

San José State University

College of Social Sciences/ History Department

HISTORY 146 – 01 (479020)

Advanced Topics in European History: The City

This class provides 4 units of university credit.

FALL 2020 – Second Semester of the Covid Pandemic

Instructor:	Mary Pickering
Office Location:	Second floor of home in San Francisco
Telephone:	415-203-0422 (cell; ok to text me)
Email:	Mary.Pickering@sjsu.edu
Office Hours:	Wednesday, 2:45-4:45 (Zoom) and by appointment anytime TEXT me for a Zoom invitation or a conversation
Class Days/Time:	Monday, Wednesday, 1:30-2:45
Classroom:	Zoom Black Box

"The city must never be confused with the words that describe it. . . . For those who pass it without entering, the city is one thing; it is another for those who are trapped by it and never leave. There is the city where you arrive for the first time; and there is another city which you leave never to return."

Italo Calvino

Faculty Web Page and Messages

Copies of the course materials such as the syllabus, major assignment handouts, etc. are on Canvas. You are responsible for regularly checking your emails to get updates and/or course materials from me. Please make sure SJSU has your current email address.

Course Description

This course takes a broad look at the city in European history with a view to answering large questions about urban development and life in the metropolis. The main issue that we will ponder is whether cities are places of freedom and community or sites of control and alienation. To that end, we will study the changing problems generated by urban life throughout the ages and evaluate the ways in which people have responded to these challenges, whether they be natural calamities, such as epidemics; man-made disasters, such as wars; political transformations, such as the rise of nationalism and autocrats; economic developments, such as industrialization and consumerism; or vestiges of the past. We will also consider the various ways that men and women of different racial and ethnic backgrounds, sexual orientations, and social classes have experienced private and public spaces in the city. How are they affected by a city's geography and its material expression, that is, its buildings and layout? How have developments in transportation and technology affected their movements and daily lives? The first part of the course will look at the evolution of the city from antiquity to the eighteenth century. The second part will take a more topical, analytical approach to the modern city, that is, the city in the last two hundred years. At the end of the course, students will have a deeper understanding of the varieties of urban environments and the difficulties of maintaining a meaningful urban experience in the twenty-first century.

Course Goals and Course Learning Objectives (CLOs)

After completing this course, students will be able to

1. to show how a city brings out the best in the human spirit, creating a sense of community and encouraging creativity, experimentation, and freedom
2. to report on how and why cities are sites of control and alienation
3. to reflect on the changing significance of public and private spaces and their relationship.
4. to explain how a city is a human invention that responds to the natural environment and to man-made challenges
5. to display skills in critical thinking, oral communication, analyzing primary and secondary sources, and writing.

Course Format

This course will be a hybrid, flipped classroom. You must have a laptop and have the skill to use Zoom. I will upload the PowerPoints for the week, and we will meet to discuss them and the assigned videos and readings on Wednesdays. However, because many holidays occur on Wednesday, we will meet twice on a Monday (Nov. 9 and Dec. 7).

Required Texts for ALL Students:

The texts are available for purchase at the Spartan University Bookstore and on Amazon.

1. Ken Follett, *Notre Dame : A Short History of the Meaning of Cathedrals* (New York, Viking, 2020).
2. Daniel Defoe, *Journal of the Plague Year* (New York: Penguin, 2003).

3. Albert Camus, *The Plague* (New York: Viking/ Random House, 1991).

Required Movies: available on Netflix or Amazon

Metropolis (1927), Fritz Lang – (153 minutes) – **get the restored version**

The Third Man (1949), Carol Reed (104 minutes)

Hate –La Haine (1996), Mathieu Kassovitz (96 minutes)

Library Liaison

Nyle Monday is the library liaison for History students. Contact him at 408-808-2041 or Nyle.Monday@sjsu.edu.

Classroom Protocol

It is important that students attend class regularly on Wednesdays. Be polite. Turn off cell phones. Please put “video on” during Zoom so that we can all engage in conversations as human beings, rather than black boxes.

Assignments and Assessment of Student Learning

Class will consist of lectures and discussions. You will be expected to have watched the weekly PowerPoints and videos and done the reading assignments on time for the discussions, which will be usually be on Wednesdays. However, due to holidays, we will have discussions on Monday, November 9, and Monday, December 7. Class participation counts 10% of your final grade. I will assess you based on the number of times you speak up in class and the quality of your comments. If you do not participate at all, you will receive a C. Participation from time to time is equivalent to a B. If you participate in every class discussion, you will receive an A. Your participation must indicate that you have read and/or watched the material under discussion. Oral communication is one of the learning objectives. Indeed, this component of the course satisfies the CLO#5.

In addition, you are required to take 16 quizzes on the movies, videos, and readings. I will drop your lowest grade. Your scores on the best fifteen quizzes add up to 30% of your grade. (Each quiz counts 2%.) The quizzes will take place on Aug. 26, Sept. 2, Sept. 9, Sept. 16, Sept. 23, Sept. 30, Oct. 7, Oct. 14, Oct. 21, Oct. 28, Nov. 4, Nov. 9 (Mon.), Nov. 18. . Nov. 2, Nov. 18, and Dec. 2. I will upload the quizzes at 6:00 pm the evening before the class. You will have fifteen minutes to answer the simple question. You may answer them whenever you choose to do so as long as you perform this operation before the class discussion. On the quizzes will be several multiple-choice questions. There will also be other questions that ask you to write short essays. The quizzes will cover material relating the CLOS. They also demand skills in analysis and writing (CLO #6).

You will take a midterm examination on Monday, Oct. 5, and a final examination on December 15. The midterm counts 15%, and the final 20% of your grade. Given that the weekly quizzes will already test your knowledge of facts, these two exams (on Canvas) will consist of two essay questions requiring you to come to larger conclusions about those facts.

The exams will cover CLO's 1-6. Be sure to prepare for the quizzes and exams. There will be no make-up quiz or examinations unless a medical excuse is provided.

In addition, you will do a five- to ten-minute PowerPoint on a topic of your choice that shows the creativity inspired by urban life. It can be on a building, painting, piece of music, an invention, or anything that strikes your fancy. If you don't want to make a presentation on Zoom, you may do five one-page reflection papers on the videos or readings (but not on Defoe's or Camus's works.) You must upload the paper before the class discussion on that topic. This assignment will count 10% of your grade. It satisfies CLO# 1 and CLO#5.

Finally, you must write one paper between five to seven pages. It will explore the experience of a disease as depicted in Defoe's *Journal of the Plague Year* and Camus's *The Plague*. This paper tests your analytical thinking skills, CLO #5 and makes you reflect on cities as inventions and sites of control and alienation. (CLO #2 and CLO#4).

The paper must follow the form given in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Footnotes or endnotes and a bibliography must be included. Turabian is the designated style manual of the History Department. You must upload the paper to Canvas, which will check it for plagiarism thanks to Turnitin.com.

The paper is due December 9. A late paper will be marked down unless you talk to me before it is due. Ten points will be subtracted for every day it is late. After ten days, it won't be accepted.

To do well on the paper and essay questions on the quizzes and exams, you will have to display good writing skills. You must begin with an introductory paragraph, which sets forth a central argument. This argument should reflect your insights into the material. The rest of the paper or essay should include facts supporting this argument. Finally, you must end with a conclusion, which summarizes the argument and adds, hopefully, something provocative. Excellent grammar, perfect spelling, clear writing, and extensive analysis are essential for success.

Qualities of an "A" Assignment

Content and Organization

- fulfills all the requirements of the assignment
- presents a recognizable, strong thesis or argument
- contains unified paragraphs that support recognizable topic sentences
- makes sure that the topic sentence of each paragraph relates to the thesis or argument in some way
- presents accurate information, with generalizations supported by facts, examples, or analysis
- displays original thought
- defines terms if necessary
- is clearly organized with an appropriate essay structure
- has an effective introduction and conclusion
- contains effective transitions between sentences and between paragraphs

Clarity and Correctness

- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions

- has no serious errors of diction, syntax, grammar, punctuation, or spelling
- shows evidence of careful editing

Qualities of a “B” Assignment

Content and Organization

- fulfills most of the requirements of assignment
- presents accurate information, with generalizations supported by facts, examples, or analysis
- argues logically
- defines terms if necessary
- has a recognizable thesis or subject line but the argument is not original or striking
- has appropriate organization
- contains unified paragraphs that support recognizable topic sentences
- has an appropriate introduction and conclusion
- contains transitions

Clarity and Organization

- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- has very few errors of diction, syntax, grammar, punctuation, or spelling. The errors do not prevent comprehension.
- shows evidence of editing.

Qualities of a “C” Assignment

Content and Organization

- fulfills the main parts of the assignment
- supports generalizations with some detail
- defines terms if necessary
- has a barely recognizable thesis or subject line
- uses appropriate organization
- contains unified paragraphs with topic sentences
- has an introduction and conclusion

Clarity and Correctness

- uses understandable sentences
- shows some variety in sentence construction
- has a few errors of diction, syntax, grammar, punctuation, or spelling. Errors occasionally prevent comprehension
- shows an understanding of the conventions of written English

Qualities of a “D” or “F” Assignment

Content and Organization

- fails to fulfill main parts of the assignment
- provides scant information and little support
- fails to provide much of a thesis or subject line
- has poor organization
- contains only a few paragraphs with topic sentences

Clarity and Correctness

- has many sentences that are not understandable upon first reading

- shows little variety in sentence construction
- has many errors of diction, syntax, grammar, punctuation, or spelling. The errors often prevent comprehension

Exceptionally, I will offer **extra credit** this semester. I will raise your grade point average by 1% for every video that you send to me. It must be at least five minutes long and be narrated by a scholar or some expert in the field, not a wandering tourist with an iPhone. Of course, it must relate to the course material in some way. However, it should NOT be on some aspect of antiquity or relate to your PowerPoint presentation. I retain veto power if I don't think your chosen video meets my standards. You should also tell me in a few sentences why you think the video is worthwhile in terms of content and delivery. You may send me no more than four videos for four extra credit points.

Grading Policy

Final grades will be based on the following:

class participation – 10 %

15 quizzes - 30% (each counts 2%)

NB: I drop your lowest grade out of the 16 quizzes that you will take

PowerPoint or 5 reflection papers – 10%

one paper – 15%

midterm examination - 15%

final examination - 20%

Possible extra credit: 4%

Grades are calculated according to the following percentages:

A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-:70-72; D+:67-69; D: 63-66; D-:60-62; F: anything below 60. A student earning a grade below 60% will not pass the course.

INCOMPLETES

Incompletes are given only if the student has completed in a satisfactory manner at least half of the course requirements and cannot finish the course because of illness, an accident, or some event beyond his or her control.

UNIVERSITY POLICIES

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

History 146

Advanced Topics in European History: The City

Fall Semester, 2020

Course Schedule

This schedule is subject to change with fair notice via in-class announcement or email. You are responsible for keeping track of announcements and assignments given in class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed., Aug. 19	What is Urban History?
2	Mon., Aug. 24	The City and Power: Athens PowerPoint-uploaded Bettany Hughes, "Athens," in John Julius Norwich, ed., <i>Great Cities in History</i> (London: Thames and Hudson, 2009), 44-47. Christian Meier, <i>Athens: A Portrait of the City in Its Golden Age</i> (London: Pimlico, 2000), 362-65, 399-413, 427-433. https://www.ancient.eu/article/1535/thucydides-on-the-plague-of-athens-text--commentar/ - (Thucydides on the Plague) Youtube Video -Andrew Wallace-Hadrill: BBC.Building the Ancient City: Athens and Rome.1of2.Athens (60 minutes) https://www.youtube.com/watch?v=SNqOOOiGgcY&t=3157s Youtube Video: The Making of the Acropolis (one minute!) https://www.youtube.com/watch?v=sKOO0RlrSz0
	Wed. Aug. 26	The City and Power: Ancient Rome PowerPoint-uploaded Quiz and Discussion

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Nigel Pollard, "Rome in the Age of Augustus," in John Julius Norwich, ed., <i>Great Cities in History</i> (London: Thames and Hudson, 2009), 60-64.</p> <p>Mary Beard, <i>SPQR: A History of Ancient Rome</i> (New York: Norton/Liveright, 2015), 125-29, 353-80.</p> <p>YoutubeVideo -Andrew Wallace-Hadrill: BBC.Building the Ancient City: Athens and Rome.2 of2.Rome (60 minutes)</p> <p>"Meet the Romans with Mary Beard" part one https://www.youtube.com/watch?v=9JFw8M4PBUI</p> <p>Meet the Romans with Mary Beard," part two. https://www.youtube.com/watch?v=9JFw8M4PBUI</p>
3	<p>Mon., Aug. 31</p> <p>Wed., Sept. 2</p>	<p>The City and Religion: The Medieval City</p> <p>PowerPoint-uploaded</p> <p>Chris Jones, "Paris: Pinnacle of Gothic Architecture," in John Julius Norwich, ed., <i>Great Cities in History</i> (London: Thames and Hudson, 2009), 120-23.</p> <p>Ken Follett, <i>Notre Dame: A Short History of the Meaning of Cathedrals</i> (New York: Viking, 2019).</p> <p>https://www.youtube.com/watch?v=sKOO0RlrSz0</p> <p>"The History of Notre Dame" in "Kings and Things" https://www.youtube.com/watch?v=IPGMwhP5j-8&t=172s/ (7 minutes)</p> <p>Joshua Mark, "Boccaccio on the Black Death" https://www.ancient.eu/article/1537/boccaccio-on-the-black-death-text-commentary/</p> <p>Paula Findlen (professor at Stanford), "What Would Boccaccio Say About COVID-19?" http://bostonreview.net/arts-society/paula-findlen-what-would-boccaccio-say-about-covid-19</p> <p>The City and Religion: Renaissance and Baroque Rome</p> <p>PowerPoint-uploaded</p> <p>Quiz and Discussion</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Charles Fitzroy, “Rome and the Renaissance Papacy,” in John Julius Norwich, ed., <i>Great Cities in History</i> (London: Thames and Hudson, 2009), 159-63.</p> <p>Paul Mellon Lecture by John Connors, “Renaissance and Baroque Rome: The Art of Urban Form” https://www.youtube.com/watch?v=RzUks-XVIqE</p>
4	<p>Mon., Sept. 7</p> <p>Wed., Sept. 9</p>	<p>Labor Day Start <i>Journal of the Plague Year!</i></p> <p>The City and Trade: Venice</p> <p>PowerPoint-uploaded</p> <p>Quiz and Discussion</p> <p>John Julius Norwich, “Venice, Mistress of the Mediterranean,” in John Julius Norwich, ed., <i>Great Cities in History</i> (London: Thames and Hudson, 2009), 130-133.</p> <p>Richard Sennett, <i>Flesh and Stone: The Body and the City in Western Civilization</i> (New York: W. W. Norton, 1994), 212-251.</p> <p>Experience Venice’s Spectacular Beauty in Under 4 Minutes – National Geographic (4 minutes) https://www.youtube.com/watch?v=JphHw6iU4m8</p> <p>Saint Mark’s Basilica, Venice – Khan Academy (5 minutes) https://www.youtube.com/watch?v=_fAgl5bGXs</p>
5	Mon., Sept. 14	<p>The City and Trade: Amsterdam</p> <p>PowerPoint-uploaded</p> <p>Quiz and Discussion</p> <p>Simon Schama, “Amsterdam and the Dutch Republic,” in John Julius Norwich, ed., <i>Great Cities in History</i> (London: Thames and Hudson, 2009), 187-190.</p> <p>Simon Schama, <i>The Embarrassment of Riches: An Interpretation of Dutch Culture in the Golden Age</i> (New York: Vintage, 1987), 3-9, 34-50, 375-397, 587-596).</p> <p>Russell Shorto, <i>Amsterdam: A History of the World’s Most Liberal City</i> (New</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Wed., Sept. 16	<p>York: Vintage Books, 2013), 127-61. “Canals of Amsterdam” https://amsterdam.org/en/canals-of-amsterdam.php Watch the five-minute video too</p> <p>Russell Shorto Interview – “Amsterdam, First City of the Modern Age” https://www.cbsnews.com/news/amsterdam-first-city-of-the-modern-age/ Watch the five-minute video too</p> <p>Rembrandt van Rijn – The Night Watch (1642) https://www.youtube.com/watch?v=P7iFTB2NyrY</p> <p>The City and Trade: London</p> <p>PowerPoint-uploaded</p> <p>Quiz and Discussion</p> <p>N. Wilson, “London: Renaissance to Restoration,” in John Julius Norwich, ed., <i>Great Cities in History</i> (London: Thames and Hudson, 2009), 195-99.</p> <p>Wren, Saint Paul’s Cathedral https://www.youtube.com/watch?v=BmsejntbXRw (9 minutes)</p> <p>Matthew Green, The Lost World of the London Coffeehouse TEDxEastEnd https://www.youtube.com/watch?v=_83A7vaHTiE (16 minutes)</p> <p>Read more of Defoe, in preparation for next Wednesday’s class.</p>
6	Mon., Sept. 21 Wed., Sept. 23	<p>The City and Luxury: Paris</p> <p>PowerPoint-uploaded</p> <p><i>Journal of the Plague Year</i></p> <p>Quiz and Discussion</p>
7	Mon., Sept. 28	<p>War, Money, and the Foundation of New Cities</p> <p>PowerPoint-uploaded</p> <p>Jules Stewart, <i>Madrid: The History</i> (I.B. Tauris, 2012), 1-57.</p> <p>Bettany Hughes, “When the Moors Ruled in Europe,” https://www.youtube.com/watch?v=oafKyRDagsY (ONLY FIRST 40 Minutes)</p> <p>Colin Amery, “St. Petersburg: Russia’s Window on the West,” in John Julius</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Wed., Sept. 30	<p>Norwich, ed., <i>Great Cities in History</i> (London: Thames and Hudson, 2009), 209-212.</p> <p>Story of cities #8: St Petersburg – is the 'city built on bones' starting to crumble? https://www.theguardian.com/cities/2016/mar/23/story-of-cities-8-st-petersburg-city-built-on-bones-starting-to-crumble</p> <p>Industrialization and the City</p> <p>PowerPoint-uploaded</p> <p>Quiz and Discussion</p> <p>Wolfgang Schivelbusch, “Panoramic Travel,” <i>The Nineteenth-Century Visual Culture Reader</i>, ed. Vanessa R. Schwartz and Jeannene M. Przyblyski ((New York: Routledge, 2004), 92-99</p> <p>Italo Calvino, “Spring: Mushrooms in the City,” “Winter: The Forest on the Superhighway,” “The Good Air,” “Summer: A Journey with the Cows,” “Summer: Moon and GNAC,” “Summer,” “The City All to Itself,” in <i>Marcovaldo or The Seasons in the City</i> (New York: Harcourt, 1963), 1-5, 36-39, 40-44, 45-50, 71-76, 97-100. (Short stories)</p> <p>https://www.theguardian.com/cities/2016/apr/12/story-of-cities-20-the-secret-history-of-magnitogorsk-russias-steel-city</p>
8	<p>Mon., Oct. 5</p> <p>Wed., Oct. 7</p>	<p>MIDTERM EXAM</p> <p>Social and Political Tensions in the City</p> <p>PowerPoint-uploaded</p> <p>Quiz and Discussion</p> <p>David Harvey, “Monument and Myth: The Building of the Basilica of the Sacred Heart,” in David Harvey, <i>The Urban Experience</i> (Baltimore: The John Hopkins University Press, 200-228.</p> <p>Watch the Silent film <i>Metropolis</i>, directed by Fritz Lang</p>
9	Mon., Oct. 12	<p>Gender and the City: The Configuration of the Home</p> <p>PowerPoint-uploaded</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Wed., Oct. 14	<p>Daisy Mason, If Walls Could Talk - The History of the Home - Episode 1 (living room) https://www.youtube.com/watch?v=yrn42rvTlpk</p> <p>Daisy Mason, If Walls Could Talk - The History of the Home - Episode 2 (Bathroom) https://www.youtube.com/watch?v=yrn42rvTlpk</p> <p>The Modern City and Degeneration: Disease, Crime, and Prostitution</p> <p>PowerPoint-uploaded</p> <p>Quiz and Discussion</p> <p>https://www.theguardian.com/cities/2016/apr/04/story-cities-14-london-great-stink-river-thames-joseph-bazalgette-sewage-system</p> <p>Judith Walkowitz, “Jack the Ripper and the Myth of Male Violence,” <i>Feminist Studies</i> 8 (1982): 542-574.</p> <p>Robert Beachy, “Sex Tourism and Male Prostitution in Weimar Berlin,” chapter in <i>Gay Berlin: Birthplace of Modern Identity</i> (New York: Alfred A. Knopf, 2015), ix-xix, 187-219.</p> <p>Michel Foucault, “Panopticism,” <i>The Nineteenth-Century Visual Culture Reader</i>, ed. Vanessa R. Schwartz and Jeannene M. Przyblyski ((New York: Routledge, 2004), 74-79</p> <p>Lotte Lenya and Kurt Weill - “Alabama Song” – Recording 1930 https://www.youtube.com/watch?v=EGUjGPrfA6U or https://www.youtube.com/watch?v=vCdq2y7zhY4 (newer recording)</p>
10	Mon., Oct. 19	<p>Urban Architecture and Planning: Transportation, Parks, Suburbs</p> <p>PowerPoint-uploaded</p> <p>https://www.theguardian.com/cities/2016/mar/31/story-cities-12-paris-baron-haussmann-france-urban-planner-napoleon</p> <p>Joris-Karl Huysmans, “Rue de la Chine,” in <i>Paris Street Tales</i>, ed. and trans. Helen Constantine (Oxford : Oxford University Press, 2016), 125-28. (Paris)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Wed., Oct. 21	<p>Mish Glenny, "Vienna and the Habsburg Emperors," in John Julius Norwich, ed., <i>Great Cities in History</i> (London: Thames and Hudson, 2009), 213-216.</p> <p>Joseph Leo Koener, "The Ringstrasse at 150 Years" <i>Burlington Magazine</i>, no. 158 (January 2016), 26-31.</p> <p>"Series: Beautiful Boulevards – Ringstrasse in Vienna: /Euromaxx" – DW News https://www.youtube.com/watch?v=ij9SZszquCg (5 minutes)</p> <p>Joseph Roth, "Day Out" and "Merry-Go-Round," in <i>Vienna Tales</i>, ed. Helen Constantine and trans. Deborah Holmes (Oxford: Oxford University Press, 2010), 33-36 and 253-56. (On Vienna)</p> <p>Horst Matzerath, "Berlin, 1890-1940," <i>Metropolis: 1890-1940</i>, ed. Anthony Sutcliffe (Chicago: University of Chicago Press, 1984), 290-298.</p> <p>"The History of Berlin/Euromaxx – DW News https://www.youtube.com/watch?v=2tQBWfrDJDw (5 minutes)</p> <p>Siegfried Kracauer, "Seen from the Window," in <i>Berlin Tales</i>, ed. Helen Constantine and trans. Lynn Marven (Oxford: Oxford University Press, 2009), 17-20. (Berlin)</p> <p>W. Otto, "An Opponent Inveighs against the Tram (1892), in <i>Amsterdam Tales</i>, ed. Helen Constantine and trans. Paul Vincent (Oxford: Oxford University Press, 2017), 27-31 (Amsterdam)</p> <p>Consumerism, Leisure, and Entertainment</p> <p>PowerPoint-uploaded</p> <p>Quiz and Discussion</p> <p>Wolfgang Schivelbusch, <i>Disenchanted Night: The Industrialization of Light in the Nineteenth Century</i> (Berkeley: UC Press, 1995), 137-54.</p> <p>Erika Rappaport, "A New Era of Shopping," in <i>The Nineteenth-Century Visual Culture Reader</i>, ed. Vanessa R. Schwartz and Jeannene M. Przyblyski (New York: Routledge, 2004), 151-61.</p> <p>Walter Benjamin, "From the Arcades Project," in <i>The Blackwell City Reader</i>, ed. Gary Bridge and Sophie Watson (Oxford: Blackwell, 2002), 119-25.</p> <p>Adalbert Stifter, "The Prater," in <i>Vienna Tales</i>, ed. Helen Constantine and trans. Deborah Holmes (Oxford: Oxford University Press, 2010), 163-82. (On</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Wed., Nov. 4	<p>https://www.youtube.com/watch?v=JGVBv7svKLo (12 minutes)</p> <p>Ted Talk: Marc Kushner, “Why the buildings of the future will be shaped byyou” https://www.ted.com/talks/marc_kushner_why_the_buildings_of_the_future_will_be_shaped_by_you/discussion#t-912424 (20 minutes)</p> <p>Imperialism and the City</p> <p>PowerPoint-uploaded</p> <p>Quiz and Discussion</p> <p>Eric Ames, “From the Exotic to the Everyday: The Ethnographic Exhibit in Germany,” in <i>The Nineteenth-Century Visual Culture Reader</i>, ed. Vanessa R. Schwartz and Jeannene M. Przyblyski ((New York: Routledge, 2004), 313-324.</p> <p>The Black Side of Amsterdam History – YouTube (5 minute) https://www.youtube.com/watch?v=HBaMgkPpnT4</p> <p>Tag Gronberg, “Coffeehouse Orientalism,” <i>The Viennese Café and Fin-de-siècle Culture</i>, ed. Charlotte Ashby, Tag Gronberg, and Simon Shaw-Miller (New York: Berghahn, 2015), 59-74.</p> <p>Zeynep Celik, “Historic Intersections: The Center of Algiers,” in Zeynep Celik, Julia Clancy-Smith, and Frances Terpak, eds., <i>Walls of Algiers: Narratives of the City through Text and Image</i> (Seattle: University of Washington Press, 2009), 198-223.</p>
13	Mon., Nov. 9	<p>The City in Crisis: Dictatorship, Political Confrontations, and War</p> <p>PowerPoint-uploaded</p> <p>DISCUSSION On the Battle of Britain, targeting London: https://apimagesblog.com/historical/2020/the-battle-of-britain-and-the-blitz Watch the AP video at the end too. (6 minutes)</p> <p>W. G. Sebald, <i>On the Natural History of Destruction</i> (New York: Random House, 2003), 3-32.</p> <p>Günter Kunert, “Everyday History of a Berlin Street,” in <i>Berlin Tales</i>, ed. Helen Constantine and trans. Lyn Marven (Oxford: Oxford University Press, 2009), 43-49. (Berlin)</p> <p>Abel J. Herzberg, “Letter to My Father,” in <i>Amsterdam Tales</i>, ed. Helen</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Wed., Nov. 11	<p>Constantine and trans. Paul Vincent (Oxford: Oxford University Press, 2017), 85-100.</p> <p>Russell Shorto, <i>Amsterdam: A History of the World's Most Liberal City</i> (New York: Vintage Books, 2013), 256-86.</p> <p>Veterans' Day – No Class</p> <p>Start Camus's <i>Plague</i></p>
14	Mon., Nov. 16 Wed., Nov. 18	<p>The City in Recovery</p> <p>PowerPoint-uploaded</p> <p>Film: <i>The Third Man</i></p> <p>Literature and the City Camus, <i>The Plague</i></p> <p>Quiz and Discussion</p>
15	Mon., Nov. 23 Wed., Nov. 25	<p>Modern Technology, Global Warming and the City</p> <p>PowerPoint-uploaded</p> <p>https://www.theguardian.com/cities/2016/may/26/story-cities-future-growing-megacities-waste-floating-smart</p> <p>https://www.theguardian.com/cities/2016/apr/26/story-cities-amsterdam-bike-share-scheme</p> <p>Packet of articles on the Sharing Economy in <i>The New York Times</i> and <i>The Economist</i></p> <p>Richard C. Keller, <i>Fatal Isolation</i> (Chicago: university of Chicago Press, 2015), 1-20, 25-56.</p> <p>Non-Instructional Day – NO CLASS</p>
16	Mon., Nov. 30	<p>Immigration and the City</p> <p>PowerPoint-uploaded</p> <p>Joan W. Scott, "Symptomatic Politics: The Banning of Islamic Head Scarves in French Public Schools," in <i>Postcolonialism and Political Theory</i>, ed. Nalini Persram (New York: Rowman & Littlefield/Lexington Books, 2007), 163-93.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Wed., Dec. 2	<p><i>Hate</i> – movie directed by Kassovitz</p> <p>Immigration and the City (cont.)</p> <p>PowerPoint - uploaded</p> <p>Quiz and Discussion</p> <p>Melania Mazzucco, “Blue Car,” in <i>Rome Tales</i>, ed. Helen Constantine and trans. Hugh Shankland (Oxford: Oxford University Press, 2011), 87-96.</p> <p>Igiaba Scego, “Exmatriates,” in <i>Rome Tales</i>, ed. Helen Constantine and trans. Hugh Shankland (Oxford: Oxford University Press, 2011), 223-46.</p> <p>https://reproducingeurope.nl/fr/news-blog-events/1-dutch-discontents-a-film-impression (four minutes)</p> <p>Anouk de Koning, “Tracing Anxious Politics in Amsterdam,” <i>Patterns of Prejudice</i>, 50, no. 2 (2016), 109-128.</p>
17	Mon. Dec. 7 Wed., Dec 9	<p>Does the European City Have a Future?</p> <p>Discussion</p> <p>Upload paper to Canvas</p>
18	Tues., Dec. 15	Final Examination - 12:15-14:30