

COURSE SYLLABUS

URBAN MULTICULTURES

IFSA-Butler London Flagship

Suggested US semester credit hours: 3

Contact hours: 45

IFSA-Butler/Alliance Course Code: SO381-03 or AN381-03

Delivery method: Face to Face

Language of Instruction: English

COURSE DESCRIPTION

Drawing from the disciplines of anthropology and sociology, this course utilizes intercultural learning theories to foster awareness of one's own perspectives as well as those of the myriad communities that comprise London. Multiple approaches to framing the multicultural city and appreciating common and contested spaces as inherent to urban diversity are included. This is an experiential learning course that encourages the development of transferable skills, for practical use when encountering differences of any kind in future.

COURSE DELIVERY

The course will use discussions, lectures, hands-on projects, and guest speakers to explore how to understand the history and contemporary culture of London as a multi-cultural city. The course compares London as a multicultural city with other major cities of the world. Students will complete ethnographic projects based on observations and interviews in several different cultural landscapes of London.

This course emphasizes tools that can be used for understanding differences in social contexts, including those from intercultural communication, sociology, and urban anthropology. The class emphasizes the exploration of solutions to modern urban problems through studying the way successful programs are implemented to make London a successful city.

Students are expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic.

COURSE SYLLABUS

Students are encouraged to bring their prior learning experiences into class discussions (based on experiential learning theory) and to make cognitive connections between this course and others in the IFSA-Butler London Flagship whenever possible (based on the philosophy of integrative learning).

STUDENT LEARNING OBJECTIVES

Students who successfully complete this course will have skills in:

- Using methods from sociology and anthropology to understand the history and contemporary configuration of cities with many cultural groups.
- Designing observational studies of the use of space in urban environments.
- Cultural Awareness. Students will be able to use concepts and methods of intercultural communication to appreciate cultural differences and also mitigate cultural conflicts both between individuals, groups, and institutions.
- Production of short videos. Skills involving how to take social science topics such as gender, race, social stratification, ethnic identity, and other topics discussed each week and produce short smart phone videos about those topics.
- Making a digital learning portfolio that includes informal thoughts and notes about this course and how it influences the student's own skills and outlook.
- Become familiar with resources available for further research on the topic of visual communication.
- Make cognitive connections between learning in this course and other learning experiences in the IFSA-Butler London Flagship.

COURSE OUTLINE

Week	Topics	Activities	Readings, viewings
1A	Expectations for the class, including syllabus, grading, etc. Urban studies from the fields of Sociology, Anthropology, and Intercultural Communication.	Review syllabus, expectations, projects. Class Discussion: What is ethnic identity? How is it different from social class? What is ethnicity? How is it different from minority cultures?	Video Clip: Multicultural Britain – YouTube (4:27) https://www.youtube.com/watch?v=ubojHhPG2hY The Grumpy Guide To Class - Part One – YouTube (9:56) 2008 https://www.youtube.com/watch?v=3ZAyYBDUNug
1B	People from different parts of the world living together in London: Opinions vs. Understanding	Class Discussion: What is multiculturalism? Is it the same as immigration? Is it good or bad? What does	Video Clip: Doc Brown's https://www.youtube.com/watch?v=ympI2mdABUM&list=RDympI2mdABUM&t=1

COURSE SYLLABUS

		<p>language have to do with it?</p> <p>How do anthropologists, sociologists, and communication specialists do research?</p>	<p>Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture* Joane Nagel Social Problems, Volume 41, Issue 1, 1 February 1994, Pages 152–176, https://doi.org/10.2307/3096847</p> <p>Citizenship, Ethnicity and Identity British Pakistanis after the 2001 ‘Riots’ Yasmin Hussain, Paul Bagguley. Sociology, Volume: 39 issue: 3, page(s): 407-425 Issue published: July 1, 2005 https://doi.org/10.1177/0038038505052493</p>
2A	Approaches of Sociology, Anthropology, Intercultural Communication as applied to Urban Studies	<p>Class debate 1: “Resolved: Sociologists are best equipped to study diversity in London.”</p> <p>Group 1: Sociologists Group 2: Anthropologists Group 3: Intercultural Communication specialists</p>	<p>Video Clip: Animated Map Shows Immigration Across the World. https://www.youtube.com/watch?v=CJdT6QcSbQ0</p> <p>Sport, immigration and multiculturalism: a conceptual analysis Chris Kennett Universitat Autònoma de Barcelona (UAB), 2005 https://ddd.uab.cat/pub/worpaper/2005/hdl_2072_5015/WP103_eng.pdf</p> <p>MIT University “BASIC CONCEPTS from Sociology and Anthropology - Tools to think with.” https://ocw.mit.edu/courses/anthropology/21a-219-law-and-society-spring-2003/study-materials/hobasicconcepts.pdf</p>
2B	World Cities: How do cities organize cultural complexity? Is London special?	10 minute student reports: “World Cities and their composition”	<p>World Economic Forum, April, 2017. “These are the Top Ten most Magnetic Cities in the world.” https://www.weforum.org/agenda/2017/04/the-top-10-most-powerful-cities-in-the-world/</p>
3A	Multiculturalism is not always pretty: Video	Film showing: Dirty Little Things (Available on Netflix)	<p>Anthropology Matters: Vol 12, No 1 (2010) Picturing difference: Juxtaposition, collage and layering of a multi-ethnic street 1</p>

COURSE SYLLABUS

	showing of “Dirty Little Things”		By Suzanne M. Hall (London School of Economics and Political Science) https://anthropologymatters.com/index.php/anth_matters/article/view/187/308
3B	Immigrant experiences, continued	Class discussion of Dirty Little Things .	New York Times, FILM REVIEW; Amid the Luxury, Immigrants in Peril (July 18, 2003) http://www.nytimes.com/movie/review?res=9E06EEDA133CF93BA25754C0A9659C8B63
4A	Language and London: Is English becoming London Immigrant English? Are immigrants learning English? Multi-lingual London.	Lecture: Language and culture: how do linguists study multi-lingualism? Class Discussion: Each student discusses two examples of “London Slang” they have heard that has been influenced by immigrant languages.	Video Clip: “London Slang” Terms Translated” (4:40) https://www.youtube.com/watch?v=1M9j8GGeLIY Literacy and Identity: A View from the Bridge in Two Multicultural London Schools Catherine Wallace. Journal of Language, Identity & Education Vol. 7 , Iss. 1,2008 http://dx.doi.org/10.1080/15348450701804722
4B	Linguistic landscapes of London	Class discussion: What are linguistic landscapes? Spoken words, advertisements, radio, television, music. Ways of making linguistic maps of London: 1. Based on single language use. 2. Based on multi language use. In class research: search websites for linguistic maps of London and discuss the differences between each.	Introduction: The Study of the Linguistic Landscape as a New Approach to Multilingualism Durk Gorter International Journal of Multilingualism Vol. 3 , Iss. 1,2006. http://www.tandfonline.com/doi/abs/10.1080/14790710608668382 The Guardian, London's second languages mapped by tube stop. 2014 https://www.theguardian.com/news/datablog/2014/oct/30/-sp-londons-tube-languages-visualised
5A	Experiencing linguistic diversity in London:	Project # 2. Observation and analysis of a	Video Clip: How to Make A Short Video movie using your mobile phone.

COURSE SYLLABUS

	Student presentations	linguistic landscape of London. Student presentations.	https://www.youtube.com/watch?v=fxKwy_NLWpU
5B	Linguistic Landscapes presentations.	Continue to present project 2, linguistic landscapes with discussion of each project.	
6A	Sport and culture in London	Functions of sport in society: fans, collective experiences, values, and community. Ethnic group sports and games. Defining diaspora communities, learning to adapt to a new environment, leadership and community organization. Children's games within the cultures of London	Opening doors: promoting social inclusion through increased sports opportunities Amanda Waring & Carolynne Mason Sport in Society Vol. 13 , Iss. 3,2010. http://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F17430431003588192 'If I Ever Play Football, Dad, Can I Play for England or India?' British Asians, Sport and Diasporic National Identities Daniel Burdsey, Sociology Volume: 40 issue: 1, page(s): 11-28, 2006. http://journals.sagepub.com/doi/abs/10.1177/0038038506058435
6B	Mainstream sport and smaller scale ethnic sport activities in London	Class lecture and discussion: Immigrant sports clubs as spaces of acculturation, identity reproduction, and change.	'The Sunshine of Manly Sports and Pastimes': Sport and the Integration of Jewish Refugees in Britain, 1895–1914 David Dee Immigrants & Minorities Vol. 30 , Iss. 2-3,2012. http://www.tandfonline.com/doi/abs/10.1080/02619288.2010.502722 Christian Dustmann, Nikolaos Theodoropoulos; Ethnic minority immigrants and their children in Britain, <i>Oxford Economic Papers</i> , Volume 62, Issue 2, 1 April 2010, Pages 209–233, https://doi.org/10.1093/oep/gpq004
7A	Multicultural children in London: Education,	Class discussion: Acculturation, Assimilation, Enclave communities, Creole or	Children's labour in ethnic family businesses: The case of Chinese take-away businesses in Britain Miri Song

COURSE SYLLABUS

	Economy, and Environment	<p>hybrid cultural expressions in London</p> <p>Should education solve the problem?</p>	<p>Ethnic and Racial Studies Vol. 20 , Iss. 4,1997 http://www.tandfonline.com/doi/abs/10.1080/01419870.1997.9993985</p> <p>'They have lost their identity but not gained a British one': non-traditional multilingual students in higher education in the United Kingdom Peter Martin Language and Education Vol. 24 , Iss. 1,2009. http://www.tandfonline.com/doi/abs/10.1080/09500780903194028</p>
7B	Midterm Exam		
8A	Gender and Multicultural London	<p>Veils, "honor killings" and feminist approaches to female immigration.</p>	<p>Gender matters: Ethnographers bring gender from the periphery toward the core of migration studies SJ Mahler, PR Pessar - International migration review, 2006. http://onlinelibrary.wiley.com/doi/10.1111/j.1747-7379.2006.00002.x/full</p> <p>Veiled Interventions in Pure Space Honour, Shame and Embodied Struggles among Muslims in Britain and France Pnina Werbner Theory, Culture, and Society Volume: 24 issue: 2, page(s): 161-186 Issue published: March 1, 2007. http://journals.sagepub.com/doi/abs/10.1177/0263276407075004</p>
8B	Gender and multicultural London, continued	<p>Class Debate II: "Resolved: Wearing the <i>hajib</i> and other religious clothing is a fundamental human right in London."</p>	<p>Video Clip: First modest fashion show in London. (youtube, 2:21) https://www.youtube.com/watch?v=Xw0Ds_OW4YE</p>
9A	Portrayals of the cultures of London: multiculturalism in film.	<p>Video: The Attack the Block. (Available through Vimeo)</p>	<p>Attack the Block, full video: https://www.youtube.com/watch?v=Xw0Ds_OW4YE (with Chinese Subtitles)</p>

COURSE SYLLABUS

9B	Discussion of film	<p>Class discussion of film. Topics to be discussed:</p> <ul style="list-style-type: none"> • race, • language, • gender, • conflict, • community. 	<p>The Guardian, Review of “Attack the Block” https://www.theguardian.com/film/2011/may/12/attack-the-block-review</p>
10A	<p>London Markets, Carnivals, and Fairs: urban spaces and the cultures of London</p> <p>Prepare for next assignment: Digital Stories of Markets. Tools to make your photo essay better.</p>	<p>Discussion: Entrepreneurship among the cultures of London. Differences between markets, carnivals, and fairs. Carnivals as tourism and as an expression of anger in London.</p>	<p>Urban Studies: The Magic of the Marketplace: Sociality in a Neglected Public Space Sophie Watson First Published June 8, 2009 http://journals.sagepub.com/doi/abs/10.1177/0042098009105506</p> <p>Ed Tech Teacher: 8 Steps to Great Digital Storytelling. http://edtechteacher.org/8-steps-to-great-digital-storytelling-from-samantha-on-edudemic/</p>
10B	London Markets, Carnivals and Fairs, continued	<p>In-Class exercise. Create a map of London’s markets, especially small ethnic markets. Use Google Maps.</p> <p>Continue discussion of digital story telling for next week’s class.</p>	<p>London’s Diverse Outdoor Markets. http://www.timetravel-britain.com/articles/london/markets.shtml</p> <p>The Guardian: 50 years of Notting Hill carnival: the changing face of London's party weekend. https://www.theguardian.com/culture/2014/aug/24/notting-hill-carnival-town-hall-to-corporate-stage-50th-anniversary</p>
11A	Student Project 3: Engaging with the cultures of London in Markets and fairs	Student Project 3: Digital Story of an ethnic market in London.	
11B	Student Projects, continued	Digital story presentations, continued	
12A	Spaces of conflict: crime and culture in London	Discussion: Are conflict and crime the result of community disorganization, ethnic and religious histories,	<p>Environment and Planning A, Ethnicity and the Multicultural City: Living with Diversity Ash Amin First Published June 1, 2002 http://journals.sagepub.com/doi/pdf/10.1068/a3537</p>

COURSE SYLLABUS

		government policies, or "bad people?"	Robert J. Sampson , and W. Byron Groves , "Community Structure and Crime: Testing Social-Disorganization Theory," <i>American Journal of Sociology</i> 94, no. 4 (Jan., 1989): 774-802. http://www.journals.uchicago.edu/doi/abs/10.1086/229068
12B	Spaces of conflict: crime and culture in London	Class Debate 3: "Resolved: Ethnic crime in London is influenced by economics"	
13A	Conflict resolution among the cultures of London	Class Discussion: how do people reduce and resolve conflict? Individual, group, and cultural theories of conflict resolution.	Avruch, K. and Black, P. W. (1991), THE CULTURE QUESTION AND CONFLICT RESOLUTION. <i>Peace & Change</i> , 16: 22–45. http://onlinelibrary.wiley.com/doi/10.1111/j.1468-0130.1991.tb00563.x/full
13B	Conflict resolution among the cultures of London	Class discussion: What are skills in conflict resolution? What are examples that you have seen here in London of conflict resolution at the personal level, group level, or institutional level?	Avruch, K. (2003), Type I and Type II errors in culturally sensitive conflict resolution practice. <i>Conflict Resolution Quarterly</i> , 20: 351–371. doi:10.1002/crq.29 http://onlinelibrary.wiley.com/doi/10.1002/crq.29/full
14A	Hybrid Cultures of London: Music and music venues	Class discussion: what is cultural hybridity? Is it the same as acculturation or assimilation? What are examples of "hybrid cultures?"	Rethinking diversity: Hybridity and hybrid language practices in the third space Kris D. Gutiérrez, Patricia Baquedano-López & Carlos Tejeda <i>Mind, Culture, and Activity</i> Vol. 6 , Iss. 4,1999 http://www.tandfonline.com/doi/abs/10.1080/10749039909524733 Precarious Creativity: Youth In A Post-Industrial Culture Néstor García Canclini <i>Journal of Latin American Cultural Studies</i> Vol. 22 , Iss. 4,2013 http://www.tandfonline.com/doi/abs/10.1080/13569325.2013.847566

COURSE SYLLABUS

14B	Hybrid Cultures of London: Examples from this semester	Student play list of "hybrid music of London." Discussion of musical styles, venues for seeing hybrid musicians perform, and importance of hybrid music in London today.	Published book chapter: Hesmondhalgh, DJ and Melville, C (2002) Urban Breakbeat Culture - Repercussions of Hip-Hop in the United Kingdom. In: Global Noise: Rap and Hip Hop Outside the USA. Wesleyan University Press. http://eprints.whiterose.ac.uk/42760/6/hesmondhalghdj6.pdf
15A	Course summary and evaluation	Discussion of accomplishments of this course. Student evaluation of the class.	
15B	Final Exam	Covers material since the midterm	

EVALUATION METHODS

Week 2A (10 points) Class Debate 1. "Resolved: Sociologists are best equipped to study diversity in London."

Week 2B (20 points.) Student Project 1. World Cities. Students will work in teams of 2 or 3 and prepare a short power point on a major city of the world of their choosing. The PowerPoint will include sections on:

- Location and history
- Population history
- Economic importance
- Ethnic population and immigration history
- Ethnic enclaves or assimilation
- Examples of ethnic conflict or cooperation

The PowerPoint should be no longer than 10 slides. A written bibliography is due at the time of the power point.

Week 5A and 5B (20 points) Student Project 2. Linguistic Landscapes of London. This project is also done in teams of 2-3 students.

- First, choose a communication field that you would like to investigate. Communication fields include spoken languages, gestures and interpersonal space, radio or television broadcasts, written materials (local newspapers, advertisements, names of shops, etc.), Church service language, etc.).
- Next, go to a neighborhood of London where there is a lot of public life (local fairs or markets, churches, busy streets, etc.) and observe different languages being used in that space. If you are studying musicscapes or television, you will have to find someone in that area to talk to about what they and others around there listen to, if they go to clubs or music events, and whether they watch any television in other languages.

COURSE SYLLABUS

- Finally, create a 5-8 slide power point presentation on your research to present in class.

Week 7B (30 points) Midterm Exam. A mix of multiple choice and essay questions covering the first half of the course. Exam questions will be taken from readings, class discussions, and will test your analytic abilities to understand diversity in London.

Week 8B (10 points) Class debate 2: “Resolved: Wearing the *hajib* and other religious clothing is a fundamental human right in London.”

Week 11A and B (20 points) Student Project 3: Digital Story of an ethnic market in London.

This project is done as an individual assignment by each student. However, students are encouraged to do the fieldwork for the project with others in the class.

This is a 20 picture photo essay about the cultures of London as seen in weekly markets, fairs, informal street vendors, and similar venues that are available in London. The photo essay will be a ‘digital story’ in that the photos will be edited so that a story is told about the cultures of London. In other words, the photos will be arranged as part of a narrative with a beginning, middle and end. The project can be presented with power point or as a video. Remember to be creative, use drama, humor, suspense to make your digital story engaging. Here is a site that has several excellent digital stories to inspire you: <http://mashable.com/2012/01/31/digital-storytelling/#bMDbkiqO8SqW>

Week 12B (10 Points) Class Debate 3: “Resolved: Ethnic crime in London is influenced by economics”

Week 14B (5 points) Student play list of “hybrid music of London.” Each student will bring one example of “hybrid music of London” to class to present and discuss.

Week 15B (30 points) Final Exam. Material on this exam will be from the mid-term exam until the end of the course. The format will be the same as the midterm exam.

Entire course: (20 points) Class participation and attendance.

Total Points possible: 175

Timely Submissions

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

RESOURCES

Readings: All readings listed in the syllabus are available in PDF form. There are no required texts for this course

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student’s original work. Any act of academic

COURSE SYLLABUS

misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.

COURSE SYLLABUS