



Culture and Society of World Cities (C&S)

ANTH-3500 (4 Credits / 60 class hours)

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

By turning names into things we create false models of reality. By endowing nations, societies, or cultures with the qualities of internally homogeneous and externally distinctive and bounded objects, we create a model of the world as a global pool hall in which entities spin off each other like so many hard and round billiard balls. Thus, it becomes easy to sort the world into differently colored balls, to declare that “East is East, and West is West, and never the twain shall meet.” In this way a quintessential West is counterposed to an equally quintessential East ... Later, ... [we assigned other] peoples in other climes ... to a Third World of underdevelopment—a residual category of conceptual billiard balls—as contrasted with the developed West and the developing East.”
Eric Wolf, Europe and the People without History. 1982. Pp. 6-7.

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.

Within cities, identities and differences are historically created and reified through cumulative interactions and interpretations as well as through socio-economic and political processes. This course tracks the various manifestations of urban identities through the lenses of some key systems of categorization and difference; class, race, ethnicity, gender, generation. We will thus explore the different ways in which these systems of categorization operate in our different sites.

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 develop ‘double vision’: to be able to recognise their own individual cultural and social assumptions (positionality) and to simultaneously 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. Field trips, site visits, and guest lectures in New York City, Buenos Aires, Barcelona, and Cape Town will help bolster and inform our line of investigation. 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 and further readings, compiled in individual course folders, will be distributed in flash drives at the beginning of the semester and available on Moodle and the SIT library throughout the semester. Thematic readings can be provided 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 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.

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;

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, thinking of connections between the readings and experiential observations, and preparing a question or comment.

2 Reading Responses (10%)

For 10 of the 11 sessions each student will bring a short paragraph (handwritten) summarizing the central argument of the session's assigned readings and proposing a discussion question or discussion image. This discussion question / image should address / suggest connections to other program components (site visits, homestay experience, guest lectures, issues raised in learning cycles, etc.). The purpose of this exercise is for you to think about the ways in which the argument and concepts presented in the readings help you better understand or better explain what you are seeing and experiencing in the city. During the session each student will read his/her response to classmates and we will use these mini responses as a basis for class (or group) discussions. I will collect the responses at the end of the session. Each response is worth 1% of the grade.

3 Take-home Exam - Barcelona: (30%)

In the readings, class discussions, site visits we have done in New York, Buenos Aires, and Barcelona, we have discussed urban manifestations of the politics of place and identity/difference from a postcolonial perspective. Addressing tensions between modernity and coloniality and their entanglements with race, class, and gender we explored different forms of urban struggles in Buenos Aires and different challenges faced by migrants in Barcelona. In this exam you will address a series of questions that aim to connect what we read with what you witnessed/experienced in our journey so far. Take-home, open-book written exam answering 3 questions (500 words each) out of 6 proposed questions. Sample prep questions will be distributed ahead of time. Doing the assigned readings for each session and taking good notes during site visits, class and guest lectures will greatly help you to prepare for this exam,

4 Individual Case Study paper - Cape Town (25%)

Migration and post-colonial spaces. This will be an individual 800-word essay discussing assigned readings related to the theme you choose for the Case Study in Cape Town. The list of themes and the readings for each theme will be distributed when we arrive in Cape Town. The readings assigned for each theme should provide you with background information and help you identify a relevant research question and define a frame of analysis. The purpose of this exercise is to provide you with elements for a deeper case study analysis.

5. GROUP CASE STUDY – Oral Presentation - Cape Town (25%)

Migration and postcolonial spaces. This is a group project to explore the ways migrants are shaping the city of Cape Town today. Since its foundation as a key colonial port city in the 17th century, Cape Town has received different types of migrants from many different parts of the world. Thus, in a way, we can say that this is a city shaped by the tensions resulting from different migration waves, and different kinds of migrants. What have been the specific conditions for migration in the last 20 years? Who are the foreign people who migrate to this city today? What challenges do they face and how do they overcome these challenges? What are their stories? And how these stories shed light into the tensions we observed in the city? To address these questions students will be divided in 5 groups. Each group will focus on a different aspect / issue related to immigrants' experiences in the city today.

The exercise includes a case study briefing followed by a couple of days for group research, group discussion and analysis, and half a day for group preparation of an oral presentation. The output of this exercise will be a **group oral presentation with power point**. Students will analyze and present what they have learned through a C&S lens. The case study (group) grade counts also as your individual grade.

Grading

In all written work, standard essay format is expected: title, introduction, body, conclusion, works cited, etc. All references must be cited following consistently the same convention. 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, 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
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). 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

Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage guest lecturers.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

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 SCHEDULE AND REQUIRED READINGS

NEW YORK, USA

Session 1 — Introducing culture, identity & difference: exploring post-colonial cities

The purpose of this introductory session is to establish basic common grounds discussing the main perspective and key concepts that will frame our questions and conversations throughout the semester. What is the difference between colonialism and imperialism? What are the limits of the postcolonial and in which ways is the concept of the postcolonial useful to understand the relations between the global north and the global south? We will introduce the concepts of coloniality/modernity and world system as a framework to address issues of race, racism, and racialized imaginaries. Following Jacobs, we will consider cities from a post-colonial perspective, i.e. spaces shaped by historical processes of colonial and imperial powers where we can explore different manifestations of postcolonial cultural politics of place and identity/difference.

- Jacobs, Jane M. 1996. (Post)Colonial spaces. *Edge of Empire: Postcolonialism and the City*. Routledge. Chapter 2, pp.13-37

Further Reading:

- Young, Robert. 2009. What is the Postcolonial? *ARIEL A Review of International English Literature* 40(1): 13-25

BUENOS AIRES, Argentina

Session 2— Modernity / Coloniality: ‘progress’, nation building and the myth of white Argentina.

To add texture and historical depth to our introductory conversation on post-colonial cities, in this session we will provide a broad timeline on the history of European colonial expansion and the parallel development of modernity and capitalism. While all processes of nation building in the post-colony have involved racialized representations of social differences, particularly in the Americas, different countries have developed different discourses on race throughout their history. We will pay particular attention to the ways in which colonial racialized imaginaries played out in the process of nation building and the production of whiteness in national identity constructions

- Joseph, Galen. 2000. Taking race seriously: Whiteness in Argentina's national and transnational imaginary. *Identities: Global Studies in Culture and Power*, 7(3): 333-371

Further Readings **BE AWARE THAT VIDEOS LISTED BELOW CONTAIN DISTURBING / DISTRESSING VIOLENT IMAGES**

- Sutton, Barbara. 2010. *Bodies in Crisis: Culture, Violence, and Women's Resistance in Neoliberal Argentina*. Rutgers University Press. Chapter 1: Bodies in Crisis. An Introduction. Pp 19-27
- About Bartolome de las Casas: <https://www.youtube.com/watch?v=9XWXIxAIRm0> and <https://www.youtube.com/watch?v=-TyE0bAXL8g>
- About presence of African slaves in colonial times: <https://www.youtube.com/watch?v=6536IZD1f90>
- About Indigenous peoples: <https://www.iwgia.org/en/argentina/274-indigenous-peoples-in-argentina10>

- Indigenous Genocide and Conquest of the Desert:
<https://www.youtube.com/watch?v=KLsTfESzNLw>
- <https://www.thebubble.com/conquista-del-desierto-part-1-why-it-happened>

Session 3 – Struggles to debunk the myth of white Argentina: race / ethnicity and collective action

In this session we will explore the particular entanglements of race and the struggles to debunk the myth of white Argentina by looking at some examples of indigenous movements and the emergence of an Afro-Argentinian movement. We will take this opportunity to explore some connections between the consolidation of these movements and racialized migrations from neighboring countries as well as from West Africa. Conceptualizations of collective action and social movements will provide a theoretical framework for our discussion.

- Maffia, Marta Mercedes & Bernarda Zubrzycki (2014) Relationships, significations, and orientations toward a collective acting of the Afro descendants and Africans in Argentina, African and Black Diaspora: *An International Journal*, 7:2, 177-187
- <https://www.bbc.com/news/av/world-latin-america-46641620/what-it-s-like-to-be-black-and-argentine>
- Wichis: <https://www.youtube.com/watch?v=nrklK5pSYLc>
- Mapuches: <https://www.youtube.com/watch?v=XEP1ukwjHjI>

Further Readings

- Delrio, Walter; Lenton, Diana; Musante, Marcelo; and Nagy, Marino. 2010. Discussing Indigenous Genocide in Argentina: Past, Present, and Consequences of Argentinean State Policies toward Native Peoples. *Genocide Studies and Prevention: An International Journal*: 5(2): 138-159
- <https://www.pri.org/file/2019-05-09/afro-argentinians-say-they-ve-been-written-out-history>
- <https://www.youtube.com/watch?v=6536IZD1f90>
- Santiago Maldonado: <https://www.youtube.com/watch?v=AKHFWoF89IU>
- Zubrzycki, Bernarda. 2012. Recent African migration to South America: The case of Senegalese in Argentina. *International Journal of Humanities and Social Science*, 2(22): 86-94

Session 4 – Coloniality and patriarchy: bodily scars and embodied struggles

While briefly touching on the entanglements between coloniality and patriarchy that have shaped Argentinian history, in this session we will focus on women's struggles and recent feminist movements. Framing our discussion around the concept of social movements, we will address questions related to the conditions for the emergence of collective action.

- Sutton, Barbara. 2010. *Bodies in Crisis: Culture, Violence, and Women's Resistance in Neoliberal Argentina*. Rutgers University Press. Chapter 6: Bodies in protest: Poner el cuerpo. Pp 161-190.
- Chenou, Jean-Marie and Carolina Cepeda-Masmela. 2019. #Ni Una Menos: Data Activism from the Global South. *Television & New Media* 00(0): 1-16

Further Readings:

- Sutton, Barbara. 2010. *Bodies in Crisis: Culture, Violence, and Women's Resistance in Neoliberal Argentina*. Rutgers University Press. Chapter 1: Bodies in crisis. An introduction. Pp 1-19 and 28-34

- Taylor, Diana. 2001. Making a spectacle. The mothers of the Plaza de Mayo. *Journal of the Association for Research on Mothering* 3(2): 197-109.
- Courtis, Corina, and Maria Ines Pacecca. 2014. Domestic work and international migration in Latin America: Exploring trajectories of regional migrant women in domestic service in Argentina. *Women's Studies International Forum* 46(Special Issue): 24-32.

BARCELONA, SPAIN

Session 5– Postcolonial cities and postcolonial migrations

While it is important to consider the fact that Barcelona has a rather open and inclusive municipal policy towards migrants, it is also important to understand the ways in which coloniality frames immigrants' status, experiences and identities. Expanding our conversation about the postcolonial perspective and the concept of coloniality, in this session we will explore connections between race, racialization and migration and address issues related to the so called "migration crisis" in Europe. Our discussion will focus on struggles over the meanings of the public (public spaces / public sphere) and processes of place making.

- Nair, Parvati. 2013. Postcolonial Theories of Migration. *The Encyclopedia of Global Human Migration*. John Wiley & Sons. Pp. 1-7.
- Mata-Codesal, Diana. 2019. Anti-social behaviour in the square. Differentiation mechanisms among non-native groups in a peripheral neighbourhood of Barcelona, *Ethnic and Racial Studies*, DOI: 10.1080/01419870.2019.1599131. Pp 1-19.
- Gebhardt, Dirk. 2016. Re-thinking urban citizenship for immigrants from a policy perspective: the case of Barcelona. *Citizenship Studies*, 20(6-7): 846-866

Further Readings:

- Burchardt, Marian and Mar Griera. 2019. To see or not to see: explaining intolerance against the "Burqa" in European public space. *Ethnic and Racial Studies*, 42(5): 726-744
- Hellgren, Zenia. 2019. Class, race – and place: immigrants' self-perceptions on inclusion, belonging and opportunities in Stockholm and Barcelona, *Ethnic and Racial Studies*, 42(12): 2084-2102.
- Zapata-Barrero, Ricard. 2014. The limits to shaping diversity as public culture. Permanent festivities in Barcelona. *Cities. The International Journal of Urban Policy and Planning*, 37: 66-72

Session 6 –Coloniality, migration and the feminization of labor

At the beginning of the 20th century, Spain was a country of emigrants (mostly to the Americas). In the 1950s – 1960s migration was mostly internal (e.g. from Andalusia to Catalonia). By the end of the century, Spain had become an important destination for Latin American migrants and particularly women migrants. In this session we will discuss the feminization of labor that started in the 1980s and the trajectories of women migrants as domestic workers.

- Gutierrez-Rodriguez, Encarnacion. 2014. Domestic work–affective labor: On feminization and the coloniality of labor. *Women's Studies International Forum* 46(Special Issue) 45-532014 :1-9.
- Gil Araujo, Sandra, and Tania González-Fernández. 2014. International migration, public policies and domestic work. Latin-American migrant women in the domestic work sector. *Women's Studies International Forum* 46(Special Issue): 13-23.

- Looking for something on feminisms and migrant women in Barcelona

Further Readings:

- Hierro, Maria. 2016. Latin American Migration to Spain: Main Reasons and Future Perspectives. *International Migration* 54(1): 64-83

Session 7 — Recent African migration trajectories: the case of Senegalese migrants in Spain

As a Southern European / Mediterranean country, Spain has become one of the important points of entry for African migrants and refugees. Focusing on the case of Senegalese migrants, in this session we will explore the trajectories of Senegalese in Barcelona, the challenges they face and the networks of support they develop.

- Vives, Luna and Iria Vazquez Silva. 2017. Senegalese migration to Spain: transnational mothering practices. *Journal of Ethnic and Migration Studies*, 43:3, 495-512
- Hernández-Carretero, Maria. 2015. Renegotiating Obligations through Migration: Senegalese Transnationalism and the Quest for the Right Distance. *Journal of Ethnic and Migration Studies*, 41:12, 2021-2040

Further Reading:

- Mbaye, Linguere Mously. 2014. “Barcelona or die”: understanding illegal migration from Senegal. *IZA Journal of Migration*, 3(21): 1-19

CAPE TOWN, SOUTH-AFRICA

Session 8— Colonial and apartheid legacies

This session centers on the legacy of European colonization and Apartheid in South Africa. We will explore how these oppressive systems have created enduring social classifications, impacting contemporary senses of belonging and political identities. Do all equally belong or have an equal place? How to understand the legacies and challenges people face?

- Pillay, Suren 2004. Where do you belong? Natives, foreigners and apartheid South Africa. *African Identities*, 2(2): 215-232.
- Petrus, Theodore and Wendy Isaacs-Martin. 2012. The multiple meanings of coloured identity in South Africa. *Africa Insight*, 42(1): 87-102
- Jacobs, Sean and Zachary Levenson 2018. The limits of coloured nationalism. <https://mg.co.za/article/2018-06-13-00-the-limits-of-coloured-nationalism?fbclid=IwAR2iLWcpqE2PIFEm1ErPgGhAXkPEFK9Wj3NXO4LiNK-RwNzkdp4qrYgxly4>

Further Reading:

- Frankenthal, Sally and Owen Sichone. 2005. *South Africa's Diverse Peoples: A Reference Sourcebook*. ABC-CLIO. Chapters 1 and 2, pp 3-59.

Session 9— Post-apartheid challenges of nation-making. Refashioning national & urban narratives

One of the long-lasting effects of the Apartheid system in South Africa was the racial segregation of space. How to address the issue / promise of equal citizenship and the ideal of a ‘rainbow’ nation in the context of racially segregated spaces is the question that will frame our conversation in this session in Cape Town.

- Ramutsindela, M.F. 1997. National identity in South Africa: The search for harmony. *GeoJournal*, 43(1): 99-110.
- Snodgras, Lyn & Anja Bodisch. 2015. Why are we such a violent nation? - the legacy of humiliation in South Africa. *Africa Insight*, 45(3): 63 – 75.

Further Reading:

- Boswell, Rosabelle. 2014. Black faces, white spaces - adjusting self to manage aversive racism in South Africa. *Africa Insight*, 44 (3): 1 – 14

Session 10— Labor, Migration and Place: old patterns, new determinations

Migrant labor has a very long history in South Africa. In this session we will examine part of this history through the experience of migrants in Cape Town during apartheid and discuss Makhulu's argument that labor conditions in SA have always been rather precarious to the point that in many ways "precarious and uneven conditions of the wage relation may historically precede or serve as the precondition for financialization and the moral hazards that follow."

- Makhulu, Anne-Maria. 2015. *Making Freedom. Apartheid, Squatter Politics, and the Struggle for Home*. Duke University Press. Chapter1: Migrations, pp.27-62
- Makhulu Anne-Maria. 2015. *Making Freedom. Apartheid, Squatter Politics, and the Struggle for Home*. Duke University Press. Chapter 4: Reckoning, pp 129-152.

Further Reading

- Ramphela, Mamphela. 1993. *A Bed Called Home. Life in the Labour Migrant Hostels of Cape Town*. Ohio University Press.

Session 11 — Transnational Migration and African Migration to South Africa:

Continuing our conversation on migration we will discuss general issues of transnational migration with a special focus on the current situation of migrants from other African countries in South Africa. This session will provide background information and a broad frame of analysis for the case study.

- Viljoen, Johan, Marie Wentzel and Nedson Popphiwa 2016. Movement of people and the right of residence and establishment. *Africa Insight*, 46 (2):28 – 43.
- Dodson, Belinda. 2010. Locating Xenophobia Debate, Discourse, and Everyday Experience in Cape Town, South Africa. *Africa Today*, 56(3): 3-22.