studies Commons, *Sala de Estudios Urbanos*. This facility will be located within a 30 sq<sup>2</sup> foot area at the School of Architecture, designated for this purpose. This facility will include computers, projecting and studying facilities, equipped with relevant software, such as GIS (Geological Information System), ATLASi (qualitative research software), SPSS (quantitative research software), and others. This is imperative to have in one location so that all students master the use of these analysis instruments for their research and community work. These funds will also be used to supplement the resources available at the libraries in the School of Architecture and the College of General Studies, to purchase databases, books, and subscriptions to new journals to increase collections in the urban studies area.

Materials: This requested funding is postponed for years 3-5 of the Program. The projected budget of \$15,205 will include office supplies, as well as educational and research materials (programs, maps, satellite images of cities, etc.). As this is the first graduate urban studies program of its kind in Puerto Rico and the Caribbean, it will require seed funds to start.

Equipment: This requested funding is postponed for years 3-5 of the Program. This item includes office and educational equipment such as laptops, printers, LCD projectors, electronic boards. This also includes maintenance of said equipment.

### 3. Projected five-year budget

Table 11: Projected five-year budget

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Salaries</b>	<b>109,080.00</b>	<b>109,080.00</b>	<b>280,965.40</b>	<b>291,642.08</b>	<b>302,870.30</b>	<b>984,557.78</b>
<b>Fringe Benefits</b>	10,982.00	10,982.00	92,042.24	95,539.84	99,218.13	308,764.21
<b>Academic compensations</b>	31,488.00	31,488.00	32,432.64	33,405.62	34,407.78	163,222.04

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Teaching and Research Assistantships/ Speakers</b>	39,500.00	39,500.00	72,000.00	72,000.00	72,000.00	295,000.00
<b>Professor and Student Exchange / Travel</b>	20,900.00	20,900.00	22,423.16	23,275.24	24,171.34	111,669.74
<b>Community Development Activities</b>	4,800.00	4,800.00	5,149.82	5,345.51	5,551.31	25,646.64
<b>Library Resources</b>	0	0	53,643.92	55,682.39	57,826.16	167,152.47
<b>Materials</b>	0	0	16,313.12	16,933.01	17,584.94	50,831.07
<b>Equipment</b>	500.00	500.00	9,119.47	9,466.01	9,830.45	29,415.93
<b>Total Other</b>	<b>108,170.00</b>	<b>108,170.00</b>	<b>303,124.37</b>	<b>311,647.62</b>	<b>320,590.11</b>	<b>1,151,702.10</b>
<b>Total (Total Salaries and Total Other)</b>	<b>217,250.00</b>	<b>217,250.00</b>	<b>584,089.77</b>	<b>603,289.70</b>	<b>623,460.41</b>	<b>2,245,339.88</b>

The following graph and table present a cost-efficiency five-year projection based on graduate student fees ranging between \$100 to \$117 per semester, and including other required yearly student fees and allowances. At a modest projection of 15 M.A. and M.A./Ph.D students, plus 10 Ph.D. students for the first year, after the second year, would cover nearly 50% percent of the Program’s costs. A 5% student number increment is projected for subsequent years; a percentage that could be higher given planned international student recruitment and local graduate studies interest trends.

It should be further noted that the 12 professors budgeted as part-time professors and with compensations, are all currently established within colleges in the UPR system, representing no additional costs to the university. This reflects more than 50% of the Program’s real costs.

In addition, in order to increase the Program cost-efficiency percentage, fund-raising and proposal writing workshops are planned on a yearly basis to assist and empower Program professors and graduate students to cover their research and community work costs.

The University’s Urban Studies Certificate Project has been financially supported by the Department of Social Studies at the College of General Studies in collaboration with the School of Architecture. While the Graduate Program in Urban Studies starts at nearly \$0, within the first year it covers nearly 20% of its costs. At the end of the second year, with a second student cohort, it covers about 33% of costs. By the end of the fifth year, it covers nearly 50% of costs, and the upward trend toward cost-efficiency is maintained.

Figure 2: Cost-efficiency five-year projection (based on Table 12 figures)

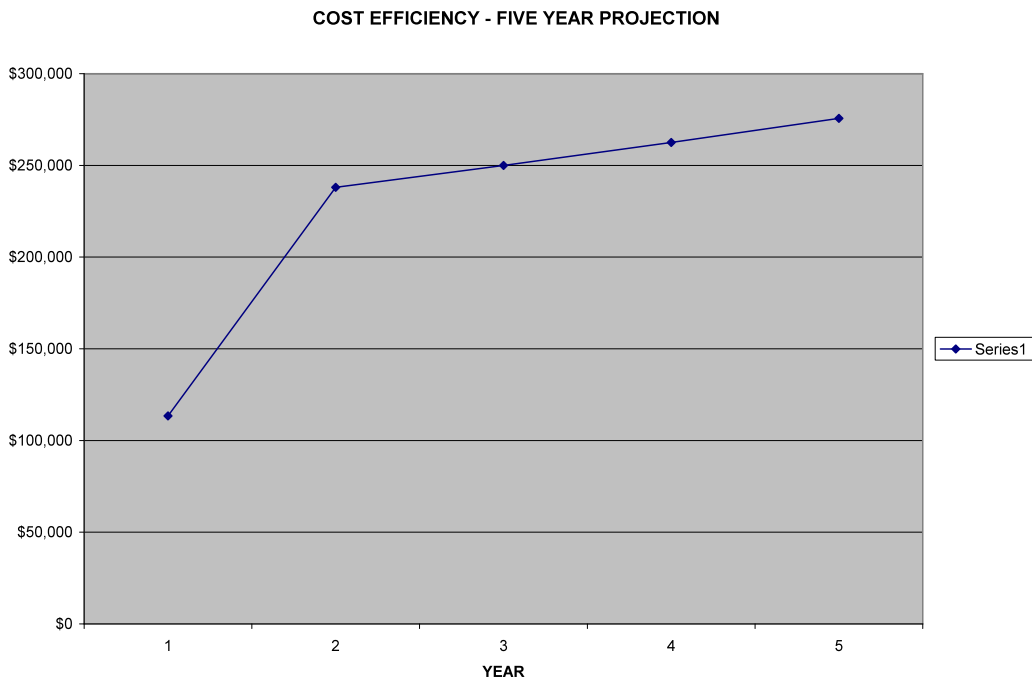


Table 12: Graduate student fees – income

Budget Item	Rate	Times	Per Yr.	Students	Students	Students	Students	Students
				35	70	70	70	70
				Year 1	Year 2	Year 3	Year 4	Year 5
Credits \$110-\$117	\$117.	24.00	\$2,808	\$98,280	\$196,560	\$196,560	\$196,560	\$196,560
Facilities Cost	\$47.	2.00	\$94	\$3,290	\$6,580	\$6,580	\$6,580	\$6,580
Technology Cost	\$25.	2.00	\$50	\$1,750	\$3,500	\$3,500	\$3,500	\$3,500
Laboratories	\$33.	2.00	\$66	\$2,310	\$4,620	\$4,620	\$4,620	\$4,620
Thesis	\$67.	1.00	\$67	\$2,345	\$4,690	\$4,690	\$4,690	\$4,690
Thesis plus other credits	\$113.		\$0	\$0	\$0	\$0	\$0	\$0
Late Registration	\$13.		\$0	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>				\$107,975	\$215,950	\$215,950	\$215,950	\$215,950

Budget Item	Rate	Times	Per Yr.	Students	Students	Students	Students	Students
Basic Services				\$5,399	\$10,798	\$11,337	\$11,904	\$12,499
Subtotal				\$113,374	\$226,748	\$227,287	\$227,854	\$228,449
Cost of Living				\$0	\$11,337	\$11,364	\$11,393	\$11,422
<b>FINAL TOTALS</b>				\$113,374	\$238,085	\$249,989	\$262,489	\$275,613

**XVI. Evaluation**

In compliance with the guidelines from the Vice-presidency of Academic Affairs and Research, a five-year plan has been designed to ensure development and strengthening of the proposed new Program.

The Interdisciplinary Advisory Committee (IAC) and Program director will conduct interviews with student candidates as part of the admission process. The interview will identify the personal and professional goals of the interviewees, as well as communication skills and linguistic competencies in English and Spanish. One or two members of the IAC will meet with each student at least twice per semester and will evaluate his or her progress in the Program.

The Program will further offer academic counseling through a dedicated professor. This professor will focus on the following aspects: professional development, career opportunities, and will establish coordination with other campus offerings, as well as the required Program academic support. All of the above will ensure retention and best student performance.

The IAC will conduct exit interviews with each of the graduate candidates. The purpose of this interview is: (1) to obtain information regarding services received, course content, and academic atmosphere, as well as the quality of services to students, and (2) to measure the compliance with the Program objectives based on urban studies awareness, knowledge, practice and assessment.

The Program projects an initial registration of 35 students who will be recruited from various colleges and universities. Upon a successful first year, there will be a greater effort to recruit students nation-wide and at an international level. As student cohorts augment, it is projected that within the first five years there will be an average of 70 students (See Table 12).

Financial challenges will be addressed within the next five years with an assertive funding plan. The details of this plan are presented in Section XIII, B. of this proposal, under Student Financial Aid, addressing both scholarships and proposal writing.

The various professors from different disciplines and colleges who have participated in the Urban Studies Project demonstrate that the Program will have a reliable pool of professors for

the Program (See Section IX. A. – Faculty Profile, and Appendix F – Faculty Curriculum Vitae). Further, the Program will contract the services of visiting professors from other universities in Puerto Rico and internationally. These professors will give courses and conferences onsite as well as online.

An External Program Evaluator will be recruited for the first five years to monitor Program compliance with its philosophy, goals and objectives. It will follow the evaluation structure recommended by DEGI, focusing on the alumni profile, faculty recommendations, and Program alumni employment.

The IAC will meet on a yearly basis to assess all aspects related to the academic process, student work, support services, faculty and student research, per graduate studies certification parameters.

The Program will communicate with Program alumni through a website page dedicated to active Program students and alumni. It will document achievements, on-going research, publications, and other professional experiences.

In order to assess Program effectiveness, there will be self-assessment questionnaires, surveys, portfolios, and the exit interviews (See Appendix E – The Student Assessment Plan).

The Program will monitor and support the availability of library and technological resources. As noted in the budget, on a yearly basis the Program will ensure that the resources are available and up-to-date.

## **XVII. Development plan**

In accordance with disposition in Article 8 of UPR Certification 80 (2005-2006), upon approval and authorization of the Graduate Program in Urban Studies, the Chancellor will submit a progress report to the President and the University Board upon completion of the first Program year. Henceforth, s/he will submit a biennial report until the first cohort graduates. Upon completion of this first cycle, progress reports will be submitted as required.

## **XVIII. Additional Information**

### **A. References**

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## **B. Appendices**

**Appendix A: Letters of interest**

**Appendix B: List of Courses**

**Appendix C: Program Design – Graduate Program in Urban Studies**

**Appendix D: Syllabi of courses**

**Appendix E: Assessment Plan**

**Appendix F: Faculty Curriculum Vitae**

**Appendix G: Urban Studies brochure for program promotion**

## **C. Tables and Figures**

**Table 1: Urban Studies Certificate courses offered since 2007**

**Table 2: Nature writing as a genre**

**Table 3: Examples of occupations in Urban Studies**

**Table 4: Urban Studies: What can I do with this major?**

**Table 5: Program objectives and graduate student profile relationship**

**Table 6: Urban Studies programs outside the University of Puerto Rico**

**Table 7: Course description, rationale, and faculty requirements**

**Table 8: Faculty profile**

**Table 9: Inventory of available facilities**

**Table 10: Current and first year projection budget**

**Table 11: Projected five-year budget**

**Table 12: Student fees - income**

**Figure 1: Organizational chart**

**Figure 2: Cost-efficiency five-year projection**