



Culture and Society of World Cities (C&S) ANTH-3500 (4 Credits / 60 class hours)

International Honours 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.

“We [anthropologists] have been the first to insist on a number of things: that the world does not divide into the pious and the superstitious; that there are sculptures in jungles and paintings in deserts; that political order is possible without centralized power and principled justice without codified rules; that the norms of reason were not fixed in Greece, the evolution of morality not consummated in England. *Most important, we were the first to insist that we see the lives of others through lenses of our own grinding and that they look back on ours through ones of their own.*”

—Clifford Geertz (emphasis mine)

Course Description

Urban anthropology is the study of human beings and their socio-cultural institutions and practices in the dense, complex, demanding settlements we call ‘cities’. The course examines aspects of identity; including race and ethnicity, gender, class, family, community, and citizenship and *how* these aspects materialise in the everyday. In each city, we will grapple with conflicts, struggles, and celebrations that are embedded in, and emerge, from specific historical, socio-economic, and political contexts. We will examine cities as both physical and imagined spaces, exploring how spatial and social life are mutually shaped, and how the meanings of cities are multiple and contested by different groups and actors with (often) incompatible agendas. What are the historical, political-economic, and socio-cultural contexts that frame and reflect the opportunities, constraints, and uncertainties of urban life? Ultimately we set out to understand: How, in these contexts, do city dwellers create a sense of identity, place and belonging? Our study of social and cultural processes emphasizes the relationship of urban space to identity and power and how claims to identity, place and belonging are deployed, mobilised and (sometimes) foreclosed upon. The purpose of this course is twofold: a) to introduce students to analytical and methodological tools for studying cultural and social dimensions of urban life, and b) to explore articulations of politics, socio-economics, identity and culture that are ethnographically located in particular urban contexts, yet resonate theoretically toward a comparative understanding of cities and urban life.

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Methods

Through readings, oral presentations, and class discussions we will explore how, over time, anthropologists and other social scientists have developed research methods and theoretical perspectives to understand local, regional, national, transnational, and global processes that converge (and diverge) in cities. Acknowledging cultural, social and linguistic diversity and the various perspectives and assumptions about the world and its inhabitants is the keystone of an anthropological lens. Students will be strongly encouraged to develop ‘double vision’; to be able to recognise their own individual social and cultural assumptions (positionality) but to simultaneously take distance from them in order to make space for different ways of being in and (re)imagining the world. Through written assignments students will be introduced to qualitative research methods, including ethnography or participant observation, which offer important tools for a comparative study of urban life. Field trips, site visits and guest lectures in New York City, Buenos Aires, Hanoi and Cape Town will help bolster and inform our line of investigation; How do we learn from the *everyday* life of urban dwellers? How can we record careful observations of urban expressions and social interactions in these spaces, and the stories people tell about themselves and their city? An ethnographic lens allows us to study detailed, local accounts of city life, while a comparative lens enables us to understand urban processes from a diversity of perspectives and experiences that characterize urbanism in each city we visit.

Materials

Required readings, compiled in individual course folders, will be available on dropbox throughout the semester. Thematic readings, to be posted on dropbox, are provided for further reference and to understand an issue in depth. Students are expected to complete required readings *before* C & S faculty sessions and to use readings for reference in discussions as well as essays. In addition, students are encouraged to make use of thematic readings and IHP in-country libraries and to investigate local resources, including news media. Reading newspapers, blogs and various social platforms regularly in each city offers valuable insights for understanding current issues and debates. Students are also encouraged to use individual initiative to find supplementary resources. Please keep in mind that the reading assignments may be updated throughout the semester.

Learning Outcomes and Objectives:

Upon completion of the course, students will be able to:

- Describe spatial expressions of social, political, and economic processes
- Describe socio-cultural processes of identity formation within the analytical frame of historical colonial and global processes.
- Compare and contrast social configurations of class, race and gender in different urban contexts;
- Apply qualitative research tools/methods to undertake ethnographic research in intercultural settings and engage with local peoples and institutions in reflexive and substantive ways.

Course Requirements

1. Program Participation

(10%)

Students are expected to participate in all field visits and faculty and guest lectures. While each student is different and can appreciate different modes of interaction, participation here is clearly defined. Participation means more than merely physically attending lectures and learning activities. Participation entails: engaging guest lecturers, one’s faculty, and fellow student colleagues during *all* activities as well as completing all assigned readings *before* each faculty session. For each class session, two to three students (sometimes individually, sometimes in group) will be assigned (in advance) to come to class with 1- 2 critical questions about that week’s readings. These students are our **lecture discussants**. Your name will be found below an allocated session in the syllabus. Be prepared to speak for **twenty minutes** about what you

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found most interesting, significant, or challenging about the reading assignment. Students are also welcome to ask questions about the readings; points you found particularly confrontational, confusing, acute or insightful.

2. Assignments (90% of grade)

A. Buenos Aires: Neighborhoods, Social Ties and Belonging (30%, 60 points)

B. Hanoi: Comparative analysis of sense of place/home (30%, 60 points)

C. Cape Town: Urban Struggles and Inequality in the City: Social mobilization movements, citizenship and rights
CASE STUDY (30%, 60 points)

A. Buenos Aires: Neighborhoods, Social Ties and Belonging (30%)

How do people make places meaningful and how do people derive meaning from places? Meaning-making is a uniquely human endeavour and the places we inhabit possess intimate and profound meanings for people and their communities the world over. Listening to the stories that people tell is a significant way to learn and better understand a place and their sense of belonging (or *not belonging*). This assignment focuses on the stories people tell about their neighbourhood including: what it *used* to be like, *how* it has changed over time; and equally a sense of belonging to that place.

Have **two** conversations about your homestay family's neighbourhood; one with someone who is close to your age and another conversation with someone who is your parents' age or older. You must choose two individuals who can talk about the neighbourhood through their own experiences, perhaps because he or she has been running a business there for a number of years, or has always lived there, or has returned to the neighbourhood after a prolonged absence. We will discuss further how to develop the conversation in class. Write the story of the neighbourhood from the perspective of the stories of your two collaborators (1000 words). You will also draw a map of the neighbourhood, either by yourself or with your interviewees. You might want to consider the use of photographs or visual means to help elicit information.

Detailed instructions and evaluation criteria for all assignments will be provided in each country, also see the assignments section for more information within this syllabus.

B. Hanoi: Comparative analysis of the sense of place/home (for self-assessment 30%)

Describe the two homes where you stayed as a guest in Buenos Aires and Hanoi, including a floor plan of each house (two in total). Provide some general information about the different kinds of families you lived with and describe a "typical" family day in each house. Compare and contrast the ways in which the organization and use(s) of the home space express family, generation, and gender relations; the ways in which differences between inside and outside, more and less private/public, etc. are marked (or not). Include a paragraph reflecting on the process you went through to adjust to the family life and space in each case and how your homestay experience helped you to understand *different ways of being* and *doing* in the different places (1500 words and two floor plans).

Detailed instructions and evaluation criteria for all assignments will be provided in each country, also see the assignments section for more information within this syllabus. **The Case Study in Cape Town is listed later in the syllabus in the Assignments section.**

Grading

In all written work, standard essay format is expected: title, introduction, body, conclusion, works cited, etc. All references must be cited using the HARVARD convention (Author Date, Author Date: pg). Essays should be well-organized with attention to grammar and spelling. Faculty will give grades in the form of points and will return assignments with written comments. For final grades in IHP Cities courses it is useful for both faculty and students to think of letter grades in the following way. An "A" represents truly outstanding work that exemplifies thorough analysis,

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superior insight, and crystal clear presentation. A "B" signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis, and an organized presentation. A "C" represents adequate work that meets basic requirements but demonstrates no distinction in terms of analytical insight or organization. A "D" is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis, and/or erratic presentation. Plus (+) and minus (-) indicate relatively better or poorer work within each category.

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
< 64%	F	Fail

Course Policies

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

Late work: In keeping with IHP policy, papers handed in late will drop **one point per day**. After 3 days the paper will not be accepted unless permission is granted by faculty AND Program Director. Course assignments are due at the beginning of the day, unless specified otherwise.

Plagiarism:

All students are responsible for having read the IHP statement on plagiarism, which is available in the IHP Student Handbook. Students are reminded that the penalty 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 IHP Executive Director." Refer to the Student Handbook for IHP policies regarding academic integrity, academic warning and probation, diversity and disability, harassment protocols, and the academic appeals process.

COURSE SYLLABUS AND REQUIRED READINGS

New York, USA

Session 1. Understanding 'Cityness': an introduction to Anthropology and urban ethnography

What is a city and what characteristics help *make* a city? How can we make the familiar strange in the everyday and the strange familiar? Ethnicity/Culture/Urbanity/Urban fieldwork/Ethnography
(pages of reading: 39)

Lecture Discussants: Kyle, Desiree and George

- Gupta, Akhil and James Ferguson. 1992. 'Beyond "Culture": Space, identity, and the Politics of Difference'. In Robben, A. and J. Sluka (eds.) 2007. *Ethnographic Fieldwork. An Anthropological Reader*. Blackwell Publishing. Pp 337-346

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- Miner, Horace. 1956. 'Body Ritual Among the Nacirema' in Nanda, Serena (ed.) 1994 *Cultural Anthropology* [5th edition] pp12-16.
- Oejo, Richard E. (ed.) 2012. 'Ethnography and the City'. *Readings on doing Urban Fieldwork*. New York & London: Routledge. 'Introduction'. pp 1-12.

Further reading:

- Grazian, David. 2009. "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, 24(4): 908-916
- Zukin, Sharon. 2010. "The City that Lost its Soul" in *Naked City: The Death and Life of Authentic Urban Places*. Oxford University Press, 1-20.

Buenos Aires, Argentina

Session 2 —Identity: Race, Class, Ethnicity

How do race, class and ethnicity collide in a city, and how do they relate to notions of democracy, citizenship and human rights? Understanding race as a social construct/ antiracist politics/ class/ citizenship and notions of belonging in Buenos Aires.

(pages of reading)

Lecture Discussants: Tyler, Megan and Amir

- Boonzaier, Emile. 1988. 'Race' and the race paradigm' in Emile Boonzaier & John Sharp (eds) *South African Keywords. The Uses and Abuses of Political Concepts*. Cape Town and Johannesburg: David Philip. pp 58-67.
- Anderson, Judith 2015. 'Will the real negroes please stand up?' *Transforming Anthropology*, Vol. 23, Number 2, pp. 69–78
- Sutton, B. (2008). 'Contesting Racism, Democratic Citizenship, Human Rights, and Antiracist Politics in Argentina'. *Latin American Perspectives*,35(6), 106-121.

Session 3 —Space & Place in Buenos Aires, Argentina

What is social capital and (how) does it accumulate? Can just anyone have/possess social capital? How is it mobilized and when?

(pages of reading: 53)

Lecture Discussants: Katie, Danielle and Lily

- Auyero, Javier and Debora Swistun. 2008. The Social Production of Toxic Uncertainty. *American Sociological Review* 73(3): 357-379.
- Small, Mario. 2009. "Social Capital and Organizational Embeddedness" in *Unanticipated gains: Origins of network inequality in everyday life*. Oxford University Press, 1-7.
- Curley, Alexandra M. "Relocating the Poor: Social Capital and Neighborhood Resources." *Journal of urban affairs* 32.1 (2010): 79-103.

Further reading:

- Small, M.L., 2002. Culture, Cohorts, and Social Organization Theory: Understanding Local Participation in a Latino Housing Project1. *American Journal of Sociology*, 108(1), pp.1-54. **This reading will help inform your assignment (relevance pg. 21 onwards 'narrative frames')**

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- Auyero, Xavier. 2010. Visible Fists, Clandestine Kicks, and Invisible Elbows: Three Forms of Regulating Neoliberal Poverty. *European Review of Latin American and Caribbean Studies* 89: 5-26
- Auyero, Javier. 2000. 'The hyper-shanty town: Neo-liberal violence(s) in the Argentine slum' *Ethnography* 1(1): 93-116.

Session 4 —Disrupting and Redefining Public and Private spaces: Protest and Labour

This session focuses on disruption, but from two decidedly different perspectives; economic: one from the *cartoneros* of Buenos Aires and the other a spatial claim to memory; from the continued weekly (historical) protests of the Madres de Plaza de Mayo.

(pages of reading: 29)

Lecture Discussants: Rachel, JoVaun and Maddy

- Bosco, Fernando. 2004. 'Human rights politics and scaled performances of memory: conflicts among the Madres de Plaza de Mayo in Argentina'. *Social & Cultural Geography* 5(3):381-402.
- Grimson, Alejandro. 2008. 'The Making of New Urban Borders: Neoliberalism and Protest in Buenos', *Antipode* 40(4): pp 504–512

Further Reading:

- Benwell, M.C., Haselip, J. and Borello, J.A., 2013. Housing, security, and employment in post-neoliberal Buenos Aires. *Latin American Perspectives*, 40(2), pp.146-167.
- Epele, M.E., 2010. Memory, Forgetting, and Economic Crisis. *Medical anthropology quarterly*, 24(1), pp.22-41.
- Kaiser, S., 2008. The Struggle for Urban Territories: Human Rights Activists in Buenos Aires. *Ordinary Places, Extraordinary Events: Citizenship, Democracy and Public Space in Latin America*. Ed. Irazábal, Clara. London.
- Pirez, Pedro. 2002. 'Buenos Aires: fragmentation and privatization of the metropolitan city'. *Environment & Urbanization* 14(2): 145-158.

Hanoi, Vietnam

Session 5 —State, Space and Citizenship in Urban Vietnam

How does the state influence notions of civility and sustainability?

(pages of reading: 64)

Lecture Discussants: Jamie, Lydia and Crystal

- Harms, Erik. 2014. 'Civility's Footprint: Ethnographic Conversations about Urban Civility & Sustainability in Ho Chi Minh City'. *SOJOURN* 29(2): 223-62.
- Schwenkel, Christina. 2013. Post/Socialist Affect: 'Ruination and Reconstruction of the Nation in Urban Vietnam'. *Cultural Anthropology* 28(2): 252–277.

Recommended:

- Schwenkel, C., 2015. Spectacular infrastructure and its breakdown in socialist Vietnam. *American Ethnologist*, 42(3), pp.520-534.

Session 6—Middle Class Lifestyles and Landscapes: Housing, Consumption, and Mobility

Who are the urban middle class in Vietnam? Can we describe their lifestyle? How can we identify claims to 'modernity' and how do these claims translate to class, mobility and the cityscape?

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(pages of reading: 39)

Lecture Discussants: Beth and Cullen

- Nguyen-Marshall, Van, Lisa Welsh, and Daniele Belanger, Eds. 2012. *The Reinvention of Distinction: Modernity and the Middle Class in Urban Vietnam*. New York: Springer.
 - Introduction: 'Who are the Urban Middle Class in Vietnam?': 1-13.
 - Drummond, Lisa. Chapter 5: 'Middle Class Landscapes in a Transforming City: Hanoi in the 21st Century': 79-92.
- Truitt, Allison. 2008. 'On the Back of a Motorbike: Middle-Class Mobility in Ho Chi Minh City, Vietnam,' *American Ethnologist* 35(1): 3–19.

Recommended:

- Earl, C., 2010. Vietnam's "Informal Public" Spaces: Belonging and Social Distance in Post-reform Hồ Chi Minh City. *Journal of Vietnamese Studies*, 5(1), pp.86-124.
- Earl, C., 2013. 'Saigon style: Middle-class culture and transformations of urban lifestyling in post-reform Vietnamese media'. *Media International Australia*, 147(1), pp.85-97.

Session 7- Consolidation session: Development and its discontent

- Low, Setha. 1996. 'The Anthropology of Cities: Imagining and Theorizing the City'. *Annual Rev. Anthropol.* 25: 383-409.

(pages of reading: 26)

No lecture discussants allocated, full class participation encouraged ☺

ENJOY YOUR SPRING BREAK!

Cape Town, South Africa

Session 8- Apartheid Legacies and post-apartheid changes: issues of citizenship (the politics of belonging) One of the long lasting effects of the Apartheid system of governance in South Africa was the racial segregation of (many things) but chief amongst them, space. How can one begin to address the issue / promise of equal citizenship in the context of continually racially segregated spaces in this city? How is race, gender, nationality and sexuality inscribed and contested in continually segregated spaces? These questions will guide our conversation in our sessions in Cape Town.

(pages of reading: 34)

Lecture Discussants: Heather and Katrina

- Pillay, Suren 2004. Where do you belong? Natives, foreigners and apartheid South Africa. *African Identities*, 2(2): 215-232.
- Robins, Steven, Cornwall, Andrea and von Lieres, Bettina. 2008. 'Rethinking 'Citizenship' in the Postcolony'. *Third World Quarterly*, 29(6): 1069 — 1086

Further reading:

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- Bond, Patrick. 2004. From Racial to Class Apartheid: South Africa's Frustrating Decade of Freedom. *Monthly Review*, March 2004, pp. 45-59.

Session 9— Old issues, new challenges: Urban inequalities and segregation(s)

(pages of reading: 52)

Lecture Discussants: Douglas and Marjorie

- Makhulu, Anne-Maria 2010. The “Dialectics of Toil”: Reflections on the Politics of Space after Apartheid. *Anthropological Quarterly*, 83(3): 551–580.
- Jackson, Shannon. 2003. “Being and Belonging: Space and Identity in Cape Town.” *Anthropology and Humanism* 28(1): 61–84.

Further Reading:

- Field, Sean. 2007. “Sites of Memory in Langa.” In Sean Field, Meyer, Renate, and Swanson, Felicity, (eds). *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press: 21-33.

Session 10- Contesting Power, demanding visibility: Gender, Youth and Sexuality in Cape Town

Often positioned as ‘silenced, oppressed or invisible’ in global discourse, youth, women and non gender binary or cis-identifying/presenting people in South Africa have historically been integral in the struggle for greater realizations of freedom. Yet again, we have witnessed a resurgence in political mobilization and social justice movements led by youth, non-white women and LGBTQAI activists to (re)claim acknowledgement, respect and legal rights to the city. What characterizes these movements and articulations of/to political will?

(pages of reading: 40)

Lecture Discussants: David and Alana

- Magadla, S. 2015. ‘Women combatants and the liberation movements in South Africa: Guerrilla girls, combative mothers and the in-betweeners’. *African Security Review*. 24 (4): 390-402
- Van Blerk, Lorraine. 2013. ‘New Street Geographies: The Impact of Urban Governance on the Mobilities of Cape Town’s Street Youth’. *Urban Studies* 50(3): 556–573.
- Salo, Elaine. Mario Ribas, Pedro Lopes & Márcio Zamboni. 2010. ‘Living Our Lives on the Edge: Power, Space and Sexual Orientation in Cape Town Townships, South Africa’. *Sex Res Soc Policy* 7:298–309.

Recommended:

- Jensen, Steffen. 2006. “Capetonian Back Streets Territorializing Young Men.” *Ethnography* 7(3): 275–301.
- Salo, Elaine. 2003. “Negotiating Gender and Personhood in the New South Africa: Adolescent Women and Gangsters in Manenberg Township on the Cape Flats.” *European Journal of Cultural Studies* 6: 345-365.

Session 11— Urban struggles, race, and citizenship: insurgency, protest and forms of resistance

(pages of reading: 30)

Lecture Discussants: Grace, Kyle and Kimberly

- Brown, Julian 2015. *South Africa's Insurgent Citizens: On Dissent and the Possibility of Politics*. Zed Books. Introduction, pp 1-10 and Chapter 1 ‘A Country of Protest’, pp 11-32.

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- Mbembe, Achille 2015. Decolonizing Knowledge and the Question of the Archive. Transcription of talk series
- Pritchard, Gary 2009. Cultural Imperialism, Americanisation and Cape Town hip-hop culture: a discussion piece. *Social Dynamics*, 35(1): 51-55
- https://www.youtube.com/watch?v=vhN_GzCbH0I

ASSIGNMENT INSTRUCTIONS

A. Buenos Aires: Neighborhoods, Social Ties and Belonging– written assignment (30%, 60 points)

Listening to the stories that people tell is an important way of learning about a place, how it is used, negotiated, contested or given meaning. This assignment focuses on the stories people tell about their neighborhood including what it *used to be like* and *how it has changed over time*. It also addresses how people connect to others and how these relationships (or lack thereof) create a sense of belonging. This assignment draws on the lessons of Session 8.

1. Identify your participants: You will need to have conversations with TWO individuals about ONE neighborhood. These two people must occupy different social locations within the neighborhood (i.e. first with someone who is about your age and another conversation with someone who is your parents' age or older; one that runs a business and another that is a fulltime house wife; one that has always lived in the neighborhood and another that has recently moved to the area; etc.). These can include your homestay family members or other individuals you meet. Please be sure that you ask both participants about the SAME neighborhood.

2. Interviews: You will ask about two themes:

(1) the “narrative frame” each person uses to describe the neighborhood and the meanings they attach to the area. **Use Small (2002: relevant pages 21-29) from Session 3 as an example.**

(2) the social network of each person. Ask about their number of close family and friends (strong ties) and acquaintances (weak ties). Then, ask about their connections within the neighborhood (bonding ties) and beyond the neighborhood (bridging). Finally, ask about their ties to organizations (schools, churches, etc.) Follow up with a conversation about how they see the importance of these different types of connections. Use Session 8 readings and class discussion to guide you.

3. Analysis

First, Describe the “narrative frame” that each person uses (again, as Small does in his article), highlighting how each frame is similar to, and how each differs from the other. Focus on the *meanings* attached to the neighborhood by each person.

Second, describe the social networks of each person. Write up a summary of the two social networks and how they *do* or *do not connect* to the stories each person told about their neighborhood.

4. The Write-Up:

1. Drawing on your conversations, prepare a brief paragraph to introduce the neighborhood. You will not be able to discuss everything you observed, so your description should include the details you determine to be most relevant to your analysis.
2. Prepare a roughly 500-600-word analysis of the narrative frames your participants employed to describe their neighborhood. Use Small’s article to orient your own analysis, drawing out any similarities and differences in the frames of different actors.
3. Prepare a roughly 500-600-word analysis of the social networks your participants and how they connect to their narrative frames.

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4. You should also have: An introduction, conclusion, and works cited.
5. Grammar, spelling, proofreading/editing, and formatting. Format this paper in 12-point, 1.5 spaced lines, Times New Roman font. Word count: minimum 1100 words.

5. Handing in the Assignment: You may hand in the assignment via email or as a paper copy.

B. Hanoi: Comparative analysis of the sense of place/space/home – written paper (30%, 60 points)

1500 words computer typed and saved in word – docx format

Your previous written C&S assignment was a first attempt at observing and reflecting about the ways in which people make sense of place. The first assignment asked you to look at the history of the neighborhood through the eyes of older and of younger peoples and reflect about how old and young make sense (or not) of that neighborhood as *their* place. For this last assignment, we deepen the focus of our investigation and add a comparative twist. The focus of research will be on the home space within your homestay. Various readings can be drawn upon to inform your assignment and the theoretical frame you wish to employ. **Readings from Sessions 4,5 and 6 may be particularly helpful, also look to thematic readings for a theoretical frame.**

Based on your homestay experiences in Buenos Aires and Hanoi, this comparative short paper will address the following question:

In which ways does the use and organization of space materialize in the different homestay houses you have individually experienced? How has space (and its use) expressed family, gender, generation, (or even class) relations and tensions. What does family home mean for the families you lived with? How are those meanings expressed in the organization and uses of the space in the family house?

Assessment pt. I

In addressing this question your essay must include the following components:

- 1) Description and analysis of the **organization** of the space (This will require that you make a floor plan, write in the information and analyze it. I do not need to see the floor plan, I just need the narrative description and analysis)
- 2) Description and analysis of the **peoples** that inhabit that space, what they do, what kind of family are they (markers of class are important here)
- 3) Description and analysis of the ways in which they **use** (activities / interactions) that space. It, how those people use that space, what can you say about the way your homestay families make sense of their house as their place / their family home.
- 4) If these differences Meanings of family and home that might include the discussion of inclusion / exclusion, inside / outside, more and less private, etc. are marked or not
- 5) Relationship to relevant readings if applicable

Assessment pt. II

Assessment of this project will be carried out yourself. You should base your evaluation of your project qualitatively using the criteria below. In documenting your self-evaluation, please give separate comments and grades according to each of these four main categories:

- 1) Attention to detail and observation 30%
- 2) Research 30%—are your primary research methods appropriate to the topic? have you developed a range of sources with sufficient depth or breadth? is your evidence well-integrated in the argument of the essay? have you

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identified a sufficient and accurately representative range of actors impacted by the issue? have you drawn a sufficient and accurate range of relationships between actors and space? Did you include your floor plans?

- 3) Logic 30%—is your argument clear? is it rational? is the content organized? have you established alignment, from observations, through the research methods, evidence collected, analysis and to your conclusion?
- 4) Writing 10%—is your wording and phrasing accurate toward conveying the meaning you intend? Is your writing clear, concise, and composed with care? Spelling and grammar check?

Following the individual category comments and grades, please provide your overall grade, calculating each category's listed percentage weighting.

C. Cape Town: **CASE STUDY - group presentation (30%, 60 points)**

Urban Struggles and Inequality in the City: Social mobilization movements, citizenship and rights

*“Cities remain the strategic arena for the development of citizenship”
Holston and Appadurai, 1996. Cities and Citizenship*

South Africa has a long history of social mobilizations and struggles against discrimination and inequality. The scope of social mobilizations, the types of struggles and strategies deployed, and the political idioms used to define and frame claims have varied according to the different historical contexts. Following Caldeira's frame (2006, 2012), the topic of this case study asks what are the main characteristics of the forms of urban struggles that respond to the “new and often contradictory configurations of inequality” in Cape Town and how these struggles express (or don't) the “imaginaries of democracy” that took shape in the past decades?

More specifically, by focusing on the different ways in which different social movements or grassroots organizations challenge mechanisms of exclusion, discrimination or unequal access to urban services, the case study in Cape Town will explore a) the strategies of collective organization to struggle against the history of inequality in the city, and b) how, through their struggles, they articulate different notions of citizenship, citizen's rights, and social justice in the city.

The case study grade in Cape Town counts as the C&S group presentation grade for Cape Town and contributes to the participation grade in CUI. Students will receive feedback from all faculty and the country coordinator, but the grade for this case study is the responsibility of the C&S instructor.

1. Field Site: You will be assigned a group and field site related to social justice movements.

2. Interviews/Field Visit: Since this case study will be mainly based on in depth interviews, you will need to plan ahead of time and conduct the majority of the interviews early, so that the 2 days assigned for the case study can be used for review and analysis of the information gathered. The exercise involves the following steps:

1. Identify at least two people related to your site who are willing to be interviewed.
2. Develop an interview schedule focusing on the themes listed below.
3. Interviews should be conducted in pairs. They should include personal details in order to position the speakers adequately – a kind of mini life-history. The bulk of the interview content, however, should concentrate on your selected themes.
4. Given that the case study is group work, with 5 /6 people per group, you could have 2 or 3 sets of interviews. You may then consider the possibility of doing composites. When you analyze the interviews, you will look for similarities and/or differences.

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5. Review and analyze the interviews using the themes and questions below to guide you. Ensure that you incorporate knowledge gained from all sources (i.e. Course readings, guest lectures, site visits, etc.) in your analysis.

C. Themes/Guiding Questions: Examine the following aspects of the site you visit. Some will be more relevant than others, depending on your site. If you feel that one or more are not relevant, be prepared to explain why.

The case study will be mostly based on observations, conversations with leaders and members of the movement / organization, conversations with non-members if needed and possible. However, for context, background, and analysis you are also expected to use information from readings, site visits, lectures, etc. There will be 5 groups, each one will be assigned to a particular movement / organization. In each case you will explore:

- a) The type(s) of issue(s) at stake and the kinds of social actors involved
- b) The history of the organization / movement and its current structure
- c) In what ways does the particular history of the country/city inform (or not) how this movement / action is organized, the type of claims they articulate, and the type of goals they envision?
- d) The types of strategies / actions / interventions they deploy
- e) Their perceptions of social justice / injustice, and of inequality
- f) Their notions of citizenship, of citizens' rights, and of *the right to the city*?
- g) What are they fighting against? What are they fighting for? Do they have a vision of an alternative city, a *just city*?

Assigned readings that can provide a relevant frame of analysis (you may use other readings too, but these you will find in Thematic readings/ Session readings for C&S) **most are available**

- Caldeira, Teresa. 2006. "I came to sabotage your reasoning" Violence and Resignification of Justice in Brazil. In John Comaroff & Jean Comaroff, eds. *Law and Disorder in the Postcolony*. Pp 102-149
- Caldeira, Teresa. 2012. "Imprinting and Moving Around: New Visibilities and Configurations of Public Space in São Paulo." *Public Culture* 24(2): 385-419
- Dawson, Marcelle 2010. The Cost of Belonging: exploring class and citizenship in Soweto's water war. *Citizenship Studies* 14(4): 381-394
- Brown, Julian 2015. *South Africa's Insurgent Citizens: On Dissent and the Possibility of Politics*. Zed Books. Introduction, pp 1-10
- Earle, Lucy. 2012. "From insurgent to transgressive citizenship: housing, social movements and the politics of rights in São Paulo". *Journal of Latin American Studies*. Vol. 44, No. 1, Pp. 97-126.

In case you wanted to focus on the Fees Must Fall - Outsourcing must fall movement, the following links provide relevant information:

- Urban Democracy Lab: Interview with student: <http://urbandemos.nyu.edu/interview-with-fees-must-fall-a-student-led-movement-in-south-africa/>
- UDL Blog Editor Kai Bauer spoke to Thato Magano from the FMF media team: <https://www.youtube.com/watch?v=ksgrJyOrd7A> Published on Oct 25, 2015

D. Group Presentation:

The output of this exercise will be a **group presentation** for which you are expected to include the following components:

- A brief description locating and defining the places in the city where you did your interviews, and a brief description of how you gathered your information
- A brief description introducing and positioning the people you interviewed.
- A basic description about the current situation and related issues associated to your themes.

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- Presentation and analysis of the different perspectives obtained
- A clearly stated argument and a clear connection between argument and evidence (how does the evidence presented support your argument?)

You will be evaluated as a group on the following components:

- **Communication / Presentation structure:** The clarity and ‘flow’ of how you address each of these above mentioned points
- **Connections to Program content:** the extent to which you are able to integrate information and/or concepts learned from faculty or guest lectures, site visits, assigned readings, etc.
- **Research / data collected:** The quality of the research (quality and relevance of the information collected / evidence presented) and the quality of the research process (initiative to look for information, variety of sources, division of labor for data collection, etc.)
- **Argument and Analysis of / evidence:** the coherence of the analysis, and the clarity of the argument (clear explanation of how the evidence presented is connected to the argument, - the specific way in which the evidence supports the argument)

THEMATIC READINGS (most available upon request)

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 invaluable resources for clarifying concepts and deepening your understanding of what you are experiencing.

Urban Life

- Zukin, Sharon. 1995. “Whose Culture, Whose City?” In *The Urban Sociology Reader* (from *The Culture of Cities*), 281-289.
- Simmel, Georg. 1971. “The Metropolis and Mental Life.” In *Georg Simmel on Individuality and Social Forms*. Donald N. Levine, ed. Chicago: University of Chicago Press, Ch.20
- Wirth, Louis. 1996 (1938). “Urbanism as a Way of Life.” *The City Reader*, 2nd ed. Edited by Richard T. LeGates and Frederic Stout. London and New York: Routledge, 97-105.
- Ocejo, Richard E. 2014. “Introduction” in *Upscaling Downtown: From Bowery Saloons to Cocktail Bars in New York City*. Princeton University Press, 1-12.

Culture/Meaning

- Sewell, W., 1999. “The Concept(s) of Culture”, in: Bonell, V., Hunt, L. (Eds.), *Beyond the Cultural Turn: New Directions in the Study of Society and Culture*. University of California, Berkeley, 35-61.
- Brubaker, Rogers and Frederick Cooper. 2000. “Beyond ‘Identity.’” *Theory & Society* 29: 1-47.
- McDonnell, T., 2010. “Cultural Objects as Objects: Materiality, Urban Space, and the Interpretation of AIDS Campaigns in Accra, Ghana.” *American Journal of Sociology* 115, 1800-1852.
- Tavory, Iddo, and Ann Swidler. "Condom Semiotics: Meaning and Condom Use in Rural Malawi." *American Sociological Review* 74.2 (2009): 176-185.

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Police, Violence, Surveillance

- Davis, Mike. 1992. "Fortress Los Angeles: the militarization of urban space" in *Variations on a Theme Park*: 154-169 & 176-180.
- Bishop, Ryan. 2010. 'Introduction: The Problem of Violence: Megacities and Violence Special Section' *Theory, Culture & Society* 27(6): 3-10.
- Koskela, Hille. "'The gaze without eyes': video-surveillance and the changing nature of urban space." *Progress in Human Geography* 24.2 (2000): 243-265.

Domination & Resistance

- Dickinson, Maggie. 2008. The Making of Space, Race and Place: New York City's War on Graffiti 1970 - the Present. *Critique of Anthropology* 28: 27-44.
- Youkhana, Eva. "Creative Activism and Art Against Urban Renaissance and Social Exclusion—Space Sensitive Approaches to the Study of Collective Action and Belonging." *Sociology Compass* 8.2 (2014): 172-186.
- Desai, Ashwin and Richard Pithouse. 2004. "'What Stank in the Past is the Present's Perfume': Dispossession, Resistance, and Repression in Mandela Park." *The South Atlantic Quarterly*, 103(4): 841-875.
- Minty, Zayd. 2006. Post-Apartheid Public Art in Cape Town: Symbolic Reparations and Public Space. *Urban Studies*, 43(2): 421-440.
- Zene, Cosimo. 2011. Self-Consciousness of the Dalits as "Subalterns": Reflections on Gramsci in South Asia, *Rethinking Marxism: A Journal of Economics, Culture & Society*, 23(1): 83-99.

Race in the US/ General Theory

- Cornell, Stephen and Douglas Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks: Pine Forge Press, selections.
- Loveman, Mara. 1999. "Is 'Race' Essential?" *American Sociological Review* 64(6): 891-898.
- Fields, Barbara. 1990. "Slavery, Race and Ideology in the United States of America" *New Left Review*, 95-118.
- Anderson, Elijah., 1990. *Streetwise: Race, Class, and Change in an Urban Community*. University of Chicago Press, Chicago, selections.

Race in Argentina

- Grimson, A., 2005. Ethnic (in) visibility in neoliberal Argentina. *NACLA Report on the Americas*, 38(4), pp.25-29.
- Guano, E., 2003. A color for the modern nation: the discourse on class, race, and education in the porteño middle class. *Journal of Latin American Anthropology*, 8(1), pp.148-171.
- Joseph, G., 2000. Taking race seriously: whiteness in Argentina's national and transnational imaginary. *Identities Global Studies in Culture and Power*, 7(3), pp.333-371.

Race in South Africa

- Besteman, Catherine. 2008. "Legacies" In *Transforming Cape Town*. Berkeley: University of California Press. 43-55.

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- Hansen, Thomas. 2006. "Sounds of Freedom: Music, Taxis, and Racial Imagination in Urban South Africa." *Public Culture* 18(1): 185-206.

Consumption

- Veblen, Thorsten. 1899. "Conspicuous Consumption" in *Theory of the Leisure Class*.
- Graeber, David. 2011. "Consumption". *Current Anthropology*, 52 (4): 489-511.
- Zukin, Sharon. 1998. 'Urban Lifestyles: Diversity and Standardization in Spaces of Consumption.' *Urban Studies*, 35(5-6): 825-839.
- Grazian, David. 2003. *Blue Chicago: The Search for Authenticity in Urban Blues Clubs*. Chicago, IL: University of Chicago Press, selections.
- Gotham, Kevin. 2007. *Authentic New Orleans: Tourism, Culture, and Race in the Big Easy*. New York: New York University Press, selections.
- Myers, Norman, and Jennifer Kent. *The new consumers: The influence of affluence on the environment*. Island Press, 2004, selections.

Space/Place

- Davila, Arlene 2012. Tango Tourism and the Political Economy of Space. In *Culture Works. Space, Value and Mobility across the Neoliberal Americas*. New York University Press, pp 135-163.
- Davila, Arlene 2012. Urban / Creative Expats: outsourcing lives in Buenos Aires. In *Culture Works: Space, Value, and Mobility across the Neoliberal Americas*. New York University Press, pp 164-188.
- Montgomery, Alesia. "Mapping Socially Bounded Spaces Across Cities." *International Journal of Urban and Regional Research* 35(3): 659-75.
- Gieryn, Thomas F. 2000. "A space for place in sociology." *Annual review of sociology*, 463-496.
- Mirafab, F. 2007. "Governing post-apartheid spatiality: implementing city improvement districts in Cape Town." *Antipode* 39(4): 602-626.
- Houssay-Holzschuch, Myriam and Annika Teppo. 2009. "A Mall for All? Race and Public Space in Post-Apartheid Cape Town." *Cultural Geographies* 16: 351-379.
- Baviskar, Amita. 2009. 'Breaking Homes, Making Cities: Class and Gender in the Politics of Urban Displacement' in Lyla Mehta (ed.), *Displaced by Development: Confronting Marginalisation and Gender Injustice*, pp. 59-81. New Delhi: Sage Publications.
- Ly, P., Birkeland, J. and Demirbilek, N., 2010, November. Towards sustainable housing for Vietnam. In *4th international conference on sustainability engineering and science, Auckland, New Zealand, November 30eDecember* (Vol. 3, p. 2010).

Residential Segregation

- James, David R. 1994. "The Racial Ghetto as a Race-Making Situation: The Effects of Residential Segregation on Racial Inequalities and Racial Identity." *Law and Social Inquiry* 19
- Wilson, William Julius. 1987. *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. Chicago: University of Chicago Press. CH 1, 3.
- Lacy, K. 2004. "Black Spaces, Black Places: Strategic Assimilation and Identity Construction in Middle-Class Suburbia." *Ethnic and Racial Studies* 27(6): 908-930.

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Neighborhoods, Social Ties

- Small, Mario Luis. 2006. "Neighborhood Institutions as Resource Brokers: Childcare Centers, Interorganizational Ties, and Resource Access among the Poor." *Social Problems* 53(2): 274-277 (section on community institutions).
- Gough, K.V. and Tran, H.A., 2009. Changing housing policy in Vietnam: Emerging inequalities in a residential area of Hanoi. *Cities*, 26(4), pp.175-186.
- Forrest, Ray, and Ade Kearns.2001. "Social Cohesion, Social Capital and the Neighbourhood." *Urban Studies* 38.12 : 2125
- McRoberts, O. M. 2003. *Streets of Glory: Church and Community in a Black Urban Neighborhood*. Chicago, University of Chicago Press.
- Margaretten, Emily . 2011. "Standing (K)in: Street Youth and Street Relatedness in South Africa." *City & Society* 23(S1): 45–65.
- King, V.T., Nguyen, P.A. and Minh, N.H., 2008. Professional middle class youth in post-reform Vietnam: Identity, continuity and change. *Modern Asian Studies*, 42(04), pp.783-813.
- Luke, Nancy. "Migrants' Competing Commitments: Sexual Partners in Urban Africa and Remittances to the Rural Origin." *American Journal of Sociology* 115.5 (2010): 1435.
- Klinenberg, Eric. 2001. "Dying Alone The Social Production of Urban Isolation." *Ethnography* 2(4): selections.
- Colvin, Christopher J., Steven Robins, and Joan Leavens. 2010. "Grounding 'Responsibilisation Talk': Masculinities, Citizenship and HIV in Cape Town, South Africa." *The journal of development studies* 46.7: 1179-1195.
- van Eijk, Gwen. "Does living in a poor neighbourhood result in network poverty? A study on local networks, locality-based relationships and neighbourhood settings." *Journal of Housing and the Built Environment* 25.4 (2010): 467-480.

Gender/Sexuality

- Morrell, Robert. "Men, movements, and gender transformation in South Africa." *The Journal of Men's Studies* 10.3 (2002): 309-327.
- Epprecht, Marc, 2009. "Sexuality, History, Africa." *American Historical Review Forum*, 1258-1272.
- Dietche, J.P. 1995. *Voyaging toward freedom: New voices from South Africa*. Research in African Literatures. 26 (1): 61-75
- Gqola, P.D. 2007. 'Like three tongues in one mouth': Tracing the elusive lives of slave women in (slavocratic) South Africa. In Gasa, N (eds). 2007. *Women in South African History: Basus'imbokodo, Bawel'imilambo / They remove boulders and cross rivers*. HSRC Press: Pretoria
- Msibi, T., 2009. Not crossing the line: Masculinities and homophobic violence in South Africa. *Agenda*, 23(80), pp.50-54.
- Swarr, A.L., 2012. Paradoxes of butchness: Lesbian masculinities and sexual violence in contemporary South Africa. *Signs*, 37(4), pp.961-986.

Work/Labor Market

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- Sallaz, Jeffrey J. "'It's an empowerment thing': An Ethnography of Colour Bar Conservation in a South African Service Industry." *Society in transition* 36.1 (2005): 38-56.
- Hunter, Mark, and Atiqa Hachimi. "Talking class, talking race: language, class, and race in the call center industry in South Africa." *Social & Cultural Geography* 13.6 (2012): 551-566.
- Whitson, Risa. "Hidden struggles: spaces of power and resistance in informal work in urban Argentina." *Environment and Planning A* 39.12 (2007): 2916.
- Guano, Emanuela. 2002. 'Spectacles of Modernity: Transnational Imagination and Local Hegemonies in Neoliberal Buenos Aires'. *Cultural Anthropology* 17(2): 181-209.
- Webster, E., Benya, A., Dilata, X. and Joynt, K., 2008. Making visible the invisible: Confronting South Africa's decent work deficit.
- Benya, A., 2015. The invisible hands: women in Marikana. *Review of African Political Economy*, 42(146), pp.545-560.
- Levine, S., 2011. The race of nimble fingers: Changing patterns of children's work in post-apartheid South Africa. *Childhood*