
THE CITY IN WORLD HISTORY in Fall 2018 (HI1013)

Course Code	HI1013	Professor(s)	Ido Israelowich
Prerequisites	None	Office Number	
Class Schedule	TF: 13:45-15:05 in SD-4	Office Hours	
Credits	4	Email	iisraelowich@aup.edu
Semester	Fall 2018	Office Tel. Ext.	

Course Description

Cities, civic life, and urbanisation form some of the pivotal themes in historical research. Aristotle's famous definition of mankind as a political animal can also be understood as a man as a city dweller. Cicero juxtaposed urban form of life to a boorish one. It is in cities that mankind greatest inventions were founded, and some of the most atrocious acts have been committed. But can we talk of cities as a unified entity? Can we refer to classical Athens and modern Beijing as similar entities? During the course we will look at various cities throughout history and around the globe and ask these questions. We will be interested in learning what was the role of individual cities and of urban life in general as instigators of historical events. We will equally be keen to develop critical thinking, the ability to use sources, develop arguments, and dialectic explorations in pursuit of these questions.

Course Learning Outcomes

Synthesize secondary texts and use them to follow broad historical themes across a time and space

Increase awareness of the environmental and political impact of a dominantly urban civilization

Develop an informed and innovative understanding of the problems of citizenship, sustainability and cosmopolitanism in an urban context

Learn to use a Global History approach to make connections on cities across space and time

Use primary documents to interpret global historical change on the urban scale

General Education

In this course students will learn:

- How versatile historical study is. More specifically, be conscious of some of the central themes in historiography, such as social, economic, intellectual, and material.
- How to think of our current world as a culmination of a historical process.
 - Search, read, understand, and use primary sources and modern scholarship. How to approach critically a historical question and how to appropriate skills for independent work. In class students will make use of their own reading in active discussions, and learn to think critically of their friends' positions, and - perhaps - to make adjustments to their own arguments during the process
- Analysis: students will learn to evaluate different arguments, facts and opinions, and to build and defend their own arguments. Every aspect of the course will reinforce and model good analytical skills.
 - Writing: students will improve their writing skills and acquire academic forms of expressions. More specifically, students will improve their ability to transform knowledge and critical thinking to a coherent paper.
 - Students will improve their ability to incorporate critique - both in response to their short writing exercises, but also in verbal discussion in class in their written and oral argumentation.
- Communication: students will learn how to communicate ideas more clearly and persuasively through writing and speaking.

Course Outline

CLASS SCHEDULE:

Please enter your course schedule with a guide to "Topics" or "Readings" of each session and/or week.

September

Week I - 10th - 14th

Tuesday 11th- Session I

TOPICS

Introductory session: Street gangs: a civic phenomenon? In this session we will pose the question of what is a city through the prism of street gangs in present day Los Angeles

READINGS

Vigil, J.D. (2018). 'Gangs, poverty, and the future', in G. Gmelch and P. Kuppinger (eds.): *Urban Life: Readings in the Anthropology of the city*(Illinois) 245-56.

Friday 14th- Session II

TOPICS

The birth of the city. In this session we will review the first appearance of civic dwellings in the Neolithic age; the connection between the rise of the city and the birth of agriculture; and the intrinsic link between the history of the city and economy

READINGS

Bairoch, P. (1988). *Cities and Economic Development*(Chicago), 3-18.

September 16th– last day to drop/add courses online

Week II - 17th – 21st

Tuesday 18th- SessionI

TOPICS

Civic life and civic rights: In this session we will attempt a critical analysis of civic society, using notions of belongings, nativity, and group identity. The example of Palestinian refugees in Damascus, Syria will offer a concrete case study.

READINGS

Gabia, N. (2018). 'Rethinking camps: Palestinian refugees in Damascus, Syria', in G. Gmelch and P. Kuppinger (eds.): *Urban Life: Readings in the Anthropology of the city*(Illinois) 137-52.

Friday 21th- SessionII

TOPICS

Athens, the Greek poleis, and the birth of democracy: in this session we will get to know some key features of the Greek poleis, the foundation of some of the still-seminal civic institutions of government and city life, such as the assembly, the market square, the theatre, and the academy

READINGS

Southall, A. (1988). *The City in Time and Space*(Cambridge), 54-68.

Week III - 24th – 28th

Tuesday 25th - SessionI

TOPICS

The impact of social and cultural changes on the civic habitus: in this session we will examine how social and cultural change is manifested in the urban space. We will review some of the possible changes themselves – such as fashion, social, demographic, and economic and look for the signs of these changes in urban life

READINGS

Scheld, S. (2018). 'Dakar: transformations, clothing and identities', in G. Gmelch and P. Kuppinger (eds.): *Urban Life: Readings in the Anthropology of the city*(Illinois), 378-98.

Friday 28th- SessionII

TOPICS

Rome: In this session we will focus on Rome and its transformation from a small city-state at the outskirts of the *oikoumene*(the inhabited world) to its centre. We will keep in mind the proverb of the first century CE, Horace – *Graecia capta ferum victorem cepit*(conquered Greece captured its fierce conqueror) and ask how Rome changed into its particular form.

READINGS

Geoffrey of Monmouth, *The History of the Kings of Britain*, excerpts.

Southall, A. (1988). *The City in Time and Space*(Cambridge), 70-88.

October

Week IV – 1st - 5th

Tuesday 2nd - SessionI

TOPICS

From the Roman metropol(e)is to the round table of King Arthur: in this session we will take a closer look at the impact of the decline of the Roman Empire and the shift into what was later described as the Middle Ages on urban life. More specifically, we will inquire how trends in global economy and changes in civic networks affect urban life.

READINGS

Bairoch, P. (1988). *Cities and Economic Development*(Chicago), 107-23.

Friday 5th- SessionII

TOPICS

Looking East: Byzantium, the early Islamic conquests: this session will examine the impact of the early Islamic conquests on civic life under the Byzantine Empire

READINGS

Kaegi, W.E. (1992). *Byzantium and the Early Islamic Conquests*(Cambridge) Excerpts.

Week V – 8th -12th

Tuesday 9th - SessionI

TOPICS

Baghdad and the golden age of Islam during the 9th and 10th centuries. In this session we will have a closer look on the civic life in Baghdad during this period, paying particular attention to the cultural spring it experienced.

READINGS

Le Strange, G. (1899). 'Baghdad during the Abbasid Caliphate. A Topographical Summary, with a Notice of the Contemporary Arabic and Persian Authorities'. *Journal of the Royal Asiatic Society of Great Britain and Ireland*: 847–893.

Friday 12th- SessionII

TOPICS

Church city and commerce in Middle Age Europe: in this session we will trace the link between population increase, economic development, and urbanism in Medieval Europe

READINGS

Bairoch, P. (1988). *Cities and Economic Development*(Chicago), 124-43.

Week VI - 15th - 19th

Tuesday 16th - SessionI

TOPICS

Jerusalem and the crusades: in this session we will examine the impact of the Christian conquest of Jerusalem in the first crusade, making our first concrete discussion on the impact of colonialism on the city

READINGS

Adrian J. B. (2001). *Jerusalem in the Time of the Crusades: Society, Landscape and Art in the Holy City under Frankish Rule*(London) excerpts.

Friday 19th- SessionII

TOPICS

Asian cities: Asiatic cities and feudal modes of production: this session will explore the transformation of the city-state to a metropolis in China and the Japanese insular urban development

READINGS

Southall, A. (1988). *The City in Time and Space*(Cambridge), 125-88.

Week VII – 22nd – 26th

Tuesday 23rd - SessionI

TOPICS

Venice and international commerce: this session will focus on the special history of Venice, as an independent city and a commercial centre

READINGS

John the Deacon, *The Venetian chronicle*(excerpts)

Friday 26th- SessionII

TOPICS

The Rosicrucian Enlightenment: this session will explore a fascinating episode of European history, exemplifying the role of cities as knowledge hubs, and part of a larger network

READINGS

Yates, F. (1972). *The Rosicrucian Enlightenment*(London) excerpts.

October 26th, Mid-semester grades due

Week VIII – 29th – Nov. 2nd

Tuesday 30th - SessionI

TOPICS

Colonialism: the notion of colonialism took different meanings in different periods: from Phoenician and Greek colonialism in the Mediterranean basin to the present. In this session we will examine the impact of colonialism on civic life

READINGS

Ruth Praver Jhabvala, *The Heat And the Dust*(1975) excerpts

October 31st , November 2nd, (included) fall break, no classes

November

Week IX – 5th – 9th

Tuesday 6th-SessionI

TOPICS

Paris and the French Revolution(s): the city of Paris can trace its origins to the Roman era, if not earlier. However, it is the Revolutions of 1789 and onwards, which left some of the most recognizable marks on it. In this session we will examine the role of Paris as a revolution instigator, as well as receptor and try and find the revolutionary traces on its infrastructure

READINGS

Charles Dickens, *The Tale of Two Cities*, excerpts

Friday 9th- SessionII

TOPICS

London: the capital of the empire that never sleeps. In this session we will touch upon the rapid development of London during the 18th and 19th century and compare its own history in light of that of Paris

READINGS

Charles Dickens, *The Tale of Two Cities*, excerpts

November 9th, Last day to withdraw from a course/no credit option

Week X - 12th -16th

Tuesday 13th-SessionI

TOPICS

New York: perhaps the quintessential city of modern age, the city of New York encompasses much of the themes discussed during the term, such as rapid urbanization, the impact of

economic growth on civic life, immigration and more. There can be no course on the history of the city without discussing New York!

READINGS

Dos Pessos, J. *Manhattan Transfer* excerpts

Friday 16th- SessionII

TOPICS

Mumbai: a postcolonial city. In this session we examine the impact of post-colonialism on Mumbai, using critical tools borrowed - amongst other - from literary theory.

READINGS

Slumdog millionaire (movie)

Week XI -19th– 23rd

Tuesday 20th- SessionI

TOPICS

Jerusalem: a city whose history is as long as the history of urbanism (or just about), Jerusalem is a city which embodies world politics by its very existence. In this session we will ask how history and politics shape the present and future of this troubled city

READINGS

Lemire, V. (2016). *Jérusalem*(Paris), excerpts.

Friday 23th- SessionII

TOPICS

Economy and the city: a diachronic view. In this session we will use some of the critical tools and exempla which we have acquired throughout the term to say something about the inter-relations between the city and the economy

READINGS

Marcuse, H. (1964). *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society* (London).

Week XII -26th - 30th

Tuesday 27st-SessionI

TOPICS

Vienna: the best city in the world. The Austrian capital was nominated recently as the best city in the world for habitation. In this session we will try and understand what does it mean being the best city in the world and how does this title correspond with the city's illustrious past.

READINGS

Zweig, S. *The World of Yesterday* excerpts

Friday 30th- SessionII

TOPICS

The history of Paris in its present existence. This session will be our second revolving around Paris. This time, it is the present which concerns us, and how the past is embodied in it. We will inquire how is the past present in modern day Paris, and whether it is still possible to talk about Parisian identity.

READINGS

Timeout Paris

December

Week XIII – 3rd– 7th

Tuesday 4th- SessionI

TOPICS

Brasilia: the city of the future. A new city in a new world. The Brazilian capital was founded in 1960 to offer a new capital to Brasil. In this session we will explore the possibility it offered Brasil, and how architecture assisted it. We will pay particular attention to the designated role of architecture in forming and shaping urban space

READINGS

Friday 7th- SessionII

TOPICS

Beijing and the end of history: though enjoying a long and distinguished history, it is the present and future of the Chinese capital which will concern us at this session. We will inquire how the current history of Beijing corresponds with recurrent themes in this course, such as local culture and identity, globalism, and economy.

READINGS

Dong, M. Yue (2002). 'Chapter 8: Defining Beiping - Urban Reconstruction and National Identity, 1928-1936', in J.W. Esherick (ed.): *Remaking the Chinese City: Modernity and National Identity, 1900-1950* (Hawaii Press), 121–138.

Week XIV - 10th- 14th

Tuesday 11th- SessionI

TOPICS

So what is a city? In our final session we will take a step back from particular cities and ask whether it is meaningful to talk about cities as a universal and diachronic phenomenon

READINGS

Aristotle, *Politics* excerpts

December 12th, Last day of classes, December 13th-16th, Reading days

December 17th – 21st, Final exams

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Participation (Attendance, Quizzes, Participation in Discussions) 25%

Reading Journal 25%

- For each class, choose one quote from the reading and respond with three to five

sentences. These sentences should reflect your own thoughts and manifest concise style. Some suggestions: Choose a quote (one to three sentences) that is

unusual, thought-provoking, or that inspires comparisons with other historical phenomena. It is also advisable to use personal knowledge and experience. What words, images, or examples does this source employ to convey his/her argument? At the beginning of each class, you will share your sentences with another person in class, and I may ask you to read your sentences aloud. Please keep your reading journal together in a notebook or folder. If you choose to handwrite, make sure the writing is legible. You will turn in the reading journal at the end of the semester.

Mid-Term Exam – 15%

Everything but Paper Assignment 15%

Final Exam 20%

Other

LAPTOPS & CELL PHONES

Please refrain from using laptops in class. While I realise that taking notes might be easier with a laptop (I do it myself in the library...) I find that in class it is more of a distraction than aid, so please do not use it in class.

As for cell phones, I feel less of an urge to be apologetic in banning them altogether. Your phone should be out of sight, and either switched off or vel sim.

?Your cell phone is to be stored in your backpack and/or purse. I don't want to see it

on your desk, in your lap, in your hands. A cell phone has no place in the classroom.

? Additionally, If I discover you using your cell phone during class to send or receive texts, or if you are responsible for more than one “in-class ringing” incident, I will reduce your final grade by one full letter.

Bottom line: No cell phones, etc. in class. No calls. No texting. I expect you to be fully engaged with the material at hand and fully involved in the moment. This is a moment when we try to create a collective space of learning from and with each other