



GW CCAS GPAC Submittal Checklist

Questions Responses 19 Settings

19 responses



Accepting responses

Summary

Question

Individual

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Responses cannot be edited

GW CCAS GPAC Submittal Checklist

GPAC Tier One (University Gen Ed) vs GPAC Tier Two (CCAS Gen Ed): All undergraduate students are required to fulfill the University's General Education Requirement (Tier One), which consists of: two critical thinking courses in the social sciences; one critical thinking course in the humanities; one quantitative reasoning course in mathematics or statistics; one scientific reasoning course with a lab; and one course that has an oral communication component. Students also have a writing requirement which consists of UW1020 and two WID courses.

This requirement is in addition to CCAS's General Education requirement (Tier Two), which consists of: one creative thinking or critical thinking course in the arts; one critical thinking course in the humanities; one scientific reasoning course with a lab; one course that includes a global or cross-cultural perspective; and one course that includes local/civic engagement.

Note: All general education courses are approved and taught by CCAS faculty, with the exception of the oral communication component.

IMPORTANT:

Assessment is required for all Critical Thinking, Quantitative Reasoning, Scientific Reasoning, Creative Thinking, and Oral Communication attributes.

Assessment reporting is not required for Global and Cross-Cultural Perspective and Local/Civic Engagement attributes.

* Required

1. By checking this box, you understand that for every year the GPAC Tier One (University Gen Ed) or GPAC Tier Two (CCAS Gen ED) requirement runs, you or the instructor teaching the course must assess at least one learning outcome for each Critical Thinking, Quantitative Reasoning, Scientific Reasoning, Creative Thinking, and Oral Communication attribute and submit an assessment report to your department chair or school director. More information on course assessment can be found below. *

GPAC Infographic: <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:48b77732-fc9e-4e70-8113-1e1b3207edf1> Tier One: <https://advising.columbian.gwu.edu/general-education-curriculum-gpac#general-gw-requirements> Tier Two: <https://advising.columbian.gwu.edu/general-education-curriculum-gpac#ccas-specific-gpac> Assessment: <https://assessment.gwu.edu/general-education-assessment-resources>



I understand the assessment requirement.

Name of Course *

Cities and Societies

Department/Program *

Anthropology

Course Number *

ANTH1000

Faculty Name *

Matthew DeMaio

Date Submitted *

MM DD YYYY

04 / 14 / 2022

Semester(s) course is offered (check all that apply): *

Spring

Summer

Fall

2. Oral Communication can be its own, stand-alone attribute: Students must present at least two graded oral presentations that fulfill all of the following learning objectives:

- Take responsibility for a significant topic with a clear thesis and persuasive argument
- Demonstrate facility with topical and disciplinary knowledge via well-crafted, audience appropriate language
- Demonstrate vocal qualities and physical behaviors that augment content and maintain audience interest

Additional Requirements

- Developmental work throughout the semester on presenting orally (show in syllabus).
- At least 15% of the final grade should be based on oral presentations (show in syllabus).
- 10 minutes (ideally more) of individual oral presentations (show in syllabus).
- Rubrics demonstrating how the oral presentations will be assessed (show in syllabus).

Check here if you are seeking Oral Communication designation.

3. Check which GPAC Tier One (University Gen Ed) or GPAC Tier Two (CCAS Gen Ed) attribute your course meets (only select one): *

- Critical Thinking in the Humanities (meets humanities distribution requirement)
- Critical Thinking in the Social Sciences (meets social science distribution requirement)
- Quantitative Reasoning (must be a course taught in mathematics or statistics)
- Scientific Reasoning (must be a natural or physical science course with lab)
- Critical Thinking in the Arts
- Creative Thinking in the Arts

4. Each GPAC attribute requires the learning outcomes below. These must be listed on your syllabus. *

- CRITICAL THINKING:** • Analyze and evaluate complex information. • Analyze scholarly literature, in particular its theoretical orientation and sources of support. • Formulate an argument based on the analysis of that scholarly literature and/or data.
- CREATIVE THINKING:** • Create an artistic work based on an understanding or interpretation of artistic traditions or knowledge of contemporary context OR • Create a new scientific work based on a set of findings OR • Create a new scholarly argument based on a set of findings.
- QUANTITATIVE REASONING:** • Represent mathematical information symbolically, visually, numerically, and verbally. • Articulate precise mathematical definitions and propositions and draw inferences from them. • Use algebraic, geometric, or statistical calculations to solve problems. • Interpret and explain information represented in mathematical forms (e.g., graphs, equations, diagrams, tables).
- SCIENTIFIC REASONING:** • Understand the hypothetic-deductive method • Test hypotheses using data and scientific reasoning. • Understand how probability theory affects interpretation of experimental results. • Understand the difference between causation and correlation.

5. Check which GPAC Tier Two (Gen Ed) perspective component your course meets (if any); courses with a perspective component must also include a GPAC attribute.

GLOBAL PERSPECTIVE (if selected, these learning outcomes must be listed in your syllabus):
 Analyze an issue in terms of its global implications. • Frame questions, gather evidence, analyze evidence, and draw conclusions about an issue in terms of its global implications.

CROSS-CULTURAL PERSPECTIVE (if selected, these learning outcomes must be listed in your syllabus):
 Identify and analyze the impact of diverse experiences and/or cultures upon human behavior, thought, and expression. • Use cultural comparison as a tool for understanding how social, cultural, or economic contexts shape understandings and behaviors.

LOCAL/CIVIC ENGAGEMENT (if selected, these learning outcomes must be listed in your syllabus):
 Analyze a social issue or civic concern. • Propose an intervention or solution based on broader theoretical knowledge. • Balance diverse perspectives in deciding whether to act. • Distinguish the multiple consequences and implications of their actions.

6. Course Syllabus (see template link below) must include the following: *

Syllabus Template can be found here under 'Quick Links': <https://academicplanning.gwu.edu> *Syllabus can be uploaded at the end of this form.

- Tier One and/or Tier Two GPAC requirements your course fulfills
- General learning outcomes
- GPAC-prescribed learning outcomes of the selected GPAC attributes and perspectives

7. Assignments that assess GPAC Tier One (University Gen Ed) attributes and Tier Two (CCAS Gen Ed) attributes (these include: Oral Communication, Critical Thinking, Quantitative Reasoning, Creative Thinking, and Scientific Reasoning). *

*Assignments can be upload at the end of this form.

- Provide full description of assignment, method of assessment/evaluation and state on assignment sheet which attribute or perspective is met.

8. Rubrics used for all Direct Measures that assess GPAC Tier One (University Gen Ed) and/or Tier Two (CCAS Gen Ed) attributes (a grading scale is not an acceptable Direct Measure). *

Note: Faculty can create their own rubric or use rubrics provided by Academic Advising: <https://assessment.gwu.edu/general-education-assessment-resources>. *Rubrics can be uploaded at the end of this form.

- Explain how the rubric is designed to facilitate your assessment of the students in your course
- Include the rubric

9. List one specific Direct Measure that will be used to assess each individual learning objective for all Critical Thinking, Quantitative Reasoning, Scientific Reasoning, Creative Thinking, and Oral Communication attributes.

NOTE: Annual assessment reporting is *not* required for the Global or Cross-Cultural Perspective or Local/Civic Engagement Perspective; therefore, this question should be answer as N/A. Instead of reporting assessment outcomes, syllabi, which must include these attributes, will be reviewed every three years.

***Example**

Learning Objective

#1: _____ Direct
measure: _____

Learning Objective

#2: _____ Direct
measure: _____ Learning Objective

#3: _____ Direct
measure: _____

State Learning Objective #1 and list one Direct Measure. *

Learning Objective #1: Analyze and evaluate complex information

Direct Measure: Analytical essay. By identifying similarities and differences in anthropological and non-anthropological approaches to study the city, students will analyze and evaluate complex information.

State Learning Objective #2 and list one Direct Measure. *

Learning Objective #2: Analyze scholarly literature, in particular its theoretical orientation and sources of support

Direct Measure: Analytical essay. By identifying these similarities and differences in terms of theoretical approaches, conceptual apparatuses, forms of data and types of methods, students will fulfill the second learning objective.

State Learning Objective #3 and list one Direct Measure. *

Learning Objective #3: Formulate an argument based on the analysis of that scholarly literature.

Direct Measure: Analytical essay. Students will fulfill this learning objective by using the similarities and differences they identify in our texts as evidence in an argument about the particular approach of anthropologists in studying urban space.

State Learning Objective #4 and list one Direct Measure. *

*Enter N/A if you do not have more than 3 Learning Objectives.

n/a

State Learning Objective #5 and list one Direct Measure. *

*Enter N/A if you do not have more than 3 Learning Objectives.

n/a

State Learning Objective #6 and list one Direct Measure. *

*Enter N/A if you do not have more than 3 Learning Objectives.

n/a

State Learning Objective #7 and list one Direct Measure. *

*Enter N/A if you do not have more than 3 Learning Objectives. **If you have more than 7 Learning Objectives, please upload additional objectives separately at the end of this form.

n/a

10. Please upload the course syllabus *and* assignments *and* rubrics that assess Tier One and/or Tier Two GPAC attributes. *This form accepts 10 files and up to 1 GB of files. *

 GPAC Checklist ...

Submitted 4/14/22, 8:55 AM

Fall 2022

Bell 105

TUES/THURS 2:20-3:35

Instructor:

Matthew DeMaio

(He/Him/His)

mdemaio@gwu.edu

Office hours:

What will you learn in the process?

Course Objectives:

- ◆ Discover the history of anthropology's encounter with the study of cities
- ◆ Synthesize and apply anthropological and human geographic theories and concepts in analyses of urban spaces
- ◆ Deploy methods from anthropology, human geography and history to analyze urban spaces
- ◆ Identify, evaluate and critique the arguments, data and methods of anthropological and ethnographic material

GPAC Critical Thinking Objectives:

- ◆ Analyze and evaluate complex information
- ◆ Analyze scholarly literature, in particular its theoretical orientation and sources of support
- ◆ Formulate an argument based on the analysis of that scholarly literature

GPAC Cross Cultural Perspective

Objectives:

- ◆ Identify and analyze the impact of diverse experiences and/or cultures upon human behavior, thought, and expression
- ◆ Use cultural comparison as a tool for understanding how social, cultural, or economic contexts shape understandings and behaviors

Dean's Seminar: Cities and Societies

1000
ANTH

How can we study the city?

Course Description:

What does it mean to live in a city? How do urban spaces shape the people who live in them and vice versa? Why do cities inspire our loyalties and capture our imaginations? Writing in 1938, the prominent urban sociologist Louis Wirth remarked that the aggregation of humans into cities is the "distinctive feature of the mode of living of man in the modern age." For anthropology, a discipline dedicated to the study of the human condition, it would take several decades after Wirth's assertion for the city to be seen as an appropriate site of study. In this class, we will encounter a range of topics and themes that have emerged as anthropologists have turned their attention to the city. We will analyze the relationship between race and food access in Washington, DC, the intersections of politics and infrastructure in Beirut, Lebanon, the effects of rural-urban migration on social relations in the African Copperbelt and the experiences of urban refugees in the Middle East. Furthermore, we will consider how the acceleration of global connection and circulation are reshaping the built environment of cities and the lifestyles of their residents. As a student in this course, you will have the chance to put the methods and concepts we will study into practice, using ethnographic observation, archival research and mapping techniques to study a discrete city space. In doing so, we will ask and try to answer the questions: What is a city? How can we study cities? And what is distinctive about life in urban spaces?

Land Acknowledgement:

The land that hosts GW and Washington DC was once primarily inhabited by the Piscataway and the Anacostan (Nacotchtank) peoples. At the confluence of the Potomac and Anacostia rivers, the land and its peoples played important roles in regional trade, with people traveling from as far north as contemporary New York to trade. White settlers, and the wars and diseases they introduced, fundamentally transformed the region, [reducing the native population](#) by 75% within just 40 years. However, members of these peoples continue to live and thrive in the region, celebrating their cultures and connection with their traditional and an ancestral homeland. If you live in a settler-colony, I encourage you to research the native people that initially and continue to inhabit your area. [Resources](#) like [these](#) can give you more information about land acknowledgments and the traditional territory of native peoples across the globe.

What will we read and discuss?

Course Materials:

Required texts:

Nucho, Joanne Randa. 2016. *Everyday Sectarianism in Urban Lebanon: Infrastructures, Public Services and Power*. Princeton: Princeton University Press.

Reese, Ashanté M. 2019. *Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.* Chapel Hill: University of North Carolina Press.

In addition to the two ethnographies listed above, we will have weekly readings that are available in PDF form on Blackboard. Students are expected to attend the class having read all assigned texts. To aid in this, I will provide reading guides that will help prepare you for class discussions.

Course Load:

We will meet twice weekly for 150 minutes of in-class learning. In addition to this in-class time, students should expect to dedicate around 5 hours each week to course work, including readings, Blackboard discussion posts and assignments. This will vary week-to-week depending on the assignment schedule.

Class Policies:

Instructor Access:

Office hours will be held in x room on x day. In addition to my regular office hours, I can meet by appointment. Send me an email and we can choose a time that works best.

In addition to office hours, you can reach out to me over email. During the week, I will usually answer within 24 hours. Over the weekend and holidays, I will take up to 48 hours. I also prefer to communicate during normal business hours. Therefore, if you have a question about an assignment, do not wait until the night before it is due to email. I might not get back to you on time!

Finally, I have set up an open survey on Blackboard. The survey is anonymous and therefore can be used to communicate anything you may not feel comfortable sharing in class, office hours or over email. Feel free to use this as well if you ever feel any sort of discomfort, unease or offense in any class interaction and want to bring it to my attention anonymously. Of course, you may share such concerns over email, in office hours or in class if you feel comfortable doing so. You can also report incidences of bias via the GW office of Diversity, Equity and Community Engagement at this [website](#).

Attendance:

Students are expected to attend every session. However, I understand that unexpected events may occur. Therefore, students can miss up to two sessions without penalty. I ask that you please get in touch with me sometime prior to the class you will need to miss. However, I also understand that unforeseen circumstances might make it difficult to notify me in advance. If circumstances should force you to miss more than two classes, I will ask you to make up each additional absence by writing a 1-page, single spaced reflection paper on the main themes of the week's reading. Should you need to complete such a reflection, please contact me about further details.

Late Work:

Students are expected to submit their work on time according to the due dates and times listed below. Again, circumstances might make getting an assignment in on time difficult for you. If this is the case, please reach out to me and we can work together to find a solution. If you turn in work late without having sought out an accommodation, however, there will be a penalty: each day late will result in a half letter grade deduction.

How will your learning be measured?

Assignments and Assessments:

Grade Components:

- ◆ Attendance: 10%
- ◆ Participation: 10%
- ◆ Blackboard posts: 10%
- ◆ Analytical Essay: 20%
- ◆ Two Ethnographic Exercises: 25%
- ◆ Final Project: 25% (5% proposal)

Attendance (10%):

Class attendance is fundamental to learning. Therefore, you are expected to attend all of our meetings and I will record attendance in each class. If you must miss a class due to unforeseen circumstances, please see the attendance policy on page 2.

Participation (10%):

Understanding, analyzing and deploying anthropological theories and concepts can be extremely challenging. Discussion, both as a class and in smaller breakout groups, will be one of our primary ways of grasping these concepts. Each week will therefore include both group activities and class-wide discussions. You should plan to participate actively in both types of interactions. Active participation helps you learn and helps me see which concepts are clear and which need further explanation and discussion. Part of active participation is reading all assigned texts in advance of the session and coming prepared to discuss their major points. Your grade will reflect your participation in both class-wide discussions and small group activities.

Blackboard posts (10%):

In addition to engaging with our readings in class, you will have the chance to comment on the texts on our Blackboard discussion forum. You are required to make a total of **8 postings** of about **200 words** each. Postings are **due 9:00 am ET** the day of class and late postings will not be counted. **You must complete at least 4 postings by October 13th.** Otherwise, the choice of when to post is up to you—but be sure to read all of the postings before class.

Your posts can take one of two forms: **Close Reading** or **Crosstalk**. See the blackboard forum for more details on these formats.

Ethnographic Exercises (25%):

#1 due 9/30/22 by 9pm ET (10%)

#2 due 11/21/22 by 9pm ET (15%)

This class is designed to introduce you to the methods and genres of writing that are particular to the discipline of anthropology. Therefore, during the semester, you will complete two different exercises that will invite you to simulate a fieldwork encounter and practice ethnographic writing. The first exercise will begin with an in-class trip out to the city, where we will practice participant-observation for the duration of a class session. Following this group excursion, you will write up your observations into ethnographic fieldnotes and submit those for grading.

The second exercise will be wholly on your own time and will require you to conduct participant-observation in relation to a piece of urban infrastructure

(such as public transportation, utilities, roads etc.). You will write up and submit ethnographic fieldnotes and a vignette recounting an event that occurred during your observations. We will conduct in-class activities on fieldnote and vignette writing in preparation for these exercises.

Analytical Essay (20%):

Due: 10/21/22 by 9pm ET

Towards the midpoint of the semester, you will have the chance to analyze and synthesize the theories and concepts from the first portion of our course in the form of a 3-4 page analytical essay. Full details and prompt to follow. This assignment fulfills the GPAC critical thinking requirements.

Final project (25%): Ethnography of a Block

Proposal due: 11/4/22 by 9pm ET

Project Due: 12/19/22 by 9pm ET

The final project asks you to study a discrete urban space and, in doing so, put in to practice the various theories and methods we will have studied across the course of the semester. You can choose a space in DC, in the broader DMV or another city that you will be spending in time in during the semester. The project will require you to do archival research, mapping, participant-observation and analytical and ethnographic writing. Further detail will be made available during the middle of the semester. A proposal detailing the space you will study and the resources you will draw on is due at the end of week 10. This assignment meets the GPAC Cross Cultural Perspectives requirements.

Our weekly schedule:

Session	Themes	Readings Due
		Part 1: Introduction
Week 1 Session 1 TUES, 8/30	Introduction	Thinking about space and place Before class: Submit a song you love about a city to this form here!
Week 1 Session 2 THUR, 9/1	Mental Maps and experiencing cities	Krieger, Peter. 2009. "Aesthetics and Anthropology of Megacities." <i>Les actes de colloques du musée du quai Branly Jacques Chirac</i> , no. 1 (July). https://doi.org/10.4000/actesbranly.318 . Explore the collections of mental maps located here and here
Week 2 Session 1 TUES, 9/6	Anthropology's methods and the city	Introduction from: Jaffe, Rivke, and Anouk De Koning. 2015. <i>Introducing Urban Anthropology</i> . London: Routledge. Chapter 1 from: Emerson, Robert M. 2011. <i>Writing Ethnographic Fieldnotes</i> . Chicago: University of Chicago Press.
		Part 2: Before Anthropology's Encounter
Week 2 Session 2 THUR, 9/8	Early social science of cities	Engels, Friedrich. 2020. "'The Great Towns': From The Condition of the Working Class in England in 1844 (1845)." In <i>The City Reader</i> , 7th ed. Routledge. Selections from: Weber, Max. 1966. <i>The City</i> . Edited by Don Martindale. Translated by Gertrud Neuwirth. New York: Free Press.
Week 3 Session 1 TUES, 9/13	Chicago School of Urban Sociology	Wirth, Louis. 1938. "Urbanism as a Way of Life." <i>American Journal of Sociology</i> 44 (1): 1–24.
Week 3 Session 2 TUES, 9/15	Mid-century Urban Sociology	Selections from: Whyte, William Foote. 1993. <i>Street Corner Society: The Social Structure of an Italian Slum</i> . Chicago: University of Chicago Press.
Week 4 Session 1 TUES, 9/20	Cities and Space	Selections from: Lefebvre, Henri. 1992. <i>The Production of Space</i> . Translated by Donald Nicholson-Smith. Malden: Wiley-Blackwell. Selections from: De Certeau, Michel. 2011. <i>The Practice of Everyday Life</i> . Translated by Steven Rendall. Berkeley: University of California Press.
		Part 3: Anthropologists Arrive
Week 4 Session 2 THUR 9/22	Methods: Ethnographic Observation I	Chapter 2 from: Emerson, Robert M. 2011. <i>Writing Ethnographic Fieldnotes</i> . Chicago: University of Chicago Press. In-class activity: Fieldnote jottings

Week 5 Session 1 TUES, 9/27	Copperbelt Urbanization	Selections from: Hannerz, Ulf. 1980. <i>Exploring the City: Inquiries Toward an Urban Anthropology</i> . New York: Columbia University Press.
Week 5 Session 2 THUR, 9/29	Methods: Ethnographic Observation II	Chapter 3 (through page 79) from: Emerson, Robert M. 2011. <i>Writing Ethnographic Fieldnotes</i> . Chicago: University of Chicago Press. Ethnographic excursion: Fieldtrip into the city to observe and take fieldnotes
9/30/2022		Ethnographic Exercise #1 Due 9pm ET 9/30/2022
Week 6 Session 1 TUES, 10/4	Modernity and the City	Selections from: Ferguson, James. 1999. <i>Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt</i> . Berkeley: University of California Press.
Week 6 Session 2 THUR, 10/6	Methods: Archival research	Chapter 2 from: Trouillot, Michel-Rolph. 2015. <i>Silencing the Past: Power and the Production of History, 20th Anniversary Edition</i> . Boston: Beacon Press. Tirabassi, Katherine E. 2009. "Journeying into the Archives: Exploring the Pragmatics of Archival Research." In <i>Working in the Archives: Practical Research Methods for Rhetoric and Composition</i> , edited by Alexis E. Ramsey, Wendy B. Sharer, Barbara L'Eplattenier, and Lisa Mastrangelo. Carbondale: Southern Illinois University Press.
		Part 4: Urban Anthropology in Washington, DC
Week 7 Session 1 TUES, 10/11	Ethnography of DC I	Intro and Chapter 1 from: Reese, Ashanté M. 2019. <i>Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.</i> Chapel Hill: University of North Carolina Press Watch short video: Food Deserts in D.C.
Week 7 Session 2 THUR, 10/13	Methods: Mapping	Sánchez, Olga Blázquez. 2018. "Collaborative Cartographies: Counter-Cartography and Mapping Justice in Palestine." <i>Journal of Holy Land and Palestine Studies</i> 17 (1): 75–85. 4th blackboard post due by today's session
Week 8 Session 1 TUES, 10/18	Ethnography of DC II	Chapter 2 and Chapter 3 from: Reese, Ashanté M. 2019. <i>Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.</i> Chapel Hill: University of North Carolina Press In class: Visit to Gelman to learn about and explore GW's Neighborhoods of DC and Maps of Washington DC archival collections
Week 8 Session 2 THUR, 10/20	Ethnography of DC III	Chapter 4, Chapter 5 and Conclusion from: Reese, Ashanté M. 2019. <i>Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.</i> Chapel Hill: University of North Carolina Press
10/21/2022		Analytical Essay Due 9pm ET 10/21/2022

Part 5: Cities and Circulation		
Week 9 Session 1 TUES, 10/25	Marxist Urbanism	Chapter 7 “Marxist Geographies” from: Cresswell, Tim. 2013. <i>Geographic Thought: A Critical Introduction</i> . Chichester: Wiley-Blackwell. Chapter 6 “Money, Time, Space and the City” from: Harvey, David. 1989. <i>The Urban Experience</i> . Baltimore: Johns Hopkins University Press.
Week 9 Session 2 THUR, 10/27	Relational Geography	Massey, Doreen. 1993. “Power-Geometry and a Progressive Sense of Place.” In <i>Mapping the Futures: Local Cultures, Global Change</i> , edited by Jon Bird, Barry Curtis, Tim Putnam, and Lisa Tickner, 60–70. London: Routledge.
Week 10 Session 1, TUES, 11/1	Infrastructure	Chapter 3 from: De Boeck, Filip, and Sammy Baloji. 2016. <i>Suturing the City: Living Together in Congo’s Urban Worlds</i> . London: Autograph.
Week 10 Session 2, THUR, 11/3	Methods: Ethnographic Vignettes	Schöneich, Svenja. 2021. “‘On a Hot Day in the Field . . .’: – The Art of Writing Ethnographic Vignettes.” <i>Ethnoscripts</i> 23 (1). http://nbn-resolving.de/urn:nbn:de:gbv:18-8-16664 . Watch the videos and read the vignettes located at this link: Writing the Moment In class: Writing Ethnographic Vignettes
11/4/2022	Project Proposal Due 9pm ET 11/4/2022	
Week 11 Session 1, TUES, 11/8	Transnational Place	Chapter 8 from: Low, Setha. 2016. <i>Spatializing Culture: The Ethnography of Space and Place</i> . New York: Routledge.
Week 11, Session 2, THUR, 11/10	Assemblage Urbanism	Selections from: McFarlane, Colin. 2011. <i>Learning the City: Knowledge and Translocal Assemblage</i> . John Wiley & Sons.
Week 12 Session 1, TUES, 11/15	Cities and Citi- zanship	Chapter 6 from: Holston, James. 2009. <i>Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil</i> . Princeton: Princeton University Press.
Week 12 Session 2, THUR, 11/17	Refugee camps and the city	Chapter 5 From: Gabiam, Nell. 2016. <i>The Politics of Suffering: Syria’s Palestinian Refugee Camps</i> . Bloomington: Indiana University Press. Watch short video: Camp Faces
11/21/2022	Ethnographic Exercise #2 Due 9pm ET 11/21/2022	

Week 13 Session 1, TUES, 11/22	Methods: Conveying Data	In class: StoryMaps/Adobe Spark workshop We will explore StoryMaps and Adobe Spark as potential formats for the submission of your final project Prior to class, watch these videos on Adobe Spark and StoryMaps
Week 13 Session 2, THUR, 11/24	No class	Thanksgiving
		Part 6: Urban Space, Infrastructure and Identity
Week 14 Session 1, TUES, 11/29	Ethnography of infrastructure and identity I	Introduction and Chapter 1 from Nucho, Joanne Randa. 2016. <i>Everyday Sectarianism in Urban Lebanon: Infrastructures, Public Services and Power</i> . Princeton: Princeton University Press.
Week 14 Session 2, THUR, 12/1	Ethnography of infrastructure and identity II	Chapter 2 and Chapter 3 from Nucho, Joanne Randa. 2016. <i>Everyday Sectarianism in Urban Lebanon: Infrastructures, Public Services and Power</i> . Princeton: Princeton University Press.
Week 15 Session 1, TUES, 12/6	No Class	Designated Friday.
Week 15 Session 2, THUR, 12/8	Ethnography of infrastructure and identity III	Chapter 4, Chapter 5 and Conclusion from Nucho, Joanne Randa. 2016. <i>Everyday Sectarianism in Urban Lebanon: Infrastructures, Public Services and Power</i> . Princeton: Princeton University Press.
12/19/2022		Final Project Due 9pm ET 12/19/2022

More class policies:

Academic Integrity:

Students are expected to follow GW's code of academic integrity, which can be found here: <https://studentconduct.gwu.edu/code-academic-integrity>.

Our assessments will be primarily written and be based on study and reading you will conduct on your own. This means you will need to cite sources properly to avoid plagiarism. Verbatim quotes should be put in quotation marks and properly cited. If you are drawing on or paraphrasing a scholar's ideas, these should also be properly cited. The goals of citations are two-fold. First and foremost, you are giving credit to the original source of an idea or fact. Secondly, you are giving your reader a way to locate this source should they wish to check your interpretation or learn more about the topic you are discussing.

I prefer that you use the Chicago Manual of Style guide for citations. This is the convention in anthropology. A very useful quick guide can be located [here](#). The full manual of style can be accessed through our library [here](#). However, you may use whichever style you are most comfortable with provided you use it consistently and correctly.

Use of Electronic Course Materials

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact the instructor and Disability Support Services at disabilitysupport.gwu.edu if you have questions or need assistance in accessing any of the electronic course materials provided.

University policy on observance of religious holidays:

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For

details and policy, see: <https://provost.gwu.edu/policies-procedures-and-guidelines>

Writing Support:

If you are interested in improving your writing skills, visit the GW writing center at <https://writingcenter.gwu.edu/>. They offer free, peer-to-peer assistance that can provide you help and feedback on your writing.

Disability Support Services:

Any student who may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services (DSS) to inquire about the documentation necessary to establish eligibility, and to coordinate a plan of reasonable and appropriate accommodations. DSS is located in Rome Hall, Suite 102. For additional information, please call DSS at 202-994-8250, or consult <https://disabilitysupport.gwu.edu>.

Counseling and Psychological Services:

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information see <https://healthcenter.gwu.edu/counseling-and-psychological-services>.

GW Haven:

If you experience unwanted attention, harassment or assault of a sexual nature, GW Haven and the Title IX office offer various services and reporting mechanisms to GW students. Contact their 24/7 Sexual Assault and Consultation hotline at (202-994-7222) or visit <https://haven.gwu.edu>

Safety and security:

In an emergency: call GWPD 202-994-6111 or 911

For situation-specific actions: review the Emergency Response Handbook: <https://safety.gwu.edu/emergency-response-handbook>

In an active violence situation: Get Out, Hide Out or Take Out: <https://go.gwu.edu/shooterprep>

Stay informed: <https://safety.gwu.edu/stay-informed>

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Cities and Societies

Fall 2022

Analytical Essay (20% of your final grade)

Due: 10/21/2022 by 9pm EST

Purpose: The purpose of this assignment is to practice analytical writings skills and the crafting of an argument, both of which will be vital for the completion of your final project.

Skills: This assignment will require you to use the skills outlined in the learning objects of the GPAC Critical Thinking in the Social Sciences designation.:

- Analyze and evaluate complex information
- Analyze scholarly literature, in particular its theoretical orientation and sources of support
- Formulate an argument based on the analysis of that scholarly literature.

Task: Part of our goal in this course is to better understand anthropology's approach to studying culture and society and, especially, culture and society in urban spaces. As we have discussed, anthropologists did not start studying the city until decades after scholars in other disciplines. Anthropologists therefore drew on existing work from these fields as well as reimagining anthropological approaches so they could suit the study of city space. Your task for this essay is to explore, based on our readings, the continuities and differences between the approaches of anthropologists and non-anthropologists to the study of the city.

For this assignment, write a 3-4 page (double spaced, 12-point Times New Roman Font) that answers the following question: **How do anthropological approaches to the study of urban space differ from those of other disciplines?**

To answer this question, you should compare and contrast the approach of studying the city between the non-anthropologists and anthropologists we have read so far. You may focus on theories, concepts, methods, forms of data/evidence or any other sort of similarity or difference you find compelling. You must cite from at least one of the non-anthropological and one of the anthropological works listed below:

Non-anthropology: Wirth, Whyte, De Certeau, Lefebvre

Anthropology: Hannerz, Ferguson, Ashanté-Reese

In addition, you may also draw on Jaffe and De Koning and/or Emmerson et al. if you wish. In total, your essay must cite at least three different sources across three difference sessions.

Remember, this is an analytical essay. Therefore, in comparing and contrasting, **you should be making an argument**. It is not enough to simply list similarities and differences in our scholarly works. Rather, you should use these similarities and differences as evidence in support of a thesis statement on the nature of anthropological approaches to the study of cities.

A successful essay will:

- Be at least 3-4 pages double spaced, with 12-point font. Going a little long is okay. Papers short of 3 pages will be marked down.
- Have a clear thesis statement that lays out the position you will be arguing.
- Draw on and properly cite **at least** one non-anthropological and one anthropological source. In total, you must cite at least three different sources from three different sessions of the syllabus.
- Make a compelling argument about the particular nature of anthropological approaches to the study of the city. This argument can be conceptual, theoretical, methodological and/or any other sort of argument you find compelling. But do not simply list similarities and differences. Use these points of comparison to make a clear argument.
- Include proper citations and a bibliography. Citation guidance for books/articles can be [found here](#).
- Use proper grammar and punctuation and avoid typos
- Avoid over-quoting. Quote strategically and sparingly but forward your own analysis. Avoid large block quotes.

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Analytical Essay Rubric

The following rubric will be used to assess the GPAC Critical Thinking learning outcomes. The analytical essay assignment outlined on the previous pages requires students to fulfill all three critical thinking learning outcomes. Firstly, students must analyze and evaluate complex information by identifying the differing approaches to the study of urban space by anthropologists and non-anthropologists. Secondly, they must identify specific aspects of these approaches and use them to compare and contrast between anthropological and non-anthropological approaches. These specific aspects include features like theoretical underpinnings, methods and forms of data, therefore fulfilling the learning objective of analyzing the theoretical orientation and sources of support for scholarly literature. Finally, they must use these comparisons to write and defend a thesis statement about the differing approaches to the study of urban space, thereby formulating an argument based on their analysis. The rubric on the following page is taken from the collection of GPAC rubrics and will enable me to evaluate how each critical thinking learning outcome is achieved in a given student's paper.

G-PAC: Critical Thinking Rubric

	1	2	3	4	Score/ Level
Analyze and evaluate abstract information	Information from source(s) is only descriptive with no interpretation or evaluation. Viewpoints of experts are taken as fact, without question.	Uses information from source(s) with some interpretation or evaluation, but not enough to develop a coherent analysis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation or evaluation to develop a coherent analysis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation or evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	
Understand and analyze scholarly literature and argument, particularly with respect to theoretical orientation and sources of support	Information is taken from source(s) without any demonstration of understanding.	Information is taken from source(s) with some interpretation or evaluation, but not enough to develop a coherent analysis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation or evaluation to develop a coherent analysis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation or evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	
Formulate a logical argument based on that analysis	No argument is evident.	Some argument is evident but is not coherent.	Formulates an argument based on the analysis.	Formulates an argument that is a logical extrapolation from the analysis.	

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Final Project: Ethnography of a Block (20% of your final grade)

Due: 12/19/2022 by 9pm EST

Purpose: The purpose of this assignment is for you to put into practice the skills we have been learning across the semester to study and analyze a discrete city space. The assignment also gives you the chance to explore platforms for presenting ethnographic data.

Skills: For this assignment, you will use the following skills we learned throughout the semester including:

- Conducting participant-observation and writing fieldnotes and vignettes
- Conducting archival research
- Mapping
- Analytical writing and analysis
- Synthesizing and displaying data in a compelling format

This project will also require you to deploy the skills described in the GPAC Cross-Cultural Perspective learning outcomes:

- Identify and analyze the impact of diverse experiences and/or cultures upon human behavior, thought, and expression
- Use cultural comparison as a tool for understanding how social, cultural, or economic contexts shape understandings and behaviors

Task: Your final project requires you to conduct an ethnography of a block using the methods and modes of analysis we explored throughout the semester. You can choose a space in DC, the wider DMV or another city space that you will be able to visit multiple times during the semester. Your goal is to analyze and make an argument about the nature of this space in relation to a major theme or theoretical concept from our course using various different methods and synthesize and display this data in an informative and visually compelling format.

When making your argument, think about themes or concepts you find most interesting to explore ethnographically. Do you want to explore the relationship between urban space and race? Urban space and gender? Urban space and infrastructure? Or perhaps you want to put into practice theories we studied during the semester like assemblage urbanism or transnational place. You may use Adobe Spark, ArcGIS StoryMaps or another digital format. Your project will have five parts:

1. Analytical writing: This section requires you to draw on scholarship about urban space to give you conceptual tools to analyze your block. For this section, you must put two texts from our syllabus in conversation with one text you will find on your own. Think about the readings you have found most compelling and will be most useful for analyzing your

block. You might have found particular themes most interesting, like race, class, gender or modernity. Or perhaps you were most inspired by particular theories or concepts, like assemblages or materialist analysis. Choose texts that give you insight into these dynamics and will allow you to make an argument about the nature of the block you are studying. This section should be 400 words minimum.

2. Archival: This section requires you to tell the history of your block. You may draw on secondary sources to do so but you must locate and analyze at least one primary source archival document. Indicate from which archive you found this document. Obviously many of these spaces will have long histories but focus on a particular period that you think will be most useful in analyzing and making your argument about this space. If you are studying a space in DC, remember our exploration of GW's neighbor and map archives. This section should be 400 words minimum.
3. Mapping. Provide a map of your block. This can take the form of a hand-drawn mental map or a digital map using the methods we explored earlier in the semester. When mapping, think about how you can capture the characteristics of the space most important for your argument and best captures the themes you are exploring.
4. Vignette: For this project, you must conduct at least two stints of participant observation in your block. These stints should be at least one hour each. Take jottings during your observation and write these up into fieldnotes in the way that we practiced for our ethnographic exercises. For this section, you must include an excerpt of your fieldnotes in which you describe the space and at least one vignette. Choose a vignette that illustrates the argument you are making about the block's character. This section should be 400 words minimum.
5. Conclusion: Finish with a conclusion that pulls together the various parts of your project in support of your argument about your block. Use the conceptual tools from your analytical writing section to analyze the ethnographic data you collected through your participant-observation. Tie your contemporary ethnographic observation with the historical and archival data you collected and consider how the block's history shaped the form you witnessed in the present day. What can the data you collected in its various forms tell us about the relationship between urban space and gender, urban space and class, urban space and race or urban space and identity etc.? How do your various methods and forms of data combine to give you insight into specific social and cultural dynamics? This section should be 400 words minimum.

Your project will be evaluated according to the attached rubric. You must have a works cited that contains all texts referenced in your project.

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Final Project Rubric

The following rubric will be used to assess the Cross-Cultural Perspective aspects of the final project. The final project has several different parts. However, the portions focused on vignette and analytical writing are most relevant to the Cross-Cultural Perspective learning goals.

The vignette writing portion requires students to undertake two stints of participant-observation in a given city space and write fieldnotes on what they witness during their observation. The use of this foundational ethnographic method fulfills the first learning outcome of the Cross-Cultural Perspective designation. Based on training done in methodological workshops throughout the semester and understanding gleaned from discussions of various ethnographic texts, students will use these periods of observation to identify diverse experiences in a given city space. Their fieldnotes and the vignettes they write based on those observations will require them to interpret and analyze those experiences they identify. They will then use this data to argue how particular cultural and social dynamics shape the behavior, thought and expression they witnessed during their ethnographic research.

The analytical writing portion fulfills the second learning outcome of the Cross-Cultural Perspectives designation. This section requires students to draw on texts from our syllabus to fashion a conceptual apparatus through which to analyze their chosen city space. The texts on our syllabus are primarily ethnographic works that use cultural analysis drawn from contexts spanning Europe, Africa, the Middle East and North and South America as the prime basis for studying and theorizing about different cultural and social dynamics. Because these texts spring from cultural contexts around the globe, students will draw on, deploy and put into conversation a variety of different cultural perspectives. They will then put these different cultural perspectives and comparisons into analytical practice as they explore the social and cultural dynamics of the city space they are analyzing for their final project.

G-PAC: Cross Cultural Perspective Rubric

Levels	1	2	3	4	Score/ Level
Criteria					
Identify and analyze the impact of diverse experiences and/or cultures upon human behavior, thought, and expression	Inability to understand how diverse experiences and cultures affect human behavior, thought, and expression.	Demonstrates some understanding of how diverse experiences and cultures affect human behavior, thought, and expression.	Demonstrates adequate understanding of how diverse experiences and cultures affect human behavior, thought, and expression.	Demonstrates sophisticated understanding of how diverse experiences and cultures affect human behavior, thought, and expression.	
Use cultural comparison as a tool for understanding how social, cultural, or economic contexts shape understandings and behaviors	Inability to understand how social, cultural, or economic contexts shape understandings and behaviors.	Identifies components of other cultural perspectives but only demonstrates partial understanding of how the social, cultural, or economic contexts shape understandings and behaviors.	Adequately demonstrates the ability to recognize how social, cultural, or economic contexts shape understandings and behaviors.	Creates a sophisticated analysis of how social, cultural, or economic contexts shape understandings and behavior.	