



## Culture and Society of World Cities (C&S)

ANTH-3500 (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

This course examines the many ways people make urban life meaningful. What are the historical, political-economic, and socio-cultural contexts that frame the opportunities, constraints, and uncertainties of urban life? How, in those contexts, do people create a sense of place? Our study of social and cultural urban processes emphasizes the relationship of space to identity and power. The course examines aspects of identity, including race and ethnicity, gender, class, family, community, and citizenship. 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 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.

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

### Methodology

Through readings, oral presentations, and class discussions we will explore how, over time, anthropologists and other social scientists have adapted research methods and theoretical perspectives to understand local, regional, national, transnational, and global processes that converge (and diverge) in cities. Acknowledging cultural diversity and the various perspectives and assumptions about the world and its inhabitants is a crucial dimension of the anthropological lens. Students will be strongly encouraged to recognise their own cultural assumptions and to take distance from them in order to make space for different ways of being in and 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. How do we learn from everyday life, careful observations of urban expressions and social interactions in specific urban 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.

### Materials

*Required readings* compiled in individual course folders, will be available on dropbox throughout the semester and provided to you at the launch to download onto your device.

*Thematic readings*, to be posted on dropbox, will be provided on demand for further reference and to understand an issue in more depth. Students are expected to complete required readings before C & S faculty sessions and to use readings for more depth. \* 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.

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 regularly in each city offers a valuable resource 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 during the semester.

*Additional readings*

At least two students (selected within the country groups) will be in charge of 10/15 minutes presentations of novels, graphic novels and films.

**Learning Outcomes**

Upon completion of the course, students will be able to

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

**Evaluation and Grading Criteria**

**1. Participation** (10% of grade)

- Participation means completing all assigned readings before each faculty session, engaging in discussion in class, asking questions in class, and leading one discussion session in class.
- Come to class with 1- 2 critical questions about that week’s readings.
- Be prepared to speak for several minutes about what you found most interesting, important, or challenging about the reading assignment and how it does or does not connect to field activities and other IHP program activities.

**2. Assignments** (90% of grade)

Assignment instructions are at the end of the syllabus. More detailed instructions will be handed out in class nearer the assignment deadline.

**Assessment**

Participation	30 points	10%
Papers (2)	120 points	60%
Group Case Study Presentation	60 points	30%

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 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).

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- 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.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

## **COURSE CHRONOLOGY AND REQUIRED READINGS**

### **NEW YORK, USA**

#### **Session 1. Inequalities in an American city**

*In this session, we'll discuss the issues of race, class and citizenship in NYC. The ethnographic examples focus on Harlem.*

- J. Jackson. *Harlemworlds: Doing race and class in NYC*. 55-86.
- P. Stoller. *Money has no smell. The Africanization of NYC*, 1-27.

#### Additional materials

T. Cole. *Open city* [novel]

S. Lee. *Do the right thing* [film]

### **SÃO PAULO, Brazil**

#### **Session 2. Violence and segregation**

*We'll consider the social geographies of Sao Paulo and delve into the implantation of fortified enclaves and the production of a heterogeneous social environment and the development of police violence.*

- T. Caldeira. Building up walls: The new pattern of spatial segregation in Sao Paulo, 55-66.
- Vargas & Alves. Geographies of death: An intersectional analysis of police brutality, 611-636.

#### Additional materials

J. Scudamore. *Heliopolis* [novel]

#### **Session 3. Race and its negation in Brazil**

*We'll examine how Brazil, in spite of being on the surface devoid of racial awareness, is immersed in racialized understandings of the social world. The readings unveil the racial prejudices entrenched in the public sphere and articulate their consequences on the question of citizenship.*

- J. Vargas. 2004. Hyperconsciousness of Race and Its Negation: The Dialectic of White Supremacy in Brazil. *Identities*, 11(4): 443- 470.
- M. Hanchard. 'Black Cinderella? Race and the public sphere in Brazil, 165-185.

#### Additional materials

M. d'Saete. *Cumbe* [graphic novel]

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#### Session 4: Expression and representation in the city

*This session focuses on hip-hop and graffiti as forms of participation and education in urban Brazil. We will also look over their contribution to identity politics and political contestation.*

- L. Waldner, and Betty A. Dobratz. "Graffiti as a Form of Contentious Political Participation." *Sociology Compass* 7.5 (2013): 377-389.
- D. Pardue. 2004. "Writing in the Margins: Brazilian Hip-Hop as an Educational Project." *Anthropology & Education Quarterly* 35.4: 411-432.

#### Additional Materials

J. Zimbalist & M. Mochary. *Favela Rising* [non fiction film]

*Cidade dos homens 13. Hip sampa hop* <https://www.youtube.com/watch?v=vtLq70KoBt0> [non fiction tv show]

### **CAPE TOWN, South Africa**

#### Session 5. Race and ethnicity in CT and SA)

*We will explore how the legacies of the past (and notably of apartheid) continue to shape urban lives in Contemporary South-Africa.*

- E. Boonzaier. 1988. " 'Race' and the race paradigm" in Emile Boonzaier & John Sharp (eds) *South African Keywords. The Uses and Abuses of Political Concepts*. Cape Town & Johannesburg: David Philip, 58-67.
- C. Besteman, 2008. "Legacies" In *Transforming Cape Town*. Berkeley: University of California Press. 43-55.
- T. Hansen. 2006. "Sounds of Freedom: Music, Taxis, and Racial Imagination in Urban South Africa." *Public Culture* 18(1): 185-206.

#### Additional materials

A. Fabian. *Skin* [film]

#### Session 6. Race and class in a post-apartheid city

*Here, we'll examine the intersections of race and class in post-apartheid cities.*

- P. Bond. 2004. From Racial to Class Apartheid: South Africa's Frustrating Decade of Freedom. *Monthly Review*, March 2004, pp. 45-59.
- Schensul, D. & P.Heller. 2011. Legacies, Change and Transformation in the Post-Apartheid City: Towards an Urban Sociological Cartography. *International Journal of Urban and Regional Research* 35(1): 78-109.

#### Additional materials

J. M. Coetzee. *Disgrace* [novel]

#### Session 7: Space and memory

*This session centers on post-apartheid memorialization, reparation and reterritorialization.*

- S. Jackson. 2003. Being and Belonging: Space and Identity in Cape Town. *Anthropology and Humanism* 28(1): 61-84.
- S.Field. 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.
- Z. Minty, Z. 2006. Post-apartheid Public Art in Cape Town: Symbolic Reparations and Public Space. *Urban Studies*, 43(2): 421-440.

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### Additional materials

N. Bloomkamp. *District 9* [film]

### **Session 8: Tourism and culture consumption**

*We'll question contemporary forms of urban tourism in South Africa.*

- M. Steinbrink, 2012. "We did the Slum!"—Urban Poverty Tourism in Historical Perspective." *Tourism Geographies* 14.2: 213-228.
- G. Elder, 2005. "Somewhere, Over the Rainbow: Cape Town, South Africa, as a "Gay Destination"." *African Masculinities: Men in Africa from the Late Nineteenth Century to the Present*: 43-60.

### Additional materials

J. Daly. *The red monkey double happiness book* [graphic novel]

## **AHMEDABAD, India**

### **Session 9. Caste, class, nation**

*We'll explore different dimensions of inequalities in contemporary urban India: Caste hierarchy, tribal statuses, and class stratification.*

- Y. Kijima. 2006. Caste and Tribe Inequality: Evidence from India, 1983–1999. *Economic Development and Cultural Change* 54(2): 369-404.
- C. Zene. 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.
- P. Bacchetta. 2010. The (failed) production of Hindu nationalized space in Ahmedabad, Gujarat. *Gender, Place & Culture: A Journal of Feminist Geography*, 17(5): 551-572.

### Additional materials

R. Patel. *Meet the Patels* [non fiction feature film]

### **Session 10. Pollution, waste and inequalities**

*We will continue our exploration of urban inequalities and hierarchies through examples of waste management in relation to the central ideas/ values of purity and pollution.*

- S. Tam. Sewerage's Reproduction of Caste. The Politics of Coprology in Ahmedabad, India
- D. Luthi. 2010. "Private Cleanliness, Public Mess: Purity, Pollution and Space in Kottar, South India" in *Urban Pollution: Cultural Meaning, Social Practice*: 57-81

### Additional materials

V. Ghosh. *Delhi Calm* [graphic novel]

### **Session 11. Materializing memory**

*The session will focus on the politics of heritage, art and memorialization in the city.*

- D. Da Costa. 2014, "Sentimental Capitalism in Contemporary India: Art, Heritage, and Development in Ahmedabad, Gujarat." *Antipode*: 1-24
- Simpson, E. and S. Corbridge, 2006, "The geography of things that may become memories—the 2001 earthquake in Kachchh-Gujarat." *Annals of the Association of American Geographers*, 96(3): 566–585.

### Additional materials

B. Roy. *Sujata* [film]

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## Assignments

### **1. São Paulo: Urban Interactions, presentations and representations**

(30%, 60 points)

*The purpose of this assignment is to develop your ethnographic skills through careful observation and critical, analytical thinking.*

- Choose a subject for observation that is illustrative of the theme urban expression and identity (examples: street art/graffiti, lunch practices and social class, work attire and the performance of gender/class).
- Following a one hour (minimum) observation period, describe the social and material dimensions of what you have observed.
- Evoke the place/people/event through detailed and specific descriptive writing. Ensure that you develop an interpretation, with evidence.
- Submit illustrations and/or other visual evidence if you wish.
- Drawing on your field notes, prepare a brief ethnographic paragraph to introduce your field site. 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.
- Prepare a roughly 1000 words analysis of the site based on the 5 criteria listed above. You must address each criteria.
- You should also have: An introduction, conclusion, and works cited. Grammar, spelling, proofreading/editing, and formatting. Format this paper in 12-point, 1.5 spaced lines, Times New Roman font.
- You may hand in the assignment as a paper copy.

### **2. Cape Town: Negotiating heritage. History and the sites of memory (CASE STUDY)** (30%, 60 points)

*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.*

Field Site

- You will be assigned a field site illustrative of the theme.
- If you have an idea of your own, you are welcome to share it with me, but please be prepared to explain how the site is a good place to explore the topics listed below.
- You will spend at least one-hour observing/participating and taking notes on your surroundings. If you cannot take notes during the activity, you should do so immediately after.

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

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- 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.
- Presentation and analysis of the different views 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

- Communication / Presentation structure: The clarity 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 or 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)

### **3. Ahmedabad: Rituals and the making of cities**

(30%, 60 points)

*The purpose of this assignment is to develop your ethnographic skills through careful observation and critical, analytical thinking.*

- Choose a subject for observation that is illustrative of the theme of rituals (in a broad sense) and the making of cities.
- Following a one hour (minimum) observation period, describe the social and material dimensions of what you have observed.
- Evoke the place/people/event through detailed and specific descriptive writing. Ensure that you develop an interpretation, with evidence.
- Submit illustrations and/or other visual evidence if you wish.
- Drawing on your field notes, prepare a brief ethnographic paragraph to introduce your field site. 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.
- Prepare a roughly 1000 words analysis of the site. You should also have: An introduction, conclusion, and works cited. Grammar, spelling, proofreading/editing, and formatting. Format this paper in 12-point, 1.5 spaced lines, Times New Roman font.
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