ANTH 30623: URBAN ANTHROPOLOGY
T/Tr 2:00-3:20, SCHARBAUER HALL, RM ####

DR. LISA VANDERLINDEN
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OFFICE HOURS: Tuesday/Thursday 3:30-5:00

COURSE DESCRIPTION
Cities are enduring markers of human development across time and space, evincing our adaptations and responses to geography; culture; socio-economic, political, and religious organization; aesthetics; and technology. This course will examine human behavior in cross-cultural urban contexts from an anthropological perspective. Ethnographic readings and case studies showcase the stunning diversity and surprising similarities in cities throughout North America and Mexico, Latin America and the Caribbean, Europe, Africa, South Asia, China, and Japan. Students will use a comparative approach to analyze cities and city life from their origins in pre-historic city-states to modern cosmopolitan metropolises. Students will learn both conceptual tools and ethnographic field-methods specifically suited for studying human behavior in urban environments, and will construct their own urban anthropological research projects analyzing some aspect of city behavior in Fort Worth, Texas.

COURSE GOAL
Provide the student with a better understanding of human behavior in an urban environment and teach the student to study that behavior anthropologically.

COURSE OBJECTIVES

- Gain knowledge of the some of the world’s major cities using a comparative, anthropological approach
- Encourage a greater awareness and comprehension of past, present and future trajectories of urban settlement patterns across the globe
- Foster an understanding of urbanism as a way of life and socio-cultural characteristics of urban dwellers
- Develop anthropological skills for studying human behavior in cities, and express those understandings through verbal and written expression.

REQUIRED READINGS


*** Selected readings will also be made available in ecollege

SUGGESTED READING:


READING SCHEDULE

All readings must be completed PRIOR to class meetings on the scheduled days

WEEK 1: WHAT IS A CITY?

8/24  Introduction
Suggested reading: Peacock, Chapter 1 “Substance” pp.1-61

8/26  Smith: The Earliest Cities **UL**
Sjoberg: the Preindustrial City **UL**
Zenner: Beyond Urban and Rural **UL**

WEEK 2: THE CITY IN ANTHROPOLOGY

8/31  Wirth: Urbanism as a Way of Life **UL**
Milgram: the Urban Experience: A Psychological Analysis **UL**

9/2   Rotenburg: the Metropolis and Everyday Life **UL**
Engle Merry: Life in a Neighborhood of Strangers **UL**

WEEK 3: ANTHROPOLOGY IN THE CITY

9/7   Redfield and Singer: The Cultural Role of Cities***
Leeds: The Anthropology of Cities: Some Methodological Issues***

9/9   Foster and Kemper: Anthropological Fieldwork in Cities **UL**
Bestor: Networks, Neighborhoods and Markets: Fieldwork in Tokyo **UL**
Suggested reading: Peacock, Chapter 2 “Fieldwork” pp. 63-109
Suggested reading: Epstein: Gossip, Norms, and Social Network***

WEEK 4: THE POLITICS OF URBAN PLANNING

9/14  QUIZ 1: WEEKS 1-3
King, Anthony *Incorporating the Periphery: Urban Planning in the Colonies* ***
Rabinow, Paul: *Ordonnance*, Discipline Regulation: Some Reflections on Urbanism***

9/16        Burgess, Earnest W.  “The Growth of the City” *BCR*
            Le Corbusier 1971 “The City of Tomorrow and its Planning” *BCR*
            **Suggested Reading:** Fainstein, Susan S.  “New Directions in Planning Theory” *BCR*

**WEEK 5: THE DIVIDED CITY PT. I- CLASS, RACE, AND ETHNICITY**

9/21        Lewis, Oscar 1966 “The Culture of Poverty” *UL*
            Goode, Judith  2002 “How Urban Ethnography Counters Myths about the Poor” *UL*

9/23        Bourgois, Phillippe 2002 “Office Work and the Crack Alternative among Puerto Rican Drug Dealers in East Harlem” *UL*

**WEEK 6: THE DIVIDED CITY PT. II- CLASS, RACE AND ETHNICITY**

9/28        Gregory, Steven  “The Changing Significance of Race and Class in an African American Community” *TCR*
            **Suggested Reading:** Massey, Douglas and Nancy Denton: “The Continuing Causes of Segregation” *BCR*

9/30        Calderia, Theresa P.R. 1999 “Fortified Enclaves: the New Urban Segregation” *TCR*
            Foucault, Michel 1977 “Discipline and Punish: the Birth of a Prison” *BCR*

**RESEARCH PROPOSAL DUE**

**WEEK 7: THE DIVIDED CITY PT. III- SUBURBANIZATION**

10/5        Low, Setha 2003 “Fear of Crime” *BGR*

10/7        Low, Setha 2003 “Fear of Others” *BGR* (*also refer back to Engle Merry in week 2*)

**WEEK 8: **BEGIN RESEARCH PROJECTS**

10/12       FALL RECESS: NO CLASS
            **Suggested reading:** Peacock, James Chapter 3 “Significance”

10/14       QUIZ 2: WEEKS 4-7
            **Suggested Reading:** Appiah, Kwame 2007 “Cultural Patrimony” In *Cosmopolitanism: Ethics in a World of Strangers*. New York: W.W. Norton and Company. ***

**WEEK 9: THE CITY AS CULTURAL HERITAGE**

10/19        Murphy, Rhodes: City as a Mirror of Society: China, Tradition and Transformation***

10/21        Abu-Lughod, Jane L.: the Islamic City- Historic Myth, Islamic Essence, and Contemporary Relevance***
WEEK 10: PUBLIC CULTURE AND PUBLIC SPACE


10/28  “Introducing Urban Publics and Urban Cultures” pp. 253-260 BCR
Jacobs, Jane “the Life and death in Great American Cities”  BCR

WEEK 11: PUBLIC CULTURE AND PUBLIC SPACE


11/4  Low, Setha 1999 “Spatializing Culture” the Social Production and Social Construction of Public Space in Costa Rica”  TCR

WEEK 12: THE CONTESTED CITY


11/11 Zukin, Sharon 2010 “Landscapes of Power: From Detroit to Disney World”  BCR
Rotenburg, Robert 1999 “Landscape and Power in Vienna: Gardens of Discovery”  TCR

WEEK 13: THE GLOBAL CITY

11/16 QUIZ 3: WEEKS 8-12
Sassen, Saskia The Global City: Introducing a Concept”  BCR
Recommended Reading: Simmel, George “The Metropolis and Mental Life”  BCR
Recommended Reading: de Certeau, Michel 1988 “The Practice of Everyday Life”  BCR

11/18 Bestor, Theodor 1999 “Culture and Commodity in Tokyo’s Wholesale Sushi Market”  TCR
or

WEEK 14: THE MODERNIST AND POSTMODERNIST CITY

11/23 Holston, James 1999 “The Modernist City and the Death of a Street”  TCR
Pellow, Deborah 1999 “The Power of Space in the Evolution of an Accra Zongo”  TCR

11/25 THANKSGIVING BREAK: NO CLASS

WEEK 15: THE MODERNIST AND POSTMODERNIST CITY, CONT.

11/30 Cooper, Matthew 1999 “Spatial Discourses and Social Boundaries: Reimagining the Toronto Waterfront”  TCR
Totah, Faedah M. 2009 Return to the Origin: Negotiating the Modern and Unmodern in the Old City of Damascus. City and Society, Vol. 21., no.1.***

12/2 Research Presentations

Week 16: LAST DAY OF CLASS
FIELDWORK COMPONENT:

Students will design and execute a research proposal where they study one aspect of human behavior in urban contexts utilizing anthropological field methods. The research component of this project requires students to independently study the history of the urban issue of their choice in the city of Fort Worth. The ethnographic component of this assignment requires students to perform at least two 1.5-hour site visits to a location of their choice in Fort Worth, where they will conduct mapping assignments, observations, and open ended interviews. The report component of this project is two fold: first, students shall provide a 5-page written analysis of their fieldwork based upon one (or more) of the weekly course themes and lectures; second, they shall present the findings of their research in a 5-7 minute presentation. Students will be encouraged to incorporate both text and visual aids (photographs, maps and drawings) into their reports and presentations.

Students will choose a hypothesis interest and plan a long term field project to study this hypothesis. The paper will be written according to the following guidelines. It must include each of the 6 sections below.

1. State the hypothesis.

   Explain the unit of analysis: neighborhood? race or ethnic group? economic class? gender? public space? contested space? situation or event? other?
   Which of the course themes we have discussed best fits your approach?

2. State which techniques you plan to use to gather your data and why they are appropriate.

   Interviews, random or directed?
   Life histories?
   Participant Observation?
   Use of archives, records or other written documents (newspapers, censuses, etc). Will these documents be historical or contemporary or both?
   Event Analysis?
   Network Analysis?
   Componential Analysis?
   Standardized questionnaires?
   Maps?
   Statistics?

   Information about Fort Worth. (This could be historical, demographic or administrative.)

3. Explain the process needed to carry out the actual field study.

   How long will your study last and why?
   Are special arrangements needed to enter the community?
What special equipment do you need?
What groups or individuals can you single out as important contacts?
Where will you live?
How shall you explain what you are doing to the community?
How will you organize your raw data?

4. Conduct actual field work.
You are not expected to do all the fieldwork necessary for your project. You are expected to do a minimum of three total hours. In your paper, present the data you gathered in field work.

5. Based on your field research, what would your next step be in this study?
Does your fieldwork suggest that your original hypothesis and approach are still viable?

6. Bibliography
Annotated bibliography listing a minimum of 5 references (list the reference and one or two sentences explaining what the reference is about and why it is important for your project).

7. Notes
Raw and Typed field notes must be turned in along with the transcriptions of any interviews conducted.

ARTICLE ANALYSES:
Each student will be responsible for presenting 2 articles of their choice to the class. In their 15 minute presentations, students should prepare to answer the following questions about their articles as well as to raise 2-3 critical thinking questions that will guide classroom discussion. Students who are presenting within the same week are encouraged to collaborate and discuss issues pertinent to that week’s theme, and should also be prepared to refer to other related articles in terms of relevance and critical issues. Students will be required to submit a 2-page written report of their article analysis in either written or bulleted format. In their presentations, students should be able to address the following questions:

Content
State the title and the author’s name.
What is the author’s thesis?
What methods does the author use to gather data?
When was the data gathered?
Summarize the data gathered.
What is the author’s theoretical perspective?
What are the author’s conclusions?

Analysis
Did the author convincingly prove his/her point?
Were the methods used sufficient to prove the author’s point?
Was the data sufficient to prove the author’s point?
Did the author’s reasoning and theoretical perspective make sense to you?
Was the article interesting? Informative?
What did you learn from the article?
ATTENDANCE AND PARTICIPATION:

Attendance and participation are essential components to the student’s success in this class. In addition to regular attendance, students must also engage with the course materials, the instructor, and their fellow classmates. Readings may be subject to multiple interpretations and evoke a variety of responses. Students are responsible for contributing their own unique insights to classroom discussions as well as thoughtfully respond to questions presented during lecture and article presentations.

QUIZZES:

Students will take three quizzes throughout the course of the semester. The quizzes will feature both multiple choice and short answer questions, and will be designed in such a way as to ensure the student is keeping up with weekly readings as well as comprehending the overall course themes.

GRADING:

Research Project: 60%
  Research Proposal: 10%
  Fieldnotes: Social Map, Observation, Interview: 10%
  Presentation: 10%
  Paper: 30%

Article Analyses: 20% (10% each)
  Written component: 5%
  Presentation and classroom discussion: 5%

Quizzes: 15% (5% each)

Attendance and Participation: 5%

Total: 100%

Final letter grading will be based on the point total after weighting using the standard distribution:

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Grades will be posted on eCollege for you to view. If you would like to discuss my evaluation of your work, please contact me by email to make an appointment. I will not discuss or report any student’s scores and grades, or any other evaluation-related matters, by e-mail or telephone. I will hand back materials in class only once. Papers will be kept on file at 4200 Scharbauer Hall until they are claimed during office hours.

Irregular attendance will negatively impact final grades. Sign-in sheets will be passed around for class members to sign at the start of each class period. Students who arrive late are responsible for making sure that they have signed the attendance list before I leave the classroom at the end of the class.
session. After a student accumulates 3 unexcused absences (those lacking documentation of a university-sponsored activity or of an emergency—see “Make-up quizzes”, below), I will deduct 5 points from the student’s final point total for each additional unexcused absence. The student will be responsible for bringing appropriate documentation to me at office hours for my consideration of an excused absence. In the event of excessive absences, I may notify the dean of the student's college and Campus Life (see http://www.campuslife.tcu.edu/absence.asp).

Make-up quizzes:

If a medically-related absence or an unavoidable absence from an exam should occur just before, or at, the time of an exam, the student must notify me in person, by voice mail, or e-mail by 5:00 PM on the day of the exam. I will then require that the student present for my consideration some documentation of the emergency (such as a medical note, a towing bill, or a funeral program) before I will allow a make-up exam. The format, time, and date of the make-up exam will be at my discretion. If the student foresees an absence from lecture or an exam due to participation in a pre-scheduled university activity, that individual must provide me with notice at least one week in advance of the event.

CLASSROOM ETIQUETTE

Your peers: This course essentially facilitates travel to places and interaction with peoples that we may never physically encounter in our lifetimes. Some of their practices may seem strange, foreign, or even wrong. The classroom is an ideal forum to practice “cultural relativism”; that is, being open-minded and non-judgmental towards both the people represented in readings, and towards fellow classmates as well. I implore you to be courteous and respectful of everyone’s questions and comments, as learning from your peers can be especially enlightening.

Media: In-classroom use of mobile phones and PDAs for texting or other interpersonal communication is unacceptable (no games: this goes without saying). The use of laptops for ANY PURPOSE other than taking notes for THIS CLASS is unacceptable. Other distracting and inappropriate activities such as studying for other classes (incl. reading or doing assignments), socializing, eating, or sleeping are all unacceptable and will not be tolerated.

When in doubt, just ask: am I concealing my actions? If the answer is yes, please simply refrain.

EMAIL RESPONSES

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis. I require 24 hours to respond to emails. If you have an emergency, you may contact the Anthropology Department at 817-257-7298 in order to contact me. As well, I expect your response to my communications w/in 24 hrs.

RETURING GRADES

I will do my best to quickly return on all of your quizzes, assignments, and texts. However, in order to give thorough attention to each evaluation- including monitoring percentages missed on tests, and incorporating grading rubrics, (i.e. curves) and other assessments, I reserve the right to return papers within two weeks of the completed assignment.

UNIVERSITY AND COURSE POLICIES:
Statement on Disability Services at TCU: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

**Academic Misconduct (Sec. 3.4 from the Student Handbook) –** Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself;

- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.

- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

**TCU Campus Resources for Students:** Many resources exist on the TCU campus that may be helpful to students: Mary Couts Burnet Library (257-7117); Center for Academic Services (257-7486, Sadler Hall. 11); the William L. Adams Writing Center (257-7221, Rickel Bldg. 244); Student Development Services (257-7855, Student Center Rm. 220); and University Ministries (257-7830, Student Center Rm. 111).