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.
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**

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Activities</th>
<th>Readings, viewings</th>
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<tbody>
<tr>
<td>1A</td>
<td>Expectations for the class, including syllabus, grading, etc.</td>
<td>Review syllabus, expectations, projects.</td>
<td>Video Clip: Multicultural Britain – YouTube (4:27)</td>
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<td></td>
<td>Urban studies from the fields of Sociology, Anthropology, and Intercultural Communication.</td>
<td>Class Discussion: What is ethnic identity? How is it different from social class?</td>
<td><a href="https://www.youtube.com/watch?v=ubojHhPG2hY">https://www.youtube.com/watch?v=ubojHhPG2hY</a></td>
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<tr>
<td></td>
<td></td>
<td>What is ethnicity? How is it different from minority cultures?</td>
<td>The Grumpy Guide To Class - Part One – YouTube (9:56) 2008</td>
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<td><a href="https://www.youtube.com/watch?v=3ZAyYBDUNug">https://www.youtube.com/watch?v=3ZAyYBDUNug</a></td>
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<td>1B</td>
<td>People from different parts of the world living together in London: Opinions vs. Understanding</td>
<td>Class Discussion: What is multiculturalism? Is it the same as immigration? Is it good or bad? What does</td>
<td>Video Clip: Doc Brown’s <a href="https://www.youtube.com/watch?v=ympi2mdABUM&amp;list=RDympl2mdABUM&amp;t=1">https://www.youtube.com/watch?v=ympi2mdABUM&amp;list=RDympl2mdABUM&amp;t=1</a></td>
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| 2A | Approaches of Sociology, Anthropology, Intercultural Communication as applied to Urban Studies | Language have to do with it?  
How do anthropologists, sociologists, and communication specialists do research? | Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture*  
Joane Nagel  
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](https://doi.org/10.1177/0038038505052493) |
|---|---|---|---|
Group 1: Sociologists  
Group 2: Anthropologists  
Group 3: Intercultural Communication specialists | Video Clip: Animated Map Shows Immigration Across the World. [https://www.youtube.com/watch?v=CJdT6QcSbQ0](https://www.youtube.com/watch?v=CJdT6QcSbQ0)  
Sport, immigration and multiculturality: a conceptual analysis Chris Kennett  
<p>|   |   | Film showing: <strong>Dirty Little Things</strong> (Available on Netflix) | Anthropology Matters: Vol 12, No 1 (2010) Picturing difference: Juxtaposition, collage and layering of a multi-ethnic street 1 |</p>
<table>
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<th>COURSE SYLLABUS</th>
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<td><strong>3B</strong></td>
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<td><strong>5A</strong></td>
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<td>5B</td>
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<td>7A</td>
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<td>8B</td>
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<td>9A</td>
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| 9B   | Discussion of film | Class discussion of film. Topics to be discussed:  
- race,  
- language,  
- gender,  
- conflict,  
- community. | The Guardian, Review of “Attack the Block”  
| 10A  | London Markets, Carnivals, and Fairs: urban spaces and the cultures of London  
Sophie Watson First Published June 8, 2009  
Ed Tech Teacher: 8 Steps to Great Digital Storytelling.  
| 10B  | London Markets, Carnivals and Fairs, continued | In-Class exercise. Create a map of London’s markets, especially small ethnic markets. Use Google Maps.  
Continue discussion of digital story telling for next week’s class. | London’s Diverse Outdoor Markets.  
The Guardian: 50 years of Notting Hill carnival: the changing face of London’s party weekend.  
| 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, | 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](http://journals.sagepub.com/doi/pdf/10.1068/a3537) |
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<th>Time</th>
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<th>Discussion/Reading Assignment</th>
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**14B**  

**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.
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 *hijab* 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](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
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.