<table>
<thead>
<tr>
<th>Key Information</th>
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<tbody>
<tr>
<td><strong>Course Organiser</strong></td>
<td>Dr Richard Baxstrom</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:richard.baxstrom@ed.ac.uk">richard.baxstrom@ed.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Room 5.29</td>
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<tr>
<td></td>
<td>Chrystal Macmillan Building, 15A George Square</td>
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<tr>
<td></td>
<td>Guidance &amp; Feedback Hours: Tuesdays, 13:00 – 15:00</td>
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<tr>
<td></td>
<td>Dr Casey High</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:c.high@ed.ac.uk">c.high@ed.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Room 5.21</td>
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<tr>
<td></td>
<td>Chrystal Macmillan Building, 15A George Square</td>
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<tr>
<td></td>
<td>Guidance &amp; Feedback Hours: Mondays, 14:00 – 16:00</td>
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<tr>
<td><strong>Location</strong></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Thursdays 14.10 – 16.00</td>
</tr>
<tr>
<td></td>
<td>Room 1.204, 7 Bristo Square</td>
</tr>
<tr>
<td><strong>Course Secretary</strong></td>
<td>Lizzie Robertson</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:lizzie.robertson@ed.ac.uk">lizzie.robertson@ed.ac.uk</a></td>
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<tr>
<td></td>
<td>Undergraduate Teaching Office</td>
</tr>
<tr>
<td><strong>Assessment Deadlines</strong></td>
<td>• Mapping Exercise: 12 noon Thursday 13 October 2016</td>
</tr>
<tr>
<td></td>
<td>• Book Review: 12 noon Thursday 10 November 2016</td>
</tr>
<tr>
<td></td>
<td>• Final Assessment: 12 noon Monday 12 December 2016</td>
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</table>
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Learning Outcomes
By the end of this course students will be able to:

1. participate in an effective and informed way in debates regarding the history of urban anthropology, the issues regarding human cultural difference in urban environments, and the relation between urban anthropology and the work of social anthropology more generally;

2. demonstrate substantive knowledge and critical understanding of a selection of important historical and social issues with regard to the development and use of concepts and technologies in the planning, governance, and representation of urban environments, and of the contending viewpoints and claims on these issues;

3. identify and critically characterise a variety of key approaches from social anthropology, from other social science disciplines, and from interdisciplinary fields like urban planning and science and technology studies to understanding and evaluating issues concerning urban anthropology as a sub-field, and identify advantages, problems and implications of these approaches;

4. evaluate key contributions to the academic and public debates on the study of cities in scientific, philosophical, and humanities-related inquiries in order to engage wider audiences regarding issues of human social and cultural difference;

identify and evaluate a selection of techniques and procedures used in anthropological research in urban environments and their relation to the techniques and procedures of deployed in governance, planning, and urban development generally

Rationale and Course Description
Despite the increasing scale and velocity of urban growth throughout much of the world in the past century, anthropologists have only recently begun to grapple with the complexity of urban social dynamics. Traditionally focused on remote and seemingly isolated communities, today an increasing number of anthropologists have joined scholars from other disciplines to explore different aspects of the social, political, economic and cultural dynamics of cities and the connections within and between urban areas. This course considers what an urban anthropology can bring to “classic” theories of the city by exploring the diverse ways in which people inhabit, experience, engage and imagine urban environments. In drawing on a variety of ethnographic contexts and theorizations of the city, the course demands a critical rethinking of cities as sites for understanding social inequalities, emerging aesthetics and cultural forms, and senses of place for people who move to and through cities. The course gives particular attention to the visual and material aspects of the city as a built landscape not only through monuments, architecture and city planning but also through modes of dress, artistic expression, and styles of individual and collective self-representation and performance, all of which contribute to the texture, materiality and feel of urban landscapes.
Assessment

Students will be assessed by:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weighting</th>
<th>Submission date</th>
<th>Return of feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mapping Exercise</td>
<td>500 words</td>
<td>20%</td>
<td>13/10/2016 (all coursework is due at 12 noon on the date of submission)</td>
<td>03/11/2016</td>
</tr>
<tr>
<td>Book Review</td>
<td>1000 words</td>
<td>20%</td>
<td>10/11/2016 (all coursework is due at 12 noon on the date of submission)</td>
<td>01/12/2016</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>2500 words</td>
<td>60%</td>
<td>12/12/2016 (all coursework is due at 12 noon on the date of submission)</td>
<td>10/01/2017</td>
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</tbody>
</table>

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find here.

Assessment

The course will be assessed through two coursework assignments followed by a final assessed essay.

The first assignment is a mapping exercise that requires students, working in groups, to choose a specific “technology” through which to observe an urban context ethnographically. These may range from city monuments to tourist infrastructure or dress, or any other aspect of city that will allow students to create an extended, portfolio-style map of a particular urban area. Students will work in groups to visit, gather data and other information, and create maps of one of the following locations in Edinburgh:

1) The area around the Scottish parliament building and Holyrood Palace (The Canongate)
2) Leith Fort (around North Fort Street and Portland Street, EH6 4HN)
3) Calton Hill
4) The Water of Leith

The maps, which students are invited to create in whatever form they choose. The groups can incorporate existing types of maps (topographic, economic, road, thematic, etc.) into their own extended portfolio and are encouraged to generate or include other supporting materials (photographs, small artefacts, relevant texts, etc.) as part of their elaborated portfolio map of the area that they are seeking to document and represent. A single portfolio will represent the work of the entire group and the mark given to the submitted material will apply as the mark for each individual member of the group for this assignment. The portfolio will include individually written short narratives formulated by each member of the group.
regarding one’s personal observations of the exercise. These narratives will be no more than one page of text (up to 500 words) and are to be included as part of the group portfolio. Groups and areas will be assigned during the first tutorial session of the course.

The second assignment is a written review of a book (up to 1000 words) to be chosen from the list of non-fiction and fiction books included in the ‘suggested readings’ sections for individual lectures in the course handbook. Any full book or monograph listed in these sections can be reviewed for this assignment. Reviews of single articles will not be accepted.

The final assessed essay (up to 2500 words) will respond to one question chosen from a list provided by the course organisers. These questions will be provided on LEARN during week 5 of the course.

Please refer to the assessment and submission procedure information on our webpages which you will find in appendix 2.

**Attendance**
Attendance and participation in the lectures and discussion are essential for developing an understanding of the topics.

**Communications and Feedback**
You are strongly encouraged to use email for routine communication with lecturers. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use ‘private’ email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

**Readings and Resource List**
All students should read the Essential and Discussion Readings for every lecture. These Readings are necessary to create a thorough understanding of the topic. Further readings listed for each topic are intended to allow students to explore and consolidate their knowledge of particular themes. We have given extensive references in order to help students explore the wider literature if they so wish: we would not expect any student to read all the references for all of these weeks. However, if you are intending to write an essay on a particular topic, you must demonstrate that you have read many, if not all, the different readings suggested for that topic.

Discussion Readings (plus much Essential Readings) can also be obtained electronically via LEARN or the links in the main library catalogue. If you have any difficulty getting hold of any of the readings, contact the course organisers.
# Lecture Summary

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>22 September</td>
<td>Introduction: What is ‘the city’? (RB)</td>
</tr>
<tr>
<td>2</td>
<td>Thursday</td>
<td>29 September</td>
<td>Anthropologists in and of the City (CH)</td>
</tr>
<tr>
<td>3</td>
<td>Thursday</td>
<td>6 October</td>
<td>Town &amp; Country: The Urban Revolution (CH)</td>
</tr>
<tr>
<td>4</td>
<td>Thursday</td>
<td>13 October</td>
<td>Past Time: Memorializing, Remembering [Forgetting] (RB)</td>
</tr>
<tr>
<td>5</td>
<td>Thursday</td>
<td>20 October</td>
<td>Future Time: Urban Planning (CH)</td>
</tr>
<tr>
<td>6</td>
<td>Thursday</td>
<td>27 October</td>
<td>Architecture and the Built Environment (RB)</td>
</tr>
<tr>
<td>7</td>
<td>Thursday</td>
<td>3 November</td>
<td>Gentrification and Urban Social Inequalities (CH)</td>
</tr>
<tr>
<td>8</td>
<td>Thursday</td>
<td>10 November</td>
<td>Policing and Security/Violence and Control (RB)</td>
</tr>
<tr>
<td>9</td>
<td>Thursday</td>
<td>17 November</td>
<td>Global Cities and Future Ruins [everywhere and nowhere] (RB)</td>
</tr>
<tr>
<td>10</td>
<td>Thursday</td>
<td>24 November</td>
<td>Conclusion: Urban Utopia or Planet of Slums? (CH)</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Essay Prep</td>
</tr>
</tbody>
</table>
Course Lectures and Readings

‘*’ indicates that this reading is the assigned reading for the tutorial session the following week.

**Week 1.**
**Thursday, 22 September: Introduction: What is ‘the city’? (RB)**

**Introductory Readings:**


**Week 2.**
**Thursday, 29 September: Anthropologists in and of the City (CH)**

**Required Readings:**


Further Readings:


Week 3.
Thursday, 6 October: Town & Country: The Urban Revolution (CH)

Required Readings:


Further Readings:


**Week 4.**
**Thursday, 13 October: Past Time: Memorializing, Remembering [Forgetting] (RB)**

**Required Readings:**


**Further Readings:**


**Week 5.**
**Thursday, 20 October: Future Time: Urban Planning (CH)**

**Required Readings:**


**Further Readings:**


**Week 6.**
**Thursday, 27 October: Architecture and the Built Environment (RB)**

**Required Readings:**


**Further Readings:**


**Week 7. Thursday, 3 November: Gentrification and Urban Social Inequalities (CH)**

**Required Readings:**


**Further Readings:**


**Week 8. Thursday, 10 November: Policing and Security/Violence and Control (RB)**

**Required Readings:**


**Further Readings:**


**Week 9.**

**Thursday, 17 November: Global Cities and Future Ruins [everywhere and nowhere] (RB)**

**Required Readings:**


**Further Readings:**


Week 10.
Thursday, 24 November: Conclusion: Urban Utopia or Planet of Slums? CH)

Required Readings:


Further Readings:


Appendix 1 – General Information

Students with Disabilities
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates
The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).

Discussing Sensitive Topics
The discipline of Social Anthropology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.
For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

External Examiner
The External Examiner for the Social Anthropology Honours programme is TBC.

Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

There are three types of penalties that can be applied to your course work and these are listed below. Students must read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Incorrect submission Penalty**
  When a piece of coursework is submitted to our Electronic Submission System (ELMA) that does not comply with our submission guidance (wrong format, incorrect document, no cover sheet etc.) a penalty of 5 marks will be applied to students work.

- **Lateness Penalty**
  If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**
  The penalty for excessive word length in coursework is one mark deducted for each additional 20 words over the limit. Word limits vary across subject areas and submissions, so check your course handbook. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information. You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

**ELMA: Submission and Return of Coursework**

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages here. Remember, there is a 5 mark incorrect submission penalty, so read the guidance carefully and follow it to avoid receiving this.
Extensions: New policy-applicable for years 1 -4

From September 2016, there will be a new extensions policy that applies to all courses in the school from years one to four.

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- Extension requests must be submitted no later than 24 hours before the coursework deadline.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else’s work** (including another student’s work or material from the Web or a published author) as **your own is plagiarism** and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student’s record. **For further details on plagiarism see the Academic Services’ website:**

http://www.ed.ac.uk/academic-services/staff/discipline/plagiarism

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:
http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents