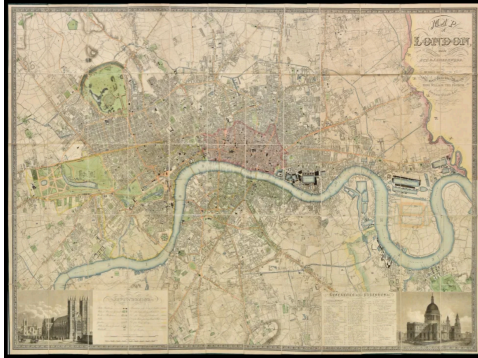


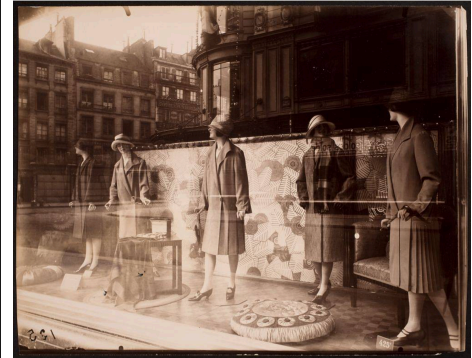
HIS 336-01  
**THE EUROPEAN METROPOLIS**  
GRINNELL COLLEGE FALL 2020 TERM 2  
KELLY MAYNARD



C&J Greenwood, Map of London, 1830



Ernst Ludwig Kirchner, *Potsdamer Platz*, 1914



Eugène Atget, Paris Street, 1888

## **COURSE INFORMATION**

Meeting times: Monday - Friday, 8:00-9:50 a.m. CDT with variations

Dr. Kelly J. Maynard, Grinnell College Department of History

Office: the ether

Office Hours: Monday and Friday 4:00-5:00 p.m. CDT and by arrangement

Email: [maynardk@grinnell.edu](mailto:maynardk@grinnell.edu)

Cell: (641) 888-0651

## **COURSE DESCRIPTION**

This seminar takes as its starting point the explosion of large cities in Europe from the mid-nineteenth through the early twentieth centuries. As the narrative goes, parallel political and economic revolutions made possible – even inevitable – the blossoming of entirely new metropolitan spaces. They were characterized by unprecedented population density and diversity, radical shifts in architecture and infrastructure, and vertiginous social and cultural developments. We examine this phenomenon through the lens of cultural history, concentrating upon the ways in which artists and intellectuals in London, Paris, Vienna, and Berlin (and occasionally elsewhere) grappled with the idea and the experience of the metropolis. Our investigations include political developments, social theory, the visual arts, film, literature, architecture, consumer culture, and music. We consider community and alienation, the fluidity of the self, spectacle and entertainment, disease and criminality, gender, and class as central categories of the modern urban experience. Students develop an independent research project on a metropolitan topic and craft a final project in one of several formats, rooted in traditional historical scholarship and presentable at the end of the semester.

## COURSE OBJECTIVES

- to become familiar with several European cities and the political, economic, intellectual, cultural, technological, spatial, architectural, etc. processes by which they became metropolises over the course of the long nineteenth century
- to identify several thematic threads in the extant scholarship about the experiences of living in these new spaces
- to assess academic scholarship and primary sources and draw connections among multiple authors and perspectives
- to cultivate your skills in oral expression of your ideas through class discussions and project presentations
- to develop conversational skills in listening and integrating the ideas of other interlocutors
- to expand and apply research skills to 1) identify historiographical conversations and questions and 2) find primary sources that contribute to and answer them
- to produce a term project (an academic paper, a podcast, or an opinion piece) which:
  - makes a **sustained argument** that 1) responds to a question, 2) is supported by the analysis of appropriate evidence drawn from both primary and/or secondary sources, and 3) makes the case for its larger significance by engaging with existing scholarly literature
  - is **well-structured** such that it 1) makes clearly identifiable arguments, 2) offers logically-ordered introductions and conclusions, 3) develops their arguments in a careful sequence, and 4) maintains unity among component sentences, sections, and paragraphs
  - is written in **clear prose** that 1) uses direct, active language, 2) is fluent and precise in its word choice, 3) avoids monotony by varying its sentence structure, and 3) avoids wordiness and jargon

## COURSE REQUIREMENTS AND GRADING

### Principles

As we navigate together the upside-down C19 world of online learning, please bear in mind the THRIVE principles codified at the College in the spring of 2020. These are:

Talk to improve transparency,

Health and safety must remain a top priority for our entire campus community,

Re-imagine and reconsider what is possible and necessary,

Inclusion requires flexibility,

Value all experiences of vulnerability,

Empathy requires all of us to be aware, sensitive, and responsive.

This means that above all, we are working TOGETHER as a community to learn, to push each other, to respect each other, to empathize with each other, and to be humans together. This task is made more difficult when we cannot physically BE together, so I am doubling down here on the necessity for us to embrace mutual support and grace as we move through the semester. Requirement number one, then, is that we all do our best as humans.

## **Class Meetings**

As for the nuts and bolts, please arrive on time to synchronous meetings and be prepared to stay with the group through the scheduled end of the meeting. Come to class having done the work listed on the syllabus for that day and collected in advance your thoughts, questions, and comments for discussion. A fruitful conversation stems from prepared participants who come ready to engage, both by speaking AND by listening and responding to others' ideas.

During synchronous meetings we will all undoubtedly experience connectivity problems at some point or another, so let's plan to roll with those and not let them derail us. We will also experience various outside interruptions from time to time – these are par for the course – so please do your best to mute your audio and video as needed, to handle the situation with minimal disruptions to the class, and to return as soon as possible. In our roles as class community members, it is most useful for everyone if you are able to keep your video on for the duration of synchronous meetings. Ultimately it is your decision whether to be visually present or not, and there is no penalty for going audio-only as long as you demonstrate sustained engagement with the class materials and the community in other ways. Finally, class sessions will be recorded and posted on PWeb **for class use only**, in cases when someone has been absent and needs to catch up on a discussion or anyone needs to review our materials.

## **Attendance**

Because of the nature of the C19 pandemic and its effects, I am not implementing a hard and fast penalty for absences from class. However, pandemic or no, I DO value communication with you above all things. If you must miss class for whatever reason, please alert me via email as soon as possible. We can discuss ways to get materials that you missed to you. Similarly, because participation in synchronous discussions and discussion boards is such an integral part of the class (see below), your grade will suffer from extended absences from class and boards. Please do your best to keep up at all times.

## **Deadlines**

There will be a number of scaffolded assignments as the course progresses, and I will schedule reasonable and appropriate deadlines for completion for each of these. As with attendance, however, I recognize that there are many things happening in your lives of which this course is but one piece. I am much more interested in you doing your best on an assignment than in you handing it in “on time” per se, as long as we can strike a balance and avoid debilitating procrastination or the triumph of crippling perfectionism. Please try to meet deadlines, communicate with me if you are unable for any reason, and we can work together to make arrangements from there.

## Grading

Your grade for this course will be calculated according to the following formula:

- synchronous class meeting participation 25%
- discussion board postings 10%
- scaffolded assignments 15%
- project presentation 15%
- final research project 35%

In addition to the expectations for participation outlined above, details will be forthcoming about discussion board postings, scaffolded assignments, end-of-term presentations, and final projects.

At the beginning of the term we examine four metropolitan case studies and compare the issues and contexts of each one. Then we shift to brief, condensed thematic units addressing leisure, spectacle, and metropolitan minds and bodies. Individual research projects happen in parallel with these course components, and incremental assignments to ensure speedy project development are integrated into the syllabus. We will hit the ground running! A seven week term is a very short window in which to conceptualize, research, and bring to fruition an original piece of scholarship, regardless of format.

The small scale of the seminar is an opportunity for each of you to receive close individual attention from your peers and the professor as you develop your project. We will continue to meet individually, in small groups, and/or as a class after the Thanksgiving break, providing and receiving feedback on our projects' development. These meetings and our carefully-structured assignments create a logical scaffolding upon which to build toward the final product, and we will work collaboratively on this process.

Finally, you will also have the opportunity to make 20-minute research presentations of your findings at the end of the term. These presentations will be peer-reviewed by the members of the seminar, including an evaluation form, an extended question and answer session, and advice toward final revisions of the project.

I want every person in this classroom to succeed and am deeply committed to creating an environment that helps make that possible. So I encourage students with documented disabilities in any form to discuss reasonable accommodations with me. You will also need to have a conversation about and provide documentation of your disability to Jae Hirschman, Coordinator for Student Disability Resources, at [hirschma@grinnell.edu](mailto:hirschma@grinnell.edu). Please be in touch with me at any time and by whatever means you find most comfortable if there is anything I can do to help.

**COURSE SCHEDULE**

Please note that this schedule is subject to change at the discretion of the instructor. There are no books required for this course. All materials listed below will be available on PWeb, though the Grinnell College Libraries, or on the internet.

- indicates common readings for class, prepared for discussion on the date listed here

R Oct 29      **INTRODUCTION**

- Carl Schorske, "The Idea of the City in European Thought: Voltaire to Spengler" in *Thinking with History: Explorations in the Passage to Modernism* (1998), 37-55

F Oct 30      **THE END GAME: FINAL PROJECT DISCUSSION**  
**Research Project Venn Diagram due**

**PART I      CONSTRUCTING THE METROPOLIS**

M Nov 2      **Case Study I: London**

- Francis Sheppard, "Structures of the Modern Metropolis," "The People of London," and "The Imperial and Global Metropolis" in *London: A History* (1998), 263-317
- Friedrich Engels, "The Great Towns" in *The Condition of the Working Class in England in 1844* (1845)
- Charles Dickens, Chapters V, X, and XI from *Hard Times* (1854)

T Nov 3      **NO CLASS – ELECTION DAY – GO VOTE (safely) !!**

W Nov 4      **Case Study II: Paris [discussion leader #1]**

- David Pinkney, "Paris in 1850" and "Paris in 1870 and After" in *Napoleon III and the Rebuilding of Paris* (1958), 3-24, 210-221
- Charles Baudelaire, "The Painter of Modern Life" (1863) and *Fleurs du Mal* and *Paris Spleen* (excerpts)
- Walter Benjamin, "Paris, the Capital of the Nineteenth Century" (1935)

R Nov 5      **Case Study III: Vienna [discussion leader #2 + #3]**

- Carl Schorske, "The Ringstrasse, Its Critics, and the Birth of Urban Modernism" in *Fin-de-Siècle Vienna: Politics and Culture* (1981), 24-115
- Camillo Sitte, *The Art of Building Cities* (1889), excerpts
- Arthur Schnitzler, *The Road into the Open* (1908), excerpts

F Nov 6      **Case Study IV: Berlin [discussion leader #4]**

- David Clay Large, "Berlin Under Bismarck", "World City?" in *Berlin* (2000), 1-107
- Theodor Fontane, "The Poggenpuhl Family" (1896), chapters I-IV

**PART II DECONSTRUCTING THE METROPOLIS****Week II**

M Nov 9

**Metropolitan Spectacle: Shopping + the Printed World [discussion leader #5]**

- Zola, *The Ladies' Paradise* (1883), Chapters 4 + 9
- Patricia O'Brien, "The Kleptomania Diagnosis: Bourgeois Women and Theft in Late Nineteenth-Century France" *Journal of Social History* 17/1 (1983): 65-77  
<http://www.jstor.org/stable/3787239>

T Nov 10

**Individual meetings re: research progress**  
**possible primary sources, initial historiographical impressions**

W Nov 11

**[discussion leader #6]**

- Vanessa Schwartz, "Setting the Stage: The Boulevard, the Press and the Framing of Everyday Life" in *Spectacular Realities: Early Mass Culture in Fin-de-siècle Paris* (1998), 13-44

R Nov 12

**Individual meetings re: research progress**  
**possible primary sources, initial historiographical impressions**

F Nov 13

**[discussion leader #6]**

- Kelly J. Maynard, "The Ill-Equipped Modernist: Historicizing Édouard Dujardin's *Les Lauriers sont coupés*" *Historical Reflections/réflexions historiques* 43:3 (2017): 42-62

**Week III**

M Nov 16

**Metropolitan Body, Metropolitan Mind [discussion leader #7]**

- H.B. Donkin, "Hysteria" in *A Dictionary of Psychological Medicine* (1892)
- Jan Goldstein, "The Hysteria Diagnosis and the Politics of Anticlericalism in Late Nineteenth-Century France" in *Journal of Modern History* 54/2 (1982): 209-239  
<http://www.jstor.org/stable/1906156>

T Nov 17

**[discussion leader #7]**

- Andrew Israel Ross, "Dirty Desire: The Uses and Misuses of Pubic Urinals in Nineteenth-Century Paris" in *Berkeley Journal of Sociology* 53 (2009): 62-88

W Nov 18

**Research Project Initial Proposal due**

R Nov 19

**[discussion leader #8]**

- Max Nordau, *Degeneration* (1892), excerpts
- Hake, James, Shaw responses to Nordau in Ledger and Lockhurst, *The Fin-de-Siècle: A Reader in Cultural History, c. 1880-1900* (2000), pp. 17-24

- F Nov 20      **[discussion leader #8]**
- Gustave Le Bon, *The Crowd: Study of the Popular Mind* (1895/6) (excerpts)
  - T. Clifford Allbutt, “Nervous Diseases and Modern Life” (1895), excerpts
  - Georg Simmel, “The Metropolis and Mental Life” (1903)

**Week IV**

M Nov 23      **Research Project Formal Proposal due**

T Nov 24      **Meetings for proposal feedback**

W Nov 25      **Meetings for proposal feedback**

**THANKSGIVING**

F Nov 27      **Outlining, drafting, feedback, revising**

**Week V**

M Nov 30      **Outlining, drafting, feedback, revising**

T Dec 1        **Outlining, drafting, feedback, revising**

W Dec 2        **Outlining, drafting, feedback, revising**

R Dec 3        **Outlining, drafting, feedback, revising**

F Dec 4        **Outlining, drafting, feedback, revising**

**Week VI**

M Dec 7        **Outlining, drafting, feedback, revising**

T Dec 8        **Outlining, drafting, feedback, revising**

W Dec 9        **Outlining, drafting, feedback, revising**

R Dec 10       **Outlining, drafting, feedback, revising**

F Dec 11       **Outlining, drafting, feedback, revising**

**Week VII**

M Dec 14      **Full project draft due**

T Dec 15      **PRESENTATIONS**

W Dec 16      **PRESENTATIONS**

R Dec 17      **PRESENTATIONS**

T Dec 22      **FINAL PROJECTS DUE by 5:00 p.m.**