

SYLLABUS FOR THE SEMINAR

The City as Technology and Fashion: ‘Urban normativity’ and ‘the city lens’ as generative principles and modes of living, building, and dwelling

Lecturer(s):

Alexander I. Stingl, PhD

biweekly | day | 16:15 - 19:45 | 20.10.2017 – 3.2.2018 | C. 5.326

BE ADVISED:

I NORMALLY DO NOT PROVIDE INFORMATION THAT IS ALREADY PROVIDED IN THE SYLLABUS! THEREFORE, READ THE SYLLABUS CAREFULLY AND IN ITS ENTIRETY AT THE BEGINNING OF THE SEMESTER AND CHECK AGAIN ON mystudy BEFORE PRODUCING (AND SUBMITTING) YOUR TERM PAPER FOR THE LATEST UPDATED VERSION, REGARDING REGULATIONS FOR THE TERM PAPER.

(Ich beantworte üblicherweise keine Fragen, deren Antworten aus dem Syllabus bereits bekannt sein müssten. Lesen Sie deshalb dieses Dokument zu Beginn des Semesters vollständig durch. Bevor Sie Ihre Hausarbeit abfassen, auf jeden Fall nochmals vor der Abgabe, konsultieren die letzte überarbeitete Fassung dieses Syllabus auf mystudy.)

Syllabus Structure:

- Content of the course
- Learning goals
- On Presentations and Assignments
- Formal requirements
- Grading
- Office Hours
- Participation and Tutorials
- Requirements for course tasks
- On Literature/Films/Novels/Anime
- Task and Session plan

Course Description

The city is on our minds. It is, inescapably, one of our main political, technological, social, and historical reference points and lines of flight: The city is, or so it appears, what many currents of social, political, and economic action run towards. Cities shape us as we shape them, they teem with life and liveliness, while many of us take the city for granted. Not to want to live in the city, with its many forms of access to modern and consumable goods of life, would appear strange to a majority of people. Even the desire to “flee the city” for a quiet, picturesque countryside or the notion of any barren and harsh rural or “natural” landscapes seem both guided by the idea of the city by being determined to be the city’s polar opposites. Rural sociologists call this way of thinking “urban normativity”, while urban sociologists speak of the “city lens”. In this course, we will not only ask “What is the city?” but also “What does the city do?”.

Goals for this course

- Reading academic texts in a text-based seminar
- Using concepts and interdisciplinary methods.
- Empirical exercises in preparation of term paper
- Learning about methods such as ethnography, interviewing, or promenadology
- Uncovering ubiquitous, practical, and aesthetic relations with and between people, their immediate environment
- Understanding and applying the approaches of cultural geography, urban studies, and architectural sociology.
- Principles of 'curating' a web-based exhibition.
- The term paper is based upon a comparison between group-based urban projects Global North and Global South.

On presentations, web-site, and homework assignments

The students will create a web-site for their group, which is an integral part of this seminar, which you can use to help structure your activities.

Students will, during the course, present, individually and with their groups, content that they have prepared before each session. They will analyze and create arguments for discussion. When presenting, students should consider carefully whether they want to use a manuscript to read from, use cue cards or speak freely 'off the cuff'. Speaking without any aids is advisable only for those who already have gained experience in public talking. When preparing a manuscript for a talk or a speech, students should calculate the reading time for a single standard manuscript page to be two to three minutes. Students should practice reading out loud with a timer.

Presentations and written contributions should in general heed the following guidelines:

- ⤴ *Create curiosity among your audience, but also give some orientation* Begin with an introduction into the topic you are talking about. You might want to consider presenting an actual case (for example referring to a news item) or a fictional story that illustrates the problem or issue. It helps when you provide an overview of the structure of your talk or paper.
- ⤴ *Always summarize the key-points* of your argument and explain them; where necessary, explicate on technical terms that you are using: Sometimes your goal may be the introduction or elaboration of that particular concept or theory.
- ⤴ *Context and Comparison:* Create an internal connection or a comparative perspective between your views and the texts. Analogies can be helpful, but also “do not compare apples with oranges”.
- ⤴ *Connect the dots* in your presentation/paper by referencing what was said in your introduction, argue whether or not the problem raised there has been successfully described, analyzed or resolved by the tools or perspectives discussed.
- ⤴ *Try to create interesting and provocative questions* for further discussion in a conclusion. This may take the form of a provocative hypothesis, further perspectives and ideas that the text(s) under discussion could enable, or you could cite some unresolved questions that you feel still lurk in the text(s), and which you yourself have not yet been able to

answer satisfyingly; you may also point out where you felt the text(s) you read was unclear or to something you find hard to understand, and would encourage others to help you make it clearer.

- ▲ *Finally: Put yourself in the audience's shoes. What would you like to know about the topic if you heard about for the first time. How would you like to "see and hear"/read if you were watching/reading.*

Please consider, when using media and presentation software, such as Keynote, PowerPoint or Prezi, or else, that content and form of your presentation should be appropriate for the use of media/software. Use slides, clips, etc. parsimoniously. Do not crowd slides with text nor use overly complex diagrams. You can find a humorous but quite illustrative depiction of "what not to do" here:

<http://progressivegeographies.com/2013/10/17/an-excellent-presentation-on-how-not-to-give-presentations/>

When designing a presentation with software: Start with the facts and the structure/narrative; worry about visual and sound elements after. You do not need to impress your audience with effects but with ideas and knowledge.

When presenting with tools such as presentation software, always make sure before class that your technical set-up is working in the room we have our seminar in.

The literature for the seminar and your homework should be available through either the library, *mystudy*, or via the internet, while you should please obtain (i.e. buy, download, print) your own copy of the main texts, that you can bring to class. Please make sure you have obtained and read the texts and prepared the work in advance (**time-management**). Please do inform me immediately if you cannot obtain a text, after having explored all possible options, and let me know what you already have tried (usually, the library will give you some information, if a certain book or journal is unavailable). Also, make sure whether other participants have experienced the same problem. We will do our best to find an alternative, if needed.

On the term paper and essay (Formalia zur Hausarbeit und dem Essay)

Every student writes their own, individual term paper.

Entering your term paper/Abgabemodalitäten

The term paper, complete with all additional parts (cover page, abstract, bibliography, forum essay, etc.) must be entered twice(!), i.e. in two ways: one hard copy and one digital copy:

The hard copy (= paper copy) must be send to Leuphana College by March 15 (post-stamp counts as submission date) using the following address:

Dr. phil. Alexander I. Stingl Raum 8.123
Keyword: "Hausarbeit Verstehen: Enter the non-Humans"
College der Leuphana Univeristät Lüneburg
Scharnhorststrasse 1
21335 Lüneburg

The digital copy must be send to me by March 15 as a .pdf (please note that I will only accept pdf format, no other formats will be accept) to my leuphana email address. Please make sure that the file-name that you use contains your name and information that it is the Hausarbeit: For example: Mueller_Nonhuman_Hausarbeit_2017.pdf

Official Dates/Abgabetermine:

Humanities

Enrolment in QIS from Oct. 16 to Nov. 15, 2017

Exposé(SL) may be submitted before the X-mas break, must be submitted by January 15, 2018.

Paper/Hausarbeit submission by March 15, 2017

Last opportunity to cancel enrolment for taking the examination (as a term paper): March 8, 2018

Prüfungs-/Abgabetermin: Mi, 15.03.2018

Prüfungsanmeldung: Mo, 16.10.2017 - Di, 15.11.2017

Rücktrittsfrist: Mi, 08.03.2018

1) begründete Fragestellung/Question and Reasoning.

I expect to see you at least once during office hours to discuss your research question for the paper.

2) Exposé

Send as a pdf-document.

Coverpage (“Title”, Date, Name, Student-Id number, email, seminar title, name of instructor, leading question) Deckblatt („Exposé“, Datum, Name, Matrikelnummer, Email-Adresse, Seminar, Seminarleitung, Fragestellung)

Exposé of about 2 pages (1000 words), ca. 2 Seiten (1000 Wörter)

List of literature you are considering up to that point

I expect to see you at least once during office hours to discuss the progress of your project.

3) Paper/Hausarbeit (will be graded 1.0 to 5.0 [Failed])

The Paper/Hausarbeit consists of the following:

- Coverpage (“Titel”, Date, Name, Student-Id number, email, seminar title, name of instructor, leading question)
- List of contents, abstract (250-300 words), and five keywords, after list of contents
- Actual Paper (min. 12 to max. 15 pages)
- Literaturliste/List of Literature
- Appendix (if needed)
- Eigenständigkeits-Erklärung mit Unterschrift (please use the template!)

The actual paper can, for example, look like this:

kontextbildende Einleitung (ca. 5 Seiten)/Extended Introduction and Context (ca. 5 pages):

Argumentativer Hauptteil (ca. 7 Seiten)/Main Argument (ca. 7 pages)

Fazit (ca. 2 pages)/ Conclusion (ca. 2 pages)

Length: 12 to 15 pages (plus maximum 2 pages Bibliography)
Use 12 point (*Schriftgröße 12*), Times New Roman, 1.5 Spaced (*Zeilenabstand*)

Do not use *neologisms* (technical terms you have made up)
Use established technical terms (Fachbegriffe) where appropriate. Be clear and concise.
Each student has to write their *own* individual paper.

Each term paper must be preceded by an abstract and a list of contents (both together not exceeding a page). The abstract is to be structured as follows

Abstract

Purpose – [Description of the purpose of your paper]

Design/methodology/approach – [How do you accomplish your purpose]

Findings – [What did your paper accomplish in the end, i.e. what are your main conclusions]

Originality/value – [In what ways does your paper exceed what you learned in the seminar itself]

Keywords (Five)- [Provide five keywords that help situate your paper in the wider academic discourse]

Language/*Sprache*: English!!!!

It is imperative that you make references to texts used in the seminar. However, you should also use additional texts that were not part of the seminar.

If you absolutely do not feel comfortable enough to try and write the paper in English, I ask that you explain your case to me after(!) I have reviewed your exposé in English. I may grant an exception, if you give a plausible reason and your exposé leads me to believe that your request is warranted.

The final paper is to be created along the following guide lines:

The paper is meant to refer to both the seminar's contents, literatures, and perspectives, and the contents you were offered in the organisation of the *Verstehen*-Module beyond the seminar.

Structurally, this is meant to be reflected in the successive process of working in 'packages'

Please observe that the complete version (!) of the paper is to be send to me by March 15, 2018 at the very latest. I do not accept papers post-marked after their due date. Papers that are send to after the due date or that are incomplete will be automatically graded as “5.0/failed”.

A short example, consisting of four pages of a paper written for a course in philosophy, that illustrates how to build an argumentative structure and how to think about formalities when writing can be found here:

http://prezi.com/z4h1_fwilbxj/a-sample-philosophy-paper/

Als Hausarbeit(= Prüfungsleistung) werden also Teil 3) bewertet, und zwar mit einer Gesamtnote (1,0, 1,3, 1,7, 2,0 ... 5,0). Es muss am Ende auf jeden Fall eine komplette Hausarbeit inklusive Deckblatt, Inhaltsverzeichnis, Literatur, und Eigenständigkeitserklärung abgegeben werden.

Die Abgabefomalitäten sind wie folgt: Wir benötigen das Exposé (zum 18.1.) und Hausarbeit (zum 15.3) jeweils termingerecht. Nicht fristgerecht abgegebene Arbeiten werden als 'nicht bestanden' bewertet.

The official date for the term paper writing phase is Jan. 31, 2018. If you fall sick (or experience another emergency) after Jan. 31 and require an extension, please obtain a formal note (“Attest”) from a physician, which you must hand over to the person in charge of administration of these affairs:

Dr. Andreas Jürgens Leuphana Universität College Scharnhorststr. 1 21335 Lüneburg

If your case is considered valid, both you and I will be informed by the Office of Examination Affairs (*Prüfungsamt*) or Dr. Jürgens of how many days of extension you are granted. Please take notice of the fact that I have no influence over this process, nor am I allowed to grant you an extension. Extensions on the paper’s due date are official matters outside of my jurisdiction.

*Im **Krankheitsfall** (ab 31.01.2018 = offizieller Beginn der Arbeit an der HA) verschiebt sich die Abgabefrist*

*um die Anzahl der krankgeschriebenen Tage. Die betreffenden Studierenden müssen hierfür bei der Modulkoordination ein entsprechendes Attest einreichen (**mit Hinweis welches Seminar!**). Wir informieren die Studierenden und die Seminarleitung dann über den neuen Abgabetermin. Attest an:*

Dr. Andreas Jürgens Leuphana Universität College Scharnhorststr. 1 21335 Lüneburg

Bedenken Sie daher, dass Lehrende hierauf keinen Einfluss haben. Ein/e Lehrende/r kann und darf keine Verlängerung der Abgabefrist gewähren, d.h. wenden Sie sich, wenn es Ihrer Meinung nach eine ernsthafte (!) Begründung für eine Verlängerung gibt, an die offiziellen Stellen.

Grading:

I consider three dimensions of your paper when deciding on your grade:

- ⤴ Technical Execution
- ⤴ Quality
- ⤴ Originality

Technical Execution is the most important point and makes up for most of your grade and it is the deciding factor whether you can pass this class. These are exemplary questions I consider:

- ⤴ Did the author follow the structure and format?
- ⤴ Did the author manage to write clearly?
- ⤴ Did the author make references to the texts in the course?
- ⤴ Did the author make citations, and were these made in a coherent style?
- ⤴ Did the author show an understanding of the subject matter?
- ⤴ Did the author make use of appropriate technical vocabulary?

Quality is about the substance of your paper:

- ⤴ Did the author argue his/her points reasonably and convincingly?
- ⤴ Did the author use references beyond the course material?
- ⤴ Did the author's text cohere with his/her group's project presentation in the seminar?
- ⤴ Did the author provide a realistic evaluation?

Originality does not mean that you have to come up with a genius idea that no one else has, what we are looking for is whether or not you can think beyond the literature and argue your own point effectively rather than merely quoting and paraphrasing.

Once again: All the relevant literature should be available through the university library, the electronic journal access of the library or via open access. Please notify me if you have exhausted all means to get a copy of any one of items listed in the literature, and describe to me what you have tried already.

Please note: I will officially report plagiarism and make sure that anyone caught plagiarizing or actively involved in any action with the intent of plagiarizing or cheating is pursued to the full extent of legal possibilities.

Office hours:

PLEASE NOTE: I EXPECT TO HAVE AT LEAST TWO CONVERSATIONS WITH EVERY STUDENT OVER THE COURSE OF THE SEMESTER TO TALK ABOUT A) THE TOPIC (MID-SEMESTER) AND B) THE STRUCTURE (TOWARDS THE END OF THE SEMESTER) OF YOUR TERM PAPER.

My office hours are as follows:

For winter 2017/18, I will offer regular Skype and telephone office hours. I will be available in Lüneburg for in person conversations regularly, and make announcements accordingly via mystudy. So, please do consult *mystudy* for specific times, which I will also announce in the first

meeting of class. Office hours are intended to help you with academic and professional questions, i.e. everything to do with the content and formalities of the seminar (organization, literatures, essay, term paper), questions about your professional or academic careers, or with other fields within the areas of our professional competence. I can only emphasize that you should use the office hours to your advantage. It is always better to have raised an issue immediately, and we have had a chance to find a solution or at least discuss some options, before having to deal with the consequences later and unprepared. It is a matter of experience that students who have made use of the variety of options for advise and tutoring (Tutorials, language center, writing workshops, office hours, etc.) also fare better in their exams and grades, and have to deal with less anxiety and stress. The language center of the university exists *to help you* with writing academic papers in English.

Your tutor and I, as your lecturer, are committed to helping you to succeed, to learn, and also to experience a seminar that offers a cooperative, interesting and fun atmosphere for studying – however, that depends on your making use of the options for learning and getting advise.

Please do inform your tutor (TA) and me – and when required also the administration of the Leuphana College – in a timely fashion about any problems you may experience, which may endanger your participation and success in the seminar.

Tutorium and Active Participation

I do expect your presence and active participation in the seminar. I also assume that you will be present and actively participate in the tutorial (*Tutorium*). Let me reiterate, that it is a proven and reliable fact that there is a correlation between the measures of stress/anxiety, academic success, active participation, and the level of advance preparation.

If you have to miss a class (or tutorial) for a serious (!) reason, please do inform me (or your TA in the tutorial), and, of course, the members of any work-group you have been assigned to, for they might have to cover contents you should have prepared/presented, and they can in turn inform you about the seminar's proceedings and important information. There will be matters discussed in class that are crucial to your successfully passing the class. You do miss class and tutorial at your own peril.

Requirements for class and group homework

A first thing that I would like you to do, before we begin the seminar, is that you should take a quiet moment at home, make yourself some tea or coffee (or whatever you prefer), arm yourself with pen and a sheet of paper and *just-so* reflect on what it is that does capture your interest when thinking about the semester theme as an issue, what you hope to understand or believe you will gain from our seminar in particular. Think, in particular, about the concepts and relations of public, state, and science/scholarship. Make a few notes, and try to write up one or two concise questions that you would consider writing about, whether in a small or a lengthy treatise. Keep not only your thoughts but also your notes, since we may need them at the end of the seminar. You will be assigned to a work group. You should meet with them at least two to three times before each seminar weekend and prepare the tasks you have been assigned. You may also work together in your group to prepare and discuss the general readings. Be smart about how you organize your studies and assignments!

For all presentations that you prepare, bear in the mind the following advise: You may use presentation software, such as e.g. PowerPoint, as you see fit. For research, you may use the Internet along with the library, of course. However, do yourself a favor and do not merely copy and paste, nor use only a single source of information (be particularly careful with sites like Wikipedia). At the end of any presentation, name your sources (or show them on a slide) and provide at least five different academic/scholarly(!) sources per topic if possible. An encyclopedia, lexicon, or Wikipedia does not qualify as such.

Remember that the task of a presentation is to help define, distinguish and/or compare important concepts and technical terms or socio-historic phases, as well as creating questions and examples for discussion in class. Be a little competitive when researching: the first examples you may find may have already been used by many others abundantly.

One important task that your presentations and discussions should accomplish is to help us in arriving together at tentative definitions that will accompany us over the course of the seminar and carry into your writing process. In other words, we want to create a tentative conceptual frame, when speaking about something like “the State” or “Enlightenment” or “Postcolonialism”, that enables us to be confident that we are speaking about roughly the same things. When researching, you will quickly realize that many concepts that seem clear and easily understood at first, some of which you may have been using often without much reflection, suddenly obtain a quality of being multifarious and obscure: When Kant speaks about Enlightenment, for example, you will find that he does so in a very different way than historians do, you might also find that Kant was not a friend of the idea of *democracy* and that he created a

sharp distinction between a concept like *democracy* and that of a *republic*, while many current political theorists and philosophers treat these concepts as if they were interchangeable. Therefore, it is imperative that, when addressing these matters, you should always look for prudent examples to illustrate your use of a concept.

An insightful decolonial view on this question can be found in the follow interview with Siba Grovogui:

Grovogui, S., and Creutzfeldt, B. (2013) 'Theory Talk # 5 7 : Siba Grovogui on IR as Theology, Reading Kant Badly, and the Incapacity of Western Political Theory to Travel very far in Non - Western Contexts' , Theory Talks , <http://www.theory-talks.org/2013/08/theory-talk-57.html>

For the different readings, homework and preparatory tasks, see below.

Literature and Media:

I do expect you to have acquired and read three book-length texts, as well as a number of smaller texts over the course of the seminar. Some but not all of the smaller texts will be uploaded to the materials folder in *mystudy*. If not available online via the library e-book system, in the Material folder you may find some of the longer texts for you to review before you acquire them. It is always good to check these options. However, since you also are required to learn and practice the use of a university library and other resources, some texts you will just have to try and find yourself. I understand that for the majority of students as well as even many adjunct/part-time instructors, money is always an issue. I will try to make choices for the three books, so that together they should, if possible, not exceed a sum of ca. 75.00 Euro. I am aware that this is still a small investment, but an important and hopefully productive one. Please consider alternative avenues of obtaining the book. Specifically for the third book: Check e-book availability with the library or consider buying a book together with another student to share, or other options – such as “Fernleihe”, etc.

The three books you are to acquire and read in their entirety are:

Book 1) Choy, Timothy. *Ecologies of Comparison*. Durham, NC: Duke UP (22,-)

Book 2) Lefebvre, Henri (2003 [orig. 1970]) *The Urban Revolution*. Minneapolis, Mn.: Minnesota UP (16,-)

Book 3) McCann, Eugene, et al, eds. 2011. *Mobile Urbanism: Cities and Policymaking in the Global Age*. Minneapolis, Mn.: Minnesota UP. (23,-)

Every student must write a ca. 500 word review of one of the books they read and upload it to their group's web-site by January 20.

Familiarity with the films *Dark City* (1998), *District 9* (2009), and the anime film *Ghost in the Shell* (1995) is obligatory.

Tasks & Sessions

Please note:

All assignments for texts, group presentations, etc. are to be prepared before each session. I do operate on the premise that you come prepared and, for example, I will ask questions that require familiarity with the texts.

You will be required to create a web-site with your group (we will have six groups of five people in this course; be smart with assignments), and use for uploads regarding your “project” as well as book reviews, etc.

Each group will develop a “project”. The group’s “project” will be what each individual student in the group will use to develop their individual term paper (*Hausarbeit*). **Remember: Every student will write their own individual paper!** Working together in the group, however, means that you can help each other out in conducting research, editing, and proof-reading your papers.

Schedule and Individual Sessions with Assignments **(Seminar)**

Read before first meeting:

- ❖ Levi-Strauss, C. "Chapter 12: Town and Country" in: Levi-Strauss, C. (1961 [1955]) 'Triste Tropiques.' New York: Criterion Books: 111 - 122 [digital copy provided in Material folder]
- ❖ Sassen, S. (2012) "When the center no longer holds: Cities as frontier zones" in Cities Volume 34, October 2013, Pages 67-70 (available at: <http://www.saskiasassen.com/PDFs/publications/when-the-center-no-longer-holds.pdf>)
- ❖ Sassen, S. (2015) "Who owns our cities – and why this urban takeover should concern us all" in: the Guardian <https://www.theguardian.com/cities/2015/nov/24/who-owns-our-cities-and-why-this-urban-takeover-should-concern-us-all>

20.10.2017 The City, its Other, and ownership

1. Seminar introduction
2. Discussion of Texts
3. Ethnography as Method
4. Potentially common reading and discussion of Simmel, Georg "Bridge and Door" Culture Theory and Society Volume: 11 issue: 1, page(s): 5-10

03.11.2017 The city lens and Urbanization

1. Town and Landscape. Introducing conceptual distinctions.
2. Broken Windows: Poverty, crime, and the city. Discussion.
3. Hausarbeit/Term Paper Topic and basics.
4. Texts for everybody to read:
 - Simmel, Georg “Metropolis and Mental Life”, socio.ch
 - Angelo, Hilary. 2016. From the city lens toward urbanisation as a way of seeing: Country/city binaries on an urbanising planet. In *Urban Studies* 54/1: 158 – 178 (http://urbandemos.nyu.edu/wp-content/uploads/2016/03/Angelo-2016_City-Lens-1.pdf)
 - Brenner, N., Ten Theses on Urbanization. In *Public Culture* 25:1, 2013 http://www.urbantheorylab.net/site/assets/files/1015/public_culture.pdf
 - Graif, Corina, et al. “Urban Poverty and Neighborhood Effects on Crime”, *Soc. Comp.* 8(9) 2014: 1140 - 115
5. What is urbanization, why and how to we study it? Biases? Discussion
6. Group Presentations (10 mins): Introduce the concepts using examples.
 - Group A: Urbanization and Gentrification
 - Group B: Architecture and Modern Architecture
 - Group C: Center-Margin/Periphery
 - Group D: Government and Governmentality
 - Group E: Community, Society, State
 - [Group F: Sociology, Anthropology, Psychology, Economics)

17.11.2017 Infrastructure (I)

1. Every group must prepare on the topic “Berlin Tegel Airport: Closing down or keeping open?” so that one member of each group can be part of a panel-discussion taking on an assigned role.
2. The urban and the rural imaginary: The rise of the city lens and urban normativity. Introduction by Dr. Stingl.
3. Info on Academic text-Research, reading, writing, citing, use of concepts.
4. Texts to be read for preparation:
 - Larkin, B. “The Politics and Poetics of Infrastructure”
 - Jensen, Casper Bruun, “Pipe Dreams”
 - State Technologies - Infrastructure | Keller Easterling, ca. 25 mins. (<https://www.youtube.com/watch?v=dNhJDsSt77s>)
 - Peter Adey “Air’s affinities Geopolitics, chemical affect and the force of the elemental Airports, mobility and the calculative architecture of affective control”
 - Burckhardt, Lucius (1999) “On Movement and Vantage Points: the strollologist’s Experience”
5. What is infrastructure? Discussion
6. Introduction “Photo-essay” task for next week.
7. The university as a city: What does a university need? (Campus ethnography?)

01.12.2017 Greening the city and Animals in the City

1. Texts to read preparing for this class:
 - Loughran K (2014) Parks for profit: The highline, growth machines, and the uneven development of urban public spaces. *City & Community* 13(1): 49–68.
 - Gramsci and Foucault in Central Park: Environmental hegemonies, pedagogical spaces and integral state formations Alvaro Sevilla-Buitrago *Environment and Planning D: Society and Space* Vol 35, Issue 1, pp. 165 - 183
 - Chris Renwick "The Practice of Spencerian Science: Patrick Geddes's Biosocial Program, 1876–1889 " *Isis* Vol. 100, No. 1 (March 2009), pp. 36-57
 - Wolch, J. et al "Urban green space, public health, and environmental justice: The challenge of making cities 'just green enough'" *Landscape and Urban Planning* 125 (2014) 234–244
 - Hamilton, L. 2016 "Ethnography beyond the country and the city: Understanding the symbolic terrain of rural spaces" in: *Ethnography* 17/3
 - Laura A. Ogden, Billy Hall, and Kimiko Tanita" *Animals, Plants, People, and Things A Review of Multispecies Ethnography*" *Environment and Society: Advances in Research* 4 (2013): 5–24
 - Lisa Jean Moore, Mary Kosut "Among the colony: Ethnographic fieldwork, urban bees and intra-species mindfulness" *Ethnography* Vol 15, Issue 4, 2014
2. Discussion of texts.
3. “How do we envision the Green City, what kinds of projects do we want for Greening the city and what is realistic in the Anthropocene.” For discussion of this topic in class to be productive, you should already have had a discussion within your group, and be able to refer to it in class.
4. Presentation of Photo-Essay “Comparative Infrastructural Ethnography”
Each group presents a photoessay or video (8-10 mins.) of a comparison between Hamburg and Lüneburg of a specific infrastructure element they choose.
5. Bibliography Exercise: Each student finds the full citations for the texts from 17.11. and sends Dr. Stingl per email a formally correct bibliography.
6. Explanation of next sessions’ “Weiss”-project

15.12.2017 (Infra II) Utopian/Dystopian Cities

1. Contested Places:
 - a. Gentrification
 - b. Race and the City
 - c. Jerusalem
2. Architecture for the 21st century city. Building with Light, Smart Cities, Automation. Group presentations (ca. 8 mins)
 - Group A: Lyons – the city of light
 - Group B: The smartness of Amsterdam
 - Group C: Smart City/Smart Nation- Singapore
 - Group D: Reinventing Medellín
 - Group E: How smart is Lüneburg, how smart will it be.
3. The “Sabrina M. Weiss” Bus Ethnography Exercise: Two members of each group ride a bus or train during rush hour from the first to last stop and back (i.e. the entire route and the return route). One student observes the passengers, the other observes the “world outside of the window”. The two present their findings to two members of another group in a Q&A session. Then critical discussion of the results and limits in class.
4. Book Symposion: Choy *Ecologies of Comparison*.
5. Have some familiarity with the work of Liam Young, the film *Dark City* (1998), *District 9* (2009) and the anime(!)film *Ghost in the Shell* (1995). We will discuss ideas of dystopia in light of concepts for “contested places” and vice versa.
6. Texts to read and discuss within your group in advance; develop in your group your own definition for the concept “contested place” and how you would use it (operationalization) for research (upload definition and ideas for use to web-site before today’s class).
 - Slater, Gentrification of the city.
<https://www.geos.ed.ac.uk/homes/tslater/gotcbridgewatson.pdf>
 - Jonathan Rokem, « Politics and Conflict in a Contested City », *Bulletin du Centre de recherche français à Jérusalem* [En ligne], 23 | 2012, mis en ligne le 20 janvier 2013, Consulté le 22 octobre 2017. URL : <http://bcrfj.revues.org/6895>
 - Martin Tironi, Tomás Sánchez Criado. Of Sensors and Sensitivities Towards a Cosmopolitics of “Smart Cities”? *TECNOSCIENZA Italian Journal of Science & Technology Studies* 6 (1) pp. 89-108
(<http://www.tecnoscienza.net/index.php/tsj/article/view/217/144>)
 - Gazit, Nir and Robert Latham. (2014) Spatial Alternatives and Counter-Sovereignties in Israel / Palestine. *International Political Sociology* , doi: 10.1111/ips.12040
 - Scott, S. Reclothing the Emperor: The Swimming Pool as a Negotiated Order. In *Symbolic Interaction*. Volume 32, Issue 2 Spring 2009 Pages 123–145

12.01.2018 City norms: Moral Tales of Food, Leisure, Pleasure in the City

1. Texts (to be read in preparation, per topic):
 - Grazian David. 2007 “The Girl Hunt”, *Symbolic Interaction* 30/2
 - Grazian, D. 2009. “Urban Nightlife, Social Capital, and the Public Life of Cities”, *Sociological Forum*, 24/4
 - Whyte, W.F. 1949 “The Social Structure of the restaurant”, *AJS*, 54/4

 - Davis Kingsley, 1937 “The Sociology of Prostitution” *ASR*, Vol.2/5
 - Weitzer, R. 2009 “The Sociology of Sex Work”, *Annu. Rev. Sociolol.* 35
 - Wohl, Hannah.. “Community Sense: The Cohesive Power of Aesthetic Judgment.” *Sociological Theory* 33(4), 2015: 299-326.

 - Poe, M. et al. 2014 “Urban Foraging and the Relational Ecologies of Belonging.” *Social & Cultural Geography* 15 (8): 901–19.
 - Poe, M. et al. 2013 “Urban Forest Justice and the Rights to Wild Foods, Medicines, and Materials in the City.” *Human Ecology* 41 (3): 409–22.
 - Sharon Cornelissen. *Turning distaste into taste: context-specific habitus and the practical congruity of culture.* *Theory and Society* November 2016, Volume 45, Issue 6, pp 501–529

2. Out and about in the City: Restaurants, Bars, and gender norms (then and now?):
Loose discussion: “The good and bad sides of nightlife and leisure in Germany versus other places, with special reference to Lüneburg and Hamburg.”
One member of the group has prepared to have a loose discussion with four others up front, the rest of the class is also allowed to pitch in with comments and stories

3. Sex and The city
Focused Debate: In your group, you should have negotiated in your political a position for how the various kinds of more or less “public” sexual activities in your city should be regulated, what is allowed and what is not, what are limits for advertising, etc. One student from the seminar must volunteer to be the moderator. One person per group debates up front.

4. Food, Gardening, Foraging, food justice in the city.
Panel Discussion. One member of each group gives a speech (min. 2 to max. 5 minutes), in which they have developed their concept of food justice based on both (a) Henri Lefebvre’s “Right to the city” and (b) a concrete, empirical example they have found similar to the one’s in the texts.

5. Grant Writing Exercise (HA + discussions).
6. Book Symposion: Lefebvre: *Urban Revolution*. (Please have read it by then)
7. Evaluation

26.01.2018

1. Groups Present (max. 10 mins) their term paper projects.
2. Grant Writing Exercise Comments by Dr. Stingl
3. Evaluation Results
4. FAQ Term Paper
5. Texts to be read.
 - IPSP “City” chapter (Material Folder or ipsp.org)
 - Air/Atmospheres of the Megacity Peter Adey Theory, Culture & Society Vol 30, Issue 7-8, pp. 291 – 308
 - The commons: Infrastructures for troubling times Lauren Berlant Environment and Planning D: Society and Space Vol 34, Issue 3, pp. 393 - 419
6. Final Discussion topic will be announced, the three above texts and the book McCann et al *Mobile Urbanisms* are the basis for the discussion.