



Instructor: Dr. Andy Creekmore

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Course URL: www.unco.blackboard.com

Office Hours: MWF 11-12; MF 2:25 – 3:25.

Course Description and purpose of the senior seminar

This course is a senior seminar designed for advanced students who are ready to combine and apply what they have learned during their anthropology career at UNC in a format that supports and encourages discussion, original research, individual presentations, and peer review. Students will read and discuss challenging material related to the course topic and complete original papers that require substantial research and critical thinking. Seminar participants will be held to a high standard of participation and scholarship.

The topic for the seminar is Cities in Anthropological Perspective. We will explore this topic with a five-field anthropological approach that includes cultural anthropology, archaeology, bioanthropology, applied anthropology and linguistics. In keeping with the holistic perspective of anthropology, we will also incorporate scholarship from sociology, urban planning, philosophy, geography, film studies, and psychology. We will investigate ancient cities through archaeological data, contemporary cities through anthropological data, cities and human health both today and in the past, and the complexity of language in cities. As we cover these sub-topics we will also read a text devoted to the research process. Students will learn how to devise research topics, conduct research, use sources, write arguments, organize and evaluate their papers and presentations. Student projects may focus on the subfield of their choosing, but should integrate data from multiple fields, as demonstrated by the reading list for this course.

Since their first appearance 6000 years ago cities have served as the locus of complex cultural developments. Starting in 2009, for the first time in history the majority of people (50.1%) live in cities. Over the next 50 years this figure is expected to reach nearly 70% (UN Dept. of Economic and Social Affairs 2009*). Thus, the relevance of cities for anthropological study extends from the past to the present to the future. From their earliest appearance in antiquity cities concentrate population in densities unparalleled on the surrounding landscape. This concentration pools socio-economic and ethnic diversity, wealth, knowledge, and power, which contributes to accelerating innovation and forges an engine of culture that serves the needs of an expansive hinterland. These factors may also have negative effects; they may exacerbate social inequality, conflict, and the spread of disease and malnutrition. Thus, cities are complex phenomena with a range of features that may benefit or harm humankind. We will explore many facets of cities in this course.

*United Nations Dept. of Economic and Social Affairs, Population Division 2009. *World Urbanization Prospects: The 2009 Revision*. Electronic document, http://esa.un.org/unpd/wup/unup/index_panel1.html, accessed July 13, 2011.

Learning Outcomes

Knowledge Goals

Upon successful completion of this course you will be able to discuss cogently and write concise, critical essays that describe and analyze:

- Current anthropological thinking about the prehistory, history, contemporary condition and future of cities.
- The key themes of the development of urban societies both past and present.
- The relevance of the field of anthropology and your relevance as an anthropologist.

Skills Goals

- In this course you will develop critical thinking skills necessary to evaluate evidence related to the development of urban societies.
- You will learn to compare and contrast past and present urban societies, and examine what lessons they hold for the future.
- You will learn how to conduct research, report and discuss research results in a substantial single-author paper.
- You will learn to write a cover letter and resume for a graduate or professional position application.

Communication goals

A key part of the seminar is leading and participating in discussions, including presenting original material and discussing your research. As noted below, students are expected to participate fully in all such activities and will be

graded on their performance. It is expected that over the course of the semester you will improve your oral presentation and public discussion skills.

Instructional Methodology

This course includes mini-lectures, class discussion, activities and presentations. We will utilize the Blackboard online portal (<http://bb.unco.edu>) for access to additional readings, videos, labs, study guides, and other material. If you need assistance with blackboard, contact the Technical Support Center at <https://www.unco.edu/it/itforms/callsub.htm> or call (970) 351 – 4357 or 1-800-545-2331 (M-Th 7am – midnight; F 7am-5pm; SS noon to 7pm).

Instructor-Student Communication

Students should not hesitate to contact me with any questions, comments, or concerns. I may be reached at the email address, phone and office above. If my office hours conflict with your schedule then you should contact me to schedule an appointment. Grades, announcements, and assignment guidelines will be posted to **Blackboard**. (<http://bb.unco.edu> or <http://unco.blackboard.edu>) Please check Blackboard and your UNC email regularly.

Students With Disabilities

Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are required to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure that appropriate accommodations are implemented in a timely manner.

Course Policies

- *Attendance is mandatory.* The first unexcused absence will reduce your participation and citizenship Grade, and each unexcused absence after the first will **reduce your COURSE GRADE by 2 points**.
- Make-up assignments are given only when true emergencies occur, and only with proper documentation, such as a doctor's note. If you find yourself in such a situation please contact me before the assignment or class if at all possible.
- Students who add the course late are expected to contact me immediately and complete any missed assignments within 1 week of adding the course.
- Late work is NOT accepted unless an excused absence has been granted, with all supporting documentation.
- There is NO extra credit.
- The use of electronic equipment in class, including cell phones, music players, laptops, etc., is prohibited unless special permission is granted by the Professor for note taking or an activity. *Failure to adhere to this policy will result in a reduction of your grade.*

Academic Misconduct:

Cheating, plagiarism, forgery, and all other forms of academic misconduct are unacceptable in this course, and at UNC. Please familiarize yourself with the UNC Student Code of Conduct:

<http://www.unco.edu/dos/assets/pdf/StudentCodeofConduct.pdf> . Lack of knowledge of these requirements will not be viewed as an excuse for noncompliance. Cheating, plagiarism, or forgery will result in a zero for that assignment. Please especially avoid plagiarism in composing your written assignments. To plagiarize is to present the words or ideas of some else as if they were your own, but can also include turning in the same paper or work, even if is your own, in multiple classes. In other words, if you are cutting and pasting from any source, reusing material from another class, or closely following the format/content of another paper, you must cite the source in every instance. This includes websites, books, unpublished papers, lectures, etc. Penalties for plagiarism range from a failing grade on the assignment or course to more comprehensive University disciplinary action. For more information about plagiarism and university policies, consult this website: <http://unco.smartcatalogiq.com/current/Graduate-Catalog/General-Information/Policies-and-Procedures/Plagiarism.aspx>

Assistance

If you are having difficulty with the course, do not hesitate to contact me for assistance. Grades, announcements, and assignment guidelines will be posted to **Blackboard**. (<http://bb.unco.edu> or <http://unco.blackboard.edu>) Please check Blackboard and your UNC email regularly.

Video Assignments

Some days we will watch a film or I may assign a short web video or film. You should treat these films as an extension of the readings, meaning that questions related to the films may appear in class discussions.

Evaluation

Your grade is based on your combined score for the following activities. Note: this course does not include exams but will require substantial reading and writing, as expected in a senior seminar. Participation in class activities and discussion as well as steady progress on the research paper is essential for your success.

For a fuller explanation of each category, see the instructions that follow.

15%	Presenting and leading discussions (probably on two occasions).
15%	In-class writing responses or quizzes, and any other assignments.
5%	Relevance statement.
5%	Resume (only final draft is graded).
5%	Cover Letter (only final draft is graded).
10%	Participation and citizenship.
35%	Research paper.
10%	Research paper oral presentation.

Grading Scale (Note: Final grades are *not* negotiable).

<u>Percentage</u>	<u>Letter Grade</u>	<u>Quality Points</u>
93-100	A	4.000
90-92	A-	3.667
88-89	B+	3.334
83-87	B	3.000
80-82	B-	2.667
78-79	C+	2.334
73-77	C	2.000
70-72	C-	1.667
68-69	D+	1.334
63-67	D	1.000
60-62	D-	0.667
0-59	F	0.000

Guidelines for preparing for class discussion, in-class writing responses, assignments, and quizzes.

In order to stimulate thinking and discussion you may be required to write down your response to questions and issues, or respond to a case study, film, or other issue. This will take place in class and be collected in class. You should write a thoughtful, full response that demonstrates that you are engaged with the course content. Although I am not collecting reading responses for this class, I suggest that you complete the following tasks for each article on the syllabus so that you are prepared for class discussion and any in-class writing assignments or quizzes.

The **purpose** of reading responses is to practice identifying scholarly arguments and evidence in course readings. They also help you think about the content of the readings before class so that you are better prepared for discussion.

Reading responses should including the following information:

- Bibliographic entry for the reading to which you are responding
- Concise statement IN YOUR OWN WORDS – DO NOT SIMPLY QUOTE THE ARTICLE – of the author's thesis or argument with any key parts highlighted. This should only be a few sentences. For example: Smith argues that efforts to redevelop squatter neighborhoods in Mumbai failed to attract residents because the new houses were not built according to squatter needs and ownership rules are too restrictive. She asserts that if redevelopment projects are to be successful they must consult the target communities during the design phase and develop policies that will attract new residents.
- Concise statement IN YOUR OWN WORDS – DO NOT SIMPLY QUOTE THE ARTICLE – of the evidence the author uses to support his or her thesis. For example: Smith supports her thesis through interviews with squatters who

lived in the redevelopment zone before eviction, interviews with other squatters, observations of squatter lifestyle, tours of the new houses, and examination of government policies related to the new houses.

- Concise statement of what you think about the author's thesis and evidence, and why you hold that view. For example: I find Smith's discussion of the problems with the new development convincing, but am concerned that she only interviewed four families because their experience may not be representative. She also does not provide an alternative to the ownership rules she faults. Without an alternative – with no policy – persons taking possession of the new houses will enter into a new kind of legal limbo, subject to eviction or loss of housing down the road when new policies are implemented.
- It is *not* acceptable to simply summarize the reading, or state that you found the reading boring or difficult, liked it, or did not understand it. You must engage the piece in critical discussion regardless of how you *feel* about it. If you find a piece challenging, re-read it, make notes in the margin as you go, and attempt to identify the thesis or central issue(s).

Guidelines for Presenting and Leading Discussions

Students will lead discussions in small groups (most likely 2-3 people). The number of sessions each student must lead will be announced in class. Discussion leaders should prepare a 5 minute presentation on the reading(s) that they have been assigned. This presentation should:

- 1) Provide a very brief biography of the author: when and where did s/he live, what school of thought, if any, do / did they belong to, when did they write this piece, etc.
- 2) Summarize the key points and arguments / thesis of the readings in the manner of a reading response (see above), identifying evidence, strengths, and weaknesses.
- 3) Connect the readings to other readings and / or topics on our syllabus – what topics in this reading relate to other topics, theories, films, etc. we have considered previously.
- 4) In your powerpoint use images that are useful to convey information. Also use text that is legible and properly edited and spell-checked.
- 5) Manage class discussion of the reading, starting with three original questions (see below).

Discussion leaders must hand in the following items **by 12:30pm** on the day of their presentation. Please send this by email attachment to andrew.creekmore@unco.edu.

- 1) A copy of or link to your presentation (e.g. the PPT and any notes you will use).
- 2) A list of three questions that you will use to facilitate class discussion, if not listed in your PPT or notes. These questions should be chosen carefully and should challenge your classmates to think critically about the piece. A question such as “did you like it?” is not a good question! A better question would be: “Jones argues that an influx of middle class African Americans into low-income, traditionally African American neighborhoods improves neighborhood stability and quality of life. Does the evidence she provides support this argument sufficiently? Can you think of evidence that contradicts or modifies this thesis? What does this article or other examples you are aware of reveal about the relationship between race and class in American society?”

Discussion leading grading rubric

Discussion leaders will be graded on how well they complete tasks # 1-5 above (under guidelines), as well as the quality of the discussion questions, PPT slides and text, and on-time submission of items # 1-2 above by 12:30pm on the day of the presentation.

Guidelines for the Relevance Statement

From time to time public figures state that anthropology is not an essential major at public universities. These persons feel that an anthropology degree and the skills it conveys are not relevant in the modern world. For an assignment grade write a 2-3 page statement that argues for the relevance of anthropology as a field and also for your relevance as an anthropologist. In your statement, be sure to address or include the following:

- Provide specific examples of skills that anthropologists possess and how these skills are applied to issues of concern to the public.
- Why are anthropology courses useful for both anthropology majors and non-majors?
- What do you, as an anthropologist, have to offer your local community and the world in general?

This 2- 3 page statement should be formatted as follows: minimum of 2 **FULL PAGES** (does not include your name, date, etc. unless you put that in the header) and maximum of 3 full pages, 1" margins, 12pt Times New Roman Font, double-spaced.

Grading rubric for relevance statement

Your relevance statement will be graded on the quality and completeness of the three required components, listed as bullet points above. Your argument regarding relevance will be evaluated for its logic and persuasive qualities.

Guidelines for Resume and Cover Letter

Guidelines for these items are included below with the week in which they appear, or will be posted to blackboard. The purpose of these assignments is to develop your awareness of and preparedness for educational and job opportunities in anthropology.

Guidelines for Participation and Citizenship

As a seminar our course requires active participation in discussions about topics and readings. You should come to each class prepared to discuss the readings. To facilitate this goal you should bring to class notes you've taken on the readings, including specific questions, critiques, and points you wish to make in class. If you are nervous in class discussions and struggle to participate please meet with me to discuss strategies for overcoming these impediments. Common strategies include writing down your thoughts on each article or topic before class so you have something to consult and are not caught off guard, voicing your thoughts to a friend or classmate before class as a kind of rehearsal, and getting to know your classmates so you do not feel as though you are speaking in front of strangers.

Attendance is mandatory. The first unexcused absence will reduce your participation and citizenship Grade, and each unexcused absence after the first will **reduce your COURSE GRADE by 2 points for each absence.** Participation also includes completion of in-class activities, as well as enthusiastic, engaged participation in class activities and discussion. This grade will drop, even to zero, in cases of poor citizenship, including texting or fiddling with electronic devices, arriving late or leaving early without giving prior notice and explanation, lackadaisical or unengaged completion of activities, or failure to fulfill obligations to your peers on group assignments.

Guidelines for the research paper

This is a brief introduction to the paper. Further guidelines for this 18-20 page research paper will be announced in class and posted to blackboard. Look ahead on the syllabus and keep up with attendance so you do not miss important information. *This is not a paper that can be written the week before it is due; you should begin working on your paper by the second week of class and develop it over the course of the semester.* The paper consists of several parts due on different dates. Points listed below are out of 100. The final paper grade counts for 35% of your course grade and the presentation of your paper is 10%.

1) Paper topic (no points). DUE AUG 31. Submit as a hard copy in class. This is a brief statement of the topic you wish to pursue, including any subtopics or specific foci you wish to investigate. Be prepared to present your topic to the class.

2) First draft of prospectus (no points; includes 5 annotated sources). DUE SEPT 7. Submit as an MS-word or compatible file format, uploaded to Blackboard via the proper link.

Your prospectus will consist of two parts:

a) A thesis statement paragraph. State what you are researching and why, what questions you expect to answer and what evidence you will bring to bear on the questions. Guidelines for writing a thesis are included in the full paper guidelines and in a separate document posted to blackboard.

b) An annotated bibliography (properly formatted) of 5 preliminary sources.

Each annotation should be one paragraph long (minimum 5 sentences per paragraph), summarize the main ideas and content of the source, and evaluate the source's usefulness for your research. This does not mean simply "I liked it" or "it is confusing," but "this study demonstrates the link between poverty and gender discrimination in housing projects, making it highly useful for my study of ..." Or "this study, though useful for the study of housing projects in general, does not include sufficient information about gender differences to assist me in my analysis of gender." See the example annotations posted to blackboard / course materials / paper guidelines. All sources must be: a) Peer-reviewed (journals, books, etc.); b) Relevant to the topic; c) Show discrimination (carefully chosen, not just first item that turns up in a search, etc.); d) College-level (i.e. do not use a middle school textbook, magazines, etc.). If you are not sure about the quality of a source, ask me BEFORE submitting the prospectus.

3) Revised prospectus and revised annotations, now 10 sources (10 points). DUE SEPTEMBER 21.

Resubmit the first draft of your prospectus as the second draft by turning on “track changes” in MS Word, making your changes, and uploading it to Blackboard via the proper link. **ALSO BRING A HARD COPY TO CLASS FOR PEER REVIEW.** Should include a clear thesis statement. You may include sources from your draft prospectus provided that you find them useful to your paper and that they are acceptable sources as described in the paper guidelines. Sources that have not proved useful or relevant to your topic must be replaced by new sources. The revised prospectus should demonstrate significant progress in your paper as far as narrowing the field of analysis and reporting on progress. You should also revise previous annotations if you have learned new information that changes your understanding of the source and its relevance to your research.

4) Draft of introduction, literature review, and theoretical perspective (10 points). DUE OCTOBER 12.

Submit as an MS-word or compatible file format, uploaded to Blackboard via the proper link. **ALSO BRING A HARD COPY TO CLASS FOR PEER REVIEW.** Guidelines for writing a literature review and theoretical perspective are posted to blackboard.

5) Full draft of paper (10 points). DUE NOVEMBER 2.

Resubmit the draft of your introduction, etc., (item 4 above) as the full draft by turning on “track changes” in MS Word, making your changes, and uploading it to Blackboard via the proper link. **ALSO BRING A HARD COPY TO CLASS FOR PEER REVIEW.** This draft should be at least 13 pages.

6) Final paper (70 points). DUE NOVEMBER 30. Resubmit the full draft (item 5 above) as the final paper by turning on “track changes” in MS Word, making your changes, and uploading it to Blackboard via the proper link.

Full guidelines for the paper will be posted to blackboard. Formatting is as follows: 18-20 pages (this refers to text, it does not include title page, figures, tables, or bibliography), double spaced, 12 point New Times Roman font, 1” margins. If you are unsure how to set these parameters in your word processor please ask me or a classmate in advance of the due date.

The grading rubric for the paper is included in the extended paper guidelines posted to blackboard.

Want to get the paper out of the way before Thanksgiving? If so **turn it in by 5pm Tuesday, November 22 and I will give you 4 extra points on your paper grade.** Note: the paper will be graded by the same rubric regardless of whether you turn it in Nov 22 or 30. Thus, if you are not finished and it is not polished, don’t turn it in early for extra points only to lose them because it is not ready!

Guidelines for the oral presentation of your paper.

Your presentation must last at least 8 minutes but no more than 10, and should include a power point component that provides figures or other material relevant to your paper. Images should be chosen to illustrate your points as appropriate, especially if you are discussing a specific location (i.e. show us that location in maps and images). In your presentation you should clearly state your topic, thesis and research questions, theoretical context, evidence and sources used in your study, your results and conclusions, and what remains to be done, such as unanswered questions or future research potential. You should explicitly state how your study relates to the course topics, i.e. anthropology of cities, urbanism, etc. Finally, at the conclusion of your presentation, be prepared to answer questions from your classmates and professor. Your presentation must be practiced and polished. Do not simply read slides or make it up as you go along. Imagine that you are at an academic conference and this is your chance to show your stuff! NOTE: other UNC faculty may sit in on presentations to observe and ask questions.

The grading rubric for the oral presentation is included in the extended paper guidelines posted to blackboard.

Writing center

In preparing your paper I highly recommend that you take advantage of the writing center at UNC. Take them your outline, drafts, questions, etc. **MAKE APPOINTMENTS EARLY AS THEY DO FILL UP.** Use this link for appointment information: <http://www.unco.edu/english/wcenter/appointments.html>

The writing center offers the following services, as described at this link:

<http://www.unco.edu/english/wcenter/policies.html>

- Understanding the writing assignment
- Brainstorming ideas
- Developing a thesis or hypothesis
- Organizing the writing

- Revising the writing
- Reviewing grammar, punctuation, mechanics, and syntax
- Polishing the final draft.
- Help for those writing in English as an additional language
- Contact: Director: Crystal Brothe; crystal.brothe@unco.edu; (970) 351-2056

Required Readings

1) Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008 *The Craft of Research*. Chicago: University of Chicago Press. (third edition) This book is available through the UNC bookstore and online sellers, with prices ranging from \$7.00 - \$15.00. This book is a guide to research and writing. We will incorporate some chapters into class sessions, and other chapters will serve as a reference as you work on your papers.

2) Readings posted to Blackboard (<https://unco.blackboard.com>). Be sure to look ahead on the syllabus so you can manage your reading and class preparation time effectively.

Dates of special significance.

- August 31: Paper topics due.
- September 7: Prospectus draft due (includes annotated bibliography, total 5 sources)
- September 21: Revised prospectus and revised annotated bibliography due (total 10 sources).
- Oct 5: First draft of resume and aspirations due.
- October 12: Draft of introduction, theoretical perspective, and lit review due.
- October 19: First draft of cover letter due.
- November 2: **Full draft** of all sections of paper due.
- November 9: Final draft of cover letter, resume, and aspirations due. Also due: relevance statement.
- November 30: all papers due in hard copy in class, on safe assign, and as a digital file with changes tracked.
- November 30: first round of presentations.
- Thursday, December 6, 1:30 – 4:00pm: Final exam time period. Second round of paper presentations in usual classroom.

Assignments: Guidelines: follow unless superseded by assignment-specific instructions.

- Most out-of-class, individual assignments will take a few hours to complete. Group activities will take considerably longer. You should coordinate with your group members and get started early on all group projects.
- ***I will not accept late assignments*** – *late material will receive a zero (0) for the assignment.* “Late” means any time after the conclusion of class in which the activity takes place, or the conclusion of class on the due date, if announced.
- All typed assignments should be in 12 point New Times Roman Font, double-spaced with 1” margins, unless otherwise noted.
- Activities or assignments that fail to follow instructions will receive a grade of zero.
- Assignments will be graded for quality (how well they answer the questions posed), completeness (addressing all aspects of the assignment), and integration, when necessary (e.g. paragraphs should be in essay format, not simply a list of answers to questions).
- Missed assignments can only be made up in cases of documented emergencies or approved academic conflicts.

COURSE SCHEDULE: TOPICS AND READINGS

Readings not in the textbook are posted to Blackboard; refer to Blackboard for updates to course content or assignment instructions. Please read the assigned chapter or article **BEFORE** the class date for which it is listed.

*****NOTE: The schedule or topic of readings or assignments may change during the course. Be sure to check Blackboard each week for announcements of any changes.**

The bibliography at the end of the weekly schedule includes all assigned readings as well as additional readings that are posted to blackboard and may be useful as jumping off points for your research paper.

WEEK AND TOPIC

WEEK 1: Aug 24 Theorizing the city, part 1.

What is a city? What socio-political, economic, physical, ideological or other factors characterize cities and distinguish them from non-cities, past and present? What are the differences and similarities between ancient and modern cities? How do anthropologists study cities? How can we incorporate the approaches of the fields of sociology, philosophy, history, etc., into our study of cities? In the first two weeks of class we will consider these issues as we explore several important papers that set the stage for our investigation of the anthropology of urban environments.

READINGS:

- Booth et al. 2008: pp. 1-27. Introduction to research.
- Booth et al. 2008: pp. 31-65. From Topics to questions, from questions to problems.
- Mumford, Lewis (2003). What is a City? In *The City Reader*, edited by Richard T. LeGates and Frederic Stout, pp. 93-96. New York: Routledge.
- Childe, Gordon V. (2003). The Urban Revolution. In *The City Reader*, edited by Richard T. LeGates and Frederic Stout, pp. 35-42. New York: Routledge.

WEEK 2: Aug 31 Theorizing the city, part 2.

This week we will look at some recent assessments of how anthropologists study cities both past and present. We will find that cities have many aspects that we can study from different angles. One of your challenges this semester is to choose a research topic related to cities. This week's readings provide examples of potential topics and ways of studying cities.

READINGS:

- Booth et al. 2008: pp. 68-83. From Problems to sources.
- Highby, Wendy (2013). *Anthropology Library Research Resources*. Unpublished manuscript in possession of the author.
- Low, Setha M. (1996). The Anthropology of Cities: Imagining and Theorizing the City. *Annual Review of Anthropology* 25: 383-409.
- Cowgill, George L. (2004). Origins and Development of Urbanism: Archaeological Perspectives. *Annual Review of Anthropology* 33:525-49.
- Smith, Michael E. (2011). Empirical Urban Theory for Archaeologists. *Journal of Archaeological Method and Theory* 18: 167-192.

ASSIGNMENTS DUE TODAY:

Student presentations 1, 2, 3.

Paper topic due. Be prepared to share your ideas with the class.

WEEK 3: Sept 7 Race and urban space in Cape Town

Cities are relatively large settlements with complex built environments that include private houses, public buildings for institutions, open spaces, streets, and various kinds of infrastructure. These spaces are imbued with meaning through everyday activities of residents and visitors. The social construction and social production of city space is contested among different social groups. This week's readings address these issues in the context of daily practice and city planning in Cape Town, South Africa.

READINGS:

- Booth et al. 2008: pp. 84-101. Engaging sources

- Jackson, Shannon M. (2003). Being and Belonging: Space and Identity in Cape Town. *Anthropology and Humanism* 28 (1):61-84.
- Teppo, Annika (2011) "Our Spirit Has No Boundary": White Sangomas and Mediation in Cape Town. *Anthropology and Humanism* 36 (2):225-247.
- Beyers, Christiaan (2008). The Cultural Politics of "Community" and Citizenship in the District Six Museum, Cape Town. *Anthropologica* 50 (2):359-373.

ASSIGNMENTS DUE TODAY:

Student presentations 4, 5, 6

First draft of paper prospectus due (includes 5 annotated sources). Be prepared to share your ideas with the class.

Submit as an MS-word or compatible file format, uploaded to Blackboard via the proper link.

WEEK 4: Sept 14 Sprawl and squatters

Sprawl and squatters are often considered problems to be eliminated through redevelopment and expulsion. This week's readings tackle these issues in the past and present, asking what is the state of sprawl and squatters in cities, how do these things form, are they bad, and what issues therein require attention from urban anthropologists?

READINGS:

- Neuwirth, Robert (2005). Prologue: Crossing the Tin Roof Boundary Line. In *Shadow Cities*, by Robert Neuwirth, pp. 1-22. New York: Routledge.
- Smith, Michael E. (2009). Sprawl, Squatters and Sustainable Cities: Can Archaeological Data Shed Light on Modern Urban Issues? *Cambridge Archaeological Journal* 20 (2): 229-53.
- Frumkin, Howard (2009). Urban Sprawl and Public Health. In *Urban Health*, edited by H. Patricia Hynes and Russ Lopez, pp. 141-167. London: Jones and Bartlett.

ASSIGNMENTS DUE TODAY:

Student presentations 7, 8, 9

WEEK 5: Sept 21 Urbanization, Migration, and Cultural Change in China.

Migration is a key issue to consider when studying cities because cities grow and change through migration, including new arrivals, departures, and intra-city movement. Over the last thirty years China's cities have grown tremendously through migration from rural areas. This week's readings examine this process including how it changed cities and rural areas, and how the challenges of growth have or have not been met by government policies and cultural change.

READINGS:

- Booth et al. 2008: pp. 173-202 Planning and Drafting
- Johnson, Ian (2013). China's Great Uprooting: Moving 250 Million Into Cities. *New York Times*.
http://www.nytimes.com/2013/06/16/world/asia/chinasgreatuprootingmoving250millionintocities.html?_r=1
Accessed July 29, 2016.
- Johnson, Ian (2013). Pitfalls Abound in China's Push From Farm to City. *New York Times*.
<http://www.nytimes.com/2013/07/14/world/asia/pitfallsaboundinchinaspushfromfarmtocity.html> Accessed July 29, 2016.
- Liang, Zai (2016). China's Great Migration and the Prospects of a More Integrated Society. *Annual Review of Sociology* 42:21.1-21.21.
- Feng, Wang (2002). Rural Migrants in Shanghai: Living Under the Shadow of Socialism. *International Migration Review* 36(2):520-545.

ASSIGNMENTS DUE TODAY:

Student presentations 10, 11

Revised prospectus due (includes annotated bibliography, total 10 sources). Resubmit the first draft of your prospectus as the second draft by turning on "track changes" in MS Word, making your changes, and uploading it to Blackboard via the proper link. ALSO BRING A HARD COPY TO CLASS FOR PEER REVIEW.

WEEK 6: Sept 28 Key Cultural Issues in American Cities: Race, Class, Ethnicity, and Homelessness. Race, Class, and Ethnicity greatly influence life in cities because people from many different backgrounds end up interacting in dense urban environments. Homelessness is also an important concern in cities. This week's readings tackle these issues in the context of historical archaeology, city planning, and public policy.

READINGS:

- Booth et al. 2008: pp. 105-129. Arguments and Claims.
- Rothschild, Nan A., and Diana diZerega Wall (2014). Race and Ethnicity in the City. In *The Archaeology of American Cities*, by Nan A. Rothschild and Diana diZerega Wall, pp. 102-133. Gainesville: University of Florida Press.
- Adkins, Julie (2009). The View from the Front Desk. Addressing Homelessness and Homeless in Dallas. In *Urban Life. Readings in the Anthropology of the City*, edited by George Gmelch, George M. Foster and Robert V. Kemper, pp. 217-231. Long Grove IL: Waveland Press Inc.
- Prince, Sabiyha Robin (2002). Changing Places: Race, Class and Belonging in the "New" Harlem. *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 31(1): 5-35.

ASSIGNMENTS DUE TODAY:

Student presentations 12, 13, 14

WEEK 7: Oct 5 Cultural politics in urban environments.

This week we look at aspects of culture in the cities of Barcelona, Spain, and Tema, Ghana. Here we see how identity is constructed, shared, and celebrated in public spectacles, and how ideas about public facilities and private activities collide in everyday practice.

READINGS:

- Booth et al. 2008: pp. 130-151 Acknowledgements, Reasons and Evidence, Responses
- Vaczi, Mariann (2016). Catalonia's human towers: Nationalism, associational culture, and the politics of performance. *American Ethnologist* 43(2):353-368.
- Chaflin, Brenda (2014). Public things, excremental politics, and the infrastructure of bare life in Ghana's city of Tema. *American Ethnologist* 41(1):92-109.

ASSIGNMENTS DUE TODAY:

Student presentations 15, 16

First draft of resume and aspirations due. Submit to blackboard link.

- **RESUME** Using the template on blackboard, put together a draft of your resume. If you have items that do not fit a given category, add new categories or sub categories as necessary.
 - **ASPIRATIONS** What kind of job do you want in the future? Do you want to work alone, in teams, indoors, outdoors, with your hands, researching and writing, with the public? Make a list of such things. Also make a list of what you like to do and what you are good at (might not be the same list!).
-

WEEK 8: Oct 12 Urban Utopia and Dystopia in pop culture and film.

How are cities portrayed in film and pop culture? How do these portrayals both reflect and shape how we think about cities, and portray cultural ideas about what constitutes an ideal city or a horrible city? This week we address this issue in the context of dystopic cities as portrayed in film. Prior to this week's class you should watch the film assigned to your group and come to class prepared for discussion.

READINGS:

- Booth et al. 2008: pp. 232-248 Introductions and conclusions.
- Mennel, Barbara (2008). Utopia and dystopia: fantastic and virtual cities. In *Cities and Cinema*, by Barbara Mennel, pp. 130-149. London: Routledge.

ASSIGNMENTS DUE TODAY:

Draft of introduction, theoretical perspective, and lit review due. Submit as an MS-word or compatible file format, uploaded to Blackboard via the proper link.

WEEK 9: Oct 19 Urban gardens in the United States: perception, reality, challenges and triumphs.

Urban gardens are a hot topic in the study of cities because there is growing concern about access to healthy food and exercise in cities, the sustainability and efficiency of shipping produce, and a desire to eat food produced locally. This week's readings give examples of urban garden projects and how their production and impact are shaped by the motivations of participants and a host of other factors that are difficult to control.

READINGS:

- Booth et al. 2008: pp. 152-170. Warrants
- Stone, Edie (2009). The Benefits of Community-Managed Open Space: Community Gardening in New York City. In *Restorative Commons: Creating Health and Well-being through Urban Landscapes*, edited by Lindsay Campbell and Anne Wiesen, pp. 122-137. Newton Square, PA: USDA Forest Service.
<http://www.arboretum.umn.edu/UserFiles/File/Pdfs/Benefits%20of%20nature.pdf> (accessed August 19, 2016)
- Andreatta, Susan L. (2006). When A Good Project Goes Awry: Community Re-Connecting With An Urban Farm. *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 35(1):75-103.
- White, Monica M.(2011). Sisters of the Soil: Urban Gardening as Resistance in Detroit. *Race/Ethnicity: Multidisciplinary Global Contexts* 5(1): 13-28.

ASSIGNMENTS DUE TODAY:

Student presentations 17, 18, 19,

First draft of cover letter due.

- COVER LETTER: identify a graduate program or job opportunity to which you would consider applying. Obtain a copy of the application forms and requirements. Write a personal essay of 1-2 pages in which you explain your interests and why this particular graduate program or job opportunity is a good fit for you. Consult the guidelines and example on blackboard.
- Submit as an MS-word or compatible file format, uploaded to Blackboard via the proper link. **ALSO BRING A HARD COPY TO CLASS FOR PEER REVIEW.**

WEEK 10: Oct 26 Cities and Health

Urban living correlates with specific health problems and presents challenges for health care. This week we look at how human health changes as societies alter their subsistence base and move to cities. We also consider some factors that contribute to health and health care disparities in cities.

READINGS:

- Storey, Rebecca (2006). Mortality through Time in an Impoverished Residence of the Precolumbian City of Teotihuacan. In *Urbanism in the Preindustrial World*, edited by Glenn R. Storey, pp. 277-294. Tuscaloosa: University of Alabama Press.
- Currie, Janet (2011). Health and Residential Location. In *Neighborhood and Life Chances*, edited by Harriet B. Newburger, Eugenie L. Birch, and Susan M. Wachter, pp. 3-17. Philadelphia: University of Pennsylvania Press.
- Ruel MT, Haddad L, Garrett J. (1999). Some urban facts of life: implications for research and policy. *World Dev* 27:1917-1938

ASSIGNMENTS DUE TODAY:

Student presentations 20, 21, 22

WEEK 11: Nov 2 FULL DRAFTS DUE; IN-CLASS PEER REVIEW

ASSIGNMENTS DUE TODAY:

Full draft of all sections of paper due. We will read each other's papers and evaluate them according to a rubric. Resubmit the draft of your introduction, etc., as the full draft by turning on "track changes" in MS Word, making your changes, and uploading it to Blackboard via the proper link. **ALSO BRING A HARD COPY TO CLASS FOR PEER REVIEW.** This draft should be at least 15 pages.

WEEK 12: Nov 9 CAREER DAY.

As you approach graduation it is crucial that you develop a resume and cover letter that can serve as the basis for applications to jobs or graduate school. It is also important that you become familiar with the kinds of jobs available to anthropologists so that you may shape your future goals accordingly.

READINGS:

- Booth et al. pp. 203-212. Revising your organization and argument.
- Job postings on blackboard.

ASSIGNMENTS DUE TODAY:

- Submit the final draft of your cover letter and resume. Resubmit the first draft as the full draft by turning on "track changes" in MS Word, making your changes, and uploading it to Blackboard via the proper link. **ALSO BRING A HARD COPY TO CLASS FOR PEER REVIEW.** We will read each other's materials and evaluate them according to a rubric.
- Relevance response statement. See above on the syllabus for details. Submit via blackboard link.

WEEK 13: Nov 16 NO CLASS. WORK ON PAPERS.

READINGS:

- Booth et al. 2008: pp. 249-269 Revising Style
- Booth et al. 2008: pp. 213-231 Communicating Evidence Visually (consult if using tables, graphs, charts, etc. in your paper)

WEEK 14: Nov 23 Thanksgiving week. NO CLASS. WORK ON PAPERS.

WEEK 15: Nov. 30 FINAL PAPER DUE; FIRST ROUND OF PRESENTATIONS.

ASSIGNMENTS DUE TODAY:

Complete paper due. First round of presentations.

Resubmit the full draft as the final paper by turning on "track changes" in MS Word, making your changes, and uploading it to Blackboard via the proper link.

Final exam period: Tuesday, December 6, 1:30 – 4:00pm, in usual classroom.

Paper Presentations, Round 2 (during final exam period).

Readings accessible via links on the password-protected course website (Additional readings may be added during the semester.)

Adkins, Julie

2009 The View from the Front Desk. Addressing Homelessness and Homeless in Dallas. In *Urban Life. Readings in the Anthropology of the City*, edited by George Gmelch, George M. Foster and Robert V. Kemper, pp. 217-231. Long Grove IL: Waveland Press Inc.

Andreatta, Susan L.

2006) When A Good Project Goes Awry: Community Re-Connecting With An Urban Farm. *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 35(1):75-103.

Armelagos GJ.

1990 Health and disease in prehistoric populations in transition. In *Disease in populations in transition*, edited by AC Swedlund, and GJ Armelagos, pp. 127-144. New York: Bergin and Garvey.

Beyers, Christiaan

2008 The Cultural Politics of "Community" and Citizenship in the District Six Museum, Cape Town. *Anthropologica* 50 (2):359-373.

Chaflin, Brenda

2014 Public things, excremental politics, and the infrastructure of bare life in Ghana's city of Tema. *American Ethnologist* 41(1):92-109.

Childe, Gordon V.

2003 The Urban Revolution. In *The City Reader*, edited by Richard T. LeGates and Frederic Stout, pp. 35-42. New York: Routledge.

Clark, Sherri Lawson

2002 Where The Poor Live: How Federal Housing Policy Shapes Residential Communities. *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 31(1):69-92.

Cowgill, George L.

2004 Origins and Development of Urbanism: Archaeological Perspectives. *Annual Review of Anthropology* 33:525-49.

Crush, Jonathan, Alice Hovorka, and Daniel Tevera

2011 Food Security In Southern African Cities: The Place Of Urban Agriculture. *Progress In Development Studies* 11(4): 285-305.

Currie, Janet

2011 Health and Residential Location. In *Neighborhood and Life Chances*, edited by Harriet B. Newburger, Eugenie L. Birch, and Susan M. Wachter, pp. 3-17. Philadelphia: University of Pennsylvania Press.

Cutler, Cecilia

2003 "Keepin' It Real": White Hip-Hoppers' Discourses of Language, Race, and Authenticity. *Journal of Linguistic Anthropology* 13(2):212-233.

Feng, Wang

2002 Rural Migrants in Shanghai: Living Under the Shadow of Socialism. *International Migration Review* 36(2):520-545.

Fletcher, Roland

2009 Low-Density, Agrarian-Based Urbanism: A Comparative View. *Insights* 2(4):1-19.

Foster, George M., and Robert V. Kemper

2009 Anthropological Fieldwork in Cities. In *Urban Life. Readings in the Anthropology of the City*, edited by George Gmelch, George M. Foster and Robert V. Kemper, pp. 5-19. Long Grove IL: Waveland Press Inc.

Frumkin, Howard

2009 Urban Sprawl and Public Health. In *Urban Health*, edited by H. Patricia Hynes and Russ Lopez, pp. 141-167. London: Jones and Bartlett.

Glaeser, Edward

2011 *Triumph of the City*. New York: Penguin Press. (Excerpt)

Goode, Judith

2009 How Urban Ethnography Counters Myths about the Poor. In *Urban Life. Readings in the Anthropology of the City*, edited by George Gmelch, George M. Foster and Robert V. Kemper, pp. 185-201. Long Grove IL: Waveland Press Inc.

Hall, Peter

2002 *Cities of Tomorrow*. Cambridge, MA: Blackwell. (Excerpt)

Highby, Wendy

2013 *Anthropology Library Research Resources*. Unpublished manuscript in possession of the author.

Jackson, Shannon M.

2003 Being and Belonging: Space and Identity in Cape Town. *Anthropology and Humanism* 28 (1):61-84.

Jacobs, Jane

2012 The Death and Life of Great American Cities. In *Readings in Planning Theory*, edited by Susan S. Fainstein and Scott Campbell, pp. 72-86. Malden, MA: Blackwell.

Johnson, Ian

2013 China's Great Uprooting: Moving 250 Million Into Cities. *New York Times*.

http://www.nytimes.com/2013/06/16/world/asia/chinasgreatuprootingmoving250millionintocities.html?_r=1

Accessed July 29, 2016.

Johnson, Ian

2013 Pitfalls Abound in China's Push From Farm to City. *New York Times*.

<http://www.nytimes.com/2013/07/14/world/asia/pitfallsaboundinchinaspushfromfarmtocity.html> Accessed July 29, 2016.

Lewis, Oscar

2009 The Culture of Poverty. In *Urban Life. Readings in the Anthropology of the City*, edited by George Gmelch, George M. Foster and Robert V. Kemper, pp. 175-184. Long Grove IL: Waveland Press Inc.

Liang, Zai

2016 China's Great Migration and the Prospects of a More Integrated Society. *Annual Review of Sociology* 42:21.1-21.21.

Low, Setha M.

2001 The Edge and the Center. Gated Communities and the Discourse of Urban Fear. *American Anthropologist* 103(1):45-58.

Low, Setha M.

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

Low, Setha M.

1996 The Anthropology of Cities: Imagining and Theorizing the City. *Annual Review of Anthropology* 25: 383-409.

Macek, Steve

2006 The Cinema of Suburban Paranoia. In *Urban Nightmares*, by Steve Macek, pp. 199 – 255. Minneapolis: University of Minnesota Press.

Mennel, Barbara

2008 Utopia and dystopia: fantastic and virtual cities. In *Cities and Cinema*, by Barbara Mennel, pp. 130-149. London: Routledge.

Mumford, Lewis

2003 What is a City? In *The City Reader*, edited by Richard T. LeGates and Frederic Stout, pp. 93-96. New York: Routledge.

Neuwirth, Robert

2005 *Shadow Cities*. New York: Routledge.

O'Keefe, Tadhg, and Rebecca Yamin

2006 Urban historical archaeology. In *The Cambridge Companion to Historical Archaeology*, edited by Dan Hicks and Mary C. Beaudry, pp. 87-103. Cambridge: Cambridge University Press.

Pieke, Frank K.

2014 Anthropology, China, and the Chinese Century. *Annual Review of Anthropology* 43:123-138.

Prince, Sabiyha Robin

2002 Changing Places: Race, Class and Belonging in the "New" Harlem. *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 31(1): 5-35.

Qin, Hua

2010 Rural-to-Urban Labor Migration, Household Livelihoods, and the Rural Environment in Chongqing Municipality, Southwest China. *Human Ecology* 38(5):675-690.

Redfield, Robert

1969 The Folk Society. In *Classic Essays on the Culture of Cities*, edited by Richard Sennet, pp. 180-205. New York: Appleton-Century-Crofts.

Rothschild, Nan A., and Diana diZerega Wall

2014 Race and Ethnicity in the City. In *The Archaeology of American Cities*, by Nan A. Rothschild and Diana diZerega Wall, pp. 102-133. Gainesville: University of Florida Press.

Ruel MT, Haddad L, Garrett J.

1999. Some urban facts of life: implications for research and policy. *World Dev* 27:1917–1938

Sennet, Richard

1969 *Classic Essays on the Culture of Cities*. New York: Appleton-Century-Crofts.

Simmel, Georg

2004 The Metropolis and Mental Life. In *The City Cultures Reader*, edited Malcolm Miles and Tim Hall, with Iain Borden, pp. 12-19. New York: Appleton-Century-Crofts.

Smith, Michael E.

2011 Empirical Urban Theory for Archaeologists. *Journal of Archaeological Method and Theory* 18: 167-192.

Smith, Michael E.

2009 V. Gordon Childe and the Urban Revolution: a historical perspective on a revolution in urban studies. *Town Planning Review* 80 (1): 3-29.

Smith, Michael E.

2009 Sprawl, Squatters and Sustainable Cities: Can Archaeological Data Shed Light on Modern Urban Issues? *Cambridge Archaeological Journal* 20 (2): 229-53.

Solari, Elaine-Maryse

2001 The making of an archaeological site and the unmaking of a community in West Oakland, California. In *The Archaeology of Urban Landscapes*, edited by Alan Mayne and Tim Murray, pp. 22-38.

Spitulnik, Debra

1999 The Language of the City: Town Bemba as Urban Hybridity. *Journal of Linguistic Anthropology* 8(1):30-59.

Sterk, Claire E.

2008 Tricking and Tripping. In *Annual Editions 08/09*, edited by Elvio Angeloni, pp. 16-21. Boston: McGraw Hill.

Stone, Edie

2009 The Benefits of Community-Managed Open Space: Community Gardening in New York City. In *Restorative Commons: Creating Health and Well-being through Urban Landscapes*, edited by Lindsay Campbell and Anne Wiesen, pp. 122-137. Newton Square, PA: USDA Forest Service.

<http://www.arboretum.umn.edu/UserFiles/File/Pdfs/Benefits%20of%20nature.pdf> (accessed August 19, 2016)

Storey, Rebecca

2006 Mortality through Time in an Impoverished Residence of the Precolumbian City of Teotihuacan. In. *Urbanism in the Preindustrial World*, edited by Glenn R. Storey, pp. 277-294. Tuscaloosa: University of Alabama Press.

Tan, Chee-Beng and Yuling Ding

2008 Rural Urbanization and Urban Transformation in Quanzhou, Fujian. *Anthropologica* 50(2): 215-227.

Teppo, Annika

2011 "Our Spirit Has No Boundary": White Sangomas and Mediation in Cape Town. *Anthropology and Humanism* 36 (2):225-247.

Tönnies, Ferdinand

2006 On Gemeinschaft and Gesellschaft. In *Perspectives on Urban Society From Preindustrial to Postindustrial*, edited by Efren N. Padilla, pp. 92-99. Boston: Pearson.

Uricchio, William

2011 The Batman's Gotham City: Story, Ideology, Performance. In *Comics and the City. Urban Space in Print, Picture and Sequence*, edited by Jörn Ahrens and Arno Meteling, pp. 119-131. New York: Continuum.

Vaczi, Mariann

2016 Catalonia's human towers: Nationalism, associational culture, and the politics of performance. *American Ethnologist* 43(2):353-368.

White, Monica M.

2011 Sisters of the Soil: Urban Gardening as Resistance in Detroit. *Race/Ethnicity: Multidisciplinary Global Contexts* 5(1): 13-28.

Whyte, William Hollingsworth

1980 *The social life of small urban spaces*. Washington, D.C.: Conservation Foundation.

Wirth, Louis

2003 Urbanism as a Way of Life. In *The City Reader*, edited by Richard T. LeGates and Frederic Stout, pp. 97-104. New York: Routledge.

York, Abigail M., Michael E. Smith, Benjamin W. Stanley, Barbara L. Stark, Juliana Novic, Sharon L. Harlan, George L. Cowgill, and Christopher G. Boone

2011 Ethnic and Class Clustering Through the Ages: A Transdisciplinary Approach to Urban Neighborhood Social Patterns. *Urban Studies* 48(11): 2399 - 2415.