

**Urban Anthropology**  
**Anthropology 5700.014**  
**Fall 2016**

**Time:** Monday/Wednesday/Friday 1-1:50

**Place:** BLB 005

**Instructor:** Dr. Andrew Nelson

**Office:** 330N Chilton Hall

**Office Hours:** Mondays/Wednesdays 2-3pm; or by appointment

**E-Mail:** andrew.nelson@unt.edu

**Course Description: Toward an Anthropology of the City**

As more of the world's population settles in cities, anthropologists have increasingly shifted their sites of study from rural to urban settings. Our goal in this class is to question how anthropological insights and methods might contribute to our understandings of urban phenomena. In order to do so, we will ask the following big questions:

(1) What is a city? What sort of conditions produced this spatial category in different parts of the world throughout history? (2) How did the industrial revolution reshape the city and structure contemporary notions of spatial planning, social engineering and capitalist production? (3) What is the future of the city in the postmodern, post-industrial and post-national global era? Will future cities reduce or exacerbate social and economic inequality? (4) How have social and economic histories shaped the layout and structure of contemporary Denton and Dallas?

Graduate students will be asked to apply their own research projects to course material.

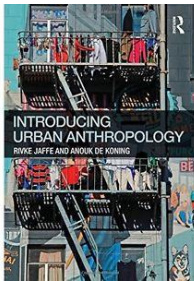
**Learning Objectives**

1. Students will be able to critically define what is a city.
2. Students will articulate the structures and causes of social inequality in urban settings.
3. Students will identify (and critique) the role of industrialism, capitalism, colonialism and urban planning in structuring contemporary notions of the city.

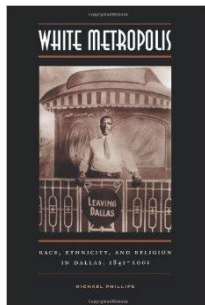
4. Students will critically assess how the global economy is restructuring the city in the post-industrial/informational era.
5. Students will identify and map the signs of socio-economic and spatial division in the histories of Denton and Dallas.
6. Students will apply course material to their own graduate thesis work.

### **Required Texts:**

1. *Introducing Urban Anthropology*. By Rivke Jaffe and Anouk de Koning. 2016. Routledge. **Noted as IUA in course calendar.**



2. *White Metropolis: Race, Ethnicity and Religion in Dallas, 1841-2001*. By Michael Phillips. 2006. Austin: University of Texas Press. **Noted as WM in calendar.**



3. One ethnography selected by you and instructor that addresses 'urban issue' central to your thesis research.
4. All other materials can be found on Blackboard under Course Content and marked as BB in the course schedule.

### **Course Requirements:**

#### **I. Attendance & Participation**

This is a seminar class, which means your attendance and participation is required. You are expected to arrive on time and be ready to engage in meaningful discussion. Arriving late to class will count as an unexcused absence.

## **II. Grad Groups**

On September 2, 14, October 14 and 19, in lieu of attending regular lecture, in small groups of 2-3, you will meet with Prof. Nelson in his office to discuss the course material in reference to your thesis projects.

## **III. 4 Mini-Papers**

There will be 4 short responses submitted to Prof. Nelson during 'Grad Group' meetings in his office – September 2, 23, October 14 and 19. These will be short 500-word papers in which you give brief introductions to your thesis projects, describe field sites, narrate the history of planning and use in those sites, and identifying the 'social problem' of your project.

## **IV. Discussion Leading**

During the classes of November 2 -14, you will select one of the given topics (housing, employment, education, health & food, transportation, policing & incarceration) on which you will develop discussion questions to ask the class. During the class, you will be expected to lead discussion with interesting questions, debates, and insights.

## **V. Presentation**

You will give a presentation during the week of November 28 – December 2. In this presentation, lasting 10-15 minutes, you will a) introduce your thesis project – fieldsite/key question/social problem; b) describe how your project builds on/challenges established concepts from your selected ethnography and course material.

## **V. Final Paper**

Before midnight on December 12, you will be expected to submit a final paper (via turnitin) in which you analyze your thesis project in terms of the course material of this course.

## **Grade Makeup**

<b>Type of Work</b>	<b>Percentage of Final Grade</b>	<b>Proportion per work</b>
Attendance & Participation	20%	0.5% per class
4 Mini-Papers	20%	5%
Discussion Leading	5%	5%
Presentation	15%	15%
Final Paper	40%	40%

All grades will be assigned based on the following grading scale:

<b>90-100%</b>	<b>A</b>
<b>80-89%</b>	<b>B</b>
<b>70-79%</b>	<b>C</b>
<b>60-69%</b>	<b>D</b>
<b>59-under</b>	<b>F</b>

## **COURSE POLICIES**

**1. WITHDRAWAL:** If you are unable to complete this course you must officially withdraw by the University-designated date (for a “W” with instructor approval). Withdrawing from a course is a formal procedure that YOU must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F.”

**2. Acceptable Student Behavior:** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

In this classroom, **“acceptable student behavior”** specifically means:

**A. No cell phone usage. I will ask you to leave the classroom if I see you using your phone.**

**B. Maintain one classroom conversation. Sometimes topics in this class can get socially controversial and emotionally exciting, but please contribute only to the central conversation.**

**C. Engage in the classroom material, not your computer. If you use a computer in class, you will be requested to sit in the front rows.**

**D. Always be respectful of other students’ thoughts, opinions, and perspectives.**

**E. Do not come to class late.**

### 3. Coursework Submissions:

**A.** All short papers (1-4) (not the final) must be submitted **as hard copies to Prof. Nelson when meeting with him in Grad Groups.**

**B.** The final paper will be submitted via Blackboard. Although pre-arranged extensions will be considered, late papers will not be accepted.

**5. ACADEMIC MISCONDUCT:** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

**6. ADA:** The Anthropology Department does not discriminate based on an individual’s disability, as required by the Americans with Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities, and attempts will be made to meet all certified requirements. Please see me if you have a documented disability so that appropriate arrangements can be made to help you get the most out of this class.

### 7. Instructor Communication

a) The instructor will be happy to answer questions regarding lectures, grades, discussions, assignments, quizzes, projects or any anything covered in the course.

b) Students can expect to hear back from the instructor within 24 hours of the initial email (48 hours on the weekend).

c) Students are expected to state their name and course number in the subject line of emails.

d) Please use a respectful and polite tone in emails. Do NOT ask questions covered in this syllabus! And if using a mobile device, remember to proofread your message before sending!

### Course Schedule and Reading Assignments

#### Unit One: What is a City & Who has the Right to it?

Date	Topic	Readings/Viewings	Graded Work Due
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8-29	Course Introduction: What is a City?		<b>Sign up for grad groups</b>
8-31	Who has a Right to the City?	1. Purcell: Right to the City 2. Purcell: Possible Worlds	
9-2	<b>Grad Groups</b>	IUA: ch. 9	<b>Project Synopsis due (in meetings)</b>
9-5	<b>No Class: Labor day</b>		
9-7	The first Urban Revolution	1. Childe: The Urban Revolution 2. Smith: The Earliest Cities	
9-9	Learning from the Ancients	1. Soja: Putting Cities First 2. Sabloff: Why Cities?	
9-12	Urban Places	IUA: ch. 2	
9-14	Urban Mobility	IUA: ch. 3	
9-16	Public Spaces	IUA: ch. 4	
9-19	History of Urban Anthropology	1. IUA: ch. 1 2. Foster & Kemper: Anthropological Fieldwork in Cities	
9-21	Doing Urban Anthropology	1. Caldwell: Moscow Encounters 2. Bestor: Networks, Neighborhoods and Markets	
9-23	<b>Grad Groups</b>		<b>Field Site Description</b>

			<b>(due in meetings)</b>
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## **Unit 2: Planning and Segregation**

9-26	Early Dallas	WM: Prologue – ch. 2	
9-28	Whiteness as Urban Planning Ideology	WM: chs. 3-4	
9-30	20 <sup>th</sup> Century Dallas	WM: chs. 5-7	
10-3	2 <sup>nd</sup> Urban Revolution: Industrialization & Urban Planning	1. IUA: ch. 8 (until pg. 131) 2. Palen: 39-42, 56-60 2. de Certeau: Voyeur City	
10-5	History of Planning in US Cities	1. Palen: ch. 13 2. Jacobs: The Death and Life of Great American Cities	
10-7	Guest Lecture by Seth English-Young, Planner	Planning game	
10-10	Planning, Displacement and Racism	BB File: Planning and Racism Case Studies	
10-12	Quakertown	1. Denton History Pamphlet 2. Re Cruz: When Immigrants Root	
10-14	<b>Grad Groups</b>		<b>Planning vs. Use in Fieldsite (due in meetings)</b>
10-17	Guest Lecturer by Willie Hudspeth	1. Coates: The Case for Reparations	

		2. EPI: Government Sponsored Segregation	
10-19	<b>Grad Groups</b>		<b>Social Problem (due in meetings): select ethnography</b>
10-21	<b>Class Cancelled</b>		

### **Unit 3: The Neoliberal City & Inequality**

10-24	Deindustrialization and the City	<ol style="list-style-type: none"> <li>1. IUA: ch. 5 &amp; pg. 131-136,</li> <li>2. View: <i>Detropia</i></li> <li>3. Peck, Theodore, Brenner: Neoliberal Urbanism</li> </ol>	
10-26	The Global City	<ol style="list-style-type: none"> <li>1. IUA: ch. 7</li> <li>2. Sassen: Global Cities</li> <li>3. View Video of Brenner: Urban without an Outside</li> <li>4. View Urban World Video</li> <li>5. View <i>July Boys</i></li> </ol>	
10-28	Dual City: Consumers and Service Providers	IUA: ch. 6	
10-31	The New American City	<ol style="list-style-type: none"> <li>1. Smith: Theory of Gentrification</li> <li>2. Soja: Postmetropolis</li> <li>3. Kneebone and Berube: ch. 1</li> <li>4. BB file</li> </ol>	
11-2	Housing	BB file	



11-4	Employment	BB file	
11-7	Education	Death by a Thousand Cuts & BB file	
11-9	Health & Food: Guest Lecture by Dr. Lisa Henry	BB file	
11-11	Transportation	BB file	
11-14	Policing & Incarceration	Coates: Age of Mass Incarceration & BB file	
11-16	<b>No Class</b>		<b>Send outline of presentation to instructor</b>
11-18	<b>Class Cancelled</b>		

#### **Unit 4: Toward a More Just City**

11-21	Virtual Class: Insurgent Cities	Video: Holston – Insurgent Cities	<b>Discussion Posts (for participation)</b>
11-23	<b>Class Cancelled</b>		
11-28	Presentations #1		
11-30	Presentations #2		
12-2	Presentations #3		
12-5	Building more equitable cities, 1	1. Fainstein: New Directions in Planning Theory	

		2. Miraftab: Insurgent Planning	
12-7	Building more equitable cities, 2	BB file: Just Cities Case Studies	
12-9	Reading Day: <b>No Class</b>		
<b>12-12</b>	<b>Final Papers due</b>		<b>Submit to turnitin by midnight</b>