Instructor: Justin Hosbey (justin.h@ufl.edu)
Department of Anthropology
Office: Turlington B329
Office Hours: TBA

Monday 4, Wednesday 4-5
CSE E221

Course Description:
This course utilizes an anthropological and critical human rights framework to examine the ways that race and citizenship are mutually constituted in contemporary cities. The United Nations projects that by the year 2050, 64% of the world’s population in developing countries and 86% of the world’s population in developed countries will be living in urban centers. Considering the dramatic shift in human living and migration patterns that this urbanization will necessitate, it is crucial to explore how marginalized populations navigate these global currents from a holistic perspective. Institutional racism and systemic gender discrimination often impact the ability of racialized groups to secure full citizenship within many of the world’s major cities, diminishing their ability to achieve equitable access to crucial human rights indicators such as housing, education, employment, nutrition, and healthcare.

Anthropologists have been integral to the construction of the idea of race as both a locus of intellectual inquiry and as a social reality (Harrison 1995). More
specifically, urban studies within anthropology are largely concerned with understanding social change and upheaval, and the socioeconomic transitions that accompany these derangements. It is from this theoretical perspective that this course probes how racism and racial discrimination are experienced in global cities such as New York City, Rio de Janeiro, New Delhi, Johannesburg, Sydney, and Paris. The main objective of our inquiry will be to focus on exploring the ways that racial minority groups have contested these inequalities and formed social protest movements in urban settings, in order to secure their “right to the city.” Social movements are understood as “important means of bringing about political and cultural changes through collective action” (Staggenborg 2011), and social movements organized around race and gender are significant arenas of social change within the city, which students will explore in this course.

Course Objectives:
At the beginning of this course, students must first gain an understanding of what “race” is, and of the ways that “race” is constructed cross-culturally. Thus, the class will begin with an exploration of the concept of “race,” in order to understand the sociopolitical underpinnings of the concept. By the end of the course, students will have the ability to critically analyze the ways that race and racism are experienced and contested globally. In our discussions, students will learn that any critical analysis of “race” is necessarily intersectional with gender, and course readings will reflect this social fact. From this juncture, the course will then work to understand the structural and gendered consequences of racial discrimination. The course will be divided by geographic region, with discussions of race, gender and urbanism in the North America, Europe, Latin America, Africa, Australia, and Asia. Anthropology is uniquely positioned to negotiate interdisciplinary connections, and the readings of this course will draw from a variety of academic disciplines, making the course viable for students across majors other than anthropology.

Required Texts:
• Bridges, Khiara M. Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization (University of California Press, 2011)
• All other required and recommended readings will be available on the E-learning website, under the “Resources” tab.

Attendance:
Attendance will be taken in each class each day. Students are expected to come to class having read carefully the reading assignments for that session. They should be prepared to contribute to class discussions by raising questions and comments related to the topic for that class. Students are allowed (3) unexcused absences for the semester, every successive absence will negatively impact their final grade. Absences for religious holidays, illness, and official university business are excused, but proper notification must be provided (in advance if possible.)
Evaluations: Final course grades will be calculated through a combination of:

- **Attendance and Class participation (20%)**: Students are expected to come to class having carefully read the reading assignments for that session. They should be prepared to contribute to class discussions by raising questions and comments related to the topic for that class.

- **Four short (3-5 page) critical responses (40%)**: Over the course of the semester, students will write a total of (4), three to five page (12 pt. font, double spaced) responses to the reading. These short writing assignments can be reflections, reactions, critical commentaries or overviews that in some way synthesize the central issues raised in each geographic unit. These response papers must be turned in by the Friday immediately following the end of the course unit. These cannot be made up at the end of the course.

- **Final (10-15 page) Ethnographic research paper (Proposal = 5%, Presentation = 10%, Paper = 25%)**: a 10-15 page (12 pt. font, double-spaced) ethnographic analysis based on your local fieldwork project. Students will be asked to use materials from the course to think through their final research paper. A bibliography of literature cited is required, and should have at least 6-10 references total, 3-5 from scholarly sources outside the course, 3-5 from the course. The American Anthropological Association’s citation style is preferred, however if student is a non-anthropology major, the citation conventions of their specific discipline will suffice.

**More details about the Final Ethnographic Research paper:**

Ethnography is the systematic description and interpretation of a cultural arena, traditionally based on long-term participation in and observation of a people’s way of life. It is the defining method of analysis in cultural anthropology. Ethnography typically involves many types of data collection, and for this final paper, students will be required to conduct 3 semi-structured interviews, and utilize the method of participant observation.

For this course, you are required to conduct an original ethnographic research project. Gainesville is a city where many of the issues concerning race and urban life that we will discuss during our class come to the fore (i.e. homelessness, residential segregation, economic inequality, environmental justice, etc.), and I would like to see you explore and critically engage these issues over the semester. Students will propose and conduct an original, small-scale project using the Gainesville area as an urban field site to illuminate themes of race/racism, and urban life discussed during the semester. Students will turn in a 1-paragraph proposal for this final project on 9/16/13, which must be approved by the instructor before moving forward.

The project ultimately involves identifying a research problem, doing background literature research, and conducting 3 interviews and engaging in some participant observation. For the final paper, students will synthesize these data into a 10-15 page ethnography. This final paper is due on the last day of class, 12/4/13. Students will also
prepare a 10-minute presentation of the findings of their ethnography to the class
during the last 2 weeks of the semester.

**Please note:** Instructor prefers hard copies of all assignments. Please do not submit
any assignments via e-mail.

***Late Assignments will be accepted for up to one week after the due date. However,
they will lose a letter grade for every class session that passes after the initial deadline.

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<tr>
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**Additional Course Information:**

**Academic Honesty:** Academic dishonesty will not be tolerated. As a registered student
in this course and at the University of Florida, you have agreed to the following
statement:

“I understand that the University of Florida expects its students to be honest in all their
academic work. I agree to adhere to this commitment to academic honesty and
understand that my failure to comply with this commitment may result in disciplinary
action up to and including expulsion from the University.”

If you are caught plagiarizing, you will receive a zero on the assignment and will be
referred to University administration for disciplinary action. If you have any doubt with
citing correctly, please ask the instructor for guidance. You can also refer to the
University’s Honor Code for more information regarding university policies at:
http://www.registrar.ufl.edu/catalog/policies/students.html. Please don’t plagiarize.

**Student Conduct:** All students must comply with the Student Conduct Code, which can
found at http://www.dso.ufl.edu/studentguide/studentconductcode.php. Behavior that
interferes with the instructor’s ability to conduct the class or the ability of other
students to benefit from the instructional program will not be tolerated. Please
silence/vibrate cell phones and all other electronic devices before class. Laptops may
only be used to take notes (i.e. please wait until the end of class to check your Facebook
and Twitter).

**Disability Accommodations:** Students requesting classroom accommodation must first
register with the Dean of Students Office. The Dean of Students Office will provide
documentation to the student who must then provide this documentation to the
instructor when requesting accommodation. The Disability Resource office is located in
001 Reid Hall. Further information can be found at www.dso.ufl.edu/drp.
University of Florida Counseling Services: Resources are available on campus for students having personal or goal oriented problems:

1. University Counseling Center, 301 Peabody Hall, 392-1575
2. Student Mental Health, Student Health Care Center, 391-1171 (personal counseling)
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
4. Career Resource Center, Reitz Union, 392-1601

**Please note:** I may make adjustments to class readings or assignments over the course of the semester. If any modifications are made, I will let you know ahead of time.

Course Reading and Assignment Schedule

Introductory Unit: What is “race”? What is “racism”?

8/21
Introduction to the Course
Icebreaker exercise
Film: Race – The Power of an Illusion, Episode 3

8/26
American Anthropological Association’s Statement on Race
Race and Anthropology, Harrison 2008
“Cities and Diversity: Should we want it? Can we plan for it?”
(Fainstein 2005)

Unit 2: Urban United States

8/28
“Cities in Quarters” (Marcuse 2000)
“Global Cities and Global Classes: The Peripheralization of Labor in New York City” (Ross and Trachte 1983)
Bridges, Introduction

9/2
No class (Labor Day)

9/4
Bridges, Chapter 1
Smith, Chapter 2 in Mexican New York

9/9
Bridges, Chapter 4

9/11
Bridges, Chapter 6
Film: Unnatural Causes, Episode 2: When the Bough Breaks
Unit 3: Urban sites in Latin America


film: The War We Are Living

**Final paper proposal due**

9/18 “Racial Ambivalence in Transnational Perspective” (Hale 2006), in *Mas Que un Indio: Racial Ambivalence and Neoliberal Multiculturalism in Guatemala.*

“Community Justice and Imagination,” in *Outlawed: Between Security and Rights in a Bolivian City* (Goldstein 2012).


“From White Supremacy to Racial Democracy,” in *Race in Another America: The Significance of Skin Color in Brazil* (Telles 2004)

9/25 “New Social Activism: University Entry Courses for Black and Poor Students (dos Santos 2010),” in *Brazil’s New Racial Politics.*

“Power and Black Organizing in Brazil (Conceição 2010),” in *Brazil’s New Racial Politics.*


9/30 “Dangerous Spaces of Citizenship: Gang Talk, Rights Talk and Rule of Law in Brazil” (Holston 2009)


Unit 4: The European Experience

10/2 “Lesser Breeds Without the Law”, in “There Ain’t No Black in the Union Jack”: The Cultural Politics of Race and Nation (Gilroy 1987).

“What is the Price of Frenchness?” in *Black Skins, French Voices: Caribbean Ethnicity and Activism in Urban France* (Beriss 2004).

10/7 “Four days in August: the UK Riots” (Bridges 2012)

“France: the riots and the Republic” (Murray 2006)
10/9 Social Exclusion and Opportunity Structures in European Cities and Neighborhoods (Murie and Musterd 2004)  
*film: Entre les murs (The Class)*


10/16 *Birthing the Nation: Strategies of Palestinian Women in Israel,* Introduction (Kanaaneh 2002)  
“Israel: Promised Land for Jews...as long as they’re not Black?” (Chehata 2012)

**Unit 5: Contemporary Urban Africa**

10/21 *The Political Economy of Race and Class in South Africa,* Chapters 1 & 8 (Mugabane 1979)


10/28 “Reintegrating the Apartheid City? Urban Policy and Urban Restructuring in Durban” (Todes 2000)  
“Globalization and the Corporate Geography of Cities in the Less-developed World” (Grant and Nijman 2002)

“South Africa’s drive to eradicate informal settlements by 2014,” in *Cities with ‘Slums’: From informal settlement eradication to a right to the city in Africa* (Huchzermeyer 2011).
Unit 6: Asia and Australia

11/4

11/6
“Metaphors of Race & Caste-Based Discrimination against Dalits & Dalit Women in India (Channa 2005),” in Resisting Racism & Xenophobia: Global Perspectives on Race, Gender & Human Rights.
“Finding Strategic Identities in an Unequal World: Feminist Reflections from India (Jain 2005),” in Resisting Racism & Xenophobia: Global Perspectives on Race, Gender & Human Rights.

11/11
“Toward an Analysis of Global Blackness: Race, Representation, and Jamaican Popular Culture in Japan (Sterling 2011),” In Racial Representations in Asia.

11/13
Cities of Whiteness (Shaw 2007), Chapters 1 & 5.
“Margins of Democracy: Aboriginal Australians and Inequality (Pedersen 2005),” In Resisting Racism & Xenophobia: Global Perspectives on Race, Gender & Human Rights.

11/18
“Global Apartheid, Foreign Policy & Human Rights” (Harrison 2002)

Final thoughts on the semester/ Interdisciplinary connections

11/20
Instructor will be out of town for the Annual Conference of the American Anthropological Association in Chicago, IL. Finalize your final papers and presentations, and e-mail me with an update.

11/25
Final presentations of ethnographic project
12/2  Final presentations of ethnographic project

12/4  Final presentations of ethnographic project

**Hard copies of Final Paper are due in class (no extensions)**

**We will meet on your scheduled final exam date if all presentations are not completed by 12/4/13**

Have a happy holiday!