Anthropology 416/516

Urban Anthropology

Dr. Charles Klein

Fall 2016

MW\* 8:15 – 10:05 a.m.

Neuberger Hall 385

Office Hours/Contact Info

MW 1:00 – 2:00 p.m., 141P Cramer Hall

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For the first time in history, a majority of humans reside in urban environments, and by 2050, 70% of people will live in cities. This course will explore urban life through anthropological theories and methods. Building on ethnographic studies of global cities, students will develop a field-based project in which they conduct a series of on-the-ground exercises that explore similar topics in the Portland metro area. Our goal is not only to better understand the dynamic processes shaping urban life, but also to contribute to developing vibrant, just and sustainable urban communities.

Our course will be a dynamic work in progress organized through a centralized website. Here we will collaborate and assess each other´s work. Required work includes seven blogs, weekly blog critiques, and a 4-5 minute final reflections video.

**Course Learning Objectives**

By the end of the course, you will have a solid understanding of how to study urban life through an anthropological lens and contribute to the development of healthy and just communities. Specifically, you will have learned how to:

* Examine the ways in which urban space is experienced, contested and appropriated by diverse social actors
* Concretely apply urban anthropological theory and practice to analyze current urban issues in Portland
* Negotiate political charged fields like urban planning, transportation policy, environment health, and neighborhood development
* Use ethnographic data to influence urban policy makers
* Communicate critically and persuasively on urban issues using text, photo and video

Putting it all together, you will each have created an online portfolio that showcases your knowledge, abilities and creativity to future employers and admissions.

**Class Meeting Structure**

We will meet face-to-face on all Mondays. We will not meet on Wednesdays for Weeks 3-8, but will meet face-to-face on Wednesdays during Weeks 1, 2, 9 and 10.

**Group Work**

Students will be divided into three or four groups depending on course enrollment. Over the course of the quarter, each group will

1. Read each others’ assignments as outlined below
2. Select and post one “best” assignment from their group to the Home page of our course blog each week

**Course Content**

*Introducing Urban Anthropology.* 2016. Rivke Jaffe and Anouk De Koning. New York: Routledge.

Articles in D2L.

**Expectations & Assignments**

**Participation and Reading Notes** (out of 100 points, 20%)

This course is a **collaborative, participatory seminar**. You are responsible for doing the required posting, critiquing, reading and viewing of course content **according to the schedule below and as specified and modified over the quarter**.

**Everyone is expected to participate in classroom discussions.** This doesn’t just mean talking, but also active listening. If you are on the shy side, push yourself to talk; if you are on the talky side, consciously step back and let your classmates shine. Be prepared for me to call on you or ask you to let one of your classmates speak.

**Reading Notes**. A second component of your participation score will be reading notes, which you will submit on each day for which there are course readings – i.e. all Mondays for Weeks 1-9 and Wednesdays for Weeks 1 and 2. Your reading notes should be one page in length (you can use the back side of the page as well if you like) and may be handwritten or typed. I am not looking for a well structured summary or analysis, but rather (1) a list/outline of key concepts, arguments and examples, and (2) the things that you found confusing and/or interesting and would like to talk about in class. My goal is to make sure you do the reading, get you thinking, and jump start the classroom discussion. Reading Notes will be scored on a √√√no points format.

**Absences**.Given our hybrid format and the fact that we will not hold class for six of our scheduled meetings, you will only be allowed **one unexcused absence** without negatively affecting your participation grade. Any additional unexcused absences will result in a reduction of your participation grade, at the rate of 7.5 points per class you miss. After subtracting any points due to absence, I will assign a final score based on the quality of your classroom participation and reading notes. Simply coming to class and turning in all the reading notes will not get you all the participation points.

**Group Activities** (out of 100 points, 10% of final grade)

**Meeting deadlines**. As this is a collaborative course, we are building off of each other´s work. ***So it is essential to meet deadlines***. If you don´t meet the assignment deadlines, you will make it difficult for your classmates to complete their required critical comments.

I will calculate your group as follows:

Timely posting of seven “best” assignments – 70 points

Group participation – 30 points (based on group evaluation of the contributions of each group member)

**Weekly Assignments** (7 assignments @100 points each, 20%)

During the first two weeks, you will select a theme for the field-based exercises you will conduct during the quarter. The first assignment (Week 2) will be a brief fieldwork proposal that lays out your research focus. During Weeks 3-8 you will do a series of assignments that apply reading themes to your Portland metro based fieldwork.

*The Posting Process*

* You will post each weekly assignment to your **group’s workspace** on the course website **by 5 p.m. on Friday**.
* Your group will collectively select the “best” assignment of each round of weekly assignments to the **home page** section of the course website **by 5 p.m. Saturday**.
* One caveat – your group cannot select a second assignment from the same person for the highlighted assignment until all group members have had at least one assignment posted on the home page blog.

I will post detailed instructions for each assignment on the **Instructions** section of our course website. All assignments will build on empirical data and our readings and should (1) express your unique personality, (2) incorporate readings and concepts as laid out in the instructions, (3) show off your analytical ability, and (4) persuade your readers. Each assignment will be worth 100 points, and I will average all of these scores to determine your assignment grades. We´ll talk more about article content and style during the course.

The seven assignment themes and format are:

1. Fieldwork Topic Proposal (350 words + 3 images)
2. Social Mapping (map + 150 words)
3. Photo Essay: Social Inclusion & Social Exclusion (10 pics + 150 text)
4. Ride the Bus/MAX (350 words + 3 images)
5. Using Interview Data (350 words + 3 images + plus use of three course readings)
6. Conceptual/Theoretical Analysis (350 words + 3 images + use of three or four course readings)
7. Policy Recommendations (350 words + 3 images, and including contacting an org)

**Critical Comments** (14 comments @ 5 points each, 20% of final grade)

As noted above, your group will select a “best” assignment on a weekly basis for Weeks 2-8 by 5 p.m. each Saturday. We will then all read the selected blogs on the home page. Each will you will be required to make critical comments by 5 p.m. Sunday on two of these blogs each week, for a total of 14 comments over the quarter.

*The Process*

* **Critical comments are due each week by 5 p.m. on Sunday** and will be posted on the **Home Page** section of the course website.

Each critical comment should be about 125 words long**, about half of which should focus on what works in the blog, and the other half should provide concrete, constructive feedback on what could be improved**. We´ll take more about the content and style of critical comment posts during the course.

**Field Notes** (100 points total, 20% of grade)

As this is a hybrid course, I have freed up time for you to conduct your fieldwork during Weeks 3-8. The goal is 1 - 2 hours of field work per week, including writing up your field notes. This is about the same amount of time you would have been in class if we meet on each Wednesday. In the case of the more structured assignments, your field work will be the work you do to complete the assignment. For the more freeform assignments, you can do any kind of field work you would like to support completing the assignments and your final video.

There is no required format for field notes, but we will discuss possible options in class. Field notes should be uploaded to D2L by **5 p.m. on each Monday** from Week 3 to Week 9. Late field notes will lose 7.5 points for each day late.

**Final Reflection Video** (100 points, 20% of grade)

Your final assignment is video of **4** to **5** minutes in length that presents what you have learned through your field project. You will post your video to the **Home Page** section of the course website. The exact format is up to you, but the video must have sound (i.e., narration, music and/or video clips). Content wise you should synthesize the readings and field work in a cohesive way that demonstrates your own unique voice and analytic perspective.

**Graduate Students**

Graduate students will participate in all activities and will complete all assignments except for the final video reflection. The final deliverable for graduate students will be *either* (1) a 12-15 page paper, (2) a 10-15 minute video, or (3) another final project deliverable of your choice that I have pre-approved.

Graduate students will also be required make a short presentation and lead discussion on one or two of the graduate student theoretical readings (in italics in the syllabus), which will be part of their participation grade.

**Undergraduate Extra Credit**

Undergraduate students may earn one point for co-facilitating discussion on the graduate student theoretical readings (in italics in the syllabus). Students may do this twice over the course of the quarter, for a maximum of two points.

**Policies**

It is normal to get sick, and each year flus such as H1N1 spread through colleges and universities. If you feel ill (e.g. fever, sore throat, runny nose, headache, cough, aches), please stay home until you have been without fever for 24 hours without the use of fever-reducing medication. Please inform me of your illness. You will not be penalized for illness-related absences, and you will have the opportunity to make up missed assignments.

**Except in cases of documented severe illness or emergency, late assignments will lose 7.5 points for each 24 hours past due, and late *critical comments* will lose 3 points for each day past due.** *And don´t even think about having a late final reflection video!* Requests for deadline extensions should be made in writing ahead of the due date. All work must be completed for students to receive a passing grade. Please keep a digital copy of all the work you submit.

*Students with a documented disability* needing accommodations in the course should immediately inform me.

*Plagiarism* (intellectual theft) is a very serious academic offense. You are responsible for reading and understanding the department handout on plagiarism, which is available on D2L and on the Anthropology Department web site at [Plagiarism Policy](https://www.pdx.edu/anthropology/sites/www.pdx.edu.anthropology/files/plagiarism.pdf). Please ask me if you have any questions about this information. Any assignment containing plagiarized material will receive a failing grade, and cases of academic dishonesty will be reported to the Office of the Dean of Student Life.

*Grading and Rewrites*. If you would like to have the grade for an assignment reconsidered, you must submit a written re-evaluation request in an email, at least 24 hours after the grade was assigned. This email should state why you think your grade should be reconsidered. Your articles may also be rewritten and resubmitted. The new grade will be an average of the new grade and the old grade.

**D2L (Desire to Learn)**

The course syllabus, readings (other than *Introducing Urban Anthropology*), and grades will be available on D2L. You will also post your field notes on D2L. All students can access D2L with their Odin account. Use your Odin username and password to login to D2L at https://d2l.pdx.edu. Use of D2L will be demonstrated on the first day of class. Please feel free to contact me if you encounter difficulties in accessing this resource.

**Course Outline**

Unit 1: Urban Anthropology: Theory and Methods

Week 1

Mon, 9/26 Course Overview

Wed, 9/28 Why Study Cities?

Jaffe and De Koning

2016. Introduction, pp. 1-20

Holston, James & Arjun Appadurai

1996. Cities and Citizenship. *Public Culture* 8:187-204.

Video: The Human Scale - China (8:00 – 16:39), Melbourne (39:15 - 44:40), and Dacca (44:40 – 58:11)

Week 2

Mon, 10/3 Urban Life: Space & Scale

Jaffe and De Koning

2016. Part I Intro - At home in the city, 2. Urban places & 7. Cities and Globalization, 21-40, 101-116

Low, Setha M.

1996 Spatializing culture: the social production and social construction of public space in Costa Rica. *American Ethnologist, 23,*4, 861-879

Wed, 10/5

Gehl, Jan & Svarre, Brigitte.

2013. *How to Study Public Life*. Chapters 2 and 3, pp. 9-35. Washington, Covelo and London: Island Press.

*De Certeau, Michel*

*1984. “Walking in the City” in The Practice of Everyday Life, 102-118. Berkeley, Los Angeles and London: UC Press.*

***Postings***

Friday, 5 p.m. **Assignment 1: Fieldwork Proposal** (to Group Page)

Saturday, 5 p.m. “Best” Assignment 1 (to Home Page)

Sunday, 5 p.m. Critical Comments (to Home Page)

Unit 3: The Politics of Urban Space

Week 3

Mon, 10/10

Jaffe and De Koning

2016. 3. Urban Mobility and 4. Social Life in Spaces, 41- 68.

Karis, Timothy

2013. "Unofficial Hanoians: Migration, Native Place and Urban Citizenship  *in Vietnam". The Asia Pacific Journal of Anthropology, 14, 3, 256-273.*

*Lefebvre, Henri. Plan of the Present Work: XIV-XXI. In The Production of Space, 31-67.*

Wed, 10/12

Gehl, Jan & Svarre, Brigitte

2013. *How to Study Public Life.* Chapter 5. How They Did It: Research Notes, 81-122.

***Postings***

Friday, 5 p.m. **Assignment 2: Mapping** (to Group Page)

Saturday, 5.p.m. “Best” Assignment 2 (to Home Page)

Sunday, 5 p.m. Critical Comments (to Home Page)

Week 4

Mon, 10/17

Jaffe and De Koning

2016. Part II, 5. Urban Economics & 6. Consumption, Leisure and Lifestyle, 69-100

Degen, Monica & Wainwright, Emma

2010. Wallpaper\* City Guides and Gendering the Urban Aesthetic. *Tourist Studies,* 10, 2, 155-174.

*Georg Simmel.*

*1950 [1903]. “The Metropolis and Mental Life.” In The Sociology of Georg Simmel.*

Wed, 10/19

No readings.

***Postings***

Friday, 5 p.m. **Assignment 3: Photo Essay** (to Group Page)

Saturday, 5.p.m. “Best” Assignment 3 (to Home Page)

Sunday, 5 p.m. Critical Comments (to Home Page)

Week 5

Mon, 10/24

Hackforth, Jason & Rekers, Josephine.

2005. Ethnic Packaging and Gentrification. *Urban Affairs Review, 41*, 2, 211-236.

*Harvey, David*

*1989. From managerialism to entrepreneurialism: the transformation in urban governance in late capitalism. Geografiska Annaler. Series B. Human Geography, 3-17.*

Wed, 10/26

No readings.

***Postings***

Friday, 5 p.m. **Assignment 4: Ride the Bus/Max** (to Group Page)

Saturday, 5.p.m. “Best” Assignment 4 (to Home Page)

Sunday, 5 p.m. Critical Comments (to Home Page)

Unit 3: Urban Politics

Week 6

Mon, 10/31

De Koning, Anouk

2009. Gender, Public Space and Social Segregation in Cairo: Of Taxi Drivers, Prostitutes and Professional Women. *Antipode* 41, 3, 533-556.

O’Neill, Bruce

2014. Cast Aside: Boredom, Downward Mobility, and Homelessness in Post-Communist Bucharest. Cultural Anthropology *29*, 1, 8-31.

*Massey, Doreen*

*2004. Geographies of responsibility. Geografiska Annaler: Series B, Human Geography, 86(1), 5-18.*

Wed, 11/02

No readings.

***Postings***

Friday, 5 p.m. **Assignment 5: Using Interview Data Blog** (to Group Page)

Saturday, 5.p.m. “Best” Assignment 5 (to Home Page)

Sunday, 5 p.m. Critical Comments (to Home Page)

Week 7

Mon, 11/7

Jaffe and De Koning

2016. 9. Cities, Citizenship, and Politics & 10. Violence, Security and Social Control, 137-164.

Bourgois, Philippe

2011. Everyday addicts. In Righteous Dopefiend. Berkeley, Los Angeles and London: University of California Press, 271-290.

*Castells, Manuel*

*1996. “The Social Theory of Space and the Theory of the Space of Flow.” In The 1996. Rise of the Network Society. The Information Age: Economy, Society and Culture Vol. I. Malden MA: Wiley Blackwell, 410-429*

*1997. “Communal Havens: Identity and Meaning in the Network Society." The Power of Identity. The Information Age: Economy, Society and Culture Vol. II. 2nd Edition. Malden, MA: Wiley-Blackwell, 4-12.*

Wed, 11//9

No readings.

***Postings***

Friday, 5 p.m. **Assignment 6: Theoretical Framework Blog** (to Group Page) Saturday, 5.p.m. “Best” Assignment 6 (to Home Page)

Sunday, 5 p.m. Critical Comments (to Home Page)

Unit 4: Shaping Public Policy

Week 8

Mon, 11/17

Introducing Urban Anthropology

2016. Part III, Politics in and of Cities, 8. Planning the City, and Conclusion 119-136, 165-167.

Quesada, James, Arreola, Sonya, Kral, Ae, Khoury, Sahar, Organista, Kurt C. & Worby, Paula.

2014. “As Good as It Gets.” *City & Society, 26,* 1, 29-50

*Soja, Edward*

*2015. Accentuate the regional. International Journal of Urban and Regional Research, 39(2), 372-381.*

Wed, 11/19

No readings

***Postings***

Friday, 5 p.m. **Assignment 7: Policy Recommendations** (to Group Page)

Saturday, 5.p.m. “Best” Assignment 7 (to Home Page)

Sunday, 5 p.m. Critical Comments (to Home Page)

Week 9

Mon, 11/24

Bonilla, Yarimar & Rosa, Jonathan

2015. # Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *American Ethnologist*, *42*(1), 4-17.

Diphoorn, Tessa

2013. The Emotionality of Participation Various Modes of Participation in Ethnographic Fieldwork on Private Policing in Durban, South Africa. *Journal of contemporary ethnography*, *42*(2), 201-225.

Wed, 11/26

Making a video

Unit 5: Final Reflection Videos

Week 10

Mon, 11/28

Wed, 11/30

**Course Timeline**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Day** | **Date** | **Month** | **Readings and class schedule** |
| **1** | M | 26 | Sept |  |
| W | 28 | Sept | Jaffe & De Koning, pp. 1-20; Holston & Appadurai |
| **2** | M | 3 | Oct | Jaffe & De Koning, pp 21-40, 101-116; Low |
| W | 5 | Oct | Gehl & Svarre, Chapters 2-3, *De Certeau* |
| F | 7 | Oct | **Assignment 1** |
| **3** | M | 10 | Oct | Jaffe & De Koning, 41-68, Karis, *Lefebvre*  68; Karis. |
| W | 12 | Oct | **Fieldwork.** *Gehl & Svarre Ch. 5* |
| F | 14 | Oct | **Assignment 2** |
| **4** | M | 17 | Oct | Jaffe & De Koning, 69-100; Degen & Wainwright, *Simmel* |
|  | W | 19 | Oct | **Fieldwork** |
|  | F | 22 | Oct | **Assignment 3** |
| **5** | M | 24 | Oct | Hackforth & Rekers, *Harvey* |
|  | W | 26 | Oct | **Fieldwork** |
|  | F | 28 | Oct | **Assignment 4** |
| **6** | M | 31 | Oct | De Koning, O’Neill, *Massey* |
|  | W | 2 | Nov | **Fieldwork** |
|  | F | 4 | Nov | **Assignment 5** |
| **7** | M | 7 | Nov | Jaffe & De Koning, 137-164, Bourgois, *Castells* |
|  | W | 9 | Nov | **Fieldwork** |
|  | F | 11 | Nov | **Assignment 6** |
| **8** | M | 14 | Nov | Jaffe & De Koning, 119-136, 165-167; Quesada et al., *Soja* |
|  | W | 16 | Nov | **Fieldwork** |
|  | F | 18 | Nov | **Assignment 7** |
| **9** | M | 21 | Nov | Bonilla & Rosa; Diphoorn  Diphoorn, Tessa  2013. The Emotionality of Participation Various Modes of Participation in Ethnographic Fieldwork on Private Policing in Durban, South Africa. *Journal of contemporary ethnography*, *42*(2), 201-225. |
|  | W | 23 | Nov | Class meets |
| **10** | M | 28 | Nov | View and discuss final reflection videos |
|  | W | 30 | Nov | View and discuss final reflection videos |

**Weekly Work Flow**

Friday, 5 p.m. (Weeks 2-8): Post blog assignments to group page

Saturday, 5 p.m. (Weeks 2-8): Post “best” group blog to home page

Sunday, 5 p.m. (Weeks -8): Post two comments on “best” blogs to home page

Monday, 5 p.m. (Weeks 3-9). Upload field notes to D2L.

All face-to-face classes: Bring reading notes to class.