
ANTHROPOLOGY OF CITIES in Fall 2018 (AN3061)

Course Code	AN3061	Professor(s)	Christy Shields
Prerequisites	None	Office Number	Grenelle 3rd floor
Class Schedule	MR: 10:35-11:55 in G-102	Office Hours	M and Th 5-6, preferably by appointment
Credits	4	Email	cshields@aup.edu
Semester	Fall 2018	Office Tel. Ext.	824

Course Description

Course Description:

This course will present an anthropological approach to the study of cities, providing students with an introduction to a range of theoretical and methodological tools to think critically about the meaning of urban life. In the first half of the course we will approach this topic from a cross-cultural perspective and read about different cities around the world. These readings will include classic texts as well as contemporary ethnographies. A number of these readings focus on Paris so that students can also explore and understand our particular urban context in a more in-depth manner. In the second half of the class, students will undertake a Paris-based ethnographic research project. Readings for this half of the class will be focused on the participant observation method and students will have the rare opportunity to carry out – independently, but in dialogue with the class – a fieldwork project of their own design and study.

Course Learning Outcomes

Students become familiar with key theoretical concepts used by social scientists, particularly anthropologists, in order to explore critically the city as a particular kind of constructed and lived environment.

Students will be capable of thinking in multiple ways about social and cultural differences from a comparative perspective and be able to approach the city from a cross-cultural perspective.

Students will gain a greater understanding of France and Paris

Students will become practiced in participant observation method and develop their observation and analytical skills.

Students will fine-tune their creative and critical writing and presentation skills while producing a final ethnographic study.

Students will be able to transform field observations and experiences into coherent, informed texts and presentations

cognitive flexibility (the awareness of multiple perspectives);
behavioral flexibility (the ability to adapt and accommodate one's behavior);
cross-cultural empathy (which involves making an effort to participate in another's experience and to understand and emotionally feel other perspectives); and,
a tolerance for ambiguity (the ability to be in an unscripted or ambiguous situation and not become overly anxious, but instead to patiently determine what is appropriate in a given context).

General Education

Course Outline

Class Outline:

Note: The class outline may change slightly during the course of the semester in accordance with class interest and speed

Introduction

Week 1

Mon, Sep 10 Introduction

Th, Sep 13 Ethnography in the City (Introductions)

-Spradley, Ethnography (from *Participant Observation*)

-Foster and Kemper, Anthropological Fieldwork in Cities

-Gmelch, "Lessons from the Field"

-"A Student's Guide to Reading and Writing in Social Anthropology"

A Few Foundations

Week 2

Mon, Sep 17 What is a city?

-Simmel, *The Metropolis and Mental Life*

-Wirth, *Urbanism as a Way of Life*

Th, Sep 20 The social production of space

Reader) -Lefebvre, *The Production of Space (The People, Place and Space*

Reader) -Harvey, *Spacetime and the World (The People, Place and Space*

Week 3

M, Sep 24 Walking the city

-Benjamin, *The Arcade Project*, excerpts

-DeCerteau, *The Practice of Everyday Life*, excerpts

Th, Sep 27 Utopias and heterotopias: From amusement parks to cemeteries

-Foucault, *Of Other Spaces*

-Zukin, *Disney World: The Power of Façade / The Face of Power*

Ethnographies

Week 4

M, Oct 1 The end of public space?

-Holston, *The Modernist City and the Death of the Street*

-Davis, City of Quartz: Excavating the Future of Los Angeles

Th, Oct 4 -Foucault, Panopticonism (The People, Place and Space Reader)

 -Bourdieu, The Habitus and the Space of Life-Styles (The People, Place
and Space Reader)

Week 5

M, Oct 8 Parks

-Low, Spatializing Culture: The Social Production and Social Construction of Public Space in Costa Rica

-Rotenberg, The Metropolis and Everyday Life

-Low, Spatializing Culture: An Engaged Anthropological Approach to Space and Place

Th, Oct 11 Markets

-De la Pradelle, *Market Day in Provence*, excerpts

-Bestor, *Wholesale Sushi: Culture and Commodity in Toyko's Tsukiji Market*

-Stoller, *Spaces, Places and Fields: The Politics of West African Trading in New York's
Informal Economy*

Week 6

M, Oct 15 Infrastructure

-Augé, *Non-places*, excerpts

-Kleinman, *Adventures in Infrastructure: Making an African Hub in Paris*

Th, Oct 18 Tourism and the Tourist

-MacCannell, *The Tourist*, excerpts

-Duncan, The Art Museum as Ritual

Make up class: The Senses and the City

-Law, Filipino Women and Geography of the Senses in Hong Kong

-Pink, An Urban Tour

Week 7

M, Oct 22 **In-class midterm**

Oct 24th: Midsemester

Th, Oct 25 Getting started...

Spradley, "Locating a Social Situation" and "Doing Participant Observation" in *Participant Observation*, pgs. 39-62

Student Ethnographies

Week 8

M., Oct 29 No class (make up class scheduled in first part of the semester)

Th, Nov 1 No class – school holiday

Week 9

M, Nov 5 Exploring the literature

Luker, "Reviewing the Literature" from *Salsa Dancing into the Social Sciences*

Assign due: Brief research proposal

Th, Nov 8 Getting your bearings...

Spradley, "Making an Ethnographic Record" and "Making Descriptive Observation" in *Participant Observation*, pgs 63-84.

Emerson et al, "The Process of Writing Up" in *Writing Ethnographic Fieldnotes*, pgs 48-60.

Assign Due: Annotated bibliography

Week 10

M, Nov 12 Looking for meaningful patterns

Spradley, "Making a domain analysis" and "Making focused observations" in *Participant Observation*, pgs. 85-111.

Th, Nov 15 Domain Analysis Workshop...

Be prepared to present two domains to the class

Assign Due: Domain Analysis

Week 11

M, Nov 19 Digging deeper....

Spradley, "Making a Taxonomic Analysis" in Participant Observation, pgs. 112-121.

Th, Nov 22 Taxonomic Analysis Workshop...

Come to class with two interesting taxonomies to present

Assign due: Taxonomic Analysis

Week 12

M, Nov 26 Bringing it all together

Spradley, "Discovering Cultural Themes" and "Taking Cultural Inventory" in Participant Observation, pgs 140 159.

Th Nov 29 Marrying fieldnotes and theoretical concepts

Emerson et al, pgs TBA

Week 13

M, Dec 3 Writing the ethnographic report

Spradley, "Writing an Ethnography" in Participant Observation, pgs. 160-172.

Emerson et al., "Introduction, Setting and Conclusion" in Writing Ethnographic Fieldnotes, pgs. 197-210

M, Dec 6 Strategies for final oral and written presentations

Readings: TBA

Week 14

M Dec 10 Conclusions

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Course Work and Evaluation:

Final grade is based on:

15% - Regular attendance and informed participation

15% - 6 Reaction papers (first half of class)

20% - Midterm Essay (In-class)

50% - Final Ethnographic Project

-Homework assignments (Research Proposal, Annotated Bibliography, Domain Analysis, Taxonomic Analysis) (20%), Final paper (20%), Final presentation (5%), Final portfolio (5%)

Grading Details:

Regular attendance and informed participation (15%):

Active participation and attendance is required for this class. This means that students should be consistently present in class and prepared to participate in class discussion. Students need to complete the readings assigned for each class (listed alongside the date for each class in this syllabus). If you know you are going to miss a class, please let me know ahead of time. See "Attendance Policy" below for additional information.

Reaction Papers (15%)

During the first half of the class, students will need to write 6 short reaction papers. A reaction paper is a short paper that critically engages and discusses the readings for one class. We will discuss how this might best be done in the course's second class.

The reaction paper for a particular set of readings needs to be turned in at the beginning of the class. Absolutely **no late** reaction papers will be accepted. If not otherwise specified, reaction papers must be two-three typed page (10-12 font, double-spaced, or between 250 and 500 words). Please DO NOT exceed three pages. The idea is that you try to synthesize your ideas in a short space.

These "reaction papers" will not be given a letter grade. Instead, they will be given: ?+ (excellent), ? (good/satisfactory), ?- (unsatisfactory). Final grades for reaction paper will be calculated in the following manner:

A: All reaction papers complete with a combination of ?+ and ?

B: 1 missing reaction papers and/or incomplete/unsatisfactory reaction papers. (Note that a ?- can be "erased" by a ?+)

C or below: 2 missing reaction papers and/or incomplete/unsatisfactory reaction papers.

Midterm (20%):

Students will be given essay questions to prepare at home. These questions will be drawn from readings and from class discussions. Students will then be given two questions in class. They will choose one question and respond to it with a complete essay.

Ethnographic Project (50%): The second half of the semester will be spent carrying out your own ethnographic study in Paris. During this process you will do 4 homework assignments (research proposal, literature review, domain analysis, taxonomic analysis), a final paper and a final presentation. Additional information about assignments and assessment will be given in class.

Grading Scale:

100 = A+	74 – 76 = C
94 – 99 = A	70 – 73 = C-
90 – 93 = A-	67 – 69 = D+
87 – 89 = B+	64 – 68 = D
84 – 88 = B	60 – 63 = D-
80 – 83 = B-	59 and below = F
77 – 79 = C+	

Other

Student Responsibilities:

Assignments: All assignments must be handed in on time and to the professor in class. Homework and papers will not be accepted by e-mail (the only assignment to be handed in my email is the final paper/portfolio at the end of the semester). Any exceptions must be discussed with me PRIOR to the assignment's due date. Unexcused late assignments will be marked down by a third per class late. Failure to turn in any portion of an assignment will result in a

zero. Please see me if you have any problems that impede your ability to do the work: it will be easier for me to take this into consideration if you speak to me first.

Absence Policy: Students at The American University of Paris are expected to attend all sessions. Certain absences may, however, be excused. Excused absences fall into two categories: sickness or unforeseen emergency, and university-sponsored activities, such as study trips. When a student misses a class, he or she must present an excuse to the teacher. If three consecutive classes are missed, however, the student must go to the Student Affairs Office to present third-party verification (a doctor's note, for example) in order for the absence to be excused. In all cases the responsibility for making up missed work rests solely with the student. However, the instructor may recommend administrative withdrawal of a student whose absences, excused or not, have made it impossible to continue in the course at a satisfactory level.

Absences and Academic Dishonesty: Copies of the University's policies on absences and academic dishonesty were given to each student at registration. You are responsible for adhering strictly to these policies in all classes. Additional copies of the policies are available at the Office of the Registrar.

Note Concerning Email Etiquette: A few basic emailing rules apply to this class:

- Please know that I generally do not respond to emails during the weekend or on weekdays after 5. (In other words, writing to me at 10pm on a Sunday evening to ask a question about an assignment due in class on the next day is not acceptable and does NOT excuse you from completing that assignment on time).
- Please look to the syllabus BEFORE you send me an email. (In other words, do NOT send me an email to ask what the readings are for the next class, this information is available on the syllabus and I reserve the right to NOT respond to the email).
- We see each other twice a week. So for routine questions, please ask me before or after class. (For example, you want to make an appointment to see me? Great. Let's schedule a meeting together after class).
- Also there are confidential questions that I will not answer over email (e.g. What is my current grade in your class?) If you have such questions, please schedule an appointment.
- If you do send an email, please make sure it is respectful (and that is a rule that should really hold for all your classes). I reserve the right to not answer emails that are disrespectful in any way. For a respectful email:
 - Always start with a greeting (ex. Dear Professor Shields; Hello; Good Afternoon);
 - Do not write in CAPITALS (as this indicates shouting) and beware of repetitive

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- use of “!” and “?”;
- Keep emails short, professional and to the point. If you have a question or comment which I cannot answer in 3 to 5 sentences, I will advise you to come see me after class or during office hours;
 - End your email with an appropriate salutation (e.g. Thank you; Best; Sincerely)