



Course title

Marseille¹, from Global to Provincial:

The transformation of a Mediterranean port city in the post-industrial era

COURSE TAUGHT BY

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- Peraldi M, Samson M, Gouverner Marseille. *Enquête sur les mondes politiques marseillais*, Paris, La Découverte, 2005.
- Peraldi M, Samson M, Duport C, *Sociologie de Marseille*, Paris, La Découverte, 2015.
- Fabbiano G, Peraldi M, Poli A, Terrazzoni L, (dir), *Les Migrations des nord(s) vers les Sud (s)*, Paris, Karthala, 2019.
- Peraldi M, Samson M, *Marseille en résistance. Fin de règnes et luttes urbaines*, Paris, La Découverte, 2020.

PURPOSE OF THE COURSE

The aim of this course is to present the transformations that Marseille has undergone in the post-industrial period, from the end of World War II to the present, using the tools of urban anthropology with the city as laboratory. At several points in its history, Marseille was briefly what Saskia Sassen calls a “global city,” most recently in the interwar years. A series of industrial crises transformed this global city into a provincial, dependent and peripheral territory. All that remains of the global period are legends and a reputation.

The goal of this course is to help students overcome the clichés and prejudices that create the aura of urban legends, while introducing them to the methods of urban anthropology. Ten thematic class meetings will open students to a detailed knowledge of the city through its history and social boundaries, while training them in a method that they can extend and reproduce for analyzing other cities.

DESCRIPTION OF THE COURSE

This course aims to draw on the resources of social geography, economic history, political sociology and anthropology to describe and make visible the transformations that have taken place in Marseille since the crisis of what experts have called the “industrial-port system”.

In each session (see below), short texts will be proposed for reading and commentary for the following session.

Students are urged to pay particular attention to how themes from this course reappear in the material of the other two courses comprising the preparatory session. The three courses of the session have been designed in a collegial effort to build a thematic ensemble that enables students to grasp the city of Marseille in its complexity, as observed from different disciplinary viewpoints, drawing on case studies for each theme.

This course meets approximately 32 hours, including mandatory site visits.

OUTCOMES

- 1 In addition to the fundamental outcomes associated with the aims of the course, as described above (“Purpose of the course”), this course is designed to enable students to develop the following “applied outcomes”:
 - become well familiar with the layers - historically and socially - comprising this complex city;
 - become conversant with the main social issues of the moment as expressed and debated in Marseille and France;

¹ In this document, the name of the city is spelled in the French way, without the final s.

- be exposed to European ways of thinking about and planning cities;
- develop skills of inter-cultural analysis: identifying and contextualizing values and value differences for comparative purposes (home/host culture);
- grasp more fully the American - and the French - social model through comparison;
- recognize the major actors of French society;
- acquire French-language vocabulary in sociology, anthropology and urbanism;
- be trained in the method of urban anthropological observation;
- become familiar with French news media;
- develop oral skills of presentation, debate and exchange, in French;
- master the use of French for the specific purpose of being able to engage professionally with the issues of the day and to produce useful texts in a French-speaking work setting;
- learn the use of European methodology for structuring argumentation and marshaling relevant information.

2 Contribution to outcomes of an integrated program of study

The IFE semester is a fully integrated whole, academically. An important set of outcomes of this and every course comprising an IFE preparatory session is the repertory of skills and knowledge acquired in order to succeed in the next phase of the semester. Students as they enter the internship phase will know how – in French – to make oral presentations, write dissertations, organize material according to a standard methodology, comprehend oral material, take notes in a meeting, understand the work of their host organization in its societal context generally, and specifically in the complex environment that is Marseille. The result is a student-intern's readiness to take fuller advantage of the field experience opportunity including as a research terrain thus enhancing the final academic exercise, the 30-page guided independent field research paper (qv), the keystone of the IFE integrated semester.

3 Outcomes in the context of a program of experiential learning

Outcomes are essentially seized learning opportunities. Experiential learning outcomes result from the opportunity to study a subject both in situ as well as in words and in theory. At IFE, cultural and linguistic otherness enhances both factors of the experiential education equation, yielding the final, fundamental intended outcomes of comparative knowledge strengthening a student's grasp on a particular subject and discipline, along with robust language skills, and the knowledge of the world and of oneself that comes from having learned to operate effectively with and in otherness.

PEDAGOGICAL METHODS

- 1 Lecture-seminars whereby each two-hour class meeting is devoted to a specific theme, including lecture presentation of new material reinforced by in-class tools such as power-points, videos and readings (including some materials to be reviewed by students in preparation for class).
Small class size allows for questions and some discussion.
- 2 Discussion or "workshop" sessions (*Travaux Pratiques*, a standard part of European university pedagogy), designed to assist students in assimilating the information and knowledge transmitted during the lecture-seminar sessions and applying it to current events and issues. Typical exercises include:
 - a review of national press on specific subjects linking course material with current events.
 - short student oral presentations on selected subject.
 - a detailed draft outline as if for a dissertation on a topic of current debate.
- 3 In addition to the lecture visits scheduled as part of the course, other site visits, encounters with civil society actors and similar activities complement the teacher's classroom instruction. Scheduled visits include, for example:
 - a guided tour of the Panier neighborhood.
 - a meeting with the non-profit organization *Ancrages Marseille* (resource center on cultures and memories of exile).

These activities are prepared in advance and debriefed and commented afterwards, in workshop sessions. Material presented during these activities is part of the body of material on which students may be tested.

COURSE OUTLINE

- 1 The historical foundations of a port. In the mid-19th century, cosmopolitan Marseille, a major commercial port, was transformed into an industrial city and a major transit port for migrants.
A brief introduction to the methods of urban anthropology: how to keep a field notebook.
- 2 Marseille's reputation and the formation of a legend, notably through literature and cinema.
- 3 The crisis of the post-war decade. An impossible metropolis?
The discreet charm of informal trade: *visit of the Belsunce and Noailles districts*.
- 4 Marseille in a trough: experiencing crises in a prosperous metropolitan region.
- 5 Ruptures and internal borders in the socio-geography of a provincial town.
The formation of the "northern districts" ('Les Quartiers Nord'). *Visit to Frais Vallon*.
- 6 The system and the "political machines" of Marseille, clientelism and the crisis of clientelism.
- 7 Renewal, but at what cost? The State governs the city.
Downtown renovation and its effects.
- 8 The new cultural industries and their economic and social role in urban development. Can we speak of a creative class in Marseille?
- 9 The post-industrial city. New urban divisions.
Visit to a gentrified neighborhood (Catalans, Roucas Blanc, Malmousque).
- 10 A brief overview of Marseille's position in the Mediterranean. Similarities and differences with other ports (Naples, Tangiers, Barcelona, Genoa, Algiers).
Visit and tour of the port of Marseille and its transformations (in collaboration with Fabien Bartolotti).

SUGGESTED BIBLIOGRAPHY

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- Canepari E. *Hôtel des deux mondes*, Ed. de l'Aube, 2022.
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- Dell'Umbria A, *Histoire universelle de Marseille, de l'an mil à l'an deux mille*, Marseille, Agone, 2006.
- Donzel A, *Marseille, l'expérience de la cité*, Paris, Anthropos, 1998.
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- Londres A, *Marseille, porte du sud*, Paris, Arlea, 2008.
- Montel L, *Marseille, capitale du crime*, 2024.
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- Regnard C, *En Transit*, Paris, Anamosa, 2022.
- Roncayolo M, *Les Grammaires d'une ville*, Paris, EHESS, 1996.
- Sassen S, *Global cities*, 1996.
- Temime, *Migrance*, 1989-1995.
- Zalio P, *Grandes familles de Marseille*, Paris, Belin, 1999.

Literature / essays

- Giono J, *Noë*, Paris, La Table Ronde, 1947.
- Izzo, JC, *La Trilogie Marseillais (Total Kheops, Chourmo, Solea)*, Paris, Gallimard, 1995, 1996, 1998.
- Malaquais J, *Planète sans visa*, Paris, Le Pré aux clercs, 1947.
- McKay C, *Banjo*, Paris, Les éditions Rieder, 1931.
- Pagnol M, *La Trilogie marseillaise (Marius, Fanny, César)*, 1929-1946 ; *La Gloire de mon père*, 1957 ; *Le Château de ma mère*, 1958 ; *Le Temps des secrets*, 1960.
- Pujol P, *La Fabrique du monstre : 10 ans d'immersion dans les quartiers nord de Marseille, la zone la plus pauvre d'Europe*, Paris, Les Arènes, 2016.
- Vallabrègue F, *Les Mauvestis*, Paris, P.O.L., 2010.

GRADING METHODS

- Students will be asked to keep a field notebook of their visits and their own exploration of the city, which will form the basis of a 10-page paper to be submitted for evaluation at the end of the course. Halfway through the course, time will be set aside for an oral review of the progress of personal work (50% of final grade).
- Class preparation and participation in the lecture-seminar sessions are also taken into account in assessing the grade for this part of the course.
- Grades for the various exercises of the workshop section, taking into account active participation in all class sessions and course-related visits and activities, are averaged to assess a grade for these aspects of the course (50% of final grade).
- **A note on grading:** IFE teachers use a standard grading system based on a scale of 20. The final grade is also transposed into an American letter grade according to a scale of equivalence, and both grades are displayed. The grade assessed for written work reflects the degree of acquisition of the information and knowledge presented during the course as well as how well the extent to which the methodology is followed. Since the language of instruction and examination is not the student's own language, the quality of the written expression only enters into account in cases of noteworthy progress or, on the contrary, repeated and avoidable errors and carelessness.

Those who grade IFE students' work are guided by the principle that this course - in its several parts - is not intended to train specialists in Sociology or Urban studies. Therefore, evaluation of student work pays particular attention to knowledge gained during the six weeks of the preparatory session, demonstrated curiosity and a student's motivation to apply this knowledge to their experience and to gaining new perspectives, including on their home culture and society.

- **Grading scale:**

A+	18 - 20/20	B+	14/20	C+	10/20
A	16 - 17/20	B	13/20	C	9/20
A-	15/20	B-	11 - 12/20	C-	8/20

EQUIVALENT IN AMERICAN UNIVERSITY COURSE OFFERINGS

This course is the equivalent of a course on European urban sociology, or any city-as-text course on French society.