

**HIS 336-01**  
**THE EUROPEAN METROPOLIS**

Grinnell College S24

Tues 10:00-11:50 a.m. and Thurs 10:00-10:50 a.m.

HSSC S3333



Vienna Stadtplan, 1846



Demolition, rue de la paix, for the opening of the rue Reaumur, Paris. *L'univers illustré*, 1868

Ernst Ludwig Kirchner, *Potsdamer Platz* Berlin, 1914



## **COURSE INFORMATION**

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

Office: ARH 3244

Office Hours: W 10:00-11:30 a.m. and 1:30-3:00 p.m. and by appt.

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## **COURSE DESCRIPTION**

This seminar takes as its starting point the phenomenon of radical urbanization in the nineteenth and twentieth centuries. Through the lens of comparative case studies in and beyond Europe, we consider the unintended consequences of these unprecedented and unpredictable growth spurts. How did life in cities upend traditional social roles and rules? What kinds of new possibilities - physical, psychological, imaginative - did previously-isolated and often marginalized people explore? How did city dwellers build and reinforce new identities and new communities? Working collaboratively, students develop research projects centered in any urban context(s) since the eighteenth century.

## 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, perspectives, and disciplines
- to cultivate your skills in oral expression of your ideas through class discussions and project presentations
- to hone conversational skills in listening and integrating the ideas of other interlocutors
- to develop a research process portfolio that records your research steps over the course of the semester
- to expand and apply research skills to 1) identify historiographical conversations, 2) craft your own research question, and 3) find and analyze primary sources that speak to both
- to produce a term project (a 15-20 page academic paper or a podcast, opinion piece, or other format by arrangement) which:
  - makes a **sustained argument** that 1) responds to your question, 2) is supported by the analysis of appropriate evidence drawn from primary and secondary sources, and 3) makes the case for its larger significance by engaging with scholarly conversation(s)
  - is **well-structured** such that it 1) makes clearly identifiable arguments, 2) offers logically-ordered introductions and conclusions, 3) unfolds in a thoughtful sequence, and 4) maintains unity among component sentences, sections, and paragraphs
  - employs **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 4) avoids wordiness and jargon

## COURSE REQUIREMENTS AND GRADING

### Principles

In this seminar, at Grinnell more generally, and in life overall, I start with the assumption that 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. Let's 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 class 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.

### **Attendance**

Because of the nature of the C19 pandemic and actual real life in its aftermath, I do not implement 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 discussions is such an integral part of the class (see below), everyone's experience will suffer from anyone's extended absences from class. Please do your best to keep up at all times.

### **Deadlines**

In order for you to complete an original piece of scholarship in whatever form within the parameters of a fourteen-week semester, we'll have a number of class sessions dedicated to discussing process and scaffolded assignments. The schedule includes what I hope are reasonable and appropriate deadlines for making progress. 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 finishing things "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 due dates and communicate with me if you are unable for any reason, and we can make arrangements together from there.

### **Grading**

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

- class participation 35%
- research project process portfolio 15%
- project presentation 15%
- final research project 35%

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

At the beginning of the semester we will examine four case studies and compare the circumstances in which each metropolis developed. Then we shift to a variety of readings that model primary source analysis, methodological approaches, and geographic and thematic range as your own projects come into focus. The small scale of the seminar allows us to delve deeply into our materials together, while incremental research assignments and discussions help you develop your individual projects early on. Students track their research process and progress in an informal portfolio for submission at the end of the semester.

After spring break, we continue to meet individually, in small groups, and/or as a class, providing and receiving feedback on each project's development. These meetings and our small, ongoing assignments create a logical scaffolding upon which to build toward the final product, and we work collaboratively on this process.

Finally, students have the opportunity to make c.15-minute-long research presentations of their findings at the end of the term. These presentations are peer-reviewed by the members of the seminar, and include an evaluation form, an extended question and answer session, and advice toward final revisions of the project.

I want every person in this class 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*

T Jan 23	INTRODUCTION
<b>Th Jan 25</b>	<b>Firsthand Accounts</b> Friedrich Engels, "The Great Towns" (excerpts) in <i>The Condition of the Working Class in England in 1844</i> (1845) Charles Baudelaire, "Crowds" from <i>Paris Spleen</i> (1869, posthumous)
T Jan 30	Case Study I: London Francis Sheppard, "Structures of the Modern Metropolis" pp. 264-288, "The People of London" pp. 289-308, and "The Imperial and Global Metropolis" pp. 309-317 in <i>London: A History</i> (1998) Case Study II: Vienna Carl Schorske, "The Ringstrasse, Its Critics, and the Birth of Urban Modernism" in <i>Fin-de-Siècle Vienna: Politics and Culture</i> (1981), pp. 24-115

- T Jan 30      **Case Study III: Paris**  
Esther da Costa Meyer, Introduction and C1 “The President, The Emperor, and the Prefect” in *Dividing Paris: Urban Renewal and Social Inequality, 1852- 1870* (Princeton, 2022), pp. 1-10 and 11-45  
Case Study IV: Berlin  
David Clay Large, "Berlin Under Bismarck", "World City?" in *Berlin* (2000), pp. 1-107 (1-21/21-45) (47-81/81-107)
- Th Feb 1      projects  
**initial historiographical/source reports**
- T Feb 6      The Underworld + the Metropolis  
Dominique Kalifa, Introduction and C3, “Dangerous Classes” in *Vice, Crime, and Poverty: How the Western Imagination Invented the Underworld* (2013/2019), pp. 1-8, 60-80
- Th Feb 8      Race + the U.S. Metropolis  
Sam Bass Warner, “Evolution and Transformation: The American Industrial Metropolis, 1840-1940” pp. 63-72 in LeGates and Stout, eds., *The City Reader* (2016, 6<sup>th</sup> ed.)  
W.E.B. Du Bois, excerpts from *The Philadelphia Negro* (1899), pp. 124-130 in LeGates and Stout, eds., *The City Reader* (2016, 6<sup>th</sup> ed.)
- T Feb 13      Colonialism + the Metropolis  
Jini Kim Watson, C1 “Imagining the Colonial City” in *The New Asian City: Three-Dimensional Fictions of Space and Urban Form* (UMN, 2011), pp. 27-51  
Julia Aguiar et al, Intervention – “Impermanence: On Frantz Fanon’s Geographies” *Antipode Online* (August 2021),  
<https://antipodeonline.org/2021/08/18/frantz-fanons-geographies/>
- Th Feb 15      projects  
**draft project proposal reports**  
*a few prose paragraphs 1) indicating your city(ies), time frame, and topic, 2) identifying historiographical conversations, 3) sketching out your research question, and 4) pointing to possible primary sources to help you answer it*
- T Feb 20      The Printed Word  
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

- Th Feb 22 Consumerism  
Zola, *The Ladies' Paradise* (1883), Chapter 4
- T Feb 27 Metropolitan Malaises  
Max Nordau, CIV "Etiology" in *Degeneration* (1892), pp.34-44  
T. Clifford Albutt, "Nervous Diseases and Modern Life" (1895), excerpts  
Georg Simmel, "The Metropolis and Mental Life" (1903), pp. 324-339
- Th Feb 29 projects  
**research proposal progress reports**
- T Mar 5 Metropolitan Entertainment  
Raphael Cormack, Introduction and C1 "Pardon Me, I'm Drunk" in *Midnight in Cairo: The Divas of Egypt's Roaring '20s* (Norton, 2021), pp. 1-10 and 13-46
- Th Mar 7 Sexuality and the Metropolis  
Tobias Becker, "Promenading the Halls: Theaters as Sexual Spaces in London, Paris, & Berlin c.1900" in Taylor, Timm, Herrn, eds., *Not Straight from Germany: Sexual Publics and Sexual Citizenship since Magnus Hirschfeld* (2017), pp. 147-164  
<https://www.jstor.org/stable/10.3998/mpub.9238370.11>
- T Mar 12 projects  
**formal project proposal reports**
- Th Mar 14 projects  
**draft action plan reports**
- SPRING BREAK
- T Apr 2 - individual, group, and/or class meetings TBA Th Apr 18**
- T Apr 23 - project presentations Th May 2**
- T May 7 - revision meetings Th May 9**
- Th May 16 FINAL RESEARCH PROJECT AND PORTFOLIO DUE 12:00 noon**