



# INTERNATIONAL HONORS PROGRAM

comparative study around the world

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## **International Honors Program (IHP) Cities in the 21<sup>st</sup> Century**

### **Culture and Society of World Cities (C&S) ANTH – 3500 (4 credits) Spring Semester 2010**

#### **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 socio-cultural contexts that frame the opportunities, constraints and uncertainties of urban life? In addressing these questions, we will explore a range of analytical concepts that sociologists and anthropologists use to understand lived experience. The course examines aspects of identity, including race and ethnicity, gender and sexuality, class, citizenship, and family. 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. Our study of social and cultural urban processes emphasizes the relationship of place-making to identity, power, and culture.

Apart from the anthropological questions and concepts, this course relies on the anthropological methods, qualitative research in general and ethnography or participant observation in particular. Students will be introduced to the latter which offers important tools for a comparative study of urban life. An ethnographic lens allows us to study detailed, local accounts of city life, while a comparative lens enables us to theorize urban processes 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.

Acknowledging the 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 enhance their awareness of their own cultural assumptions and to take distance from them in order to make space for different ways of being and imagining the world.

#### **Course Objectives**

- To introduce students to theoretical, analytical and methodological tools for studying cultural and social dimensions of urban life;
- To explore articulations of politics, socio-economics, identity and culture that are ethnographically located in particular urban contexts, yet which resonate theoretically toward a comparative understanding of cities and urban life;
- To challenge students to engage with inhabitants, existing knowledge and institutions in each city in reflexive and substantive ways (trying to understand them from their own point of view);
- To encourage student to enhance their awareness of their own cultural lens and take distance from them.

## **Course Materials**

Reading materials will be distributed in each country. Students are expected to prepare readings for class and to use readings for reference in discussions as well as essays. In addition, students are encouraged to make use of the IHP in-country and traveling 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.

## **Course Requirements**

### *Class Participation* (20 %)

Students are expected to participate in faculty classes and to complete assigned readings before each class session. Faculty classes for C&S are complemented by site visits and guest lectures in each city. Therefore, participation in the course means engaging guest lectures, faculty, and fellow students as well as participating in field visits so as to develop an integrated learning experience.

### *Written assignment in Brazil* (25 %)

The purpose of this assignment is to develop an 'ethnographic lens' through keen observation. This is a group assignment since it implies observations in many different settings and comparison.

The essay should presents observations of various contexts (ethnic neighbourhood, class, favellas, their homestay neighbourhood, but also commercial or professional places, gardens...). It should focuses on the people (age, gender, ethnic, apparent status...), how they occupy the space (crowd, emptied streets, talking to each others, ignoring mainly the others...), the links with the building spaces (open, closed by walls, guarded, secluded from the city...) and with the nature (parks, trees, private gardens, flowers, nothing but plain concrete...). It is important to distinguish between the observations made and the interpretations and comments of the observers using the sessions and the readings to compare the various settings. The essay should enlighten the main characteristics of the various settings and show their similarities and differences.

### *Written assignment in Cape Town* (30 %)

This essay is intended to combine the methodological course on interviewing, the formulation of a question of research and the content of the lectures. Students chose a topic related to the issues of making a place, inhabiting a space, creating memories and tourism. The students should focus on a question, frame an interview and realize at least two of them. In order to increase the number of interview to rely on, students are highly encouraged to work in groups. The essay presents the question under investigation, the literature pertaining to it, the analysis of the interviews and the main conclusions.

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.

### *Group oral presentation in Hanoi* (25%)

In groups of 5 or 6, students choose a topic among a selection. Explore its many facets using observation and interviews, but also readings, visits, guest lecture etc. For instance, the food topic can lead to men and women relationships (the social division of labor), to relationships between urban and rural (for the exchanges of food) and rituals (food is an important item of rituals). The oral presentation, of no more than 20 minutes, should expose at least three social and cultural dimensions of this topic and their links. Creativity in the presentation is highly encouraged.

## **Grading**

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 start of class on the due date. Unexcused absences will also result in a lower grade.

*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 on IHP 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, 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

### NEW YORK CITY, U.S.A.

19 – 29 January 2010

#### Session 1- Anthropology in urban context

##### Required Readings:

- Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: BasicBooks. Chap. 29 (“Thick Description: Toward an Interpretive Theory of Culture”), Sections 1, 2, 4: Pp. 531-536 and 539-541.
- Low, Setha M. 2005 (1999). “Introduction. Theorizing the city”, in Setha M. Low (ed.), *Theorizing the City. The new urban anthropology reader*. New Jersey & London: Rutgers University Press. Pp: 1-33.

##### Recommended Reading:

- Garuba, Harry and Raditlhalo, Sam. 2008. “Culture”, in Nick Shepherd & Steven Robins, *New South African Keywords*. Jacana, Athens: Ohio University Press. Pp. 35-46.

### SÃO PAULO AND CURITIBA, BRAZIL

30 January – 7 March 201

#### Session 2A- Research Methods 1 (Combined methods session with P&D and UP&SE)

##### Required Reading:

- Emerson, R. M., Fretz, R.I. and Shaw, L.L. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Pp. 1-16.

##### Recommended Readings:

- Hammersley, Martyn, and Atkinson, Paul. 1995. *Ethnography. Principles in action*. London & New York: Routledge. Chap. 1 (“What is Ethnography?”): Pp. 1-22.
- Rubin, Herbert J. and Rubin, Irene S. 2005. *Qualitative Interviewing. The Art of Hearing Data*. London: Sage Publication. Chap. 2 (“Why We Do What We Do: Philosophy of Qualitative Interviewing”): Pp. 19-30.
- Guba, Egon G. and Lincoln, Yvonna S. 2005. “Paradigmatic Controversies, Contradictions, and Emerging Confluence”, in Norman K. Denzin & Yvonna S. Lincoln (eds), *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage Publications. Pp. 191-216.

#### Session 2B- Urbanization and the growth of cities (Combined history session with P&D and UP&SE)

##### Required Reading:

- Kotkin, Joel. 2005. *The city. A global history*. New York: The modern library chronicles books. Chap. 1 to 3: Pp. 3-16.

##### Recommended Reading:

- Kotkin, Joel. 2005. *The city. A global history*. New York: The modern library chronicles books. Chap. 7: P. 43-51; Chap. 10: Pp. 66-74.

#### Session 3- Living with differences: Cosmopolitanism

##### Required Reading:

- Notar, Beth E. 2008. “Producing Cosmopolitanism at the Borderland: Lonely Planeteers and “Local” Cosmopolitans in Southwest China”, *Anthropological Quarterly*, 81 (3): 615-650.

##### Recommended Readings:

- Datta, Ayona. 2009. “Places of Everyday Cosmopolitanisms: East European Construction Workers in London”, *Environment and Planning A*, 41: 353-357.

- Hannerz, Ulf. 1990. "Cosmopolitanism and Locals in World Culture", *Theory, Culture and Society*, 7: 237-251.
- Yeğenoğlu, Mayda. 2005. "Cosmopolitanism and Nationalism in a Global World", *Ethnic and Racial Studies*, 28 (1): 103-131.

#### **Session 4 (in Curitiba)- Human-nature relationships**

##### *Required Reading:*

- Ingold, Tim. 2000. *The perception of the environment. Essays on livelihood, dwelling and skills*. London & New York: Routledge. Chap. 3 ("Hunting and gathering as ways of perceiving the environment"): Pp. 40-60.

##### *Recommended Readings:*

- Melosi, Martin V. 2010. "Humans, Nature, and Cities: How Do Cities Fit in the Material World", *Journal of Urban History*, 36 (1): 3-21.
- Callicott, J. Baird and Ames, Roger T. 1989. *Nature in Asian traditions of thought. Essays in Environmental Philosophy*. New York: State University of New York Press. "Introduction": Pp. 1-21.

#### **Session 5- Class and social stratification in São Paulo**

##### *Required Readings:*

- Kerbo, Harold R. 2009. *Social Stratification and Inequality. Class Conflict in Historical, Comparative, and Global Perspective*. Boston: McGraw Hill. "Introduction": Pp. 1-13.
- Caldeira, Theresa. 2005. "Fortified Enclaves: The New Urban Segregation", in Setha M. Low (ed.), *Theorizing the City. The New Urban Anthropology Reader*. New Brunswick, New Jersey and London: Rutgers University Press. Pp. 83-107.

##### *Recommended Readings:*

- Reiter, Bernd. 2010. "Whiteness as Capital: Constructing Inclusion and Defending Privilege", in Bernd Reiter & Gladys L. Mitchell, *Brazil's New Racial Politics*. Boulder: Lynne Rienner Publishers. Pp: 19-34.
- Caldeira, Teresa. 2000. *City of Walls: Crime, Segregation and Citizenship in Sao Paolo*. Berkeley: University of California Press. Berkeley, Chap. 6 ("Three Patterns of Spatial Segregation"): Pp. 214-255.
- Caldeira, Teresa. 2000. *City of Walls: Crime, Segregation and Citizenship in Sao Paolo*. Berkeley: University of California Press. Berkeley, Chap. 7 ("Fortified Enclaves: Building Up Walls and Creating a New Private Order"): Pp. 256-296.
- Ballard, Richard. 2005. "Bunkers for psyche: How the gated communities have allowed the privatisation of apartheid in democratic South Africa", *Dark Roast Occasional Paper Series*, no 24: 1-23.

#### **CAPE TOWN, SOUTH AFRICA**

**8 March – 12 April 2010**

#### **Session 6A- Research Methods 2 (Combined session on methodology with P&D and UP&SE)**

##### *Required reading:*

- Hammersley, Martyn and Atkinson, Paul. 1995, *Ethnography. Principles in action*. London & New York: Routledge. Chap. 5 ("Insider account: listening and asking questions"): Pp. 124-156.

##### *Recommended Readings:*

- Rubin, Herbert J. and Rubin, Irene S. 2005. *Qualitative Interviewing. The Art of Hearing Data*. London: Sage Publications. Chap. 1 ("Hearing, Listening, and Sharing Social Experiences"): Pp. 1-15; Part of Chap. 2: Pp. 30-38; Chap. 7 ("Structuring the Interview"): Pp. 129-151.

- Fontana, Andrea and Frey, James H. 2005. "The Interview. From Neutral Stance to Political Involvement", in Norman K. Denzin & Yvonna S. Lincoln (eds), *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage Publications. Pp. 695-727.

### **Session 6- Place-Making, Memories and Public Remembrance in Cape Town (Part one)**

#### *Required Readings:*

Chose one reading among the following list:

- Besterman, Catherine. 2008. *Transforming Cape Town*. Berkeley: University of California Press. Chap. 2 ("Legacies"): Pp. 43-74.
- Bohlin, Anna. 2007. *In the eyes of the sea. Memories of place and displacement in a South African fishing town*. Gothenburg: Acta Universitatis Gothenburgensis. "Introduction": Pp. 16-25; Chap. 3 ("Notions of locality in Kalk Bay"): Pp. 58-79.
- Field, Sean. 2008. "Imagining Communities: Memory, Loss, and Resilience in Post-Apartheid Cape Town", in Paula Hamilton & Linda Shopes (eds), *Oral History and Public Memories*. Philadelphia: Temple University Press. Pp: 106-124.
- Radice, Martha. 2000. *Feeling Comfortable: The urban experience of Anglo-Montrealers*. Québec: Presses de l'Université Laval. "Introduction": Pp 7-11; Chap. 3 ("Strategies for dwelling"): 52-86.

Read it in order to be able, in class and in group, to clarify the approach, the topics and questionings related to it and the potential questions to ask the interviewees following this approach.

#### *Recommended Readings:*

- Said, Edward. 2005 [2000]. "Invention, Memory, and Place", In Pepi Leistyna, *Cultural Studies from Theory to Action*. Malden, MA: Blackwell. Pp. 256-269.
- Massey, Doreen. 1994. *Space, Place, and Gender*. Minneapolis: University of Minnesota Press. Chap. 6 ("A Global Sense of Place"): Pp. 146-156.
- Jackson, Shannon M. 2003. "Being and Belonging: Space and Identity in Cape Town", *Anthropology and Humanism*, 28(1): 61-84.
- Delaney, Carol. 2004. *Investigating Culture: An Experiential Introduction to Anthropology*. Malden, MA: Blackwell. Chap. 2 ("Spatial Locations"): Pp. 35-63.

### **Session 7- The Restructuration of Race and Ethnicity in South Africa**

#### *Required Reading:*

- Frankental, Sally and Sichone, Owen. 2005. *South Africa's diverse peoples. A reference source book*. Santa Barbara, Denver, Oxford: ABC Clio. Chap. 7 ("Ethnicity in Post-Apartheid South-Africa"): Pp. 205-240.

#### *Recommended Readings:*

- Erasmus, Zimitri. 2008. "Race", in Nick Shepherd & Steven Robins, (eds). *New South African Keywords*. Cape Town: CTP Book Printers. Pp. 169-194.
- Kottak, C.P. and Kozaitis, K.A. 2008. *On Being Different: Diversity and Multiculturalism in the North American Mainstream*. Boston: McGraw Hill. Chap. 7 ("Race: Its Social Construction"): Pp. 107-126.
- Kottak, C.P. and Kozaitis, K.A. 2008. *On Being Different: Diversity and Multiculturalism in the North American Mainstream*. Boston: McGraw Hill. Chap. 8 ("Race: Its Biological Dimensions"): Pp. 127-142.

### **Session 8- Place-Making, Memories and Public Remembrance (Part two)**

#### *Required Reading:*

See session 6 and choose another text (or one reading among the session 6's list will be indicated in the previous week).

**HANOI, VIETNAM**

**13 April – 17 May 2010**

**Session 9- Gender, Family and Kinship in Hanoi**

*Required Readings:*

- Tran, Phi Phuong. 2007. "Work and Family Roles of Women in Ho Chi Minh City", *International Education Journal*, 8(2): 284-292.
- Hirschman, Charles and Nguyen, Huu Minh. 2002. "Tradition and Change in Vietnamese Family Structure in the Red River Delta", *Journal of Marriage and Family*, 64(4): 1063-1079.

*Recommended Readings:*

- Dalton, Russell J., et al. 2002. "Social Relations and Social Capital in Vietnam: Findings from the 2001 World Values Survey.", *Comparative Sociology*, 1(3-4): 369-383.
- Nguyen, Thi Tuyet. 2007. "The Vietnam Women's Museum: The Promotion of Women's Rights to Gender Equality and Gender Issues", *Museum International*, 59(4): 70-79.

**Session 10- Public and private spaces**

*Required readings:*

- Thomas, Mandy. 2002. "Out of Control: Emergent Cultural Landscapes and Political Change in Urban Vietnam", *Urban Studies*, 39(9): 1611-1624.
- Kürten, Sandra. 2008. "The Transformation of Public Space in Hanoi", *Asien*, 108 (S.): 67-79.

**Session 11- Oral presentations (assignments)**

**Session 12- Sustainable urban future** (Combined session with P&D and UP&SE)

*Required reading:*

- Wood, P. and Landry, C. 2008. *The intercultural city: Planning for Diversity Advantage*. London: Earthscan. Chap. 10 ("Conclusion: The Ecology of the New Civics"): Pp. 317-327.