



Contemporary Urban Issues (CUI)
URST-3000 (4 Credits / 60 class hours)

International Honors Program (IHP)
Cities in the 21st Century

PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. In addition, considerations of student safety may change some course content.

COURSE DESCRIPTION

Humanity faces tremendous social and ecological challenges. For the first time ever, more than half the world's population lives in cities and urban areas—creating tremendous challenges as well as opportunities. Contemporary Urban Issues (CUI) brings together the diverse perspectives of the faculty courses with your extensive first-hand experiences in cities on four continents. This course will provide you with the research skills and tools needed to identify and analyze challenges common to cities across continents and societies, and to distinguish such challenges from others that are rooted in particular histories and human geographies. It will also allow you to develop the ability to make meaningful comparisons between different political, economic, and social power structures as they manifest in urban and peri-urban spaces. Contemporary urban problems require a holistic approach, which means that you will learn to combine methods from different disciplines in the act of signaling relevant comparisons. CUI is a course made up of your independent research project, as well as all the site visits you participate in on this program. You should think of it as a series of workshops and supervision sessions designed to sharpen your research and analytic skills; combined with weekly opportunities to practice those when out in the cities you are studying.

In addition to engaging in site and neighborhood visits, guest lectures and doing the assigned readings, you will conduct original field research and complete a comparative research project on an urban issue or theme of your choice. In short, the purpose of this course is to provide you with the tools to teach yourself how to learn: how does one develop and refine a research question? How does one collect and analyze information that will allow you to answer that question? How do you separate the 'interesting' from the 'important' pieces of information that will allow you to persuasively answer your question? How does one formulate an argument that will improve or challenge our understanding of the ways in which cities work? What are the forces shaping cities and how do people make sense of these, and organize themselves in the process of building the city they/we want?

You will begin addressing these questions in New York City and will reconsider them in São Paulo, Cape Town and Ahmedabad. In the final week of the semester in Ahmedabad, you will engage in a Semester Synthesis that addresses these questions comparatively and you will also present your individual Comparative Analysis (CA) project.

COURSE METHODOLOGY

The point of CUI is to learn to engage with the unique local resources, knowledge, and expertise that students encounter in the four cities of the IHP Cities program. The course thus focuses on fieldwork methods, practice, and ethics. It will introduce you to the rules of "informed consent" (ethics of research), in which 'respondents' are acknowledged and informed regarding their participation in research, and become co-creators of knowledge. In CUI, the city is the

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classroom for learning, as this is a research course. The readings and workshops are designed to give you the methodological tools to implement a successful comparative research project. These tools will include exercises on framing the research question and strategies for collecting information/data in an unfamiliar context. These strategies will rely on active observation and consistent/detailed note taking. Your final Comparative Analysis paper and presentation will use your original data, and complement it with secondary resources to create an argument.

The course includes workshops and seminar discussions, individual and group research, case studies, neighborhood days, and homestays. The first “workshop” in each country will be the ‘Here We Are’ session. This student-led session will present some basic background information about the city/country based on readings and research. Student-led presentations, debriefing, and syntheses are thus key components of CUI. In many ways, CUI presents the best opportunity to make the program a transformative experience, because it brings together multiple strands running through coursework, class discussions, site visits, neighborhood days, and guest lectures. CUI is where you, individually and collectively, have the chance to put academic concepts and methods to the test of empirical research in the real world, and thereby realize the potential of the program as a whole. More than any other course, CUI will be what you make of it and you will get out of this course what you put into it.

LEARNING OUTCOMES

Faculty workshops and debriefings

- To gain basic methodological and practical tools with which to read any given city through observation and investigation guided by concepts derived from several academic disciplines (anthropology, politics, sociology, urban planning and design, architecture, and development studies).
- To develop a shared understanding of, and commitment to, ethical research practices, which we implement individually, and as a group, in constant reflection and discussion as new situations arise.
- To connect class discussion/readings (P+D, C+S and UP+SE) with on-the-ground experiences.
- To engage in continued critical reflection about our own positionality and how it frames the way we “read” a particular situation and understand the “other” with different life experiences and opportunities.

Neighborhood days, site visits, guest lectures

- To examine current urban issues in terms of commonality and uniqueness; and in terms of differential access to, and control over, power, political representation, and resources both human and natural.
- To build analytical skills in terms of power, politics, economics, ecology, and the everyday life of human groups.
- To engage with the ethics of research and develop a strong set of ethical practices to guide experiential learning, fieldwork, and professional practice.
- To challenge ourselves and question our assumptions about the inequalities within and between cities and our preconceptions about what a city should do or be like.

Comparative Analysis project

- Develop and implement an independent research project.
- Learn to use observation-based data to develop an argument.
- Refine and practice research methods.
- Write an original research paper with a clear argument that is sustained by data.

WORKSHOPS AND READINGS

Workshops of CUI focus on particular methods that will be useful in neighborhood days, case studies, and conducting the CA project. Introductory readings are also provided for each country; students should take advantage of travel time to familiarize themselves with the history and current events of each country we visit.

NEW YORK CITY, U.S.A.

New York City, here we are!

Traveling faculty and faculty fellow leads a discussion on students’ impressions as compared to expectations of New York City.

- Burrows, Edwin and Mike Wallace. 1999. *Gotham: A History of New York City to 1898*. Oxford University Press. Pp. 14-26; 103-117.

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- Maeckelbergh, Marianne. 2012. "Mobilizing to Stay Put: Housing Struggles in New York City". *International Journal of Urban and Regional Research*. Vol. 36, No. 4, Pp. 655-673.
- Rosenberg, Zoe. 2014. "Mapping How NYC's Housing Market Spurs Population Change". *Curbed*. http://ny.curbed.com/archives/2014/11/05/mapping_how_nycs_housing_market_spurs_population_change.php
- Geier, Stephanie. 2015. "18 Ethnic Micro Neighborhoods in the 5 Boroughs of NYC". *Untapped Cities*. <http://untappedcities.com/2015/11/13/18-ethnic-micro-neighborhoods-in-the-5-boroughs-of-nyc/>

Further reading:

- Coscarelli, Joe. 2014. "Spike Lee's Amazing Rant Against Gentrification: 'We Been Here!'" In *New York Magazine*. <http://nymag.com/daily/intelligencer/2014/02/spike-lee-amazing-rant-against-gentrification.html>
- Németh, Jeremy and Justin Hollander. 2010. "Security Zones and New York City's Shrinking Public Space". *International Journal of Urban and Regional Research*. Vol. 34, No. 1, Pp. 20–34.

1. Workshop: Observation exploration and note-taking

Your comparative analysis (CA) project will rely mostly on participant observation as the main source of data. This means that you will need to take careful notes on your observations during your individual research projects, but also during site visits and neighborhood days. This will be crucial when you write your final paper in Cape Town. We will introduce an exercise that will get you into a rhythm of constant note-taking and reflection.

- Tjora, Akselh. 2006. "Writing small discoveries: an exploration of fresh observers' observations". *Qualitative Research*. Vol. 6, No. 4, Pp. 429–451.
- Sunstein, Bonnie and Elizabeth Chiseri-Strater. 2007. "Double-entry notes" and "Learning how to look: mapping space" *Fieldworking: Reading and Writing Research*. St. Martin Press. Pp. 84-108 and 194-205.

2. Workshop: The Comparative Analysis (CA) project in context

The CA project is a long and complex journey that in many ways will inform your semester experience. In this session you will start to explore potential ideas for your independent research project, hear from IHP Cities alumni about their own research, and develop a panoramic view of the process so you have a sense of what to expect during the semester.

- Vogt Eric, Juanita Brown, and David Isaacs. 2003. *The Art of Powerful Questions: Catalyzing Insight, Innovation, and Action*. Pp. 1-14.

3. Workshop: Research ethics and positionality

Do we have any ethical responsibilities in the process of learning, particularly in the setting we will be visiting? YES. In this session we will discuss some of the ethical consideration we need to keep in mind. Similarly, part of these ethical considerations implies reflection about our own positionality: the way you look at and read a situation is informed by your (class, race, gender) structural position.

- Ali, Rabia. 2015. Rethinking representation: negotiating positionality, power and space in the field". *Gender, Place & Culture: A Journal of Feminist Geography*. Vol. 22, No. 6, Pp. 783-800.
- (hand out printed copies of the AAA ethics code. In groups, discuss each point, and think about how your own research might be guided by them. <http://ethics.aaanet.org/category/statement/>)
- Skelton, Tracey. "Cross-cultural research: issues of power, positionality, and 'race'." *Qualitative methodologies for geographers: Issues and debates* (2001): 87-100.
- Sahllins, Marshall. 2000. BOOK REVIEW- "Jungle fever. Darkness in El Dorado: How Scientist and Journalist devastated the Amazon". Washington Post.

São Paulo, here we come!

The Brazil country group presents general information (e.g. weather, currency, basic phrases, etc), current events, and other highlights that you think the rest of the group should know before arriving. Also, the country group leads and all students contribute on expectations of the city – what each person anticipates the city to be like.

<p>NEW YORK ASSIGNMENTS</p> <ul style="list-style-type: none"> • Pre-departure Essays (Participation) • CA Topic Selection (0%)
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- São Paulo, here we come! (Participation)

SÃO PAULO, BRAZIL

São Paulo, here we are!

Country group leads a discussion on students' first impressions as compared to expectations from the preceding "here we come!". Country group is also responsible for leading the discussion on the required readings below, including framing guiding questions.

- Andrews, George. 1996. "Brazilian Racial Democracy, 1900-90: An American Counterpoint" *Journal of Contemporary History*. Vol. 31, No. 3, Pp. 483-507.
- Caldeira, Teresa. 2008. "From modernism to neoliberalism in São Paulo: reconfiguring the city and its citizens". In A. Huyssen (ed.) *Other Cities, Other Worlds: Urban Imaginaries in a Globalizing Age*. Duke University Press. Pp. 51-78.
- Navarro, Adriana. 2010. "Brief Overview of SP's Urbanization"
<http://favelissues.com/2010/03/01/brief-overview-of-sps-urbanization/>

Further reading:

- Silva, Gerardo and María de Lourdes Fonseca. 2013. "Sao Paulo, city-region: constitution and development dynamics of the São Paulo Macrometropolis". *International Journal of Urban Sustainable Development*. Vol. 5, No. 1, Pp. 65-76.
- Rolnik, Raquel. 2001. "Territorial exclusion and violence: the case of the state of São Paulo". *GeoForum*. Vol. 32, No. 4, Pp. 471-482.
- Rollemberg Mollo, Maria de Lourdes and Alfredo Saad-Filho. 2006. "Neoliberal Economic Policies in Brazil (1994-2005): Cardoso, Lula and the Need for a Democratic Alternative". *New Political Economy*. Vol. 11, No. 1, Pp. 99-123.
- Niederhauser, Matthew. 2015. "Inside São Paulo's Radical Fight for Affordable Housing". *CityLab*.
<http://www.citylab.com/housing/2015/10/inside-sao-paulos-radical-fight-for-affordable-housing/412675/>

4. Workshop: Interviews and conversations

Interviews and (seemingly random) conversations are important sources of information. We will discuss strategies for engaging in conversations in ways that respect the others and allow you to obtain information. In addition, we will consider the complications that emerge from translation and language barriers.

- Spradley, James. 1979. "Asking descriptive questions". In *The Ethnographic Interview*. Wadsworth. Pp 44-53.
- Mullings, Beverley. 1999. "Insider or outsider, both or neither: some dilemmas of interviewing in a cross-cultural setting". *GeoForum*. Vol. 30, No. 4, Pp. 337-350.

5. Workshop: Visual Resources: mapping and photographs

Maps and photographs can also be an important source of data. In this session we will discuss the uses, potentials and limitation of these visual resources as sources of data for your comparative analysis project.

- Collier, John and Malcolm Collier. 1986. "The Challenge of Observation and the Nature of Photography". In *Visual Anthropology: Photography as a Research Method*. University of New Mexico Press. Pp. 5-13.
- Amoroso, Nadia. 2010. *The Exposed City: Mapping the Urban Invisibles*. Routledge. Pp. 93-114.
- Lynch, Kevin. 1960, "The city image and its elements." in *The image of the city*. Cambridge, MA: MIT. pp 98-102.

Further readings:

- Baratloo, Mojdeh and Clifton J. Balch, 1989, *Angst: Cartography*. Lumen Books.
- Crampton, Jeremy and John Krygier, 2006, "An introduction to critical geography." *ACME: An international e-journal for critical geographies*. pp 11-33.

6. Workshop: Evolution of the research question and data gathering, hearing about your project exercise

By now you should have a very good idea about your research question, the data required to answer your question, and the places where you can obtain data. This will be a collective 'check-in' time to make sure you understand what you need to do.

- Presenting your CA project (thus far) to your peers.

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Cape Town, here we come!

The South Africa country group presents general information (e.g. weather, currency, basic phrases, etc), current events, and other highlights that you think the rest of the group should know before arriving. Also, the country group leads and all students contribute on expectations of the city –what each person anticipates the city to be like.

SAO PAULO ASSIGNMENTS

- São Paulo, Here we are! Presentation; Brazil Country Group (5%)
- CA Portfolio Review (10%)
- Critical Reflection Paper (1 of 3) (total 10%)
- Cape Town, Here We Come! (Participation)

CAPE TOWN, SOUTH AFRICA

Cape Town, here we are!

Country group leads a discussion on students' first impressions as compared to expectations from the preceding "here we come!". Country group is also responsible for leading the discussion on the required readings below, including framing guiding questions.

- N. Shepherd. Digging deep: a hauntology of Cape Town in Cherry & Rojas, *Archeology for the people*.
- Wilson, Francis. 2011. "Historical Roots of Inequality in South Africa". *Economic History of Developing Regions*. Vol. 26, No. 1, Pp. 1-15.
- Western, J. 2002. "A Divided City: Cape Town". *Political Geography* 21: 711-716.
- Stubbs, Aelred (ed.). 2005. *I Write What I Like: Steve Biko. A Selection of his Writings*. Cambridge University Press. Chap 5, 6, 14, 15.
- Brief History of Cape Town Townships: <http://www.fergusmurraysculpture.com/south-africa/cape-townships-6-pages/history-of-cape-town-townships/>

Further readings:

- Naidoo, Prishani. 2015. "Between Old and New: Struggles in Contemporary South Africa". *South Atlantic Quarterly*. Vol. 114, No. 2, Pp. 436-445.
- Nieftagodien, Noor. 2015. "The Economic Freedom Fighters and the Politics of Memory and Forgetting". *South Atlantic Quarterly*. Vol. 114, No. 2, Pp. 446-456.
- Smith, David (ed.). 1992. *The Apartheid City and Beyond: Urbanization and Social Change in South Africa*. Routledge.
- Frankental, Sally, and Owen Sichone. 2005. Chapter 1 & 2. *South Africa's diverse peoples: a reference sourcebook*. ABC-CLIO.

7. Workshop: Reflection and analysis

You portfolio will be your main source of data/evidence. It is from this notebook that you will craft your final paper. In this session we will collectively address questions about the connection between data/evidence and argument.

- Sunstein, Bonnie and Elizabeth Chiseri-Strater. 2007. "The research portfolio" *Fieldworking: Reading and Writing Research*. St. Martin Press. Pp. 57-58; 167-169; 220-230; 300-302; 412-414; 463-468.
- Your portfolio

8. Workshop: Making an argument

In preparation for your mid-semester presentation we will spend some time discussing some of the key elements of the presentation. By this stage the link between a research question – data/evidence – and central argument should be clear or begin to take shape.

- Weston, Anthony. 2009. *A Rulebook for Arguments*. Hackett Publishing. Pp. 1-17.

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9. Supporting it with data + visual display of information

- <http://www.informationisbeautiful.net/>
- <http://www.visualisingdata.com/>
- <http://datavisualization.ch/>
- Tufte, Edward R. 1997, *Visual and statistical thinking*. Chesire, CT: Graphics Press. pp 5-31.

Further readings:

- Tufte, Edward R. 2001, *The visual display of quantitative information*. Chesire, CT: Graphics Press.
- Tufte, Edward R. 1990, *Envisioning information*. Chesire, CT: Graphics Press. pp 12-126.

Ahmedabad, here we come!

The India country group presents general information (e.g. weather, currency, basic phrases, etc), current events, and other highlights that you think the rest of the group should know before arriving. Also, the country group leads and all students contribute on expectations of the city – what each person anticipates the city to be like.

CAPE TOWN ASSIGNMENTS

- Cape Town, Here we are! Presentation; South Africa Country Group (5%)
- CA Mid-Semester Presentation (15%)
- Critical Reflection Paper (2 of 3)
(total 10%)
- Ahmedabad, Here We Come! (Participation)

AHMEDABAD, INDIA

Ahmedabad, here we are!

Country group leads a discussion on students' first impressions as compared to expectations from the preceding "here we come!". Country group is also responsible for leading the discussion on the required readings below, including framing guiding questions.

- Nanda, V. 1994. "Ahmedabad: The urban tradition of a medieval city". *South Asian Studies*. Vol. 10, No. 1, Pp. 45-66.
- Ray, C.N. 2008. "The traditional neighbourhoods in a walled city: *Pols* in Ahmedabad". *Sociological Bulletin*. Vol. 57, No. 3, Pp. 337-352.
- Spodek, Howard. 2011. "Ahmedabad 2000: the capitalist city out of control". In *Ahmedabad: Shock City of Twentieth-Century India*. Pp. 227-247.

Further readings:

- Raychaudhuri, Siddhartha. 2001. "Colonialism, Indigenous Elites and the Transformation of Cities in the Non-Western World: Ahmedabad (Western India), 1890-1947". *Modern Asian Studies*. Vol. 35, No. 3, Pp. 677-726.
- Chandhoke, Neera, Praveen Priyadarshi, Silky Tyagi and Neha Khanna. 2007. "The Displaced of Ahmedabad". *Economic and Political Weekly*. Vol. 42, No. 43, Pp. 10-14.

10. Workshop: Writing and presenting research

(In class exercise to write abstract)

11. Workshop: Final questions before presentation and final CA paper

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AHMEDABAD ASSIGNMENTS

- Ahmedabad, Here we are! Presentation; India Country Group (5%)
- Critical Reflection Paper (3 of 3) → (total 10%)
- CA Final Presentation (15%)
- CA Final Paper (35%)

DESCRIPTION OF ASSIGNMENTS

Summary:

Overall component	Break down
Comparative Analysis Project (75 points)	<ul style="list-style-type: none">▪ Topic selection (0 points)▪ Portfolio review – São Paulo (10 points)▪ Mid-semester presentation – Cape Town (15 points)▪ Final oral presentation – Ahmedabad (15 points)▪ Final paper – Ahmedabad (35 points)
CUI Activities (25 points)	<ul style="list-style-type: none">▪ Participation (10 points)▪ Critical reflection (10 points¹)▪ “Here we are!” presentation (5 points)

I. Comparative Analysis (CA) project (75 points)

This independent research project requires you to learn directly from primary sources (i.e., observations, conversations and interviews that you conduct) in multiple cities, and to integrate that research with frameworks and material from faculty courses and independent reading. Select a topic that inspires or intrigues you because you will explore it in each city we visit.

The topic must be feasible. Some questions to consider: Is it observable? Are my observation sites accessible by public transportation or walking? Have I considered language barriers and how to overcome them? Attention to feasibility will ensure that your project is realistic and achievable within the constraints of the semester’s schedule. The program’s activities and resources present multiple opportunities that you can and should utilize to collect data for your project. Consult closely with country coordinators and faculty to insure feasibility.

Each student’s CA project is developed during the semester in stages, with consultation and input from the faculty at each point via conversations, meetings and Office Hours and will be graded as follows:

- a) **Topic Selection, New York** (written feedback, no grade) Students will explore ideas and select a topic for their CA project. Potential topics are everywhere: look at the syllabi of the other three courses. Feel free to discuss your ideas with faculty and coordinators. Topic selections will be reviewed by the faculty and must be approved by faculty advisors.

Students must submit 2-3 paragraphs that address the following:

¹ The critical reflection paper consist of 3 papers to be turned in at the end of each city.

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- Topic selection and research focus: What is the topic? Is there written material on the topic that you know of? What is/are the preliminary research question(s) that you will investigate and hope to answer? Think about the type of answer your question demands. What urban issue(s) are you addressing through the comparative analysis project?
- Type / place of observations: In every city, you will need to do sustained observations of the topic you have chosen. What type of event/activity/interaction you want to observe? Where will you observe this topic in every city? (NB. **your notes on these observations should be in the portfolio.**)
- Conversations/Interviews: In every city, you will need to have **at least three conversations** with people about the topic. Who will you speak with? Suggest some questions you might ask. Think about how these questions connect with your overarching focus. (NB **your notes on these conversations should be in the portfolio.**)
- Other research methods: Different topics may require different research methods and tools. What additional methods or tools will you use (if any)?
- Your own interest – your link with your topic: Why are you interested in investigating this topic? Why is it important? Explain your relationship/connection (if any) to your CA topic and the reasons for your interests. What personal experiences inform your choice? How might your relationships and experiences affect what you will see/find?

Once your topic has been approved as a viable project, you will be assigned to a faculty member who will supervise your CA work over the semester. Your advisor will meet with you individually, guide you in the development of your research and will grade your CA project. The reason why you have traveling faculty is for you to use us as a resource. Do not wait until the last minute or we ask you for a meeting.

- b) CA Portfolio Review: São Paulo** (10 points) The CA Portfolio is an important part of the overall experiential learning process as well as the CA project. Your portfolio is the primary place to document your research process and progress and includes collecting, analyzing, and synthesizing your experiences in the field. Your CA portfolio will include artifacts, images and observations, reflections on newspaper and/or academic articles, site visits, lectures, and records of conversations pertaining to your CA project. Your portfolio will be the bridge between you and your advisor and will ensure that you have all the data needed to complete your CA project. (See appendix for more detailed information about the portfolio.) Do not assume you will remember an observation. The experience in each city will be so intense that you will probably forget by the time you get to the next city.

Basis for portfolio assessment:

COLLECTION

- Observations: Observe your topic for **at least 8 hours**. Record: **a)** a description of your observation(s), **b)** an interpretation of what you observed, and **c)** a reflection about the implications of these observations on your topic/question. Also note the date, time and place of the observation(s). You may want to complement your observations with artifacts (such as photos, drawings, maps, etc.) that illustrate your topic and interests.
- Conversations: Have **at least three conversations** about your CA topic. For each conversation: **a)** position the people with whom you conversed; **b)** record your questions, notes from the conversations, direct quotations, if possible, and **c)** your reflections on the conversations.

SELECTION

- Reflection: Reflect on your topic/question in context by relating it to readings/guest lectures/site visits/faculty sessions. This means that you include notes from these activities and thought about how they relate to your topic.
- Analysis: Begin analyzing what you have learned about your topic through observation, conversation, comparison, and contextualization. Include at the end of the portfolio a preliminary list of the main themes and categories according to which you are organizing the information gathered in your portfolio.

PROJECTION

- A discussion about what you learned from your data, where your project is heading, and the type of things you will need to do in the next city.

The content & processes described above will be assessed in São Paulo but should be utilized & reviewed throughout the semester.

- c) **CA Mid-Term Presentation, Cape Town** (15 points) The mid-term presentation provides an opportunity to present your findings and analysis to date and receive feedback from faculty and your peers. The presentation is an excellent chance to practice your presentation skills. You will have only three minutes (strictly timed), to make your presentation. Include experience, evidence, and analysis from São Paulo and Cape Town (and New York if relevant).
- d) **Comparative Analysis Project Conclusion, Ahmedabad** Using all the materials you have gathered towards your CA, prepare a final essay and presentation during the last weeks of the program.

CA Oral Presentation (15 points)

In addition to the essay, students will also present their findings and analysis to fellow students, faculty, and other members of the learning community. Your presentation—which may be, but need not be, accompanied by drawings, photographs, or even video clips—will be (strictly) limited to eight minutes and should present your main argument and findings, and describe and explain the research process through which you arrived at your conclusions. You should also discuss your research questions and how these were modified in the course of your research. You will want to practice your presentation to ensure that you can deliver it within the allotted time limit and that it is tightly organized with a coherent flow. This will also help guarantee a solid final draft of your research essay.

CA Oral Presentations will be evaluated on:

- Quality of oral presentation – clarity, precision, succinctness
- Organization/structure and respect for the time limit
- The logical coherence linking research question and argument using data. This means, a clear explanation of how your data helps you answer your research question and support your argument.
- Effective use of program materials and a range of observations, conversations and any other relevant research data
- Well-supported analysis and thorough and pertinent comparisons

CA Final Essay (35 points)

Develop an essay that presents your major findings by comparing and analyzing your topic in each city we have visited. You will also need to present an argument for your analysis that addresses your research question and is based on the insights (i.e. data) you have obtained over the semester. Include the following: cover page, introduction, research question and methodology, presentation of evidence, analysis and findings, conclusion, and references within a 3000 word limit—“brevity is the soul of wit.” Additionally, you will attach to your CA Final Essay an appendix with 1) an annotated table of content of your portfolio, and 2) a one-page analysis of the portfolio’s content (see Guidelines for Portfolio in appendix).

CA Final Essays will be evaluated on:

- Well-constructed argument and text, using clear, concise prose.
- Appropriate academic tone and referencing of sources.
- Clarity of the research question and effectiveness in addressing it with a clear argument.
- The logical coherence linking research question and argument using data. This means, a clear explanation of how your data helps you answer your research question and support your argument.
- Effective use of program materials, observations, conversations and any other relevant research data.

III. CUI Activities (25 points)

The Participation grade for CUI is made up of three components: a student’s overall engagement in CUI activities (12 points), a student’s participation in Synthesis Sessions (8 points), and the submission of a Critical Reflection paper prior to each Synthesis Session (5 points).

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- a) **Participation (10 points)** Assessment of participation in CUI activities is based on attendance and engagement in program activities in each city, as described below. Students are encouraged to be an active part of the learning community by listening, asking questions and contributing ideas to the intellectual growth of the class. We expect that students will improve their ability to do these things over the course of the semester. Each faculty member will participate in the assessment of student engagement and contribution to group learning.

Pre-departure Assignment: An exercise on urban issues, introducing the concept of reading a city through the study of a contemporary controversy and visions for urban change. The assignment is not graded (although you will receive feedback from faculty) but it is factored into your course participation.

Readings: The majority of the readings in the course aim to provide you with methodological tools for your CA project. Some readings will be on the “how to” of collecting/using/analyzing data and will be complemented with class time exercise. Other readings are city/theme specific that will be discussed in terms of the particular methodological tool of the author. A second set of readings (“Orientation Readings”) will be presented and discussed during the “Here we are!” sessions. The materials will be available for online download. These readings (a) provide historical background on the city and the country, (b) cover topics of current importance in each city, and (c) serve as reference material for guest lectures. A list of city-specific readings are available in the appendix of this syllabus. They are intended to serve as a traveling reference library, used on a flexible basis to provide information and analysis on a comparative analysis topic, a site visit, case study, etc.

Neighborhood Days: Neighborhood days involve trips by small groups of students to different parts of the city. In each city, students spend several hours investigating a particular neighborhood, using a variety of formal and informal methods based on direct observation as well as engagement with local residents. Findings and experiences are shared through group presentations. Neighborhood day presentations are not graded but are factored into course participation.

Synthesis Sessions: Towards the end of our stay in each city, students will participate in an Academic Synthesis session, led by student facilitators (country groups). Synthesis sessions are designed as a time for students to reflect upon and discuss the most significant issues and challenges raised through experiencing and studying any particular city. These sessions bring together material from each aspect of the learning process—readings, faculty sessions, case studies and site visits, neighborhood days, and guest lectures—through individual and group reflection, analysis, and discussion. The final synthesis session in Ahmedabad will be a broader reflection on the learning experience throughout the entire semester.

Here We Come Presentations: Country group presents general information (e.g. weather, currency, basic phrases, etc), current events, and other highlights. Also, the country group leads and all students contribute on expectations of the city –what each person anticipates the city to be like.

Guest Lectures: All guest lectures and panel discussions by participants in the *Cities* program are critical inputs for the learning process. They will include people from civil society, government, and academia who will bring a range of perspectives into the conversation, which will contribute to your understanding of place-specific urban issues and to your comparative analysis project.

CUI Faculty Sessions: CUI faculty sessions will be devoted to: (a) exploring different research methods and analytical tools; (b) workshops focused on the research process for the CA project.

b) **Critical Reflection Paper (10 points)**

Prior to the synthesis sessions students must submit a ‘Critical Reflection’ paper. This is a 1-2 page paper in which students connect key concepts and issues explored in the city with critical self-reflection. This assignment is **NOT** akin to a portfolio entry that reviews what you did and when. Instead, it is a space for you to critically explore the questions and concepts that speak to you on a personal level. Perhaps there was a conversation you had during a site visit that you can’t get out of your mind, a passage from one of the readings that moved you, a conversation with a fellow student that challenged you, or a personal revelation that kept you up at night; elaborate on it in your Critical Reflection Paper. While there is a grade for this paper, it will be based on the simple criterion of evidence that the student connected intellectual inputs (lectures, neighborhood/site visits, homestay, etc.) to the personal journey that one experiences.

c) Here We Are Presentations (5 points)

Country group leads a discussion on students’ first impressions as compared to expectations from the preceding “here we come!”. Country group is also responsible for leading the discussion on the required readings, including framing guiding questions. Basically, students (country group) are responsible for the first academic session in each country.

Summary Table of Assignments for CUI

New York City	São Paulo	Cape Town	Ahmedabad
1. Pre-departure Assignment	1. Here We Are- Brazil Group	1. Here We Are- South Africa Group	1. Here We Are-India Group
2. Comparative Analysis (CA) Topic Selection	2. CA Portfolio Review	2. CA Mid-semester Oral Presentation	2. Critical Reflection paper
3. Subway Exercise	3. Critical Reflection paper	3. Critical Reflection paper	3. CA Final Oral Presentation
4. Here We Come-Brazil Country Group	4. Here We Come-South Africa Country Group	4. Here We Come-India Country Group	4. CA Final Essay

GRADING SCALE

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

COURSE POLICIES

Attendance and Participation: All students are expected to be present at every class session, with the only exception being illness (written note required from a non-IHP adult, e.g. homestay parent, or preferably, health care professional). Unexcused absences and habitual lateness *will* result in penalties reflected in your participation grade. Please inform the instructor if tardiness is anticipated. **All students are expected to come to class on time.**

Late work: In keeping with IHP policy, papers handed in late will drop one point per day, unless permission is granted otherwise. Course assignments are due at the beginning of the day.

Plagiarism: All students are responsible for having read the IHP statement on plagiarism, which is available in the IHP Student Handbook. Students are advised that the penalty on IHP for plagiarism may be “...expulsion from the program or such other penalty as may be recommended by the Program Director, subject to approval by the Executive Director.”

Refer to the Student Handbook for IHP policies regarding academic integrity, academic warning and probation, diversity, disability, harassment protocols, and the academic appeals process.

GUIDELINES FOR PORTFOLIO

The research portfolio (which you will keep as a souvenir of your Comparative Analysis - CA research process) will contain everything you collect that is relevant to your topic and your research experience, such as: rough and revised field notes, project reports, bibliographic references and reading notes; artifacts such as flyers, posters, photographs, maps, etc. While at the beginning it may seem like a random collection of materials, over time it will become a well-organized collection of

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materials/data according to the main themes and categories of your research. In that sense, your portfolio combines two separate, but connected, activities: 1) it is the repository for everything that pertains to the process of conducting your CA research and, 2) at the end of the course, it will represent your reflection/systematization these materials, and show your research process as a sort of the research roadmap.

In short, your portfolio will contain a selection of materials that allow us to see connections made between different steps in the process of your experiential learning / CA experience. Consistent progress is the key here. **Progress** is not simply **assessed** in terms of the number of hours you have put in or the activities you have engaged in (we know you will do a lot!), but more importantly on **how well you have reflected** on what you have learned at different stages of the research process. This means how clearly and coherently you present your portfolio and how it “feeds” into the final CA paper. Post-its notes may be useful here, because they can provide commentary on notes, artifacts, photos, etc. and can be moved around easily. Be creative and make it work for you!

At different moments of the semester (in Sao Paulo and Cape Town), you will present to the rest of the class your portfolio. However, we strongly encourage you to form small groups (2-4 people) and discuss what you have been including in your portfolio, ideas you are having about the material, and patterns you are discovering.

At the end of the semester, you will turn-in as an appendix to the CA paper the following: 1) an annotated table of contents; 2) a one-page analysis of the portfolio’s content. The annotated table of content is an inventory of the kinds of materials collected organized in a systematic manner. The one-page analysis is a reflective commentary about the semester-long process of collecting, selecting, reflecting, and projecting.

Below is a list of the points that I think may be especially helpful for you to visualize the idea of the portfolio:

- A portfolio is a flexible collection of working files “for **tracking your learning** and **documenting your work** throughout the research process” (56). To keep track of your project you will move back and forth among four key activities: collecting, selecting, reflecting and projecting”

- **Collecting** materials (artifacts, photos, maps, drawings, fliers, fieldnotes, ideas, etc) (**ALWAYS DATE AND PLACE**). At the beginning it is a random collection, but over time it will become a focused collection of materials that will shape your research / field work.
- **Selecting** the material according to emerging themes and focus (as you do this begin to think in ways of organizing – classifying - indexing). Define and redefine the categories of data, think of it as folders or drawers in a filing cabinet.
- **Reflecting** on your overall data and themes. Once a week or at the beginning and at the end of each city, take the time to reflect on the data already collected. “every item that you include in the portfolio will require reflective writing on your part, from short fieldnote entries to longer memos to yourself. When you review your data alongside your thinking, you’ll find options for further focus and analysis” (58)
- **Projecting** as you look forward toward further progress and continue to form your plans. “When you look over what you’ve read, thought, said, written, and collected, you will begin to find meanings and patterns that may instruct you about where your work is headed” (58).

- Emphasis on the importance of **reflecting** through **writing** and reflecting on your writing. “To reflect is think about your own thinking, to monitor the evidence of your minds work” (112). ... “Stick-on notes are useful tools because their small size forces you to summarize succinctly and they’re easy to replace as your insights change over the course of your project” (112).

- “The portfolio is the site of your research **reflections**” (p 167). It should contain reflections **on artifacts, readings, and writings**. “The portfolio captures both your fieldwork and your deskwork” (167). Reflecting on the collected materials and on your fieldnotes implies constantly asking yourself (and writing your ideas about: “How does your own personal history affect what you have chosen? What does each artifact represent about a growing theme in your research? How do the artifact connect to one another?” (168).

- “Think of your **portfolio as a cultural site**—your personal fieldsite—and the artifacts you choose to place in your portfolio as data that teach you about your own fieldworking process. The readers of your portfolio [...] will need to know **why** you have collected and selected the cultural artifacts you display.” (220)

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- “One of the jobs of a research portfolio is to help you synthesize what you have collected and selected. It offers you an opportunity to reflect on what you have learned and on how your research writing fits into the larger picture of your research.” (352)

- “A portfolio offers you the chance to sift through the chaos of piles of data and select representations that will enable you to see what you have more easily.”

“Like a **well-designed web page**, it displays the items and **connections** (links) you’ve selected to **represent the categories of your research**, the data you have collected and the ways your thinking develops as you look it over, plan more research, and then perhaps re-categorize further.” (412)

Source: Sunstein, Bonnie Stone and Elizabeth Chiseri Strater, 2007. *Fieldworking, Reading and Writing Research*. New York: Bedford/St. Martin’s.

Additional Bibliographic References

(available upon request... most of them)

The following readings are recommended for a range of purposes including introduction and in-depth material on the city, the discipline, methods and/or concepts. Readings are intended to augment your observations, experiences, and learning in the cities we visit. They are good resources for clarifying concepts and deepening your understanding of what you are experiencing. This list, particularly readings related to Ahmedabad, São Paulo, and Cape Town, will continue to grow throughout the semester; ask the faculty for suggestions of additional readings.

New York City

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Brazil

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