



INTERNATIONAL HONORS PROGRAM

comparative study around the world

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

Culture and Society of World Cities (C&S) ANTH – 3500 (4 credits) Fall Semester 2009

Course Overview

This course examines the many ways that people make urban life meaningful. How do people create a sense of place, of community, of urban identity? What are the historical, political, economic, and cultural contexts that frame the opportunities, constraints, and uncertainties of urban life? How do we study and understand the relationships between social and spatial inequality in cities? In addressing these questions, we will explore the core concepts and conceptual frameworks that sociologists and anthropologists use to understand lived experience in cities. The course focuses extensively on socio-political and economic contexts that inform dimensions of identity, including race and ethnicity, gender and sexuality, class and caste, family and community, and (non)citizenship. Social institutions and cultural practices are further analyzed in contexts of inequality, globalization, and social movements. Our study of urban life and urban processes emphasizes the relationship of place-making to identity, power, and culture.

Course methodology

Students will be introduced to anthropological methods, called fieldwork or ethnography, which offer important tools for a comparative study of urban life. How do we learn from *lived experience*, that is to say, from everyday life and the stories people tell about themselves? An ethnographic lens allows us to study detailed, local accounts of city life, while a comparative lens enables us to theorize urban processes and inequalities from the diversity of perspectives and experiences that characterize urbanism. We will discuss the possibilities and limitations of employing ethnographic methods in cities, and we will explore how, over time, anthropologists have adapted ethnographic methods and theoretical perspectives to understand local, regional, national, transnational, and global processes that converge (and diverge) in cities. Experiential learning is a critical component of the course, and participation in neighborhood days, case studies, and site visits are important elements of the course.

Course Objectives:

1. To introduce students to analytical and methodological tools for studying cultural and social dimensions of urban life;
2. To challenge students to engage with inhabitants and institutions in each city in reflexive and substantive ways;
3. 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.

Course Materials

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. Required readings will be provided in the C&S course pack, and students are expected to prepare and use readings for class discussions as well as essays. Thematic readings are recommended for a range of purposes including introduction and in-depth reading on the city, discipline, methods or concepts. Readings can be tailored to your individual needs and will be readily made available upon

request. In addition, students are encouraged to make use of the IHP in-country libraries and to investigate local resources, including news media.

Course Requirements

Class Participation (20%)

Students are expected to participate in all field visits and faculty and guest lectures. Participation means engaging guests, faculty, and fellow students during class times as well as completing all assigned readings before each class session. Faculty may ask for 1-2 page responses to readings or site visits as a component of class participation.

Delhi: Mapping Kinship and Home (30%)

This assignment examines how family organization and the uses of home-space differ cross-culturally. It is intended as an exploration of the concepts of family and home through the process of mapping kinship and household space.

Part 1. Kinship diagram: Draw a kinship diagram of your family and a diagram of your host family using anthropological kinship symbols and terminology. We will discuss how to draw a kinship diagram in class.

Part 2. Home diagram: Draw a floor plan of your host family's residence and of the residence that you consider home. Using a clearly marked visual cue and annotation, explain the significance of different rooms. Find a way to graphically convey the relative importance of different kinds of space.

- For example: Where do people spend most of the time, at different times of day? Who uses which rooms? What are the differences between people who live in the house and people who do not live in the house in terms of use of space? Or, use another question to guide your selection and explanation of the importance of different rooms.

Part 3. Essay: What have you learned from a comparison of family organization and uses of home-space in your family and in your host family? Reflect on the concepts of family and home in the context of what you have learned from this mapping exercise. (900 words)

The following questions may be used to guide your observations and comparisons with your family and your host family:

- What are the daily routines of your host family compared to your family? For example, what time do people rise? Who rises/sleeps first? When and where does eating happen? What is prepared and who prepares meals? How is the labor of household chores divided among members of the household by gender, age, level of education? What objects do members of your host family consider their most prized possessions? Is there a space, or particular objects, used for religious activity? By whom? What are the main spaces for socializing and by whom?

Cape Town: Sense of Place (25%)

How do people make places meaningful? Listening to the stories that people tell is an important way of learning about a place. This assignment focuses on the stories people tell about their neighborhood: what it used to be like and how it has changed over time.

Either in Langa or in Bo-Kaap have two conversations about the neighborhood, one with someone who is about your age and another conversation with someone who is your parents' age or older. You must choose two individuals who can talk about the neighborhood 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 neighborhood after an absence. We will discuss how to develop the conversation in class. Write the story of the neighborhood from the perspective of the stories of these two people. (900-1200 words)

Buenos Aires: Ethnographic Vignette (25%)

Develop an interpretation of an event or social situation that you have observed and/or experienced while in Buenos Aires.

Part 1. Write your recollection of the event in a couple of paragraphs: describe the event and people involved, key words they said to/about one another, the time of day and the place, the surrounding atmosphere, passersby, etc. (300 words)

Part 2. Write a paragraph that describes the process you went through to interpret the event or situation. Ask a series of questions of yourself and locals to determine the meaning of the event you have observed. What are your assumptions for interpreting the event or social situation? How did the locals' interpretation differ from yours? (300 words)

Part 3. Analyze the vignette with the conceptual tools you have learned over the semester. Use this experience to speak to broader issues being discussed in Buenos Aires. Support your analysis with information gleaned from readings, guest lectures, site visits, etc. (600 words)

Note: In all written work, standard essay format is expected: title, introduction, body, conclusion, works cited, etc. All references must be cited. Essays should be well-organized with attention to grammar and spelling. Please write legibly.

Grading System

Faculty will give grades in the form of points and will return assignments with written comments. Faculty will describe the range of points received for the assignment so that a student will know how his/her work compares with the rest of the class. At the end of the semester, your cumulative point score will be calculated in order to determine the final letter grade for the course. Point grades on individual assignments are not directly correlated to letter grades. The final letter grades will be determined on the basis of cumulative points on assignments completed across countries.

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. There is no A+.

Course Policies

Attendance and Participation: All students are expected to be present at every class 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 lateness *will* result in penalties reflected in your participation grade. Please inform the instructor if tardiness is anticipated. All students are expected to come to class on time.

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

Plagiarism

All students are responsible for having read the IHP statement on plagiarism, which is available in the IHP Student Handbook. Students are advised that the penalty against students on a IHP program for

cheating on examinations or for plagiarism may be "...expulsion from the program or such other penalty as may be recommended by the Program Director, subject to approval by the Executive Director."

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

The International Honors Program is offered in affiliation with the School for International Training, the accredited higher education institution of World Learning.

Course Chronology:

DETROIT, USA

24 August – 6 September 2009

Weeks 1 and 2—Mapping Space, Culture, and Detroit

- Delaney, Carol. 2004. "Spatial Locations." *Investigating Culture: An Experiential Introduction to Anthropology*. Malden, MA: Blackwell. Pp. 35-59.
- Hytrek, Gary and K. Zentgraf. 2008. *America Transformed: Globalization, Inequality and Power*. Oxford: Oxford University Press. Pp. 3-18, 72-79.
- Thomas, June. 2004 [1997]. "Mapping Disunity." In *Shrinking Detroit*, Working Papers. Pp. 85-94.

Thematic Reading: Key Concepts in Anthropology

- Understanding race, websites:
 - AAA, Race Are We So Different? www.understandingrace.org
 - PBS, Race the Power of an Illusion, www.pbs.org/race
- Geertz, C. 1973. "Thick Description: Toward an Interpretive Theory of Culture." *The Interpretation of Cultures*. New York: Basic Books.
- Kottak, C.P. and K.A. Kozaitis. 2008. *On Being Different: Diversity and Multiculturalism in the North American Mainstream*. Boston: McGraw Hill. Ch. 7, Race: Its Social Construction and Ch. 8, Race: Its Biological Dimensions.
- Kottak, C.P. and K.A. Kozaitis. 2008. *On Being Different: Diversity and Multiculturalism in the North American Mainstream*. Boston: McGraw Hill. Ch. 9, Gender and Ch. 10, Sexual Orientation.
- Lassiter, L.E. 2006. "Defining Culture." *Invitation to Anthropology*. Lanham, MD: Altamira Press. Pp. 39-59.
- Lawler, Steph. 2008. "Introduction: Identity as a Question." *Identity: Sociological Perspectives*. Cambridge: Polity Press.

DELHI, INDIA

7 September – 4 October 2009

Weeks 3 and 4—Religion, Gender, and Family Life

- Nanda, Serena. 2003[2000]. "Arranging a Marriage in India." In Elvio Angeloni, ed. *Anthropology*, 26th edition. Guilford, CT: McGraw Hill. Pp. 114-118.
- Agarwal, Bina. 2000. "The Idea of Gender Equality: From Legislative Vision to Everyday Family Practice." In Romila Thapar, ed. *India: Another Millennium?* New Delhi: Penguin Books. Pp. 36-62.
- Dube, Leela. 2003. "Caste and Women." In Anupama Rao, ed. *Gender and Caste*. Kali for Women: New Delhi. Pp. 223-248.
- Kirmani, Nida. 2008. "Competing Constructions of 'Muslim-ness' in the South Delhi Neighborhood of Zakir Nagar." *Journal of Muslim Minority Affairs* 28(3): 355-370.

Thematic Reading: Domesticity and Discrimination

- Das, Veena and Renu Adlakh. 2001. "Disability and Domestic Citizenship: Voice, Gender and the Making of the Subject." *Public Culture* 13(3): 511-531.
- Grover, Shalini. 2009. "Lived Experiences: Marriage, Notions of Love, and Kinship Support amongst Poor Women in Delhi." *Contributions to Indian Sociology* 43(1): 1-33.
- Mody, Perveez. 2002. "Love and the Law: Love-Marriage in Delhi." *Modern Asian Studies* 36(1): 223-256.
- Thorat, Sukhadeo and Umakant. 2004. "Introduction." *Caste, Race and Discrimination: Discourses in International Context*. New Delhi: Rawat Publications. Pp. xxii-xxx.

Thematic Reading: Kinship and Home

- Kinship websites:
 - <http://anthro.palomar.edu/kinship>
 - <http://www.umanitoba.ca/faculties/arts/anthropology/tutor/kinmenu.html>
 - <http://www.the-orb.net/essays/text03.html>
- Beckham, Sue Bridwell. 2004. "The American Front Porch: Women's Liminal Space." In Carol Delaney, ed. *Investigating Culture: An Experiential Introduction to Anthropology*. Malden, MA: Blackwell. Pp. 64-73.
- Masade, I. 2007. "Where is Home? Transnational Migration and Identity amongst Nigerians in Cape Town." In Sean Field, Renate Meyer and Felicity Swanson, eds. *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.
- Pellow, Deborah. 2003. "The Architecture of Female Seclusion in West Africa." In S. M. Low and D. Lawrence-Zuniga, eds. *The Anthropology of Space and Place*. Malden, MA: Blackwell. Pp. 160-183.
- Bourdieu, Pierre. 2003 [1971]. "The Berber House." In S. M. Low and D. Lawrence-Zuniga, eds. *The Anthropology of Space and Place*. Malden, MA: Blackwell. Pp. 131-141.

Week 5—Culture Matters

- Appadurai, Arjun. 2004. "The Capacity to Aspire: Culture and the Terms of Recognition." In Vijayendra Rao and Michael Walton, eds. *Culture and Public Action*. Delhi: Permanent Black. Pp. 59-84.
- Rao, Vijayendra and Michael Walton. 2004. "Conclusion: Implications of a Cultural Lens for Public Policy and Development Thought." In Vijayendra Rao and Michael Walton, eds. *Culture and Public Action*. Delhi: Permanent Black. Pp. 359-372.

Week 6—Chandigarh: A Modernist City

- Lim, William. 2002. "Socio-economic Realities." In Jaspreet Takhar, ed. *Celebrating Chandigarh*. Ahmedabad: Mapin Publishing. Pp. 93-99.
- Sarin, Madhu. 2002. "Socio-economic Realities." In Jaspreet Takhar, ed. *Celebrating Chandigarh*. Ahmedabad: Mapin Publishing. Pp. 99-104.
- Sorkin, Michael. 2002. "Socio-economic Realities." In Jaspreet Takhar, ed. *Celebrating Chandigarh*. Ahmedabad: Mapin Publishing. Pp. 104-105.
- Dubey, VP, HL Kalla, et al. 2002. "Socio-economic Profile of Slum Dwellers in Chandigarh." In Jaspreet Takhar, ed. *Celebrating Chandigarh*. Ahmedabad: Mapin Publishing. Pp. 436-441.
- Scott, James. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale University Press. Chapter 4: The High-Modernist City: An Experiment and a Critique. Pp. 103-119.

Thematic Reading: Globalization and the State

- Brow, James. 1990. "Notes on Community, Hegemony, and the Uses of the Past." *Anthropological Quarterly*. 63(1): 1-6.
- Robbins, Richard. 2009. "Globalization, Neoliberalism and the Nation-State." *Cultural Anthropology: A Problem Based Approach*. Belmont, CA: Wadsworth. Pp. 83-122.
- Scott, James. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale University Press. Chapter 2: Cities, People, and Language.

CAPE TOWN, SOUTH AFRICA

5 October – 8 November 2009

Week 7—Rainbow Nation

- Erasmus, Zimitri. 2008. "Race." In Nick Shepherd and Steven Robins, eds. *New South African Keywords*. Cape Town: CTP Book Printers. Pp. 169-194.
- Said, E. 1985. "Orientalism Reconsidered." *Cultural Critique* 1: 89-107.
- 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.

Thematic Reading: Ethnographic Methods and Interviewing

- Borges, Jorge Luis. 1998 [1969]. "The Ethnographer." *Collected Fictions: Jorge Luis Borges*. Translated by Andrew Hurley. New York: Penguin Books. Pp. 334-335.
- Emerson, R. M., R. I. Fretz, and L. L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Pp. 1-16.
- Goode, J. 2002. "How Urban Ethnography Counters Myths about the Poor." In G. Gmelch and W. P. Zenner, eds. *Urban Life: Readings in Urban Anthropology*. Prospect Heights, Ill.: Waveland Press. Pp. 279-295.
- Holstein, James A. and Jaber F. Gubrium. 1995. *The Active Interview*. Thousand Oaks, CA: Sage.
- Lawler, Steph. 2008. "Stories, Memories, Identities" and "Becoming Ourselves: Governing and/through Identities." *Identity: Sociological Perspectives*. Cambridge: Polity Press.
- Spradley, James P. 1979. *The Ethnographic Interview*. Fort Worth: Harcourt Brace Jovanovich Publishers.
- Weiss, Robert S. 1995. "Interviewing." *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press. Pp. 61-119.

Weeks 8 and 9: Memory and Place-Making

- Field, Sean. 2007. "Sites of Memory in Langa." In Sean Field, Renate Meyer and Felicity Swanson, eds. *Imagining the City: Memories and Cultures in Cape Town*. Cape Town: HSRC Press.
- Angelini, A. 2003. "Spaces of Good Hope: Inscribing Memory, Territory and Urbanity in District Six, Cape Town." Dark Roast Occasional Paper Series, No. 13. Cape Town: Isandla Institute.
- Jackson, Shannon M. 2003. "Being and Belonging: Space and Identity in Cape Town." *Anthropology and Humanism* 28(1): 68-81.
- Garuba, Harry and Sam Raditlhalo. 2008. "Culture." In Nick Shepherd and Steven Robins, eds. *New South African Keywords*. Cape Town: CTP Book Printers. Pp. 35-46.
- Boonzaier, Emile and Andrew D. Spiegel. 2008. "Tradition." In Nick Shepherd and Steven Robins, eds. *New South African Keywords*. Cape Town: CTP Book Printers. Pp. 195-208.

Thematic Reading: Place, Power, and Identity

- Comaroff, John L. and Jean Comaroff. 2008. "Ethnicity." In Nick Shepherd and Steven Robins, eds. *New South African Keywords*. Cape Town: CTP Book Printers. Pp. 79-90.
- Coombes, Annie E. 2003. "District 6: The Archaeology of Memory." *History after Apartheid: Visual Culture and Public Memory in a Democratic South Africa*. Durham, NC: Duke University Press. Pp. 116-148.
- Jara, Mazibuko K, Naomi Webster, and Gerald Hunt. 2005 [1999]. "At a Turning Point: Organized Labor, Sexual Diversity, and the New South Africa." In Pepi Leistyna, ed. *Cultural Studies from Theory to Action*. Malden, MA: Blackwell. Pp. 455-468.
- Moffett, Helen. 2008. "Gender." In Nick Shepherd and Steven Robins, eds. *New South African Keywords*. Cape Town: CTP Book Printers. Pp. 104-115.

- Ramphele, Mamphela. 1993. *A Bed Called Home: Life in the Migrant Labour Hostels of Cape Town*. Cape Town: David Philip. Pp. 1-25.
- Said, Edward. 2005 [2000]. "Invention, Memory, and Place." In Pepi Leistyna, *Cultural Studies from Theory to Action*. Malden, MA: Blackwell. Pp. 256-269.

Week 10 — Imagining the City: Power, Inequality, and Tourism

- Urry, John. 1990. *The Tourist Gaze*. London: Sage Publications. Pp. 1-15.
- Massey, Doreen. 1994. *Space, Place, and Gender*. Cambridge: Polity Press. Chapter 6 A Global Sense of Place. Pp. 146-156.

Thematic Reading: Consumption

- Lawler, Steph. 2008. "Masquerading as Ourselves: Self-Impersonation and Social Life." *Identity: Sociological Perspectives*. Cambridge: Polity Press. Pp. 101-121.
- Miller, Daniel. 1998. *Shopping, Place, and Identity*. New York: Routledge. Pp. 14-27.
- Zukin, Sharon and Jennifer Smith Maguire. 2004. "Consumers and Consumption." *Annual Review of Sociology* 30: 173-197.
- Visser, Gustav. 2002. "Gay Tourism in South Africa: Issues from the Cape Town Experience." *Urban Forum* 13(1): 85-94.

Week 11— Semester Break. Enjoy!

BUENOS AIRES, ARGENTINA

8 November – 12 December 2009

Week 12— Public Space and National Identity

- Nouzeilles, Gabriela, and Graciela Montaldo. 2002. "General Introduction." *The Argentina Reader: History, Culture, Politics*. Durham, NC: Duke University Press. Pp. 1-14.
- Borges, Jorge Luis. 1998 [1944]. "The South." *Collected Fictions: Jorge Luis Borges*. Translated by Andrew Hurley. New York: Penguin Books. Pp. 174-179.
- Vinas, David. 2002. "The Foundation of the National State." In Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader: History, Culture, Politics*. Durham, NC: Duke University Press. Pp. 161-169.
- De Bonafini, Hebe and Matilde Sanchez. 2002. "The Madwomen at the Plaza de Mayo." In Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader: History, Culture, Politics*. Durham, NC: Duke University Press. Pp. 429-439.

Thematic Reading: Popular Culture

- Archetti, Eduardo. 2002. "Soccer and Masculinity." In Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader: History, Culture, Politics*. Durham, NC: Duke University Press. Pp. 519-524.
- Collier, Simon. 2002[1995]. "The Birth of Tango." In Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader: History, Culture, Politics*. Durham, NC: Duke University Press. Pp. 196-202.
- Guano, E. 2002. "Spectacles of Modernity: Transnational Imagination and Local Hegemonies in Neoliberal Buenos Aires." *Cultural Anthropology* 17(2): 181-209.

Week 13—Citizenship and Belonging

- Guano, Emanuela. 2004. "The Denial of Citizenship: 'barbaric' Buenos Aires and the Middle Class Imaginary." *City and Society* 16(1): 69-97.

Week 14—Neoliberal City in Transition

- Soriano, Osvaldo. 2002. "Living with Inflation." In Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader: History, Culture, Politics*. Durham, NC: Duke University Press. Pp. 481-486.
- Auyero, J. 2000. "The Hyper-Shantytown: Neo-liberal Violence in the Argentine Slum." *Ethnography* 1(1): 93-116.
- Harvey, David. 2003. "The Right to the City." *International Journal of Urban and Regional Research* 27(4): 939-941.

Thematic Reading: Social Movements

- Harvey, David. 2003. "City and Justice: Social Movements in the City." In Luigi Fusco Girard, et al., eds. *The Human Sustainable City: Challenges and Perspectives from the Habitat Agenda*. Aldershot, UK: Ashgate. Pp. 235-254.
- Nash, June. 2005. "Introduction: Social Movements and Global Processes." In June Nash, ed. *Social Movements: An Anthropological Reader*. Malden, MA: Blackwell.

Week 15—Cities and Diversity

- Appiah, Kwame Anthony. January 1, 2006. "The Case for Contamination." *New York Times*.
- Newman, Peter and Isabella Jennings. 2008. *Cities as Sustainable Ecosystems: Principles and Practices*. Washington: Island Press. Ch. 6 Sense of Place. Pp. 144-155.
- Wood, Phil and Charles Landry. 2008. *The Intercultural City: Planning for Diversity Advantage*. London: Earthscan. Pp. 317-327.
- Kottak, C.P. and K.A. Kozaitis. 2008. "Chapter 17, Conclusion: of Truth or Consequences." *On Being Different: Diversity and Multiculturalism in the North American Mainstream*. Boston: McGraw Hill. Pp. 294-306.

Week 16—Final Workshop in La Plata, Argentina