While the existence of cities stretches back to antiquity, the nineteenth and twentieth centuries are fundamentally associated with urban life. This course analyzes the transformation of the European urban landscape and European urban life from the nineteenth-century explosion of urbanization and industrialization to the present day. We will concentrate on London, Paris, Vienna, and Berlin, although the course is not a comprehensive history of any of these cities. Particular attention will be devoted to several key themes: the emergence of urban planning, from Baron Haussmann’s work in mid-19th-century Paris to the “New Towns” of post-World War II England and France; the aesthetics of urban life, from the historicism of the Ringstrasse in Vienna to the twentieth-century triumph of the “International Style” and the particular aesthetics of Fascism; the advent of urban “modernity” (and “modernism”) as expressed in politics, art, and a nascent mass consumer and leisure culture; the personal experience of war, poverty, and immigration in the city; and the connection between the urban landscape, political legitimacy, and memory.

Course Goals/Objectives

The goals and objectives of this class are two-fold, and involve both its content and the skills and practices that it will help you cultivate, as students of history, critical thinkers and engaged members of the Oberlin community.

Content: by the end of the semester, you should be conversant with the basic developments that fueled the explosion of large cities in Europe from the mid-nineteenth century onward, as well as the shifting approaches to “managing” the European city that have developed over the past two centuries. You will also be capable of making comparisons between the major European cities, at the level of urban management and daily experience. Finally, you will be broadly familiar with the shifting social and cultural meaning of the city in specific historical contexts, and will be able to look critically at key issues in contemporary urban life.

Skills: this course is designed to sharpen and broaden your cognitive, communication, and collaborative skills, in particular. You will be working with both secondary and primary sources, and will gain familiarity with how historians construct their arguments and critique each other’s work. The course will cultivate your communication skills, by challenging you to become
effective writers, capable of analytic sophistication and synthesis, and by obligating you to become better speakers, capable of presenting clearly and concisely on discrete topics. Finally, the course will also hone your collaborative instincts, as we mutually and respectfully work together in our discussions to “unpack” and analyze our readings.

Course Requirements

All work must be turned in to receive credit for the course. The breakdown of grades is as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance/participation in weekly discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Short response papers (5% each)</td>
<td>15%</td>
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<tr>
<td>Book review</td>
<td>20%</td>
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<tr>
<td>Book review oral presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final annotated bibliography project</td>
<td>35%</td>
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</table>

Details (further “ground rules” are at the end of the syllabus)

1. Discussion
All students are expected to do all of the course readings at the time they are indicated on the syllabus, and to actively participate in class. Readings must be brought to class in some form. Attendance is mandatory, and more than two absences (barring exceptional circumstances, of course) will have a direct and adverse effect on your grade. See “Additional Ground Rules” at the end of the syllabus for more details.

2. Short Response Papers
These analytical papers (3 pages in length) are intended to demonstrate your ability to cogently summarize and analyze reading material from the syllabus, in response to a designated question distributed in advance. You must turn in two analytical papers in the first half of the semester (out of the four possible paper topics), and one (out of three possible topics) in the second half of the course.

3. Critical book review
This paper (5-7 pages in length) is due in Week 7 on the syllabus. (You can certainly submit it earlier if you so desire). This paper will give you a chance to review a scholarly monograph of your choosing. I will distribute a list of possible monographs for review, although you may review a book not on the list as long as you consult with me first. This paper is designed for you to engage critically with the academic scholarship on the history of cities and urban life in Europe and its imperial margins. In this light, you have a lot of possibilities, even beyond the ones on the “official” list. As a word of caution, I would avoid picking a monograph that is a general narrative history of one particular city – this will be harder for you to critique in your paper. Keep in mind that your monograph paper might also provide you with a springboard for your final annotated bibliography (more on this below).

You will also be responsible for an oral presentation based on your book review during the second half of the course. This will be no more than 7 minutes in length, and will cut to the
essence of your review by presenting (for the class) the book’s main arguments and how it connected to our course discussions; you should also highlight the most successful aspects of the book (what “worked” for you) and what you found problematic. Feel free to incorporate any visual or audio elements related to your chosen monograph if you feel that they will enhance the overall impact of your analysis.

4. Annotated bibliography
The final project for the course (taking the place of both a final paper and a final exam) is an annotated bibliography on some particular topic covered (or ignored) during this course that you find compelling and worthy of further attention. It will entail a 5-8 page annotated bibliography itself that surveys the useful and relevant literature for your chosen topic, along with a 4-5 page review essay summarizing the major themes and debates within the literature. We will “build” this project as the semester advances; you will note that you must submit a topic proposal during week 6, and will need to meet with me after Fall Break to discuss progress on your project. A draft of the bibliography will be due in Week 12, and the final bibliography and review essay will be due at the regularly-scheduled exam time.

Texts and Readings

The following books are available for purchase at the College Bookstore. While I will attempt to place a copy of each on reserve at the library, I would strongly recommend that you purchase them for your own convenience and to look incredibly well-read when you carry them around campus or display them prominently on your bookshelf.


The following readings are required and available on Blackboard (and are indicated with an asterisk* on the syllabus).

University of California Press, 2007), 1-39, 45-71
T.C. Horsfall, The Improvement of the Dwellings and Surroundings of the People: The Example of Germany (Manchester, U.K.: Manchester University Press, 1901), 1-34
Charles-Edouard Jeanneret-Gris (Le Corbusier), The Radiant City (London: Faber and Faber, 1964, orig. 1933), 90-142
Michael Minden and Holger Bachmann, eds., Fritz Lang’s Metropolis: Cinematic Visions of Technology and Fear (Rochester, N.Y.: Camden House, 2000), 1-45
Barbara Miller Lane, Architecture and Politics in Germany, 1918-1945 (Cambridge, Mass.: Harvard University Press, 1968), 185-216
Paul Silverstein and Chantal Tetreault, “Postcolonial Urban Apartheid,”
http://riotsfrance.ssrc.org/Silverstein_Tetreault/

Schedule of Readings and Assignments

Part I: Shaping the 19th-century city

Week 1
September 6 Introduction

September 8 The City in History/Theorizing the City
Readings: *Michel de Certeau, The Practice of Everyday Life, 90-110

Week 2
September 13 The Victorian city

September 15 London, the “utilitarian city”

*DUE IN CLASS: RESPONSE PAPER POSSIBILITY #1
**Week 3**

<table>
<thead>
<tr>
<th>September 20</th>
<th>Paris, from revolution to Louis-Napoléon Bonaparte</th>
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<tr>
<th>September 22</th>
<th>Haussmanized Paris</th>
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<tbody>
<tr>
<td><em>Readings:</em></td>
<td>Jones, 299-343</td>
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**Week 4**

<table>
<thead>
<tr>
<th>September 27</th>
<th>Vienna and the <em>Ringstrasse</em></th>
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<tbody>
<tr>
<td><em>Readings:</em></td>
<td>Carl Schorske, <em>Fin-de-siècle Vienna</em>, 24-110</td>
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<table>
<thead>
<tr>
<th>September 29</th>
<th>Berlin: world city?</th>
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<tbody>
<tr>
<td><em>Readings:</em></td>
<td>*David Clay Large, Berlin, 47-107</td>
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*DUE IN CLASS: RESPONSE PAPER POSSIBILITY #2

**Part II: The 19th-century city as urban experience**

**Week 5**

<table>
<thead>
<tr>
<th>October 4</th>
<th>Modern Paris and the department store</th>
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<tbody>
<tr>
<td><em>Readings:</em></td>
<td>Emile Zola, <em>The Ladies’ Paradise</em>, chapters 1-6</td>
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<table>
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<tr>
<th>October 6</th>
<th>Shoppers, kleptomaniacs and salesgirls at the Ladies’ Paradise</th>
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<tbody>
<tr>
<td><em>Readings:</em></td>
<td>Zola, chapters 7-10</td>
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*DUE IN CLASS: RESPONSE PAPER POSSIBILITY #3

**Week 6**

<table>
<thead>
<tr>
<th>October 11</th>
<th>The department store, part III</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Readings:</em></td>
<td>Zola, chapters 11-14</td>
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</tbody>
</table>

*DUE IN CLASS: ONE-PARAGRAPH TOPIC PROPOSAL FOR ANNOTATED BIBLIOGRAPHY*

<table>
<thead>
<tr>
<th>October 13</th>
<th>Other women in the metropolis</th>
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</thead>
<tbody>
<tr>
<td><em>Readings:</em></td>
<td>*Judith Walkowitz, “Jack the Ripper,” 542-574; *Ellen Ross, <em>Slum Travelers</em>, 1-39 and 45-71</td>
</tr>
</tbody>
</table>

*DUE IN CLASS: RESPONSE PAPER POSSIBILITY #4

**Week 7**

<table>
<thead>
<tr>
<th>October 18</th>
<th>New times, new impulses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Readings:</em></td>
<td>Schorske, 116-175</td>
</tr>
</tbody>
</table>

*DUE OCTOBER 19 (WED.), 4:30 P.M.: CRITICAL BOOK REVIEW, RICE 311*
Part III: New visions of mass life

October 20  The Garden City and the suburb
Readings:  *Ebenezer Howard, Garden Cities of To-Morrow, 29-57, 89-117;  *T.C. Horsfall, The improvement of the dwellings, 1-34

MIDTERM BREAK!

Week 8
November 1  World War I as urban experience
Readings:  *Maureen Healy, Vienna and the Fall of the Habsburg Empire, 31-92

November 3  Modernism: Bauhaus and the International Style

*DUE IN CLASS: RESPONSE PAPER POSSIBILITY #5

Week 9
November 7  MOVIE NIGHT (MONDAY)
Metropolis (dir. Fritz Lang, 1927);  7 p.m.; Location TBA

November 8  Discussion of Metropolis
Readings:  *Michael Minden, Fritz Lang’s Metropolis, 1-45

November 10  “Red belts” of Paris and Vienna
Readings:  *Helmut Gruber, Red Vienna, 45-80;  *Laura Lee Downs, “Municipal Communism and the Politics of Childhood,” 205-241

*DUE IN CLASS: RESPONSE PAPER POSSIBILITY #6

Week 10
November 15  Authoritarian Urban Solutions
Readings:  *Barbara Miller Lane, Architecture and Politics in Germany, 185-216;  *Walter Benjamin, “The Work of Art,” 217-251

November 17  World War II as Urban Catastrophe
Readings:  *Ruth Andreas-Friedrich, Battleground Berlin, 1-78, 214-256

Part IV: Reconstructions and Reconfigurations: The Global Postwar City

Week 11
November 22  From Berlin to the HLM  (Jones, 426-456)
Readings:  Jones, 426-456

November 24  NO CLASS
Week 12
November 29  Postwar Immigration and Urban Landscapes
Readings:  Faiza Guène, Kiffe Kiffe Tomorrow

*DUE IN CLASS: RESPONSE PAPER POSSIBILITY #7

December 1  Immigration Revisited
Readings:  Jones, 456-574; *Paul Silverstein and Chantal Tetreault, “Postcolonial Urban Apartheid”

*DUE DECEMBER 2 (FRIDAY), 12 P.M.: ANNOTATED BIBLIOGRAPHY FULL DRAFT, RICE 311

Week 13
December 6  Memory and History in the New Berlin

December 8  Commemoration and Commerce in the New Berlin
Readings:  Till, 161-228

Week 14
December 13  Conclusion/Review

*DUE DECEMBER 18 (SUNDAY), 11 AM: FINAL ANNOTATED BIBLIOGRAPHY AND REVIEW ESSAY, RICE 311

Additional Ground Rules:

1. Papers must be either one and a half-spaced or double-spaced and have one-inch margins, and should not employ anything larger than 12-point font.

2. Deadlines are to be taken most seriously. I will automatically grant you one extension for either the book review or one of the steps of the final annotated bibliography (but not the final draft itself). The short response papers are designed to prepare you for discussion on that day of class, and so granting you an extension on one of them would somewhat defeat the purpose of the assignment. You must e-mail me before the paper is due; you do not need to explain the circumstances necessitating the extension. The extension will be for 72 hours. Barring exceptional emergency circumstances, I will not grant you an extension on another paper. Normally, I take off 1/3 of a letter grade for every 24 hours a paper is overdue.

3. All work turned in for this course must be your own, and is subject to the Honor Code. This pledge states: “I affirm that I have adhered to the Honor Code in this assignment.” If you have questions about what constitutes plagiarism, please see me or raise the issue in class.
4. Any student who misses more than five classes (again, barring exceptional emergency circumstances) may not receive a passing grade. This does not, however, give you license to miss four classes; as noted earlier, more than two absences, barring those that have been cleared with me in advance, will have a direct and negative impact on your overall grade, not just your discussion grade.

5. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability from your grade to Jane Boomer in the Office of Disability Services in Peters G-27/G-28.