

## **Urban Research Methods and Fieldwork Ethics** ANTH-3500 (4 credits)

### **International Honors Program (IHP)** **Cities in the 21st Century: People, Planning & Politics**

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### **Course Description**

More than half the world's population (56% or roughly 4.45 billion people) lives in cities and urban areas—creating tremendous challenges (and opportunities) to uphold the promise of the city for decent living conditions (UN-HABITAT, 2022). Urban Research Methods and Fieldwork Ethics is designed to provide you with the tools and ethical orientations to gather and analyze information/data, develop arguments and participate in debates about the future of the city. The focus of this course is the Comparative Analysis (CA) research project. The readings and activities in this course will provide you with the research skills and tools needed to identify and analyze challenges that are common to cities but also rooted in particular histories and social geographies. As such the course will allow you to develop strategies to make meaningful comparisons, particularly concerning configurations of political, economic, and social power as they manifest in urban and peri-urban spaces. We will accomplish this with a combination of class discussions based on readings and practical exercises (workshops) that weave experiential learning with more formal academic activities.

The center piece of the semester is the CA research project conducted in small groups (3-4 students per group). Research will be conducted both independently, collectively and through programmed/structured activities. The first step will be the definition of groups based on particular research themes. The themes are provided, but are open to interpretation. During the course of our stay in each city, each group will receive basic conceptual and contextual foundations for shaping an analytical framework. These foundations will come from the 3 courses (P+D, C+S, and UPSE), in addition to site visits and guest lectures. Moreover, you will have (limited) independent time during the week to visit sites and/or interview experts or actors related to your theme with the support of the local team and traveling faculty. Lastly, you will have an intensive 1-2 days of research time for case studies related to your themes. Based on all these inputs, each group will make a presentation that synthesizes all the inputs into a coherent central argument. In Buenos Aires this presentation will only concern the

information collected in Buenos Aires. In Barcelona you will begin the process of comparative analysis by incorporating information from Buenos Aires and Barcelona. Lastly, the presentation in Cape Town may incorporate information for all cities.

The research process demands **systematic work, patience, consistency, persistence, curiosity, and creativity**. In short, the purpose of this course is to foster a sense of curiosity and provide you with the tools to teach yourself how to learn: how to develop and refine a research question; how to collect and analyze information that will allow you to answer that question; how to separate the ‘interesting’ from the ‘important’ pieces of information that will allow you to persuasively answer your question; how to formulate an argument that will improve/challenge our understanding of the ways cities work, what are the forces shaping them and/or how people make sense and organize practices in the process of building the city they/we want?

### **Learning Outcomes**

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

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

### **Through “neighborhood days” and site visits**

- To examine current urban issues in terms of commonality and uniqueness; and in terms of differential access to, and control over, power, political representation, and resources both human and natural.
- To sharpen observation, conversations/interviews, and note-taking skills.
- To build analytical skills in terms of power, politics, economics, and the everyday life in different urban contexts.
- To engage with the ethics of research and develop a strong set of ethical practices to guide experiential learning, fieldwork, and professional practice.

- To challenge ourselves and question our assumptions about inequalities within and between cities and our preconceptions about what a city should do or be like.

### **Through the CA research project**

- To learn how to develop and implement a research project through all phases of the research cycle (research questions, methodology, data-collection, analysis, etc.).
- To use observation-based data (complemented by interviews/conversations) to develop analytical categories and an argument based on empirical information.
- To identify and incorporate relevant literature to your research.
- To learn how to establish a dialogue with concepts and ideas as they relate (or not!) to real life experiences and processes.
- To develop teamwork skills: learn to negotiate ideas and organize information collection strategies.

### **Language of Instruction**

This course is taught in English, but students will be exposed to different vocabulary related to course content through in-country expert lectures and field visits in a wide range of venues and regional locales.

### **Instructional Methods**

In this course you will learn to engage with the unique local resources, knowledge, and expertise that students encounter in the cities of the IHP Cities program, including local scholars, journalists, civil society leaders, public servants, etc. The course thus focuses on fieldwork methods and ethics. It will introduce you to the foundations of ethics of research in different cultural contexts, in which 'informants' are acknowledged and informed regarding their participation in research. The readings are designed to give you the methodological tools that will aid you in thinking about and implementing a successful CA research project. These tools will include exercises on framing the research question, strategies for collecting information/data in an unfamiliar context, and developing analytical categories and arguments. These strategies will rely on active observation (complemented with interviews/conversations) and consistent/detailed notetaking. The information collected will directly inform the final CA research project in which you will present an argument supported by the information/data collected and supported with secondary sources.

The course includes seminar discussions, group research workshops, learning cycle debriefings (reflections), student-led presentations, and city-program syntheses sessions. In many ways, this course presents the best opportunity to make the program a transformative experience, because it brings together multiple strands running through

coursework, class discussions, site visits, homestays, “neighborhood days,” and guest lectures. It is where you, individually and collectively, have the chance to put academic concepts and methods to the test of empirical research in the real world, thereby realizing the potential of the program as a whole. More than any other course, in this research methods and ethics course you will get out of it what you put into it!

## **Required Texts**

Readings and articles as assigned (see course schedule).

## **Assignments and Evaluation**

### Assignment Descriptions and Grading Criteria

#### 1) Group Project Proposal (5%) (Buenos Aires; *due 12 September; 8pm*)

During the first days of the semester, your group will be asked to think of about the theme that you are interested in pursuing throughout the course of the program. The aim of the proposal is to get the group thinking about possible lines of inquiry within each theme. These lines of inquiry may or may not be what the group ends focusing on, as the material provided in each city –in terms of people, organizations and spaces you will have access to— will provide new perspectives.

In the project proposal, you will describe the topic that you have selected, how you aim to approach it –possible/ potential angles of analysis (1-2 pages → in docx format). The proposal should address the following:

- Basic background information that suggests a particular position in relation to the theme
- Research (analytical) question
- Types of information needed to answer the question → This could come in the form of type of spaces to visit, the type of individuals/ organizations to meet
- How do you propose to obtain the information?

Your proposal stems from an interpretation of one of the five themes in the pre-departure exercise. As you discuss possible ways of interpreting a theme, consider the structural limitations of doing research (time, contacts, language, etc.) and think of the type of research you can only do by being the cities we will visit. Some questions to consider as you transform a theme into your specific research proposal:

- Is it observable?

- Are observation sites accessible by public transportation or walking? Can we easily access these sites/spaces?
- Are potential people to have conversations with accessible? Is there a language obstacle?
- Have we considered other obstacles and how to overcome them?

Attention to feasibility will ensure that your project is realistic and achievable within the constraints of the semester's schedule. The program's activities and resources present multiple opportunities that you can and should utilize to collect data for your project.

## 2) Case study and group presentation (60%)

The case study is an intense (1-2 days) period of dedicated research. During this period you will be directed to spaces and/or individuals / organizations that will provide you with theme related information, and complement the readings and activities done during the time in the city (formal courses, guest lectures, site visits, independent research, etc). Thus, the group presentation is an opportunity to synthesize information obtained and (in the case of Barcelona and Cape Town) establish meaningful comparisons. Note that in each city, the local team will interpret the themes in relation to access to spaces, availability of individuals/ organizations and current issues in the city related to each of the research themes. In other words, it may (or may not) be in complete sync with your research ideas. It is your job (with the support of local team and traveling faculty) to synthesize information collected and make a coherent argument based on available information. In the group presentations, you will share your findings and analysis to fellow students, faculty, and other members of the learning community. The presentation should include your main argument and findings, and describe and explain the research process through which you arrived at your conclusions. You should also discuss your research questions and how these were modified in the course of your research. In general, the presentation should (at least) include the following:

- Background information to the topic within the theme
- Question guiding the research
- Basic categories that organize the data (for Barcelona and Cape Town)
- Main argument that organizes the categories
- Explanation how the information/data collected supports the argument (Presentation of data/ evidence by itself does not automatically support an argument. You need to explain how the data support the argument.)

Group Presentations will be evaluated on the following criteria:

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

As suggested, in each city there is an overarching theme that is meant to frame all the research groups. While these overarching themes are subject to change, the following represent an attempt to define the case studies in each city.

- **Buenos Aires presentation** (15%) → analyzing social dimensions of inequalities/ inequities
- **Barcelona presentation** (20%) → promises, obstacles and dilemmas in the radical city
- **South Africa presentation** (25%) → collective reflection

3) Academic Synthesis Sessions (5%) → Country groups (Argentina, Spain, South Africa)

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

4) Portfolio Review (20%) *due the Friday before the case study – Argentina & Spain*

The portfolio is the main repository of information related to your research. It will be one of the main sources to define categories, frame your argument, and organize information as evidence to support your argument. Moreover, the portfolio will serve as evidence that each member of a research group contributes in an equitable manner.

The content of the portfolio will be all your notes (on observations, conversations/interviews, self-made maps, readings, etc.) and related relevant artifacts. You may want to separate your notes that come directly from your sense (what you observe, hear, read, touch, smell, etc.) from your reflections and questions. Lastly, at the end of the portfolio (for each city) you will summarize/synthesize your main findings and question. The guidelines for this summary/synthesis will be provided. The portfolio will be evaluated on the following criteria:

- Clarity of notes
- Comprehensive nature of notes in relation to program content
- Coherence of reflection and questions related to empirical notes
- Quality of summary /synthesis (in relation to guidelines)

#### 5) Final Examination (20%)

The final exam for the course consists of two essay questions given to students one-day prior and a set of short answer questions. The goal of the exam is to give students the opportunity to demonstrate knowledge of development issues both within the macro and micro contexts and to use the analytical skills they have been developing as part of the course, in preparation for writing the critical independent study project paper. This final exam will be conducted at the end of the Grand Excursion, just before the ISP period.

#### 6) Participation (10%)

Assessment of participation in course activities is based on attendance *and* engagement in program activities in each city, as described below. Students are encouraged to be an active part of the learning community by listening, asking questions, and contributing ideas to the intellectual growth of the group. We expect that students will improve in their ability to do these things over the course of the semester.

- *Faculty Sessions*: Course faculty sessions will be devoted to: (a) exploring different research methods and analytical tools; (b) workshops focused on the research process for the CA project.
- *Neighborhood Day*: “Neighborhood days” involve trips by small groups of students to different parts of the city. In each city, students spend several hours investigating a particular neighborhood, using a variety of formal and informal methods based on direct observation as well as engagement with local residents. Findings and experiences are shared through group presentations. Neighborhood day presentations are not graded but are factored into course participation.

- Site visits: During the time to spend in each city, we will explore different themes (learning cycles). To support the experiential learning experience
- Guest Lectures: All guest lectures and panel discussions by participants in the *Cities* program are critical inputs for the learning process. They will include people from civil society, government, and academia who will bring a range of perspectives into the conversation, which will contribute to your understanding of place-specific urban issues and to your comparative analysis project.
- 'Here we come!' sessions: in this short session the country group will lead a discussion of current issues in the upcoming city and collective learning goals. The local coordinator will make a short presentation about the city and program.

### Assessment

- Group assignments (70% total)
  - *Group Project Proposal (5%)*
  - *Case Study and Group Presentation (60%)*
  - *Academic Synthesis Sessions (5%)*
- Individual assignments (30% total)
  - *Portfolio Review (20%)*
  - *Participation (10%)*

### Attendance and Participation

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

### Late Assignments

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.

### Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-



77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

### Program 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, printed, 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 the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- 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.

### SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

## Course Schedule

*\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

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

### NEW YORK CITY, USA

#### **The CA research project in context, double entry notetaking, and organization of groups**

The CA project is a long, intense, and complex journey that in many ways will inform your semester experience. In this session you will start to explore potential ideas (i.e. research questions) for CA research project based on the themes provided, and develop a panoramic view of the process so you have a sense of what to expect during the semester. A crucial component of the CA research project is how each individual member collects information (that could become data). Thus, in this session new will begin a process of identifying a note-taking strategy that works for you and your group.

#### Required Readings:

Vogt, E. E., Brown, J., & Isaacs, D. (2003). *The art of powerful questions: catalyzing, insight, innovation, and action* (pp. 1–14). Whole Systems Associates; Waltham, Mass.

Sunstein, B and Elizabeth Chiseri-Strater. (2007). "Double-entry notes". In *Fieldworking: Reading and Writing Research*. St. Martin Press. (pp. 101-108).

#### Recommended readings:

Wolfinger, Nicholas. 2002. "On writing fieldnotes: collection strategies and background expectancies". *Qualitative Research*. Vol. 2, No. 1, Pp. 85-95.

Duneier, Mitchell. 2013. "A Christmas on Sixth Avenue". In R. Ocejó (ed.) *Ethnography and the City: Readings on doing Urban Fieldwork*. Routledge. Pp. 87-99.

Wood, Astrid. 2022. "Tracing as comparative method". *Urban Studies*. Vol. 59, No. 8, Pp. 1749–1753.

Tjora, Akselh. 2006. "Writing small discoveries: an exploration of fresh observers' observations". *Qualitative Research*. Vol. 6, No. 4, Pp. 429–451.

### **Research ethics and positionality**

Do we have any ethical responsibilities in the process of learning, particularly in the settings we will be visiting? In this session we will discuss some of the ethical considerations we need to keep in mind as we interpret and reflect on particular situations and/or groups of people we will encounter during the semester. Similarly, part of these ethical considerations imply reflections on our own positionality or situated knowledge: The way you look at and read a situation is informed by your personal history and your structural position (e.g., along class, race, gender, etc.). The source of information for this session (in addition to the reading) will be based on your observations and notes you took during a site visit.

#### Required Readings:

Ali, R. (2015.) Rethinking representation: negotiating positionality, power and space in the field". *Gender, Place & Culture: A Journal of Feminist Geography*. Vol. 22, No. 6, Pp. 783-800.

Skelton, T. (2001.) "Cross-cultural research: issues of power, positionality, and 'race'." In M. Limb & C. Dwyer (eds.) *Qualitative Methodologies for Geographers: Issues and Debates*. Arnold. Pp. 87-100.

Sontag, Susan. 2003. *Regarding the Pain of Others*. Picador. (pp.59-63; 70-74).

#### Recommended readings:

Miller Cleary, Linda. 2013. "Entering Another Culture" In *Cross-Cultural Research with Integrity: Collected Wisdom from Researchers in Social Settings*. Palgrave Macmillan. Pp. 125-139

Vannini, April & Coreen Gladue. 2008. "Decolonised methodologies in cross-cultural research". In P. Liamputtong (ed.) *Doing Cross-Cultural Research: Ethical and Methodological Perspectives*. Springer. Pp. 137-160.

Illich, I. (1968). *To Hell with Good Intentions*.

[https://www.uvm.edu/~jashman/CDAE195\\_ESCI375/To%20Hell%20with%20Good%20Intentions.pdf](https://www.uvm.edu/~jashman/CDAE195_ESCI375/To%20Hell%20with%20Good%20Intentions.pdf)

Rose, Gillian. 1997. "Situating knowledges: positionality, reflexivities, and other tactics".  
Progress in Human Geography. Vol. 21, No. 3, Pp. 305-320.

### **Academic Synthesis – New York City**

This will be an opportunity to bridge your experiences in the city (site visits, neighborhood day, etc.), guest lectures, and course readings (across courses) to your comparative analysis research projects. The goal is to define the main learning outcomes of the time in NYC, in relation to your research interests.

### **Buenos Aires, here we come!**

In this short session --led by the Argentina country group-- you will go over the English language resources and discuss the main issues in Argentina. This presentation will be a basic primer to the rest of the groups on the main things your group thinks we should know before arrival in Buenos Aires. Below are some materials that could be useful for everyone to explore:

TDC. (2023). *Europe of the Americas: Buenos Aires, Argentina's MEGACITY*. YouTube.  
<https://www.youtube.com/watch?v=fOQRkk0E-TA>

The New Tourist. (2023). *How and Why Argentina Got Rid of Its Black Population*. In  
YouTube. [https://www.youtube.com/watch?v=LO4TFo5TE\\_4](https://www.youtube.com/watch?v=LO4TFo5TE_4)

CGTN America. (2019, February 17). *A defiant women's movement rises up in Argentina*. YouTube. <https://www.youtube.com/watch?v=XyVA45RFdvs&t=1s>

Serikat Mahasiswa Progresif Universitas Indonesia. (2015). *The Take 2004: Occupy, Resist, Produce!* YouTube. <https://www.youtube.com/watch?v=3-DSu8RPJt8>

### **BUENOS AIRES, ARGENTINA**

Group research project proposal due 12 September (8pm)

### **WORKSHOP – Mapping as a tool to 'see' data**

*One of the main goals of the CA research project is to ground observation in specific spaces as a means to make relevant comparisons. One important aspect of this process is to understand how getting a sense of space and place becomes a powerful tool for making sense of your observations and analysis.*

Required Reading:

Sunstein, B. S., & Chiseri-Strater, E. (2016). "Learning how to look: mapping space". In *Fieldworking: reading and writing research* (pp. 194–205). St. Martins.

Recommended readings:

Wheeldon, J. (2010). Mapping Mixed Methods Research: Methods, Measures, and Meaning. *Journal of Mixed Methods Research*, 4(2), 87–102.  
<https://doi.org/10.1177/1558689809358755>

Powell, K. (2010). Making Sense of Place: Mapping as a Multisensory Research Method. *Qualitative Inquiry*, 16(7), 539–555.  
<https://doi.org/10.1177/1077800410372600>

**WORKSHOP – Interviews and conversations**

Interviews and (seemingly random) conversations are important sources of information. We will discuss strategies for engaging in conversations in ways that respect others and allow you to obtain information. Note that while (formal) interviews may be limited by time and general access to/by people, conversations can take place at any moment during the semester. Thus, it is important that you keep an open mind as you do not know when a crucial piece of information may come by.

Required Readings:

Spradley, J. P. (1979). "Asking descriptive questions". In *The ethnographic interview* (pp. 44–53). Wadsworth.

Beverly, J. (2005). Testimonio, subalternity and narrative authority. In N. K. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 547–557). Sage.

Recommended readings:

Alcoff, L. (1992). The Problem of Speaking for Others. *Cultural Critique*, 20, 5–32.  
<https://doi.org/10.2307/1354221>

Fontana, A & Frey, J. (2018). The interview: From neutral stance to political involvement. In N. K. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 695-728). Sage.

Mullings, B. (1999). Insider or outsider, both or neither: some dilemmas of interviewing in a cross-cultural setting. *Geoforum*, 30(4), 337–350.  
[https://doi.org/10.1016/s0016-7185\(99\)00025-1](https://doi.org/10.1016/s0016-7185(99)00025-1)

### **WORKSHOP – Reflection and analysis: research question and data gathering**

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

#### Required Reading:

Sunstein, B. S., & Chiseri-Strater, E. (2016). “The research portfolio.” In *Fieldworking: reading and writing research* (pp. 57-58; 220-221; 300-302; 412-414; 463-465). St. Martins.

Your portfolio

### **Group Presentation**

This will be an opportunity to share your work (thus far) with your peers, get feedback on your progress and learn what everyone else is working on. In this group presentation will be a synthesis of many of the activities the group participated in during the month in Buenos Aires. While the 1-2 days of intensive field research will be a crucial moment of information collection, you will also draw from relevant guest lectures, site visits and readings from P+D, C+S and UP+SE.

### **Academic Synthesis – Buenos Aires**

This will be an opportunity to bridge your experiences in the city (site visits, neighborhood day, etc.), guest lectures, and course readings (across courses) to your comparative analysis research projects. The goal is to define the main learning outcomes of the time in NYC, in relation to your research interests. (Country group will facilitate this synthesis with the support of faculty.)

### **Barcelona, here we come!**

In this short session -led by the Spain country group- you will go over the English language current news resources and discuss the main issues in Spain. This presentation will be a basic primer to the rest of the groups on the main things your group thinks we should know before arrival in Barcelona. Below are some materials that could be useful:

The History of Barcelona. (2022). In *YouTube*.

[https://www.youtube.com/watch?v=kop802nR\\_AE](https://www.youtube.com/watch?v=kop802nR_AE)

VICE News. (2023, July 1). The Skeletons of Spain's Fascist Past. YouTube.  
<https://www.youtube.com/watch?v=exDUKAJ9NIM>

Vox. (2016, September 27). Superblocks: How Barcelona is taking city streets back from cars. YouTube. [https://www.youtube.com/watch?v=ZORzsubQA\\_M&t=2s](https://www.youtube.com/watch?v=ZORzsubQA_M&t=2s)

CGTN America. (2015, April 20). Avoiding Eviction: Struggles of Immigrants in Spain. YouTube. <https://www.youtube.com/watch?v=a1HPRTm3kiY> China Global Television Network (CGTN)

Burgen, S. (2023, March 13). Catalonia confronts past racism after slave trade documentary. *The Guardian*.  
<https://www.theguardian.com/world/2023/mar/13/catalonia-confronts-past-racism-after-slave-trade-documentary>

Burgen, S. (2023b, April 16). Suspended in time: inside Barcelona's civil war air-raid shelters. *The Guardian*. <https://www.theguardian.com/world/2023/apr/16/inside-barcelona-spanish-civil-war-air-raid-shelters>

## BARCELONA, SPAIN

### **WORKSHOP – Defining categories; defining argument**

*In preparation for developing a strategy for comparison we will spend some time discussing some of the key elements of the research. By this stage the link between a research question – data/evidence – and central argument should be clear or begin to take shape. One of the key challenges is how to go about developing an argument and transforming 'information' into 'data'. It is in this process that the definition of analytical categories will be a crucial process in connecting data to argument.*

#### Required Readings:

Dey , I. (2007). Grounding Categories . In A. Bryant & K. Charmaz (Eds.), *The SAGE Handbook of Grounded Theory* (pp. 167–189). Sage.

Weston, A. (2009). *A Rulebook for Arguments*. (pp. 1-17). Hackett Publishing.

#### Recommended readings:

Charmaz, K, Robert Thornberg, & Elaine Keane. (2018). "Evolving grounded theory and social justice inquiry". In N. Denzin & Y. Lincoln (eds.). *Handbook of Qualitative Research* (5<sup>th</sup> ed.). (pp. 720-776). Sage.

Luker, Kristin. (2010). "Reviewing the literature" In *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. (pp. 76-98). )Harvard University Press.

### **Group Presentation**

This will be an opportunity to share your work (thus far) with your peers, get feedback on your progress and learn what everyone else is working on. In this group presentation will be a synthesis of many of the activities the group participated in during the month in Barcelona and draw comparisons with Buenos Aires. While the 1-2 days of intensive field research will be a crucial moment of information collection, you will also draw from relevant guest lectures, site visits and readings from P+D, C+S and UP+SE.

### **Academic Synthesis – Barcelona**

This will be an opportunity to bridge your experiences in the city (site visits, neighborhood day, etc.), guest lectures, and course readings (across courses) to your comparative analysis research projects. The goal is to define the main learning outcomes of the time in NYC, in relation to your research interests. (Country group will facilitate this synthesis with the support of faculty.)

### **Cape Town, here we come!**

In this short session -led by the South Africa country group- you will go over the English language current news resources and discuss the main issues in South Africa. This presentation will be a basic primer to the rest of the groups on the main things your group thinks we should know before our arrival in Cape Town. Below are some materials that could be useful:

TRT World. (2021). The colonisation of South Africa. In *YouTube*.  
<https://www.youtube.com/watch?v=Mt93LjuQbMM>

Our History. (2023, April 8). Trevor McDonald Explores the History Of South Africa's Apartheid. Youtube. <https://www.youtube.com/watch?v=oY6QEPkTWDo>

youtubealetor . (2010, June 23). Cape Town's District Six. YouTube.  
<https://www.youtube.com/watch?v=SIQVod6DtdkA> visit to the museum and memories from the residents.



Vox. (2021, April 12). Why South Africa is still so segregated. YouTube.

<https://www.youtube.com/watch?v=NVH7JewfgJg>

Uhuru Digital . (2020, June 17). Everything Must Fall - #FeesMustFall - Documentary 2018. YouTube . <https://www.youtube.com/watch?v=Tul8Rs6CoUs>

Malinga, T. D. (2023, April 21). OPINIONISTA: Our unemployment and poverty trap is apartheid's legacy that is perpetuated by our government. Daily Maverick.  
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## *CAPE TOWN, SOUTH AFRICA*

### **WORKSHOP – Barcelona Presentation: reflection and projection**

This will be a discussion/feedback session on the Barcelona presentation. The purpose is to reconnect with your comparative research Barcelona presentation and have a clear idea about what you need to accomplish in order to complete the CA while in Cape Town.

### **WORKSHOP - Writing and presenting**

This session is a class exercise wherein we will learn as a group how to write an abstract. We will review the fundamental structure of an abstract and you will adjust and shape your abstract accordingly. The task may seem a bit intimidating the first time, but we hope facilitation in this manner will ease any anxieties and make for a productive session.

### **Group Presentation**

This will be an opportunity to share your final work with your peers, get feedback, and learn about everyone else's final research product. In this group presentation will be a synthesis of many of the activities the group participated in during the month in Cape Town and draw comparisons with Buenos Aires and Barcelona. While the 1-2 days of intensive field research will be a crucial moment of information collection, you will also draw from relevant guest lectures, site visits and readings from P+D, C+S and UP+SE.

### **Academic Synthesis – Cape Town**

This will be an opportunity to bridge your experiences in the city (site visits, neighborhood day, etc.), guest lectures, and course readings. The goal is to define the main learning outcomes of the month in Cape Town. (Country group will facilitate this synthesis with the support of faculty.)