

Ageing Cities: The Crisis of Welfare Infrastructures

Dr. Tomás Criado – Studienprojekt, IfEE MA in Ethnographie, WiSe21-22 + SoSe22

Concept

Ageing is not what it used to be: In the last decades, the processes of growing old have indeed turned into the object of scrutiny of new health disciplines, but they have brought the development of a wide variety of services and products addressed at a 'grey' market segment, or have turned into matters of concern and policy-making. In this Studienprojekt, we would like to learn to practice ethnography paying attention to the specific urban dimensions of this phenomenon.

Indeed, ageing in cities is no longer what it used to be: as a result of the landslide transformation that the 'baby boom' generation brought with it, Welfare states across the world have unfolded **participatory governing processes and policies** searching to combat different forms of 'ageism' (stereotyping or discrimination on the basis of age), so as to provide older citizens with a voice in the management of their urban habitats. This has also been accompanied by the development of a wide range of **age-friendly urban equipments, services and infrastructures** (transportation systems; sidewalk and public space designs; senior cohousing projects; older people's residential apartments; newer forms of pensioner migration and tourism; residential care facilities; ageing-friendly participatory plans or ways of co-management; or leisure and wellness infrastructures: ranging from cruise ships to thermal spas).

Guiding ethnographic questions

The questions this course would like to pose to ethnographers in training would be:

1. **How do these urban design interventions inscribe specific notions of ageing in cities, and what is the genealogy of how older bodies have become legible and actionable through particular urban arrangements?**
2. **What are the knowledges mobilised in the conception and implementation of these Welfare infrastructures? And, more concretely, how does the expert knowledge of architects, landscape architects, urban planners, transportation engineers and other urban designers clash or mingle with the embodied experiential knowledge of older people themselves?**
3. **What are the forms of political participation being devised to affect how these infrastructures are designed, and in what forms can older people alter and change them? Or, put otherwise, what transformations are needed in urban design practice so that older people have can what more active roles in the design and management of these urban infrastructures?**

To answer these questions and understand the genealogy of specific cases, students will **work (individually or in groups) in ethnographic projects of their own creation.**

To undertake this work, we will draw from literature on **Critical Gerontology and Disability Studies, Science and Technology Studies, and the anthropology of ageing and urban infrastructures**.

Analytical framings of the Studienprojekt

Throughout the course, students will work in three groups, each of which will be working on one analytic framing (more specific renderings of the problem).

The three analytic framings of the Studienprojekt will be:

1. **Cities for ageing 'in place'**: The study of the wide variety of dwelling solutions, residential complexes and other contemporary transformations for the segregated and intergenerational living of older people (ranging from residential homes to senior co-housing or multigenerational houses).
2. **Infrastructures of urban ageing**: The study of small and huge infrastructural transformations in the fabric of cities (especially transportation and public space or sidewalk design) undertaken to better accommodate ageing bodies.
3. **Protective environments for ageing in extreme urban atmospheres**: The study of particular protective environmental interventions (such as parks, urban greening, shades and fountains, urban materials, as well as forms of tactical or pop-up urbanism) in urban design having as a focus the impact of extreme urban atmospheric stressors affecting older people in cities (in particular, heat or cold and pollution).

It is expected that these framings will be a fundamental part of the ethnographic projects developed in the course, although projects can touch upon one or more of them.

A multimodal speculative agenda on Welfare's future(s)

Furthermore, this project seeks to **train students to explore multimodal and interventive forms of collaborative / interdisciplinary ethnographic work and output on ageing cities**.

This multimodal approach will prove relevant when attempting to explore a relevant environmental dimension of cities whose welfare provision models, infrastructures, materials, architectural forms and conceptual understandings of an all-too-human welfare might have also started to age, decay, get ruined or are discovered to be toxic (in a literal sense: with protective materials discovered as being hazardous; but also in a more metaphoric one: in a post-COVID time in which some of these ageing infrastructures might have been complicit in the pandemic affecting older people more).

Although this will prove more important in the second semester, students should consider from the onset what it would mean to do research on these topics when holding in tension the following speculative openings:

1. **What if these ageing infrastructures that were thought to be solutions in the past might have become stark problems for both the present and future of our common life in the planet?**
2. **How could we as ethnographers/anthropologists contribute with our ethnographic insight and multimodal intervention experiments to a wider public reflection inciting more careful arrangements for all involved?**

Summary of learning objectives

Throughout the course students will learn to:

- a. Find relevant **questions and sites**
- b. Articulate their **research proposal and questions**
- c. Plan and undertake **fieldwork** (in this particular case, paying attention to different embodiments and materials) and **archival work**, as well as
- d. Engage in the **analysis** and production of **ethnographic accounts**.

Work methodology

1. **Individually:** In preparation for each session, you will need to read at least three texts. There will always be one or two compulsory ones. To complete your readings, you will have to choose between the non-compulsory ones. For each of your readings create short bibliographic notes (100-200 words) to be uploaded to the moodle as a collective resource.
2. **In three groups (one per analytic framing):**
 - For each session, you will be required to search for possible research areas or case studies that are consistent with the topic of each session. You are welcome to share on the moodle different media for it (newspaper articles, websites, documentary films, radio reports, exhibition catalogs, etc.). When identifying potential topics, please also think about the kind of research questions, case studies and field sites that might go along with them.
 - As a group you will also be expected to organise and present one of the sessions of the analytic framings, hence reading all texts (compulsory and non-compulsory) and facilitate the session in your own way.

IMPORTANT: Unless you decide otherwise, there is no necessary path-dependency between these working groups for the sessions and the ethnographic projects. **You are free to decide to work in your projects as individuals or as teams of your choosing** (although, of course, if you work more in one analytic framing this might already structure your work a bit, but this can be circumvented working with someone in another working group). **The final writing requirements will, of course vary depending of the number of people working on a project.**

Blended Course

We will alternate online discussions on Zoom – the desired format to be able to focus on textual analysis or the discussion of group fieldwork material – with working sessions in bodily presence at the institute, where group work, fieldwork preparation and analysis, the excursion, and multimodal forms of output will be our main joint focus.

Although we will meet weekly from 12:00-16:00, the dates in which we will meet **in presence (Seminarraum 212, IfEE)** will be: **25.10, 8.11., 22.11, 06.12, 10.01., 24.01.** and **07.02.**

Our online sessions will take place using Zoom on **1.11, 15.11, 29.11, 13.12, 17.1, 31.1,** and **14.2**

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SESSIONS OF THE COURSE | WiSe21-22

25.10.2021 Introduction to the Studienprojekt & Guest Lecture

12:15-13:45 *Overview of the Studienprojekt* (dates, methodology, and requirements: the course is offered for both the IfEE and the Gender Studies MA programmes)

Introduction to the course's concept: Learning to do ethnography through the study of ageing cities and its infrastructural challenges, undertaking projects paying attention to the three specific analytic framings (I. Cities for ageing 'in place'; II. Infrastructures of urban ageing; and III. Protective environments for ageing in extreme urban atmospheres).

In this introduction examples of potential case studies will be provided, such as this short documentary, which we will watch to trigger a conversation on the three analytical dimensions of the project: <https://vimeo.com/517165323>

14:15-15:45 *Guest lecture:* We will have with us [Andrea Vega-Tinoco](#), invited researcher, now affiliated to the TU-based SFB centre '[Re-Figuration von Räumen](#)', who works on active ageing paradigms in policy-making, citizen participation and urban planning, now interested in developing how the structure of cities can encourage or hinder it. With her we will have the opportunity to start imagining the kind of research the Studienprojekt will foster.

PART I: EXPLORING A PHENOMENON

In this first part of the course, we will search to explore in all its depth and find elements to understand the phenomenon of ageing and ageing in cities.

For this, we will undertake a comprehensive examination of a broad body of specialised literature. Beyond this, it is expected that these compulsory readings will be supplemented by an individual and collaborative search for possible research topics (cases, stories, news reports, free associations of ideas, etc.), leaving traces of this search in appropriate spaces created for this in the moodle.

1.11 ONLINE Anthropology and the Ageing Body

References for the session

- Kontos, Pia. 1999. "Local Biology: Bodies of Difference in Ageing Studies." *Ageing and Society* 19 (6): 677–89.
- Lamb, Sarah. 2015. "Beyond the view of the West Ageing and anthropology." In Julia Twigg and Wendy Martin, eds., *Routledge Handbook of Cultural Gerontology*. *Routledge Handbook of Cultural Gerontology*, pp.37-44. London: Routledge.
- Lassen, Aske Juul, and Tiago Moreira. 2014. "Unmaking Old Age: Political and Cognitive Formats of Active Ageing." *Journal of Aging Studies* 30 (1): 33–46. <https://doi.org/10.1016/j.jaging.2014.03.004>.
- Buch, Elana D. 2015. "Anthropology of Aging and Care." *Annual Review of Anthropology* 44 (1): 277–93. <https://doi.org/10.1146/annurev-anthro-102214-014254>.
- Cohen, Lawrence. 2020. "The Culling: Pandemic, Gerocide, Generational Affect." *Medical Anthropology Quarterly*. <https://doi.org/10.1111/maq.12627>

8.11 Perspectives on Material Gerontology & Disability Studies + Discussing Potential Cases

References for the session

12:15-13:45 *Age scripts*

- Peine, Alexander, Barbara L. Marshall, Wendy Martin and Louis Neven. 2021. Socio-gerontechnology: Key themes and future agendas. In *Socio-Gerontechnology: Interdisciplinary Critical Studies of Ageing and Technology*, edited by Alexander Peine, Barbara L. Marshall, Wendy Martin, and Louis Neven, 1-23. London: Routledge.
- Lafontaine, Constance and Kim Sawchuk. 2021. "Age matters: Senior exclusions, designing consultations and a municipal action plan for age-(un)friendly cities." In *Socio-Gerontechnology: Interdisciplinary Critical Studies of Ageing and Technology*, edited by Alexander Peine, Barbara L. Marshall, Wendy Martin, and Louis Neven, 147-161. London: Routledge.
- Bergschöld, Jenny M. 2021. Dementia Scripts. In *Socio-Gerontechnology: Interdisciplinary Critical Studies of Ageing and Technology*, edited by Alexander Peine, Barbara L. Marshall, Wendy Martin, and Louis Neven, 162-174. London: Routledge.
- Bischof, Andreas, and Juliane Jarke. 2021. Configuring the older adult: How age and ageing are re-configured in gerontechnology design. In *Socio-Gerontechnology: Interdisciplinary Critical Studies of Ageing and Technology*, edited by Alexander Peine, Barbara L. Marshall, Wendy Martin, and Louis Neven, 197-212. London: Routledge.
- López Gómez, Daniel. 2015. "Little Arrangements That Matter. Rethinking Autonomy-Enabling Innovations for Later Life." *Technological Forecasting and Social Change* 93: 91–101. <https://doi.org/http://dx.doi.org/10.1016/j.techfore.2014.02.015>.

14:15-15:45 *Care technologies otherwise*

- Sánchez Criado, Tomás, Israel Rodríguez-Giralt, and Arianna Mencaroni. 2016. "Care in the (Critical) Making. Open Prototyping, or the Radicalisation of Independent-Living Politics." *ALTER - European Journal of Disability Research* 10 (2016): 24–39. <https://doi.org/10.1016/j.alter.2015.07.002>.
- Criado, Tomás S., and Israel Rodríguez-Giralt. 2016. "Caring through Design?: En Torno a La Silla and the 'Joint Problem-Making' of Technical Aids." In *Care and Design: Bodies, Buildings, Cities*, edited by Charlotte Bates, Rob Imrie, and Kim Kullman, 198–218. Oxford: Wiley.
- Criado, Tomás S., and Marcos Cereceda. 2016. "Urban Accessibility Issues: Techno-Scientific Democratizations at the Documentation Interface." *City* 20 (4): 619–36. <https://doi.org/10.1080/13604813.2016.1194004>.
- López Gómez, Daniel, and Tomás S. Criado. 2021. "Civilising Technologies for an Ageing Society? The Performativity of Participatory Methods in Socio-Gerontechnology." In *Socio-Gerontechnology: Interdisciplinary Critical Studies of Ageing and Technology*, edited by Alexander Peine, Barbara L. Marshall, Wendy Martin, and Louis Neven, 85–98. London: Routledge.

Events and networks

Ageing Otherwise – Technofutures of Later Life: <https://ageingotherwise.ca/>
Socio-Gerontechnology Network: <https://www.socio-gerontechnology.net/>

15.11 ONLINE Ageing in Urban Assemblages I

References for the session

12:15-13:45 *Urban assemblages and infrastructures*

- Introduction to Farías, Ignacio, and Thomas Bender, eds. 2011. *Urban Assemblages: How Actor-Network Theory Changes Urban Studies*. London: Routledge.
- Introduction to Graham, Stephen, and Colin McFarlane, eds. 2015. *Infrastructural Lives: Urban Infrastructure in Context*. London: Routledge.
- Larkin, Brian. 2013. "The Politics and Poetics of Infrastructure." *Annual Review of Anthropology* 42 (1): 327–43. <https://doi.org/10.1146/annurev-anthro-092412-155522>.

14:15-15:45 *Architectures for ageing*

- Fragments of Andersson, Jonas E. 2011. "Architecture and Ageing: On the Interaction between Frail Older People and the Built Environment." Stockholm: E-print AB.
- Buse, Christina, Sarah Nettleton, Daryl Martin, and Julia Twigg. 2017. "Imagined Bodies: Architects and Their Constructions of Later Life." *Ageing and Society* 37 (7): 1435–57. <https://doi.org/10.1017/S0144686X16000362>.

Nettleton, Sarah, Christina Buse, and Daryl Martin. 2018. "Envisioning Bodies and Architectures of Care: Reflections on Competition Designs for Older People." *Journal of Aging Studies* 45: 54–62. <https://doi.org/10.1016/j.jaging.2018.01.008>.

22.11 Ageing in Urban Assemblages II + Organising Student Conference 1

References for the session

Fitzgerald, Kelly G., and Francis G. Caro. 2014. "An Overview of Age-Friendly Cities and Communities Around the World." *Journal of Aging and Social Policy* 26 (1–2): 1–18. <https://doi.org/10.1080/08959420.2014.860786>.

Fragments of Buffel, Tine, Sophie Handler, and Chris Phillipson, eds. 2018. *Age-Friendly Cities and Communities: A Global Perspective*. *Age-Friendly Cities and Communities: A Global Perspective*. Bristol: Policy Press.

Fragments of Moulaert, Thibault, and Suzanne Garon, eds. 2016. *Age-Friendly Cities and Communities in International Comparison*. Berlin: Springer.

Fragments of Borasi, Giovanna, and Mirko Zardini, eds. 2012. *Imperfect Health: The Medicalization of Architecture*. Montreal: Canadian Centre for Architecture & Lars Müller.

Further resources for the session

WHO, Global Network for Age-friendly Cities and Communities: <https://extranet.who.int/agefriendlyworld/who-network/>

The Guardian, Ageing Cities series (2016-2019): <https://www.theguardian.com/cities/series/ageing-cities>

26.11 First submission: Research drafts

In between 800 and 1500 words, including: topic, field approaches, research questions, anthropological problems and questions

PART II: FINDING AN ETHNOGRAPHIC PROBLEM

29.11 ONLINE Student conference 1: Discussion of research ideas

12:00-13:00 *Guest lecture* Daniel López, UOC – "Senior cohousing and the anticipation of aging futures"

+

Presentations of each student: keywords, title, ideas - 20' per student (10' to present, 10' to receive comments)

6.12 Constructing ethnographic fields + Imagining ways of doing fieldwork

References for the session

- Strathern, Marilyn. 1999. "The Ethnographic Effect I" & "The Ethnographic Effect II: Writing societies, writing persons" In *Property, Substance and Effect: Anthropological Essays on Persons and Things* (pp. 1-28, 229-261). London: Athlone Press.
- Gupta, Akhil, and James Ferguson. 1997. "Discipline and Practice: 'The Field' as Site, Method, and Location in Anthropology." In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Akhil Gupta and James Ferguson, 1–46. Berkeley, CA: University of California Press.

Candea, Matei. 2009. "Arbitrary Locations: In Defence of the Bounded Field-Site." In *Multi-Sited Ethnography: Theory, Praxis and Locality in Contemporary Research*, edited by Mark-Anthony Falzon, 25–45. Surrey: Ashgate.

Fragments of Cantarella, Luke, Christine Hegel, and George E. Marcus. 2019. *Ethnography by Design: Scenographic Experiments in Fieldwork*. London: Bloomsbury.

Fortun, Kim. 2012. "Ethnography in Late Industrialism." *Cultural Anthropology* 27 (3): 446–64.

13.12 ONLINE Experimental collaborations and multimodal strategies of field-working and intervention

References for the session

- Criado, Tomás S., and Adolfo Estalella. 2018. "Introduction: Experimental Collaborations." In *Experimental Collaborations: Ethnography through Fieldwork Devices*, edited by Adolfo Estalella and Tomás Sánchez Criado, 1–30. New York: Berghahn.
- Marrero-Guillamón, Isaac. 2018. "Making Fieldwork Public: Repurposing Ethnography as a Hosting Platform in Hackney Wick, London." In *Experimental Collaborations: Ethnography through Fieldwork Devices*, edited by Adolfo Estalella and Tomás Sánchez Criado, 179–200. New York: Berghahn.
- Dattatreyan, Ethiraj Gabriel, and Isaac Marrero-Guillamón. 2019. "Introduction: Multimodal Anthropology and the Politics of Invention." *American Anthropologist* 121 (1): 220–28. <https://doi.org/10.1111/aman.13183>.
- Duclos, Vincent, and Tomás Sánchez Criado. 2020. "Care in Trouble: Ecologies of Support from Below and Beyond." *Medical Anthropology Quarterly* 34 (2): 153–73. <https://doi.org/10.1111/maq.12540>.
- Giordano, Cristiana, and Greg Pierotti. 2020. "Getting Caught: A Collaboration On- and Offstage between Theatre and Anthropology." *TDR/The Drama Review* 64 (1): 88–106. https://doi.org/10.1162/dram_a_00897.
- Shapiro, Nicholas, Jody Roberts, and Nasser Zakariya. 2017. "A Wary Alliance: From Enumerating the Environment to Inviting Apprehension." *Engaging Science, Technology, and Society* 3: 575–602. <https://doi.org/10.17351/ests2017.133>.
- Criado, Tomás S. 2021. "Anthropology as a Careful Design Practice?" *Zeitschrift Für Ethnologie* 145 (2020, 1): 47–70.
- xcol, an ethnographic inventory: www.xcol.org

Some inspirations for digital field-working in Corona times

- Collins, Samuel G., and Durlington, Matthew S. (2020). 'The case for letting anthropology be quarantined: COVID and the end of ethnographic presence', *Entanglements*, 3(2): 92-96, <https://entanglementsjournal.org/the-case-for-letting-anthropology-be-quarantined-covid-and-the-end-of-ethnographic-presence/>
- Wang, Tricia. 2012. Writing Live Fieldnotes: Towards a More Open Ethnography. *Ethnography Matters*, <http://ethnographymatters.net/blog/2012/08/02/writing-live-fieldnotes-towards-a-more-open-ethnography>
- Criado, Tomás S. and Adolfo Estalella. 2020. The Method of Telegrammatic Correspondence: A Digital Mode of Inquiry during 'Lockdown'. *The Sociological Review, Solidarity and Care series*, <https://www.solidarityandcare.org/stories/essays/the-method-of-telegrammatic-correspondence-a-digital-mode-of-inquiry-during-lockdown>
- Zillinger, Martin and Anna Lisa Ramella. 2020. Future-making on Hold: Pandemic Audio Diaries from two Rift Valley Lakes in Kenya. *BoasBlogs*, Witnessing Corona series, <https://boasblogs.org/witnessingcorona/future-making-on-hold/>

A distressing immersive experience to think with: Miyu Kojima's dioramas

- Michael, Chris and Keiko Tanaka. June 10, 2019. The Guardian. "Dioramas of death: Cleaner recreates rooms where people died alone", <https://www.theguardian.com/cities/2019/jun/10/dioramas-of-death-tokyo-cleaner-recreates-rooms-where-people-died-alone>
- Spoon & Tamago. September 24, 2019. "Rooms Where Time Stops: Miyu Kojima's Miniature Replicas of Lonely Deaths", <https://www.spoon-tamago.com/2019/09/24/miyu-kojima-kodokushi-book/>

20.12 Second submission: Project drafts

1500 - 2500 words*, including potentially these sections**:

- Topic/context you want to analyse
- Analytical / conceptual references you are interested in using
- Problem and Research question(s)
- How is this an ethnographic project?
 - (a) Case / field-site(s)
 - (b) Approaches to field-work, or mode(s) of ethnographic research and (textual and more than textual) representation
- Problems and challenges you envision

* The task is individual, even if you might be planning to work collaboratively, like this we can ensure you all describe in detail your cases and your approaches

** Try to include a mention (however short) in all sections; sections can have different sizes, depending on how clear the idea might be. Besides, you can include questions for the others or indications on what are the aspects you request help with

PART III: CONTRIBUTING TO WHAT ACADEMIC QUESTIONS?

10.1 Student Conference 2: Discussion of project drafts

Discussions of projects drafts (10' presentation + 5' discussion per person)

17.1 ONLINE Analytic framing I: Cities for ageing 'in place'

How have bodies changed buildings? On scripts and beyond

How diverse bodies get inscribed or struggle to inscribe themselves in built forms, and the problems this might bring for future generations? Even more so, how to study that anthropologically?

There are two examples, historiographic in nature, that I believe illustrate this very well:

- Penner, Barbara. 2013. "The Inclusive Bathroom." In *Bathroom*, 198–237. Chicago: Chicago University Press | Penner, Barbara. 2013. "Designed-In Safety: The Radical Reformers Who Sought to Redesign the American Bathroom." *Places* October. <https://placesjournal.org/article/designed-in-safety/>

This is a wonderful historiographic account of the impact that considering different bodies beyond what Hamraie might call 'the normate template' have had on the re-design of bathrooms and toilets since the beginnings of the 20th century. I always find that it makes the problem visually apprehensible, and I cannot recommend the text more.

- Lezaun, Javier. 2011. "Offshore Democracy: Launch and Landfall of a Socio-Technical Experiment." *Economy and Society* 40 (4): 553–81. <https://doi.org/10.1080/03085147.2011.602296>

Lezaun's is an interesting study of how oil ships (floating cities in many regards), as part of a socialist labour reform, became relevant objects of participatory design approaches; also reflecting how, even if things might have been done in a more democratic way for certain users, how might future users engage with that when participation was also closed down, said and done? A reflection on forms of participatory democracy that wish to provide democratic means 'by design', and end up failing...

- Perhaps these two cases speak of the complexities of inscribing bodies by design. In order to analyse these socio-technical dynamics, I cannot recommend more this text, whose conceptual vocabulary I believe might enable you to engage in descriptions of imagined users, the problems in dealing with things designed for other users in mind, etc.

- Akrich, Madeleine. 1992. "The De-Description of Technical Objects." In *Shaping Technology/Building Society. Studies in Sociotechnical Change*, edited by Wiebe Bijker and John Law, 205–24. Cambridge, MA: MIT Press.

Although Akrich inaugurated a very particular trend in the anthropology of technology (and what's a building if not a technical object, right?), some people have disputed the too-neat features of this process of inscription, conscription, prescription, de-inscription and re-inscription (the conceptual vocabulary by which she tries to capture the different connections between use and re/design), and ethnographers of design like Alex Wilkie wish to probe into the more complex 'assemblages' (full of fuzzy and non-taken paths, enabling more than one possibility) of these processes of imagining/proposing, and performing as user

Wilkie, Alex, and Mike Michael. 2010. "User Assemblages in Design: An Ethnographic Study." Dpt of Sociology: Goldsmiths, University of London.

These are texts I deeply recommend, since they might allow you to capture, conceptually the scale of these processes.

References for the session

Chapter 11 "Spaces of Age, Snowbirds, and the Gerontology of Mobility: The Elderscapes of Charlotte County, Florida" in Katz, Stephen. 2005. *Cultural Aging. Life Course, Lifestyle, and Senior Worlds*. Peterborough: Broadview.

López Gómez, Daniel, Mariona Estrada Canal, and Lluvi Farré Montalà. 2020. "Havens and Heavens of Ageing-in-Community: Home, Care and Age in Senior Co-Housing." In *Ways of Home Making in Care for Later Life*, edited by Bernike Pasveer, Oddgeir Synnes, and Ingunn Moser, 159–81. Berlin: Springer.

Simpson, Duane. 2016. "The Villages: Small-Town Metropolitanism and the 'Middle of Nowhere.'" *Architectural Design* 86 (4): 86–91.

Fragments of Simpson, Deane. 2015. *Young-Old: Urban Utopias of an Aging Society*. Zurich: Lars Müller.

Fragments of Feddersen, Eckhard, and Insa Lüdtkke, eds. 2014. *Lost in Space: Architecture for Dementia*. Basel: Birkhäuser.

Fragments of Hendren, Sara. 2020. *What Can a Body Do? How We Meet the Built World*. New York: Riverhead Books (chapter 'Space')

Mattern, Shannon. November 16, 2021. *Places journal*, "Concealment and Compassion: Architectural and Urban Design for Dementia Care." URL:

<https://placesjournal.org/article/architectural-and-urban-design-for-dementia-care/>

Further reading

Fragments of [MONU #30 – Late Life Urbanism](#)

Interesting cases to think with

- Berlin/Germany:

Herbold, Astrid and Hendrik Lehmann. December 17, 2016. Der Tagesspiegel, "Wo leben die Alten?", <https://tagesspiegel.de/berlin/senioren-in-berlin-wo-leben-die-alten/14990170.html>;

Simons, Kristina. January 1, 2007. *Berliner Mieterverein*, „Erstes türkisches Seniorenheim“. URL: <https://www.berliner-mieterverein.de/magazin/online/mm0107/010711b.htm>

BMFSFJ. December, 21 2020. "Zuhause im Alter", <https://www.bmfsfj.de/bmfsfj/themen/aeltere-menschen/zuhause-im-alter/zuhause-im-alter-75580>

BMFSFJ. "Praxisbeispiele", https://www.serviceportal-zuhause-im-alter.de/no_cache/praxisbeispiele/anlaufstellen-fuer-aeltere-menschen/praxisbeispiele-in/berlin.html

DIN 18040-2 Barrierefreies Bauen - Planungsgrundlagen - Teil 2: Wohnungen Ausgabe: 2011-09: <https://nullbarriere.de/din18040-2.htm>

- The Villages:

Oppenheim, Lance. 2021. "Some Kind of Heaven" (documentary film, 83', USA), <https://www.somekindofheaven.com/> (DVD in the HU library)

Blankenbyl, Valerie. 2021. "The Bubble" (documentary film, 91', Switzerland/Austria), <https://www.catpics.ch/thebubble/>

Blechman, Andrew D. L. 2008. *Leisureville: Adventures in a World Without Children*. New York: Grove Press.

- De Hogeweyk:

CNN. July 30, 2013. "CNN's World's Untold Stories: Dementia Village", https://www.youtube.com/watch?v=LwiOBlyWpko&ab_channel=CNN

Planos, Josh. November 14, 2014. The Atlantic, "The Dutch Village Where Everyone Has Dementia", <https://www.theatlantic.com/health/archive/2014/11/the-dutch-village-where-everyone-has-dementia/382195/>

- Tönebön am See in Hameln:

Y-Kollektiv. January 24, 2019. "Im Demenzdorf: Der richtige Umgang mit Dementen?", https://www.youtube.com/watch?v=P--RJFrLTnw&ab_channel=Y-Kollektiv

- Dresden, Seniorenresidenz Alexa:

Der Spiegel. October 5, 2020. „Einkaufen wie unter Honecker: DDR als Demenztherapie“, https://www.youtube.com/watch?v=cpDG2aphIAE&ab_channel=DERSPIEGEL

- Queer im Alter, Altenhilfe für LSBTIQ*

AWO Bundesverband e.V. „Queer im Alter“: <https://www.awo.org/queer-im-alter> - https://www.youtube.com/watch?v=dj0pDFx0o4k&ab_channel=AWOBundesverband

Hassenkamp, Milena. February 2, 2019. Der Spiegel, „Queere Pflege: Ganz besonders, ganz normal“, <https://www.spiegel.de/politik/deutschland/queere-pflege-erstes-lsbt-pflegeheim-mit-qualitaetssiegel-ausgezeichnet-a-1249181.html>

24.1 Analytic framing II: Infrastructures of urban ageing

What is an 'infrastructure'?

In recent years in urban studies, anthropological and STS literature the term "infrastructure" has become rather complex (there's no single meaning, and perhaps at a

time when everything seems to be an infrastructure many are attempting to deconstruct it and work it through). Allow me to share a roadmap:

1. In Urban studies, infrastructure has come to signal a particular form of 'networked urbanism', a modernist Euro-American dream that emerged in the late 19th/early 20th cent.

Graham, Stephen, and Simon Marvin. 2001. *Splintering Urbanism: Networked Infrastructures, Technological Mobilities, and the Urban Condition*. London: Routledge.

Perhaps an interesting story about sidewalks as a transportation infrastructure might be interesting. You can check:

Blomley, N. (2011). *Rights of Passage: Sidewalks and the Regulation of Public Flow*. London: Routledge.

Loukaitou-Sideris, A., & Ehrenfeucht, R. (2011). *Sidewalks: Conflict and Negotiation over Public Space*. Cambridge, MA: The MIT Press.

2. But at a moment in which everything seems to be interconnected, and we seem to be living in a planetary cob-web of more-than-human connections, the concept has had a huge impact in recent work in STS and anthropology, in different attempts at rethinking sociality in the contemporary

a) In an attempt at studying these issues, Susan L. Star made a methodological point: what if, rather than a "what" it should be treated as a "when"? That is, for whom is something an infrastructure, under which circumstances? Is an infrastructure (an underlying structure) such for those working on their maintenance and repair? Perhaps a breaking infrastructure reveals an underlying set of intermeshed habits and agencies: What if we study breakage as a way to study infrastructure

Star, Susan Leigh. 2002. "Infrastructure and Ethnographic Practice: Working on the Fringes." *Scandinavian Journal of Information Systems* 14 (2): 107–22.

Star, Susan Leigh. 1999. "The Ethnography of Infrastructure." *American Behavioral Scientist* 43 (3): 377–91.

b) But in more contemporary anthropology, infrastructure has come to stand as both a figure of intermeshed complicated sociality, making reference to different figurations in the connections between the social and the material

Harvey, Penny, Casper Bruun Jensen, and Atsuro Morita. 2016. "Introduction: Infrastructural Complications." In *Infrastructures and Social Complexity: A Companion*, edited by Penny Harvey, Casper Bruun Jensen, and Atsuro Morita, 1–22. London: Routledge.

c) This move has also provoked people in Urban Studies to study infrastructural formations

that do not have a corporate form, hence trying to expand the reach of the concept:

Simone, A. M. 2004. "People as Infrastructure: Intersecting Fragments in Johannesburg." *Public Culture* 16 (3): 407–29.

d) And it has implicated attempts at rethinking methodologically how to represent or think with such complex figurations of the social, paying attention not just to its politics but also its poetics, as well as the kind of conceptual infrastructures with which we try to grasp them:

Larkin, Brian. 2013. "The Politics and Poetics of Infrastructure." *Annual Review of Anthropology* 42 (1): 327–43. <https://doi.org/10.1146/annurev-anthro-092412-155522>.

Strathern, Marilyn. 2018. "Infrastructures in and of Ethnography." *ANUAC* 7 (2): 49–69. <https://doi.org/10.7340/anuac2239-625X-3519>.

References for the session

Peine, Alexander, Vivette van Cooten, and Louis Neven. 2017. "Rejuvenating Design: Bikes, Batteries, and Older Adopters in the Diffusion of E-Bikes." *Science Technology and Human Values* 42 (3): 429–59. <https://doi.org/10.1177/0162243916664589>.

Gish, Jessica A., Amanda M. Grenier and Brenda Vrkljan. 2018. Ageing bodies, driving and change: exploring older body–driver fit in the high-tech automobile. In Katz, Stephen, ed. *Ageing in Everyday Life: Materialities and Embodiments*. Bristol: Policy Press.

Hartblay, Cassandra. 2017. "Good Ramps, Bad Ramps: Centralized Design Standards and Disability Access in Urban Russian Infrastructure." *American Ethnologist* 44 (1): 1–14. <https://doi.org/10.1111/amet.12422>.

Fragments of Williamson, Bess. 2019. *Accessible America: A History of Disability and Design*. New York: New York University Press.

Fragments of Hamraie, Aimi. 2017. *Building Access: Universal Design and the Politics of Disability*. Minneapolis, MN: Minnesota University Press.

Fragments of Hendren, Sara. 2020. *What Can a Body Do? How We Meet the Built World*. New York: Riverhead Books (chapter 'Street')

Further reading

Fragments of [MONU #30 – Late Life Urbanism](#)

Interesting cases to think with

- Berlin:

BVG, Barrierefreiheit: <https://www.bvg.de/de/service-und-kontakt/barrierefrei-unterwegs>
AFP. August 4, 2021. Der Tagesspiegel "Ältere sind im Straßenverkehr immer gefährdeter", <https://www.tagesspiegel.de/politik/mobilitaet-erhoeht-unfallrisiko-von-senioren-aelttere-sind-im-strassenverkehr-immer-gefaehrdeter/27482670.html>

Playfit Fitnessgeräte: <https://www.playfit.de/>

- Arnsberg's Zukunft Alter gestalten:

<https://reasonstobecheerful.world/is-this-the-worlds-most-aging-friendly-city/> | <https://www.arnsberg.de/zukunft-alter>

- Griesheim's Besitzbare Stadt:

<http://www.besitzbare-stadt.de/> | <https://www.griesheim.de/bildung-kultur/besitzbare-stadt/> | https://www.youtube.com/watch?v=yOQHMH9V2k&ab_channel=BoschStiftung

- Germany, as a whole:

Völklein, Marco. December 21, 2019. Süddeutsche Zeitung, "Öffentlicher Nahverkehr : Bitte helfen Sie mir", <https://www.sueddeutsche.de/auto/bus-bahn-nahverkehr-senioren-1.4730045>

DIN 18040-3:2014-12 Barrierefreies Bauen - Planungsgrundlagen - Teil 3: Öffentlicher Verkehrs- und Freiraum: <https://nullbarriere.de/din18040-3.htm>

DIN 32984: 2020-12 - Bodenindikatoren im öffentlichen Raum: <https://nullbarriere.de/din32984.htm>

- Kavalir, Ljubljana:

<https://www.visitljubljana.com/en/visitors/travel-information/getting-around/kavalir-getting-around-the-city-centre-by-electric-car> | <https://sloveniatour.si/kavalir-free-ride-around-ljubljana-city-center>

31.1 ONLINE Analytic framing III: Protective environments for ageing in extreme urban atmospheres

How to get to know anthropologically the connection between bodies and atmospheres?

In the last decades, the social sciences and anthropology have become captivated with diverse forms of "ecological thought": rather than culture, we are now obsessed with nature-cultures, ecologies and atmospheres? But how to capture or work with these new research objects or scales?

- Ingold's proposes to move anthropological studies from culture to what he sometimes calls "weather-worlds" (paying attention to the environmental connections that create liveable ecologies for human and other sentient beings in co-existence)

Ingold, Tim. 2007. "Earth, Sky, Wind, and Weather." *Journal of the Royal Anthropological Institute* 13 (1): S19–38.

The intriguing aspect of this is that atmosphere or ecology undoes some of the clear human boundaries of our understandings of the social.

- This also has a correlate in how to study urban phenomena that appear as fuzzy, such as in Peterson's approach to the 'indefinite urbanism' of noise:

Peterson, Marina. 2017. "Atmospheric Sensibilities: Noise, Annoyance, and Indefinite Urbanism." *Social Text* 35 (2 131): 69–90. <https://doi.org/10.1215/01642472-3820545>.

Book forum on Peterson's Atmospheric noise:
<https://culanth.org/fieldsights/series/book-forum-on-marina-petersons-atmospheric-noise-the-indefinite-urbanism-of-los-angeles>

- However, atmospheres or ecologies include many elements or phenomena that are really difficult to appreciate 'as such.' Hence, particularly some geographers and STS scholars have made a plea for opening up our methodological repertoires, discussing the importance of more than just using our own bodies as researchers to understand these complex worlds (as the phenomenological tradition and sensory approaches in ethnography tend to suggest).

That is, these scholars suggest that in order to make the concept of 'atmosphere' articulable or workable for the social sciences, we might need to experiment with many other devices that enable us to capture non-immediate bodily experiences:

Engelmann, Sasha, and Derek McCormack. 2018. "Sensing Atmospheres." In *Routledge Handbook of Interdisciplinary Research Methods*, edited by Celia Lury, Rachel Fensham, Alexandra Heller-Nicholas, Sybille Lammes, Angela Last, Mike Michael, and Emma Uprichard, 187–93. London: Routledge.
https://doi.org/10.1057/9781137393692_5.

McCormack, Derek P. 2018. *Atmospheric Things: On the Allure of Elemental Envelopment*. Durham, NC: Duke University Press.

- Beyond that, in anthropology and environmental humanities, there's been another concern with the use of new holistic terms like ecology or atmosphere, which might perhaps suggest new universalistic takes. That's the reason why following many post- and decolonial environmental concerns anthropologists in the last decade have tried to distinguish the different ecological effects and forms of exposure or violence, trying to fragment all-encompassing ecological terms. Indeed, many have been worried over the years that these attempts at ecological thinking might not enable to distinguish how different people suffer from environmental violence, and how to talk about new forms of environmental supremacy and privilege that are being developed.

In suggesting that the Anthropocene is not the same for everyone, these works depict it as patchy, non-whole: meaning, not everyone will suffer climate catastrophe or environmental risks in the same ways (hence underlining the importance of intersectional takes)

Tsing, Anna Lowenhaupt, Andrew S Mathews, and Nils Bubandt. 2019. "Patchy Anthropocene : Landscape Structure, Multispecies History, and the Retooling of Anthropology." *Current Anthropology* 60 (Supplement 20): 186–97.

Choy, Tim. 2020. Distribution. In C. Howe & A. Pandian (Eds.), *Anthropocene Unseen*:

A *Lexicon* (pp. 105-109). New York: punctum books.

- In that regard, in these fields the concept of 'exposure' has become not just a term used by public health professionals or epidemiologists, but as a crucial concept enabling to study ethnographically the differential effects on different groups of these issues:

Murphy, Michelle. 2017. What Can't A Body Do? *Catalyst: Feminism, Theory, Technoscience*, 3(1), 1–15.

Introduction to Alaimo, Stacy. 2016. *Exposed: Environmental Politics and Pleasures in Posthuman Times*. Minneapolis: University of Minnesota Press.

References for the session

*** Compulsory readings**

Skim through the special issue of the *Zeitschrift für Gerontologie und Geriatrie* on „Altern Und Klimawandel“ (30 pages):

1. Welzer, H., and F. Kolland. 2014. “Altern Und Klimawandel: Auswirkungen Auf Die Gesundheitliche Lebensqualität.” *Zeitschrift Für Gerontologie und Geriatrie* 47 (6): 460–61. <https://doi.org/10.1007/s00391-014-0672-3>
2. Haq, G., and G. Gutman. 2014. “Climate Gerontology: Meeting the Challenge of Population Ageing and Climate Change.” *Zeitschrift für Gerontologie und Geriatrie* 47 (6): 462–67. <https://doi.org/10.1007/s00391-014-0677-y>
3. Wanka, A., A. Arnberger, B. Alex, R. Eder, H. P. Hutter, and P. Wallner. 2014. “The Challenges Posed by Climate Change to Successful Ageing.” *Zeitschrift Für Gerontologie und Geriatrie* 47 (6): 468–74. <https://doi.org/10.1007/s00391-014-0674-1>
4. Heudorf, U., and M. Schade. 2014. “Heat Waves and Mortality in Frankfurt Am Main, Germany, 2003-2013: What Effect Do Heat-Health Action Plans and the Heat Warning System Have?” *Zeitschrift Für Gerontologie und Geriatrie* 47 (6): 475–82. <https://doi.org/10.1007/s00391-014-0673-2>
5. Grewe, H. A., S. Heckenhahn, and B. Blättner. 2014. “Gesundheitsschutz Bei Hitzewellen: Europäische Empfehlungen und Hessische Erfahrungen.” *Zeitschrift Für Gerontologie und Geriatrie* 47 (6): 483–89. <https://doi.org/10.1007/s00391-014-0676-z>

Tsing, Anna Lowenhaupt, Andrew S Mathews, and Nils Bubandt. 2019. “Patchy Anthropocene : Landscape Structure, Multispecies History, and the Retooling of Anthropology.” *Current Anthropology* 60 (Supplement 20): 186–97.

Murphy, Michelle. 2017. What Can't A Body Do? *Catalyst: Feminism, Theory, Technoscience*, 3(1), 1–15.

Further references

Environmental gerontology

- National Research Council. 1987. *Aging in Today's Environment*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/1293>.
- Geller, Andrew M., and Harold Zenick. 2005. "Aging and the Environment: A Research Framework." *Environmental Health Perspectives* 113 (9): 1257–62. <https://doi.org/10.1289/ehp.7569>.
- Whitehouse, P. J. 2017. *Aging in the Anthropocene*. *Encyclopedia of the Anthropocene*. Vol. 1–5. Elsevier Inc. <https://doi.org/10.1016/B978-0-12-809665-9.10298-8>.
- European Environment Agency. 2019. "Unequal exposure and unequal impacts: social vulnerability to air pollution, noise and extreme temperatures in Europe", <https://www.eea.europa.eu/publications/unequal-exposure-and-unequal-impacts>
- Schneider, Alexandra, Regina Ruckerl, Susanne Breitner, Kathrin Wolf, and Annette Peters. 2017. "Thermal Control, Weather, and Aging." *Current Environmental Health Reports* 4 (1): 21–29. <https://doi.org/10.1007/s40572-017-0129-0>

Anthropology & STS takes to...

i. Exposure and environmental inequalities

- Introduction to Hetherington, Kregg, ed. 2019. *Infrastructure, Environment, and Life in the Anthropocene*, pp.1-13. Durham: Duke University Press.
- Knox, Hannah. 2020. "Introduction: Matter, Politics, and Climate Change." In *Thinking like a Climate: Governing a City in Times of Environmental Change*, 1–34. Durham, NC: Duke University Press.
- Choy, Tim. 2020. Distribution. In C. Howe & A. Pandian (Eds.), *Anthropocene Unseen: A Lexicon* (pp. 105-109). New York: punctum books.
- Introduction to Alaimo, Stacy. 2016. *Exposed: Environmental Politics and Pleasures in Posthuman Times*. Minneapolis: University of Minnesota Press.

ii. Extreme temperatures

- Fragments of Klinenberg, Eric. 2015. *Heat Wave: A Social Autopsy of Disaster in Chicago*. 2nd ed. Chicago: Chicago University Press.
- Oppermann, Elspeth, and Gordon Walker. 2019. "Immersed in Thermal Flows: Heat as Productive of and Produced by Social Practices". In *Social Practices and Dynamic Non-Humans*, edited Cecily Maller and Yolande Strengers, 129–48. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-92189-1_7
- Bloch, Sam. April 2019. Places journal, "Shade: An urban design mandate", <https://placesjournal.org/article/shade-an-urban-design-mandate/>

iii. Pollution

- Dietrich, Alexa S. 2021. Pollution, Health, and Disaster: Emerging Contributions in Ethnographic Research. *Environment and Society: Advances in Research* 12: 44–65. doi:10.3167/ares.2021.120104
- Kenner, Alison, Aftab Mirzaei & Christy Spackman. 2019. Breathing in the Anthropocene: Thinking through scale with containment technologies. *Cultural Studies Review*,

25(2), 153–171.

Interesting cases to think with

- Berlin, Hitzwelle:

Dassler, Sandra. August 17, 2020. Der Tagesspiegel, "So unzureichend schützt Berlin Ältere und Kranke vor Hitze", <https://www.tagesspiegel.de/berlin/klimawandel-in-der-stadt-so-unzureichend-schuetzt-berlin-aeltere-und-krank-2020-08-17/26099716.html>

Berlin.de. July 2, 2015. "Sommer, Sonne und Senioren: Hitzetipps für Ältere", <https://www.berlin.de/special/gesundheit-und-beauty/gesundheit/ratgeber/3099084-212-sommer-sonne-und-senioren-hitzetipps-fue.html>

- Berlin, Kältehilfe:

Dannoritzer, Marlen. January 1, 2020. *Welt.de*, „Energiearmut: Senioren haben Angst vor der Heizrechnung“, <https://www.welt.de/wirtschaft/article204864132/Energiearmut-Senioren-haben-Angst-vor-der-Heizrechnung.html>

Berliner Kältehilfe: <https://www.kaeltehilfe-berlin.de/>

Deutsches Rotes Kreuz „Wärmebus“: <https://www.drk-berlin.de/angebote/mitmachen/waermebus.html> - <https://www.drk.de/hilfe-in-deutschland/existenzsichernde-hilfe/winterhilfe-herzenswaerme-gegen-eiseskaelte/>

- Coole Straßen, Wien:

<https://www.streetlife.wien/coolestrasse/>

- Superblocks, Barcelona:

Dambeck, Holger und Helene Zuber. October 10, 2020. Der Spiegel, "Wie eine Stadt mit Superinseln die Verkehrswende schaffen will", <https://www.spiegel.de/wirtschaft/verkehrswende-in-barcelona-auf-superinseln-haben-fahrraeder-und-fussgaenger-vorrang-a-2c5f7774-7fb5-4965-9ed2-afe85010f7c5>

Roberts, David. April 11, 2019. Vox, "Barcelona's superblocks are a new model for 'post-car' urban living", <https://www.vox.com/energy-and-environment/2019/4/11/18273896/barcelona-spain-politics-superblocks>

Torrens, Lluís. 2019. TransJus, "Ageing and improved public management: The case of Barcelona and social superblocks", http://diposit.ub.edu/dspace/bitstream/2445/131499/1/Nota%20Llu%20Torrens_2Eng.pdf

- The retired city, Barcelona:

Faus, Pau. 2012. [La Ciudad Jubilada / The Retired City](#). Barcelona: CCCB

Faus, Pau. 2010. La Ciudad Jubilada (Eng subt), <https://vimeo.com/9317178>

- Climate shelters, Barcelona:

Barcelona City Council, "Schools as Climate Shelters":

<https://www.barcelona.cat/barcelona-pel-clima/en/climate-shelters-schools>

Barcelona City Council, "Taking care of health, well-being and environmental quality | Climate emergency declaration":
<https://www.barcelona.cat/emergenciaclimatica/en/taking-care-health-well-being-environmental-quality>

Ubalde, Mònica and Carolyn Daher. October 29, 2019. *ISGlobal*, "Schools as Climate Shelters", <https://www.isglobal.org/en/healthisglobal/-/custom-blog-portlet/les-escoles-com-a-refugis-climatics/7305043/0>

Urban Innovative Actions (UIA), EU: "The Climate Shelters project - Climate innovation to beat the heat", <https://www.uia-initiative.eu/en/news/climate-shelters-project-climate-innovation-beat-heat>

- OASIS Project, Paris:

Urban Innovative Actions (UIA), EU: "OASIS - School yards: Openness, Adaptation, Sensitisation, Innovation and Social ties: Design and transformation of local urban areas adapted to climate change, working jointly with users", <https://www.uia-initiative.eu/fr/uia-cities/paris-call3>

7.2 Student conference 3: Presentation of final ideas for projects

Discussions of projects drafts (15' presentation + 5' discussion per person)

Presentations (individual or in groups) should include a mention to:

- Title, group members
- Topic/context you want to analyse
- Analytical/conceptual references you are interested in using
- Problem and Research question(s)
- How is this an ethnographic project?:
 - (a) Case/field-site(s)
 - (b) Approaches to field-work, or mode(s) of ethnographic research and (textual and more than textual) representation
- Problems and challenges you envision

14.2 ONLINE Planning work: Fieldwork and Excursion!

12:15-13:45 Discussing the MAP's requirements and approaches to fieldwork in the Vorlesungsfreizeit + Project updates

BREAK

14:15-15:45 Preparing the COMPULSORY EXCURSION (Plifchtexkursion, whose budget has been approved by the Philosophische Fakultät) 18-25.04.2022*

**

Excursion info

Although originally planned for the Winter of 2021, the excursion has been officially displaced to the first week of the SoSe2021, that is 18-25 April 2022 (right after Easter)

The plan is to go on an 'ageing cities' ethnographic tour to **Benidorm** and neighbouring urban enclaves in the **Costa Blanca** of Alicante (Spain). Since the 1960s, Benidorm and close areas in Alicante have turned into interesting locales for the invention of later life urbanism: a crucial hotspot for Europe-wide ageing infrastructures (probably amongst the two or three main Southern European destinations of choice of older people travelling from Central and Northern Europe—pre-eminently UK and Germany—to retire and live there the last years of their life).

The plan would be to visit – together with Architecture researchers from the school of Alicante – relevant urban ageing infrastructures, interview Northern European residents living there, as well as engage in an archival/historical understanding of how ageing became a vector of urbanisation in the region (turning it into what some geographers call 'the pensioners' coast').

Holding the excursion in April 2022 – when all of you would have worked on your project proposals and might have even started doing fieldwork – would allow us to have a case-study of common reference when undertaking the analyses of each of the projects.

** Although the Phil-Fak has approved a generous budget for us to be able to go there, the excursion entails some costs for the students, according to the [Richtlinie für die Durchführung und Finanzierung von Exkursionen](#) - more information on these practical and budgetary issues will be discussed in due time*

In preparation for the trip, you might want to read this

Membrado, Joan Carles. 2014. Pensioners' Coast. Migration of Elderly North Europeans to the Costa Blanca. *Mètode: Revista de Difusió de la Investigació* 4. <https://doi.org/10.7203/metode.81.3111>.

Heathcote, Edwin. June 25, 2021. FT, "Skyscrapers-on-sea: Benidorm, an oasis of Modernist design", <https://www.ft.com/content/85c28915-e3ca-404f-bfee-0664c600f9bc>

Fanjul, Sergio. August 19, 2019. El País English, "Benidorm, the pioneering resort disdained in Spain but praised abroad", https://english.elpais.com/elpais/2019/08/16/inenglish/1565957243_987942.html

Alcaraz, Roberto. no date. Benidorm, trial and error. *Seen Magazine*, <https://www.seen-magazine.com/project/benidorm>

López Petón, Sandra. November 22, 2021. El País, English Edition "Spain sets its sights on Europe's retirees", <https://english.elpais.com/economy-and-business/2021-11-22/spain-sets-its-sights-on-europes-retirees.html>

For those of you speaking Spanish

Hurtado García, Inmaculada. 2013. *Cartografía de una Aspiración: Envejecimiento, Salud y Cuidados en la Migración a la Costa Blanca*. Madrid: MECD.

Varios autores. 2018. *Ensayo y (Error) Benidorm*. Sevilla: Barrett.
Ergosfera. 2012-2020. "Lo urbano y lo urbanístico, por Benidorm",
<http://www.ergosfera.org/archivo/benidorm.html>
Ergosfera. April 7, 2017. Festival de Arquitectura da ETSAC (FETSAC),
https://www.youtube.com/watch?v=A1x2eNFLm4c&ab_channel=Fetsac
Barragán, Carlos. May 22, 2021. El Confidencial, "Bienvenido Mr. Yayo: Dentro del primer
autobús de abuelos vacunados a
Benidorm", https://www.elconfidencial.com/espana/2021-05-22/benidorm-turismo-imserso-abuelos-vacunados_3092559

February-April: Informal start of fieldwork + Guidelines for writing research projects (MAP)

Once our first part ends, you will need to start (however informally) undertaking fieldwork.

Besides, you will need to prepare your MAPs, which will consist of full proposals of your research projects (imagine you would be submitting this to obtain funding).

Here you have the requirements:

A. EXTENSION OF THE PROJECT

According to the *Studienordnung*, research project descriptions should be:

- For those of you doing MA in Ethnographie: ,22.000 Zeichen ohne Leerzeichen'
- For those of you doing MA in Gender Studies: ,15–20 Seiten'

An estimate translation when writing in English would be around 6000-7000 words, without references/bibliography.

Even if I have to evaluate you as individuals, when working in groups it doesn't make much sense to reduplicate work. Hence, here goes an adaptation of the extension by group size, with some parameters for min. and max. number of words: 1-2 persons: 6000-7000; 3-4 persons group: 7500-10000.

I repeat, these numbers do not include the references/bibliography.

When writing please use either the APA or the Chicago style guides for quotation and referencing. I have no preference, just use one consistently. Preferably use footnotes over endnotes, and include full references at the very end, in a list, not in the notes.

B. STRUCTURE OF THE RESEARCH PROJECT

Please use the following broad structure when drafting your research project. In parenthesis you have an indicative number of words expected for each of the sections.

1. Introduction - The 'What' (1-2: 1000; 3-4: 1500)

...in which through a brief presentation of the case you want to study, you identify, state and explain as clearly as possible the research question and research problem that concerns you.

2. Conceptual / analytical framework - The 'Why' (1-2: 2000-3000; 3-4: 3000-4000)

...in which starting from the research problem identified above, you discuss existing research on related topics and, most importantly, conceptual-theoretical approaches that will allow you to specify the theoretical-conceptual relevance of your research project.

2.1. previous research on the topic (what has been said on the concrete topic of your research summarised in minimum 1000 words)

2.2. conceptual-analytical frameworks to make your topic of interest relevant scholarly (in dialogue with what nuclear concept / discussion and works from cultural anthropology, gender studies, STS, feminist technoscience, material gerontology, etc.). Thus, whereas "previous research on the topic" would continue to be a group effort, the "conceptual-analytical framework" shall be undertaken individually (1000 - 1500 words per student).

When working together: Obviously, the idea is not that each student writes a different version of the same conceptual analytical framework. What we would like you to do is that you collectively identify which are the key theoretical issues at stake and that you simply divide up the work.

To give you an example: a group of 3 people is working on a given topic. You come to the conclusion that you would like to approach this topic in relation to (i) X's concept of Y, (ii) Z's distinction between A and B, and (iii) C's notion of L. Then, each group member will individually write a piece on one of these perspectives, signalling who wrote what.

3. Research strategy - The 'How' (1: 2000; 2: 2500; 3: 3000; 4: 3500)

...in which you define the key parameters and framings that will shape your empirical research

3.1. What is your field? (1-2: 1000; 3-4: 1500)

... and in particular: what is the context, which are the relevant sites, who are your interlocutors?

3.2. Which strategies for gathering what materials and how you plan to approach analysis? (1-2: 500; 3-4: 1000)

... and in particular the different types of materials that you are planning to collect and analyse for which purposes

3.3. Only for those of you working together: Explain **team work within the group** (500)

C. DATE OF SUBMISSION

Erster Prüfungszeitraum: 14.2. – 27.3.2022

Erster Anmeldezeitraum: 17.1. – 30.1.2022

Zweiter Prüfungszeitraum: 19.4.-31.5.2022

Zweiter Anmeldezeitraum: 14.3. – 27.3. 2022

SESSIONS OF THE COURSE | SoSe22

In this second part of the course, the main issue is to undertake and analyse your small ethnographic projects.

The following structure is just an accompanying series of readings helping to identify relevant aspects that you might confront either when doing fieldwork or searching to analyse it.

18-25.04.2022 EXCURSION: LATE LIFE URBANISM IN THE COSTA BLANCA

2.05.2022 STUDENT EXHIBIT

Debriefing of the trip to Alicante

+

Plan for the semester & state of fieldwork projects: We need to start doing research!

9.05.2022 FIELD RELATIONS: WORKING OUT YOUR INTERGENERATIONAL WAY INTO THE FIELD

*Morning:

In couples, read one of these texts, extract relevant excerpts, and report back to the group:

Lindner 1981 "Die Angst des Forschers vor dem Feld"

Glesne 1989 "Rapport and friendship in ethnographic research"

Lassiter 2008 "Moving past public anthropology and doing collaborative research"

* Afternoon:

All, read this and let's debate whether it helps out discuss the status of your projects and how you're planning to approach your field work

Gibbon & Lamoreaux 2022 "Toward Intergenerational Ethnography: Kinship Cohorts and Environments in and Beyond"

16.05.2022 MULTIMODAL NOTE-TAKING

*Morning

In couples, read one of these texts, extract excerpts, and report back to the group:

Clifford 1990 "Notes on Fieldnotes"

Jackson 2015 "Changes in Fieldnotes Practice over the Past Thirty Years in U.S. Anthropology"

Taussig 2011 "I Swear I Saw This Drawings in Fieldwork Notebooks, Namely My Own"

* Afternoon:

Project updates, state of things

23.05.2022 DEVICING RESEARCH

* Morning

In couples, read one of these texts, extract relevant excerpts, and report back to the group:

Les Back 2012 "Tape Recorder"

Marrero 2018 "Making fieldwork public"

Giordano & Pierotti 2020 "Getting Caught. A Collaboration On- and Offstage between Theatre and Anthropology"

*Afternoon

Project updates, state of things

30.05.2022 WHAT ARE THE PROBLEMS, WHEN TO STOP, WHAT TO SAY?

*Morning

In trios, read one of these texts, extract relevant excerpts, and report back to the group:

callon 1980 struggles defining what is problematic and what is not

strathern 1996 cutting the network

* Afternoon

Project updates, state of things

6.06.2022 BANK HOLIDAY - NO CLASS, BUT A READING: ENGENDERING ALTERNATIVES TO URBAN AGEING?

Perhaps we can use the time in which you will prepare your presentations to read a bit about the 'cocooning' of urban ageing - retirement communities are a good example of this – and whether your projects might be helping to re-imagine or 'engender' other alternatives.

During this week, read the following texts and share here on moodle how they might relate to your own projects:

Latour 2020 Production or engendering, e-flux <https://www.e-flux.com/architecture/accumulation/345107/production-or-engendering>

McHugh2007 Generational consciousness and retirement communities

13.06.2022 STUDENT CONFERENCE IV: IN-DEPTH PRESENTATION OF PROJECT RESULTS + VISIT TO THE DZA

* Morning

Prepare an individual presentation of your project with results: 15' long, no Q&A.

*Afternoon

Guided visit to the library of the Deutsches Zentrum für Altersfragen

20.06.2022 ETHNOGRAPHIC ACCOUNTING: WRITING

*Morning:

In trios, read one of these text packages, present excerpts, and report back to the group:

PACKAGE 1

Iofland 1974 styles of reporting qualitative field research

Clifford 1983 On Ethnographic Authority

Fortun 1998? Figuring Out Ethnography

PACKAGE 2

van Maanen - 1988 - Tales of the Field. On Writing Ethnography.pdf

* Afternoon:

Project updates, state of things

27.06.2022 MORE THAN TEXTUAL DEVICES: GAMES, SCENOGRAPHIES, TOOLKITS

* Morning:

In couples, pick up one of the following texts, extract excerpts, and report back to the group

Cantarella et al. 2019_Ethnography by design (Chapter "Productive encounters")

Mattern, S. July 9, 2021, UNBOXING THE TOOLKIT

Fariás & Criado, forthcoming. Chapter on the Stadtlabor's game project "House of gossip"

* Afternoon

Project updates, state of things

4.07.2022 DEBATE SESSION: AGEING IN AGEING MATERIALS OR AGEING BUILDINGS? (READING AND DISCUSSION SESSION)

So far we've been discussing ageing bodies in buildings or built environments, but how could we include the materiality of the built world back in?

* Morning:

In trios, skim and prepare a summary of the following article and one of this two books (search for ideas or excerpts when the ageing of materials or building themselves could be relevant).

ARTICLE

Carsten2018_House-lives as ethnography_biography

BOOKS

Dawdy2016_Patina. A Profane Archaeology

Fennell2015_Last Project Standing. Civics and Sympathy in Post-Welfare Chicago

* Afternoon:

Debate with Maria Şalaru, anthropologist and author of the documentary Blocul (The Block).

11.07.2022 STUDENT CONFERENCE V: First draft of the IK presentation

We will devote this session to an in-depth discussion of your first draft, as well as the state of the projects.

18.07.2022 Final rehearsal of our presentation at the IK (19.07) ONLINE

14:15-15:45 We will do a rehearsal of the presentation, discussing any last minute changes

Final MAP

Content

The main outcome of your two semesters of research into Ageing Cities should be a writing piece that fulfils the following requirements:

1. Identify, describe and conceptualize one problem resulting from your inquiry into Ageing Cities.

The problem you focus on can involve different things: an issue your interlocutors are dealing with; a conceptual concern you have identified; a worry concerning the conditions, constraints, modalities and effects of your own research, etc. In describing this, discuss your positionality and the problems encountered in the field that should be taken into account when reading. You might also reflect on the style and genre of description characterizing your account.

2. Write an ethnographic account of this problem focusing on one conceptual proposition resulting from your analysis.

Please check the recommendations regarding 'analysis' here: <https://moodle.hu-berlin.de/mod/forum/discuss.php?d=831220>

Your account should include the following aspects (not to be treated necessarily as sections of the text nor to be followed in this specific order):

1. Explain the articulations and the cuts that this conceptual proposition operates on your material (your documentation of the problem-spaces of your actors and other records taken from the field)

2. Present the relevant empirical material (e.g. ethnographic vignettes, documentary extracts, interview excerpts, etc.) and discuss the insights resulting from it
 3. Discuss the literature on which your proposition relies upon, and which you mobilise and engage in your account
3. Discuss the main implications that your analysis entails and how it might impact further ethnographic work on the topic.

Format

a) Word limit: According to the Studienordnung (Modul 5: Forschungsmodul II), research project descriptions should have approx. 7500 words (not including the bibliography).

b) Lay out, please follow the following guidelines:

- leave enough margins (2,5 cm)
- Use a 1,5cm line separation
- Use a citation system consistently: APA, Harvard or Chicago.
- Make sure the bibliography is complete

c) Submission:

Erster Prüfungszeitraum: 18.7. – 28.8.2022

Erster Anmeldezeitraum: 20.6. – 03.7.2022

Zweiter Prüfungszeitraum: 10.10.-20.11.2022

Zweiter Anmeldezeitraum: 12.9. – 25.9. 2022