

Geography 321

HISTORICAL GEOGRAPHY OF URBANIZATION: CITIES, SPACE AND POWER

From the origins of urbanism to the modern era

Winter 2020: ONLINE VERSION

Tuesdays and Thursdays 1100-1230

Professor Derek Gregory

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Please note that you are responsible for reading this Course Guide carefully and completely and making sure that you understand all the requirements and deadlines; if anything is unclear, please contact me.

OBJECTIVES

Geography 321 is a one-term, three-credit course that focuses on a critical examination of the relations between **cities, power and productions of space**.

The course is an **historical geography**: it begins with the first cities in Mesopotamia and Egypt, and makes a series of 'site-visits' to cities in other places and other periods, both inside and outside 'the West', before arriving at modern cities in Europe, Asia and elsewhere in the world (but not North America: cities (t)here are considered in other courses). As such, it acts as a counterpoint to courses in contemporary urban geography (like Geography 350).

Geography 321 looks at cities from **the inside and the outside**: at the built form of cities, the day-to-day lives of the people that inhabit them, and the connections between the two. It also looks at the political, economic and cultural networks through which cities have been geared into wider sequences of social change. In doing so it seeks to articulate a series of **theoretical ideas with detailed empirical studies**.

LEARNING UNDER COVID

Teaching and studying online in the middle of a global pandemic presents unusual and unprecedented challenges. They are at once personal and emotional, technical and pedagogical. I am as new to this as you are, and I hope we can all be patient with one another. If you need help – either with the course or because you are experiencing difficulties in participation through your personal circumstances – please let me know (in confidence) and I will do everything I can to help you, or at least find someone who can do so better than me.

FOR TECHNICAL ASSISTANCE WITH CANVAS, REMOTE ACCESS AND THE REST SEE:

<https://learningcommons.ubc.ca/tech-support/ask-us/>

If you have barriers to accessing online classes and exams, contact a UBC Vancouver [Enrolment Services Advisor](#). Together, you can review what resources are available based on your individual situation. Call 604 822 9836 or toll-free 1 877 272 1422.

Studying online requires significantly more attention (and motivation!), and I know that many of you will be trying to do so in less than ideal circumstances. But you are not alone. If you want to see how some UBC students are adjusting (and to read some useful advice), try these:

https://you.ubc.ca/ubc_stories/covid-19/

<https://www.arts.ubc.ca/news/arts-students-advice-on-learning-during-covid-19/>

More really good UBC advice here:

<https://keeplearning.ubc.ca>

There are other, more general tips and good advice here:

<https://www.timeshighereducation.com/student/advice/tips-studying-online-and-home-university-students>.

<https://blog.foster.uw.edu/online-class-tips/>

The most important things, I think, are these:

- **be kind to yourself (and others)**, which includes making your goals realistic and rewarding yourself periodically – I don't mean online shopping either; simply promising yourself you'll read some more chapters of a novel, listen to some new

music, go for a walk, talk with a friend once you've finished a particular lecture, task or assignment;

- **resist the temptation to become addicted to catching the latest news about the pandemic;** nothing wrong with knowing what's happening in the world (far from it – I encourage that in all my students) but there is a lot more happening than Covid-19 and a singular fixation on that is actively unhealthy (but PLEASE do follow the advice of health care professionals when you are out and about);
- do not neglect **self-care**: make sure you have regular breaks from your screen and take time out; exercise or at the very least go for a walk in the fresh air (or rain if you are in BC); do not forget to eat good food; sleep well!
- try and develop a **routine** so that your day (or at least your week) has a structure to it, including time for much, much more than studying; it's really never a good idea to roll out of bed and head straight for the screen: breakfast is essential, but I recommend a short walk and/or exercise before you start your day;
- **be mindful of when, where and how you work best** – it takes a while to work that out, and many people never do – but if you can optimize those things it will be a great help to you; if you can secure a space just for your work that would be ideal, but I know that is often difficult or even impossible – still, since you will be spending more time than usual staring at a screen make sure that at least you are sitting in a comfortable chair, looking down at the screen and with support for your back (a rolled towel if nothing else);
- **don't rely on the onscreen materials as your virtual notebook and a substitute for your own notes.** Most of what you need will be there, but the trick to effective studying – even without a pandemic hanging over you – is to **make your courses your own**. Students who take notes during a lecture using pen and paper (I know, I know) usually retain 30-40% more than those who simply bang away at their keyboards (more here: <https://theconversation.com/note-taking-by-hand-a-powerful-tool-to-support-memory-144049>).. Don't aim for verbatim transcripts – write down the important and the interesting; circle the stuff you want to know more about, including any questions or reactions of your own, and follow it up as soon as you can; add in your reading notes as the term progresses – you can't do all the reading (I do know that) but, again, when you read an article or an extract don't go for verbatim transcripts (unless it's a really juicy quotation) and certainly don't settle for highlighting pdfs: these are **your** notes, the result of **your** inner dialogue with the author and, again, add **your** reactions and questions. In an ideal world you would then transfer all this into a series of documents on your laptop, organized into files – but given the extraordinary amount of time you'll be spending online under the present circumstances it may be that hard copy is the best. And you won't have to worry about accidentally deleting it.
- **And if it all gets too much, remember you are not alone – share, reach out, and ask for help.**

UBC's Provost has asked faculty to include this special note for **international students studying from home**:

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

If you feel able to do so, I hope you will also contact me to share your concerns and to seek advice or further information.

READING

There is no textbook that covers the material discussed in this course: if there were, there would be no need for me to lecture. If you want to consult the books I listed as ‘General Reading’ in normal times, you can find it on my website --

www.geographicaliminations.com

– under the TEACHING tab. Those are all **general texts** that, (again, in normal circumstances) could be helpful in different ways and to different degrees in providing context for term papers and examination essays. But these are not normal times, and I recognize that most of you would have considerable difficulty in accessing any of them. So for this special edition of the course I have limited myself to just one book, available as an e-book from Amazon or Indigo (\$11.99):

- Andrew Lees, *The city: a world history* (2015) (a short, accessible global history of cities from their origins to the present).

But this is NOT ‘the book of the course’: treat it as background and context.

For online maps of individual cities, see the †**Perry-Castañeda Library Map Collection** at the University of Texas at Austin –

<http://www.lib.utexas.edu/maps/historical/index.html>

– and the †**Historic Cities** website:

http://historic-cities.huji.ac.il/historic_cities.html.

For a video animation of the trajectory of urbanization 2700BCE to 2000 CE see Metrocosm at <http://metrocosm.com/history-of-cities>

The pages that follow may seem daunting in their length but fear not! I have indicated **required readings** in bold; all are available online from Koerner or on open access. I *don't* expect you to read all the others (or even a fraction of them); they are there to provide supplementary reading and to act as a series of starting-points – I mean exactly that: these are only starting-points not complete bibliographies – for your term paper. You should also consult some of them when preparing for the Final Examination (once you've decided what questions to tackle: see below). Open-access web articles/websites are marked with a dagger (†), book chapters and articles available online through the Koerner Library with an asterisk (*); ONLINE BOOK indicates an entire book available online through the Koerner Library.

Many of the sources I've used to develop my lectures are not available online, so they don't appear in the lists below, but they are all included in the full list of readings available on my website if you want to check.

On-line Availability

I will be pleased to discuss the course with you, to provide additional readings (really), and to help you prepare your term paper at any mutually convenient time. Please e-mail me to arrange an appointment: you will be neither a nuisance nor an interruption to my other work: derek.gregory@ubc.ca. If you are outside the Pacific Time zone, please let me know when you contact me.

James Rhatigan will be marking the term papers: please DO NOT ask him for advice, since his hours of work are contractually limited, but ask me instead; similarly, any special arrangements for submission must be made through me.

PROGRAMME

Note that all classes are cancelled on Tuesday 8 September for Imagine UBC

Th 10 Sept Introduction to the course

The introduction to the course is not an optional extra: please make every effort to attend.

THE FIRST CITIES

These classes explore the origins of urbanism. They raise a series of questions about the very meaning of ‘the city’ – what is it that entitles us to use the same word to describe Ur and Vancouver? – and about the balance of politico-religious and cultural-economic powers inscribed within the first cities. They include two contrasting case studies: one in which the economy is supposed to provide the foundation for the first cities (Iraq), and the other in which the state is supposed to provide the foundation for the first cities (Egypt). But is it really possible to make such clear-cut distinctions? And what about the origins of urbanism elsewhere in the world – in China? South Asia? Central and South America?

Tu 15 Sept Mesopotamia: Cities in the Land between Two Rivers

- *Robert McC. Adams, ‘An interdisciplinary overview of a Mesopotamian city and its hinterlands’, *Cuneiform Digital Library Journal* 1 (2008)
- *Guillermo Algaze, ‘Entropic cities: the paradox of urbanism in ancient Mesopotamia’, *Current anthropology* 59 (2018) 23-53
- *Mark Altaweel, ‘Southern Mesopotamia: Water and the rise of urbanism’, *Wiley Interdisciplinary Reviews: Water* 6 (4) (2019)
- *Gareth Brereton, ‘Mortuary Rites, Economic Behaviour and the Circulation of Goods in the Transition from Village to Urban Life in Early Mesopotamia’ *Cambridge Archaeological Journal* 26 (2016) 191-216
- *Colin Chant, ‘The Near East’, in Colin Chant and David Goodman (eds) *Pre-industrial cities and technology* (1999) pp. 1-31. ONLINE BOOK
- *Steven Falconer, Stephen Savage, ‘Heartlands and hinterlands: alternative trajectories of early urbanization in Mesopotamia and the southern Levant’, *American Antiquity* 60 (1) (1995) 37-58
- *Arie Issar and Mattanyah Zohar, ‘The urban revolution and the dawn of history’, Ch. 5 in *Climate change – environment and history of the Near East* (2007) ONLINE BOOK
- *Andrew Lawler, ‘North vs. South, Mesopotamian style’, *Science* 312 (5779) 1458-1463 [download as pdf] [see also Oates, below, for the original, developed argument]
- *Andrew Lawler, ‘Uncovering civilization’s roots’, *Science* 335 (6070) (2012) 790-3
- Marc van de Mieroop, *The ancient Mesopotamian city* (1997)

- *John Oates and others, 'Early Mesopotamian urbanism: a new view from the north', *Antiquity* 81 (2007) 585-600 [and see Lawler above for images]
- *James Osborne, 'Ancient cities and power: the archaeology of urbanism in the Iron Age capitals of northern Mesopotamia', *Int. Jnl. Urban Sciences* 19 (2015) 7-19
- *Seth Richardson, 'Early Mesopotamia: the presumptive state', *Past & Present* 215 (2012) 3-49.
- *Michael Smith, Jason Ur and Gary Feinman, 'Jane Jacobs' "Cities First" model and archaeological reality', *International journal of urban and regional research* 38 (4) (2014) 1525-1535
- †Jason Ur (really), Philip Karsgaard and Joan Oates, 'The spatial dimensions of early Mesopotamian urbanism', *Iraq* 73 (2011) 1-20; available via dash.harvard.edu/handle/1/5366597
- *Jason Ur, 'Households and the emergence of cities in ancient Mesopotamia', *Cambridge Archaeological Journal* 24 (02) (June 2014): 249-268 pdf available at <http://dash.harvard.edu/handle/1/12490321>.
- *Jason Ur, 'The birth of cities in Ancient West Asia', in Akira Tsuneki Shigeo Yamada (eds) *Ancient West Asian Civilization* (2016) ONLINE BOOK
- *Tony Wilkinson and Louise Rayne, 'Hydraulic power and imperial landscapes in the Near East', *Water History* (2010) 115-144

Th 17 Sept Egypt: Cities of the Living and Cities of the Dead

- *Miroslav Barta, 'Location of the Old Kingdom Pyramids in Egypt', *Cambridge Archaeological Journal* 15 (2005) 177-91.
- Manfred Bietak, Ernst Czerny and Irene Forstner-Müller (eds) *Cities and urbanism in ancient Egypt* (2010)
- *Farrah Brown, 'Developing an archaeological GIS for the "Lost city of the Pyramids"', *Papers from the Institute of Archaeology* 16 (2005) 88-94.
- *Colin Chant, 'The Near East', in Colin Chant and David Goodman (eds) *Pre-industrial cities and technology* (1999) pp. 31-42. ONLINE BOOK.
- *Barry Kemp, 'The early development of towns in Egypt,' *Antiquity* 203 (1977) pp. 185-200 [see also his *Ancient Egypt: anatomy of a civilization* (1989)].
- *Nadine Moeller, *The Archaeology of Urbanism in Ancient Egypt: From the Predynastic Period to the End of the Middle Kingdom* (2016) ONLINE BOOK
- †For the Giza Mapping project, and interactive maps and reconstructions of the pyramid town, see AERA (Ancient Egypt Research Associates) at http://www.aeraweb.org/lost_city_home.asp
- †For the Egypt Exploration Society's Amarna project, and computer models, see <http://www.mdconald.cam.ac.uk/Projects/Amarna/home.htm> [take the Tour of the Model]

21 September: Last day to withdraw from the course through the Student Service Centre with no record ('W') on your transcript

ANCIENT CITIES

These classes explore cities in the ancient worlds of Greece and Rome. How are these cities different from earlier ones, and what do they have in common that makes it possible to speak of 'ancient cities' as a coherent category? Most answers turn on the importance of consumption; but consumption on the scale of Athens, Alexandria and Rome was only possible through power of imperialism, and imperialism in its turn depended on a grid of cities. How are these processes revealed in the built form of these cities? And what implications did they have for the lives (and deaths) of the people that inhabited them?

Tu 22 Sept Cities of consumption: liberty, slavery and ancient cities

- *Moses Finley, 'The ancient city', *Comparative studies in society and history* 19 (1977) pp. 305-27.
- *Justin Jennings, *Globalizations and the ancient world* (2010) ONLINE BOOK
- *Norman Pounds, 'The urbanization of the classical world', *Annals of the Association of American Geographers* 59 (1969) 135-57.
- *Joseph Tainter, 'Scale and Metabolism in Ancient Cities', in Myrna Hall and Stephen Balogh (eds) *Understanding urban ecology* (2019) pp 85-99 ONLINE BOOK
- *Peter Temin, 'The labor market of the early Roman Empire', *Jnl. Interdisciplinary History* 34 (2004) 513-38.
- *Kostas Vlassopoulos, 'The consumer city: ancient vs. medieval/modern', in his *Unthinking the Greek Polis: Ancient Greek history beyond Eurocentrism* (2008) Ch. 5 ONLINE BOOK
- *Arjan Zuiderhoek, *The ancient city* (2016) Ch 1-2 and 8 ONLINE BOOK

Th 24 Sept The classical city-state: democracy and the politics of exclusion in Athens

- *Peter Connolly, *The ancient city: life in classical Athens and Rome* (1998) ONLINE BOOK
- *James Davidson, 'Bodymaps: sexing space and zoning gender in ancient Athens', *Gender & History* 23 (2011) 597-614,
- *Stuart Elden, 'Another sense of *demos*: Kleisthenes and the Greek division of the polis', *Democratization* 10 (1) (2003) 135-156.
- *Luca Gaeta, 'Athenian democracy and the political foundation of space', *Planning theory and practice* 5 (2004) 471-83.
- *Mogens Herman Hansen, *Polis: an introduction to the Ancient Greek City-state* (2006) Ch. 4, Ch. 8 ONLINE BOOK

- *Ian Morris, 'The early polis as city and state', in John Rich and Andrew Wallace-Hadrill (eds) *City and country in the ancient world* (1991) Ch. 2 ONLINE BOOK
- *Lisa Nevett, 'Towards a female topography of the Ancient Greek city', *Gender & History* 23 (2011) 576-96.
- *David Pritchard, *Sport, democracy and war in classical Athens* (2013) Ch. 6 ONLINE BOOK
- *Kostas Vlassopoulos, *Unthinking the Greek Polis: Ancient Greek history beyond Eurocentrism* (2008) [esp. 'Poleis and space', Ch. 7] ONLINE BOOK
- *Kostas Vlassopoulos, 'Free spaces: identity, experience and democracy in classical Athens', *Classical Quarterly* 57.1 (2007) 33-52
- *Victoria Wohl, *Love among the ruins: the erotics of democracy in classical Athens* (2002) ONLINE BOOK

<p style="text-align: center;">Tu 29 Sept Cities and spectacle: Alexandria and the geometry of imperial power.</p>

- *Richard Billows, 'Cities' in Andrew Erskine (ed), *A companion to the Hellenistic world* (2003) Ch. 12 ONLINE BOOK
- *Andrew Erskine, 'Life after death: Alexandria and the body of Alexander', *Greece and Rome* 49 (2002) 163-179
- *Andrew Erskine, 'Culture and power in Ptolemaic Egypt: the Museum and Library of Alexandria', *Greece & Rome* 42 (1995) 38-48
- *Klaus Geus, 'Space and geography' in Andrew Erskine (ed), *A companion to the Hellenistic world* (2003) Ch. 14 ONLINE BOOK
- *Jean-Daniel Stanley and others, 'Alexandria before Alexander the Great', *GSA Today* 17 (8) (2007) 4-10.

<p style="text-align: center;">Th 1 Oct 'All roads lead to Rome': the Roman Empire and the grid of cities.</p>

- *R.F. Jones, 'A false start? The Roman urbanization of western Europe', *World Archaeology* 19 (1987) 47-57.
- *Ray Laurence, Simon Esmonde Cleary and Gareth Sears, *The city in the Roman West, c. 250BC – AD 250* (2011) ONLINE BOOK
- *David Mattingly, *Imperialism, power and identity: experiencing the Roman Empire* (2010) ONLINE BOOK
- *Martin Pitts and Miguel John Versluys (eds), *Globalisation and the Roman world: world history, connectivity and material culture* (2014) ONLINE BOOK
- *Adam Rogers, 'Religious place and its interaction with urbanization in the Roman era', *Journal of social archaeology* 8 (2008) 37-62.
- *Walter Scheidel, 'The shape of the Roman world: modelling imperial connectivity', *Journal of Roman Archaeology* 27 (2014) 7-32.

- †Walter Scheidel, 'Orbis: The Stanford Geospatial Network Model of the Roman World' at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2609654 (2015)

**Tu 6 Oct Bread and circuses:
power, performance and violence in Rome**

- *Ryan Abrecht, 'An immigrant neighbourhood in ancient Rome,' *Urban History* 47 (2019) 2-22
- *Roger Dunkle, *Gladiators: violence and spectacle in ancient Rome* (2013) ONLINE BOOK
- Catharine Edwards, 'The city of empire' (Ch. 3) and 'The city of marvels' (Ch. 4) in her *Writing Rome: textual approaches to the city* (1996)
- *Diane Favro, 'The iconiCITY of ancient Rome', *Urban history* 33 (1) (2006) 20-38.
- *Jacob Latham, *Performance, memory and processions in Ancient Rome* (2016) ONLINE BOOK
- *Maurizio Meloni, 'Porous bodies: environmental biopower and the politics of life in Ancient Rome', *Theory, culture and society* (2020: ONLINE FIRST)
- *Bruce Woodward Frier, 'The rental market in early imperial Rome', *Journal of Roman Studies* 67 (1977) 27-37.
- *B.W. Frier, *Landlords and tenants in imperial Rome* (1980/2014) Ch. 2 ONLINE BOOK
- *James Packer, 'Housing and population in imperial Ostia and Rome', *Journal of Roman Studies* 57 (1967) 80-95.
- †Samuele Rocca, 'Foreigners at home: the historical geography and demography of the Jews of Ancient Rome' (online: access via Google Scholar)
- *Amy Russell, 'Political space and the experience of citizenship in the city of Rome Architecture and interpellation', in Miko Flohr (ed) *Urban space and urban history in the Roman world* (2020) Ch. 2 ONLINE BOOK
- *Rabun Taylor, Katherine Rinne and Spiro Kostof, *Rome: an urban history from antiquity to the present* (2016) ONLINE BOOK
- †For Virtual Rome, see VRoma at <http://www.roma.org>
- †For reconstructions of the Colosseum and the Forum, visit UCLA's Cultural VR Lab at <http://www.cvrlab.org>

FEUDALISM AND CITIES IN TRANSITION

These classes focus on two central institutions of medieval cities – religion and markets – and explore the ways in which they operated in European and Islamic cities. Cities played an important part in the survival and revival of a recognisably European culture following the fall of the Roman Empire: but how were cities incorporated within a European feudalism that was rooted, above all, in the land and the agrarian economy? How was the European development of market economies and market exchange affected

by the expansion of Islam? And how did the social geography of Islamic cities differ from European cities? Were Islamic cities really 'static', as so many Orientalists insist, turning forever on the treadmill of the past, whereas European cities were the sites of a dynamic, emergent capitalism?

<p>Th 8 Oct From darkness to light? Christianity and the European city</p>

- *Chris Wickham, 'The other transition: from the ancient world to feudalism', *Past & Present* 103 (1984) pp. 3-36
- *Keith Lilley, 'Cities of God? Medieval urban forms and their Christian symbolism', *Transactions, Institute of British Geographers* 29 (2004) pp. 296-313.
- *Keith Lilley, 'Mapping cosmopolis: moral topographies and the medieval city', *Environment and Planning D: Society & Space* 22 (2004) pp. 681-98.
- *Keith Lilley, 'Medieval urbanism', in Claire Smith (ed), *Encyclopedia of Global Archaeology* (2014) pp 4743-50 [online via Koerner]
- *M. James, 'Ritual, drama and the social body in the late medieval English town', *Past & Present* 98 (1983) pp. 3-29
- *Thomas Robinson, *Who Were the First Christians? Dismantling the Urban Thesis* (2016) ONLINE BOOK

<p>Tu 13 Oct Islam and the medieval city: Cairo as labyrinth and life-world</p>
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- *Janet L. Abu-Lughod, 'The Islamic city -- historic myth, Islamic essence, and contemporary relevance', *International Journal of Middle East Studies* 19 (1987) pp. 155-176.
- *Nezar AlSayyad, *Cairo: histories of a city* (2011) Ch. 3-6 ONLINE BOOK
- †Matthew Harrison, 'The domestic architecture of Fustat' at <https://prezi.com/bzmm59rr6ph0/the-domestic-architecture-of-fustat/>
- †Andre Raymond, 'The traditional Arab city', in Youssef M. Choueiri (ed) *A companion to the history of the Middle East* (2005) 207-226. AVAILABLE TO READ via GOOGLE BOOKS
- *Ethel Wolper, 'Islamic Architecture and Institutions in the Late Medieval City', *History Compass* 12 (12) (2014) 912-23

<p>Th 15 Oct Merchants, market exchange and medieval cities in Europe</p>
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- *Marc Boone, 'Urban space and political conflict in late medieval Flanders', *Jnl. Interdisciplinary History* 32 (2002) 621-40.
- *Mark Casson and John Lee, 'The origin and development of markets', *Business History Review* 85 (2011) 9-37.

- *James Davis, *Medieval Market Morality: Life, Law and Ethics in the English Marketplace, 1200–1500* (2012) ONLINE BOOK
- *Christopher Dyer, 'The consumer and the market in the later Middle Ages', *Econ. Hist. Rev.* 42 (1989) pp. 305-27.
- *Christopher Dyer, 'Market towns and the countryside in medieval England', *Canadian journal of history* 31 (1996) pp. 17-35.
- *Derek Keene, 'Medieval London and its supply hinterlands', *Reg. Env. Change* 12 (2012) 263-81.
- *Michael McCormick, *Origins of the European economy: communications and commerce AD 300-900* (2002) ONLINE BOOK
- *Erica Schoenberger, 'The origins of the market economy: state power, territorial control and modes of war fighting', *Comparative studies in society and history* 50 (2008) 663-91.
- *Carol Symes, 'Out in the Open, in Arras: sightlines, soundscapes and the shaping of a medieval public sphere', in Caroline Goodson, Anne Lester, Carol Symes (eds) *Cities, texts and social networks 400-1500: experiences and perceptions of medieval urban space* (2010) ONLINE BOOK
- *Adriaan Verhulst, 'The origin of towns in the Low Countries and the Pirenne thesis', *Past & Present* 122 (1989) pp. 3-35.
- *Adriaan Verhulst, 'The origins and early development of medieval towns in northern Europe', *Economic History Review* 47 (1994) 362-73.

Tuesday 20 Oct/Thursday 22 Oct

NO CLASSES

In 2021 UBC will be introducing a Mid-Term Break in Term 1 – there is already one in Term 2 – but these plans were made before Covid-19 and the switch to online course delivery. There is a real danger of burn-out when your courses are all delivered online (as a sufferer of endless Zoom meetings over the summer I sympathise) so I have decided to introduce the break in my courses one year ahead.

This is not time off for me: I will be available this week to help anyone who wants to discuss their term paper, so (apart from the opportunity to recharge and to catch up on your reading) this week will also be for **Term Paper Consultations**.

I will provide details nearer the time.

BAROQUE CITIES

'Baroque' denotes both a period –the late sixteenth to the eighteenth century – but also an aesthetic: one that emphasizes a sometimes overwhelming ornamentation, dynamic movement and controlling power. These classes focus on the connections between the absolutist state and mercantile capitalism in Europe during this period. Through two case studies they describe the rise of capital cities – the condensation of the state around the court, and the architecture of absolutist power – and account for the rise of merchant cities trading within the capitalist world-economy.

Tu 27 Oct The absolutist state and the aesthetics of power: St Petersburg.

- †Julie Buckler, *Mapping St Petersburg: imperial text and city shape* (2005) (limited access via GOOGLE)
- †Kenneth Knoespel, 'Building space and myth at the edge of empire: space syntax analysis of St Petersburg, 1703-1913', *Proceedings, 4th International Space Syntax Symposium* (2003) at <http://217.155.65.93:81/symposia/SSS4/fullpapers/17Knoespelpaper.pdf>
- *Grigorii Kaganov, 'Sight riven and restored: the image of Petersburg space, 1850-1900', *Russian Review* (1995) 227-242.
- *Alexander Martin, *Enlightened metropolis: constructing imperial Moscow 1762-1855* (2013) ONLINE BOOK

Th 29 Oct Webs of trade, merchant capitalism and the embarrassment of riches: Amsterdam

- *Kevin Blachford, 'Revisiting the expansion thesis: international society and the role of the Dutch East India company as a merchant empire, *European journal of international relations* (2020: Online First)
- *Marjolein 't Hart, 'Cities and state-making in the Dutch Republic, 1580-1680', *Theory & Society* 18 (1989) pp. 663-87
- *Clé Lesger, *Shopping Spaces and the Urban Landscape in Early Modern Amsterdam, 1550-1850* (2020) Ch. 3 ONLINE BOOK
- *J.W. Moore, 'Amsterdam is standing on Norway', *Journal of agrarian change* 10 (2010) 33-68 and 188-227
- *Woodruff Smith, 'The Function of Commercial Centers in the Modernization of European Capitalism: Amsterdam as an Information Exchange in the Seventeenth Century', *Jnl. Econ. Hist.* 44 (1984) 985-1005

INDUSTRIALISM, IMPERIALISM AND THE CITY

These classes treat two constellations of power – industrialization and imperialism – that are too often held apart. The links between the two could not always be glimpsed by observers. Many visitors to Manchester described it as an ‘opaque city’, but its opacity was produce by more than the clouds of smoke billowing from its factory chimneys; many of its innermost workings were obscured from view by the topography of the city itself and by the new structures of industrial capitalism that contained them. Similarly, when visitors travelled on to London, they failed to see that this was the most important manufacturing city in Britain: their eyes were raised, instead, to the panoply and performance of Empire that, by the end of the nineteenth century, increasingly turned on the spectacle of the city itself. How were these ideas translated across the Empire: how did Britain impress its power on the landscape of New Delhi? And how were these ideas repatriated to Britain: how were ‘race’ and ‘class’ conjoined in pathologies of the nineteenth-century city?

Tu 3 Nov The workshop of the world: forging industrialism and imperialism

- *Antoinette Burton, ‘Making a spectacle of empire: Indian travellers in fin-de-siècle London’, *History workshop journal* 42 (1996) 96-117.
- *Felix Driver, David Gilbert, ‘Heart of empire? Landscape, space and performance in imperial London’, *Environment and Planning D: Society & Space* 16 (1998) pp. 11-28
- *David Gilbert, ‘London in all its glory - or how to enjoy London’: guidebook representations of imperial London’, *J. hist. geogr.* 25 (1999) 279-297.
- *Alan Lester, ‘Imperial circuits and networks: geographies of the British Empire’, *History Compass* 4 (2006) 124-121
- *Thomas Prasch, ‘Eating the world: London in 1851’, *Victorian Literature and culture* 36 (2008) 587-602
- *Giorgio Riello, Patrick O’Brien, “‘The future is another country’: offshore views of the British Industrial Revolution’, *Journal of historical sociology* 22 (2009) 1-29
- *Garett Ziegler, ‘The city of London: real and unreal’, *Victorian Studies* 49 (2007) 431-55

Th 5 Nov The opaque city: anatomies of nineteenth-century Manchester

- *Mary Poovey, ‘Anatomical realism and social investigation in early nineteenth-century Manchester’, *Differences: a journal of feminist cultural studies* 5.3 (1993) pp. 1-30.

- *Felix Driver, 'Moral geographies: social science and the urban environment in mid-nineteenth century England', *Trans Inst. Brit. Geogr.* 13 (1988) 275-287.
- *Martin Hewitt, 'The cartographic imaginary', Ch. 3 of his *Making social knowledge in the Victorian city: the visiting mode in Manchester 1832-1914* (2020) ONLINE BOOK
- *Aruna Krishnamurthy, "More than abstract knowledge": Friedrich Engels in industrial Manchester', *Victorian Literature and Culture* 28 (2000) 427-48.
- †Ben Moore, *Invisible architecture: ideologies of space in the nineteenth-century city* (PhD thesis, University of Birmingham) Ch. 2
- *Philip Morey, 'Through French eyes: Victorian cities in the 1840s...' *Historical Research* 88 (2015) 291-313
- *Michael Nevell, 'Living in the industrial city', *International Journal of Archaeology* 15 (2011) 594-604.
- John Parham, 'Biggish data: Friedrich Engels, material ecology, and Victorian data', *European journal of cultural and political sociology* 6 (2019) 343-64.
- †Kacper Poblocki, 'Learning from Manchester: uneven development, class and the city', *Praktyka* at <http://www.praktykateoretyczna.pl/czasopismo/learning-from-manchester/>
- *Janet Wolff, 'Manchester, capital of the nineteenth century', *Journal of classical sociology* 13 (1) (2013) 69-86

**Tu 10 Nov Transnational power:
performance and the production of space in New Delhi**

- *David Johnson, 'A British Empire for the twentieth century: the inauguration of New Delhi, 1931', *Urban History* 35 (2008) 462-484
- *Swati Chattopadhyay, 'Cities of power and protest: spatial legibility and the colonial state in early twentieth-century India', *International journal of urban sciences* 19 (2015) 40-52 [good on why the British moved their imperial capital back from Calcutta to [New] Delhi]
- *Ashok Kumar Jain, 'The significance of Shahjahanabad and Lutyens' Delhi', *International journal of environmental studies* 73 (2016) 651-72
- *Hosagrahar Jyoti, 'Mansions to margins: modernity and the domestic landscapes of historic Delhi 1847-1910', *Jnl. of the society of architectural historians* 60 (2001) 26-45.
- *Hosagrahar Jyoti, *Indigenous modernities: negotiating architecture, urbanism and colonialism in Delhi* (2005) ONLINE BOOK
- †Dinesh Kataria, 'Moving frontiers: Delhi's hinterlands, 1870s-1910s', *Asian journal of multidisciplinary studies* 3 (7) (2015) 57-66
- *Stephen Legg, 'Governmentality, congestion, and calculation in colonial Delhi', *Social & Cultural Geography* 7 (5) (2006) pp. 709-29.

**Th 12 Nov Into Darkest London:
class, race and the urban question**

- *Marc Brodie, *The politics of the poor: the East End of London 1885-1914* (2004) [this is, in part, a critique of Stedman Jones's classic text, *Outcast London*] ONLINE BOOK
- *H.J. Dyos, 'The slums of Victorian London', *Victorian Studies* 11 (1967) 5-40.
- •Richard Kirkland, 'Reading the Rookery: the social meaning of an Irish slum in nineteenth-century London', *New Hibernia Review* 16 (2012)
- *Seth Koven, *Slumming: sexual and social politics in Victorian London* (2004) ONLINE BOOK
- †Alastair Owens, Nigel Jeffries, 'People and Things on the Move: Domestic material culture, poverty and Mobility in Victorian London', *Int. jnl. historical archaeology* (2016)
- *Panikos Panayi, *Migrant city: a new history of London* (2020) ONLINE BOOK
- *Nils Roemer, 'London and the East End as spectacles of urban tourism', *Jewish Quarterly Review* 99 (2009) 416-34
- *David Ward, 'The Victorian slum: an enduring myth?' *Annals of the Association of American Geographers* 66 (1976) 323-
- Wong Hiu Wai, 'The imagination of criminals in Victorian London: the Strange Case of Dr. Jekyll and Mr. Hyde', *Interlitteraria* 24 (1) (2019) 81-94.

CITIES AND MODERNITY

These last lectures look at different aspects of cities under the sign of (European) modernity. They focus on attempts at planning cities – in Europe and beyond Europe – and at the undersides of European modernity. For many writers and artists, Paris was the capital of the modern world, the epitome of all that was fashionable and fascinating about modernity: but how could a city celebrated for speed and change be captured in writing, on canvas, on photography? How could it be made legible – and to what end? What were the connections between capitalist modernity and the colonial city, Fanon's 'world cut in two'? Could these modernist preoccupations be translated to the banks of the Nile, for example, and with what consequences? And even as the moderns pressed their faces against the glass of the future, they also looked to the past: what, then, about the city as a site of memory? Finally, modernity was supposed to be about Progress, the city as the Triumph of Civilization: but what about the city as the object of mass, mechanized war and military occupation?

Tu 17 Nov Paris, *ville invisible*: capital of the nineteenth century?

- *Masha Belenky, 'Disordered topographies in Zola's *La Curée*', *Romance Notes* 53 (1) (2013) 27-37
- *Carl Douglas, *Barricades and boulevard: material transformations of Paris, 1795-1871*, *Interstices* 8, 31-42

- ***Matt Gandy, 'The Paris sewers and the rationalization of urban space,'** *Trans. Inst. Brit. Geogr.* 24 (1999) 23-44
- ***David Harvey, *Paris: capital of modernity* (2003) ONLINE BOOK**
- ***Jonathan House, *Controlling Paris: armed forces and counter-revolution 1798-1848* (2014) ONLINE BOOK**
- ***David Jordan, 'Haussmann and Haussmannisation: the legacy for Paris', *French historical studies* 27 (2004) pp. 87-113.**
- ***Sharon Marcus, 'Haussmannization as anti-modernity', *Jnl. of Urban History* 27 (2001) 723-45.**
- ***Christopher Mead, 'Urban contingency and the problem of representation in Second Empire Paris', *Jnl. of Society of Architectural Historians* 54 (1995) 138-174.**
- ***Antoine Paccoud, 'Planning law, power and practice: Haussmann in Paris 1853-1870', *Planning perspectives* 31 (2016) 341-61**
- ***D.H. Pinkney, 'Napoleon III's transformation of Paris: the origins and development of the idea', *Journal of modern history* (1955) 125-134**
- **David Pinkney, *Napoleon III and the rebuilding of Paris* (1958) ONLINE BOOK**
- ***Allan Potofsky, *Constructing Paris in the Age of Revolution* (2009) [argues that Paris was also the capital of the *eighteenth* century] ONLINE BOOK**
- **†Samuel Raybone, 'How Napoléon III used photography as propaganda to hide the horror of his new Paris'**
<https://theconversation.com/how-napoleon-iii-used-photography-as-propaganda-to-hide-the-horror-of-his-new-paris-143506>
- ***Alexia Yates, *Selling Paris: property and commercial culture in the fin-de-siècle capital* (2015) ONLINE BOOK**

<p style="text-align: center;">Th 19 Nov Colonising Cairo: Military occupation and modernity's Other</p>

- **†Derek Gregory, 'Performing Cairo: Orientalism and the city of the Arabian Nights', in Nezar AlSayyad, Irene Bierman, Nasser Rabbat (eds), *Making Cairo medieval* (2005) pp. 69-93 [available online at www.geographicalimagination.com DOWNLOADS tab].**
- ***James Moore, 'Making Cairo modern? Innovation, urban form and the development of suburbia, c. 1880-1922', *Urban History* 41 (2014) 81-104.**
- ***Nezar AlSayyad, *Cairo: histories of a city* (2011) Ch. 10 ONLINE BOOK**
- ***Jennifer Schacker-Mill, 'Otherness and Otherworldliness: Edward W. Lane's ethnographic treatment of *The Arabian Nights*', *Jnl. American Folklore* 113 (2000) pp. 164-184**

Tu 24 Nov Modernizing Beirut: ‘the Paris of the Middle East’
GUEST LECTURE BY NANCY HAMAD

- †Robyn Creswell, ‘On Beirut, the Unsung Capital of Arabic Modernism,’ *The Paris Review* (2019). <https://www.theparisreview.org/blog/2019/01/17/on-beirut-the-unsung-capital-of-arabic-modernism/> [excerpt from his *The city of beginnings: Poetic Modernism in Beirut* (2019)]
- *Carol Hakim, ‘The French Mandate in Lebanon,’ *American Historical Review* 124 (5) (2019) pp. 1689-1693.
- †El. H. Hibri, ‘Mapping Beirut: Toward a History of the Translation of Space from the French Mandate through the Civil War (1920-91),’ *The Arab World Geographer* (2009) [This will be made available as a pdf]
- *Nadine Hindi, ‘Narrating Beirut Public Spaces: Westernization’ *Méditerranée* 131 (2020)
- *Philip Khoury, *Syria and the French Mandate* (1987) Ch 1: ‘Prelude to Mandate’. ONLINE BOOK
- †Robert Saliba, ‘Historicizing Early Modernity - Decolonizing Heritage: Conservation Design Strategies in Postwar Beirut. *Traditional Dwellings and Settlement Review* 25 (1) (2013) <http://iaste.org/swp/wp-content/uploads/2012/09/2014/05/Saliba-25.1-reduced.pdf>
- †H. Tahir, ‘Stop Calling Beirut the "Paris" of the Middle East’. *Common Sense Network*. <https://www.tcsnetwork.co.uk/stop-calling-beirut-the-paris-of-the-middle-east/>
- *Yassin, N. (2012) ‘Beirut’, *Cities*, 29 (2012) 64-73.

Th 26 Nov Modern cities and war:
The urban experience of military occupation

(1) *Eastern Europe, the Holocaust and the Ghetto:*

- *Tim Cole and Graham Smith, ‘Ghettoization and the Holocaust: Budapest 1944’, *Journal of Historical Geography* 21 (3) (1995) 300-316 [read with Giordanna and Cole, below]
- *Alberto Giordanna and Tim Cole, ‘On Place and Space: Calculating Social and Spatial Networks in the Budapest Ghetto’, *Transactions in GIS* 15 (2011) 143-70; see also their ‘Bringing the Ghetto to the Jew: The Shifting Geography of the Budapest Ghetto’, in * Anne Kelly Knowles et al (eds) *Geographies of the Holocaust* (2014) ONLINE BOOK
- †912 Days of the Warsaw Ghetto [video: YouTube]

(2) *Paris under the Third Reich:*

- *Bertram Gordon, ‘Warfare and tourism: Paris in World War II’, *Annals of Tourism Research* 25 (1998) 616-38
- *David Drake, *Paris at war, 1939-1944* (2015) ONLINE BOOK

- †Jean Guehenno, *Diary of the Dark Years, 1940-1944: collaboration, resistance and daily life in occupied Paris* (2016) (limited access via GOOGLE)
- *Melanie Gordon Krob, 'Paris through enemy eyes: the Wehrmacht in Paris 1940-44', *Journal of European Studies* 31 (2001) 3-28
- *Patrice Higonnet, '**Parisian peculiarities: the French capital in the age of total war**', in Stefan Goebel and Derek Keene (eds), *Cities into battlefields* (2017) Ch. 4 **ONLINE BOOK**

And an important cautionary note on liberation and the persistence of racism:

- *Cécile Bishop, 'Photography, race and invisibility: the liberation of Paris in black and white', *Photographies* 11 (2018) 193-213.

<p style="text-align: center;">Tu 1 Dec Cities and aerial violence: Blitzes, blackouts and bombs</p>

- *Peter Adey, 'Holding still: the private life of an air raid', *M/C Journal* 12 (2009) at <http://journal.media-culture.org.au/index.php/mcjournal/article/viewArticle/112>
- *Amy Bell, **Landscapes of fear: wartime London, 1939-1945**, *Journal of British Studies* 48 (2009) 153-175.
- *Mark Clapson, *The Blitz Companion: Aerial Warfare, Civilians and the City Since 1911* (2019) **ONLINE BOOK**
- *Stefan Goebel and Derek Keene, 'Towards a metropolitan history of total war', Ch. 1 of Stefan Goebel and Derek Keene (eds) *Cities into battlefields* (2011) **ONLINE BOOK**
- *Susan Grayzel, *At home and under fire: air raids and culture in Britain from the Great War to the Blitz* (2012) **ONLINE BOOK**
- †Derek Gregory, 'Doors into nowhere: dead cities and the natural history of destruction', in Peter Meusburger, Michael Heffernan and Edgar Wunder (eds), *Cultural memories* (2011) 249-81 [pdf available under DOWNLOADS tab at www.geographicalimagination.com]
- †John Hersey, *Hiroshima* [a classic from the *New Yorker* in 1946: available at <https://www.newyorker.com/magazine/1946/08/31/hiroshima>]
- *Kenneth Hewitt, 'Place annihilation: Area bombing and the fate of urban places', *Annals of the Association of American Geographers* 73 (2) (1983) 257-284
- †Kenneth Hewitt, '**Proving grounds of urbicide: civil and urban perspectives on the bombing of capital cities**', *ACME* 8 (2009) 340-75.
- *Aaron William Moore, *Bombing the city: civilian accounts of the air war in Britain and Japan, 1939-1945* (2018) **ONLINE BOOK**
- †Japan Air Raids at japanairraids.org

<p style="text-align: center;">Th 3 Dec Final Examination Briefing</p>

The final examination paper will be distributed during this class to give you time to complete/enlarge your reading and to think carefully about your answers.

EVALUATION

Term paper: 50%; written examination: 50%

Term paper

Please choose ONE of the following TWO options:

(A) Urban contrasts and comparisons

- (1) Write an **original, comparative, historical essay** on ONE of the following topics that is organized around **urban space**:
 - a. **Cities and violence** [*violence' is a tragically wide field – I recommend focusing on war or military occupation or social unrest*]
 - b. **Cities and mobility** [*spatial – think of movement in cities – the walking city, buses, railways etc*]
 - c. **Cities and gender and/or sexuality**
 - d. **Cities and visibility** [*This is an invitation to think about the ways in which cities have been represented visually – maps, paintings, photographs, guidebooks, etc – and/or the ways in which cities have been made visible [street lighting, for example]*]
 - e. **Cities and long-distance trade**
- (2) You must do this by comparing **either (a) one** city during two different periods of time **or (b) two** different cities during the same period of time. **In all cases the period(s) must be before 1948.**
- (3) **You must choose cities that have been studied during this course:** in particular, note that this course does *not* consider cities in the Americas. **If you wish to choose a city that has not been studied in this course you must see me in advance** to explain your reasons, to describe the scope of your inquiry and to provide a preliminary bibliography.

Argument

Read this carefully and do NOT leave your preparation until the last few weeks of term.

Notice, first, that none of these terms is innocent: they are all freighted with particular meanings, depending on which theoretical ideas you are working with. **This means that a good essay will need to clarify the concept of (say) visibility or gender that you are working with: I don't expect pages and pages on different conceptions, but neither is a single sentence definition adequate. You need to show that you are aware of different ways of conceptualizing these issues, and to make your own usage plain.** A good starting-point is the *Dictionary of Human Geography* (ed. Derek Gregory, Ron Johnston, Geraldine Pratt and Michael Watts) – and make sure that you are using the latest, 5th^h edition. For essays like this, definitions found in standard, non-technical dictionaries will *not* provide the conceptual framework you need.

You will also need to **restrict the scope of these terms**: for example, will you focus on domestic violence? Colonial violence? Military violence?

Then **remember that this is a course in (historical) geography, and so you are expected to be able to show how these issues relate to both power and to space.** 'Urban space' can be interpreted in several different ways and is **not restricted to the built form of the city (its architecture and its internal geometry, or 'morphology')**; these are important issues, of course, and you should not neglect them. But so too are the symbolic spaces of the city, and the paths and performances that literally 'take place' within the city. Thinking of space in this more complex way ought to alert you to another, vital consideration: the relations between 'urban space' and social processes aren't one-way streets – so don't think only of the ways in which (say) gender is projected onto and reflected in urban space, but think too of the ways in which a particular space allows some gender-inflected events or relations to take place while disavowing others. And you really can't deal with the question of space without **maps and/or images.**

An adequate answer can be written from the required readings and the lecture notes (*but not from the lecture notes alone*). But a good or outstanding essay will go beyond those materials.

Organization

Your essay needs to be an argument: in other words, this is not an invitation to 'write all you know about' – the essay must have a clear **focus** and **structure**. Your opening paragraphs need to address the larger questions and more general ideas involved in this assignment, to identify and justify the case-studies with which you plan to work (i.e. why these two?), and to set out the structure (i.e. logic) of your essay – and it *must* have a logic.

Good essays will probably **not** devote the first half of the essay to one city, and the second half of the essay to another city. It will be a much more effective comparison if you tease out three or four key themes, and discuss each of them in turn – discuss the first theme in one city and then in the other, and then move on to the next theme and treat it in the same

way, and so on. That way, the comparison is maintained throughout the essay rather than deferred to the conclusion.

You will need a conclusion, though, which needs to draw the ideas and findings together and to make some summary, more general observations. This takes more than three sentences.

Presentation

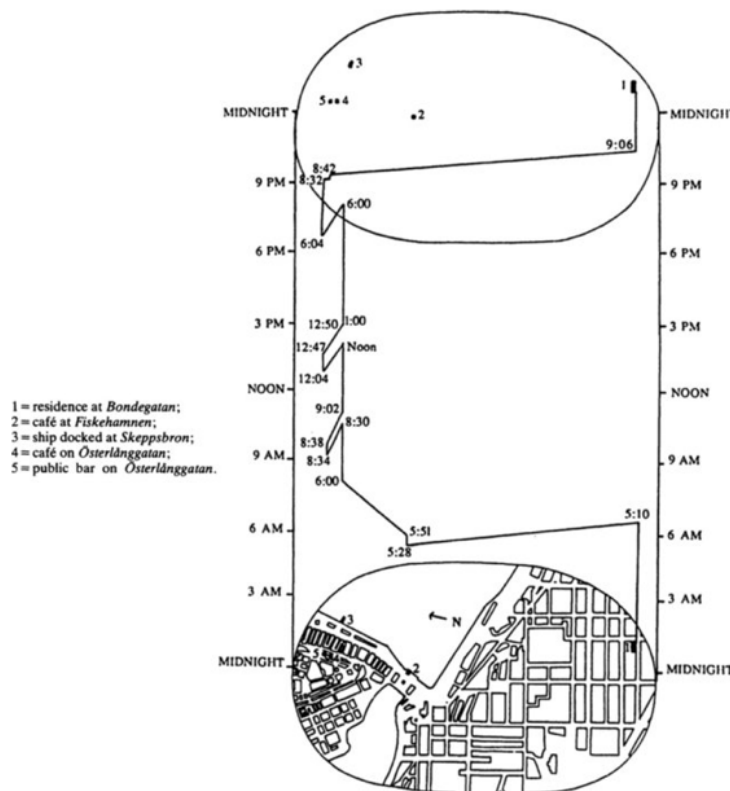
Note: Papers that do not conform to these guidelines will be penalized.

1. For assignment (A), papers must have a **title page** with the name of the course, title of the term paper, and your name and student number. Give your paper **an interesting title** (NOT, for example, 'Cities and violence'!); title pages with an appropriate image or images are likely to be particularly well received....
2. The body of the paper should be around 15 text pages in **length** (i.e. excluding title page, illustrations and bibliography) with 1.5 spacing; papers with less than 12 text pages are unlikely to be adequate, papers with more than 20 text pages will be returned for editing.
3. Papers must be professionally presented, with correct **spelling, punctuation and grammar**. Do not use sexist or racist language unless this appears in a quotation (in particular: cities are not female, so do not refer to 'Paris and her citizens' but 'Paris and its citizens'; and if you do not mean the masculine 'man' or 'men' then use 'people' or 'humankind').
4. Papers must have a clear and coherent **argument**; they must have an informative title, and **sub-headings** must be used to signpost the argument.
5. **Maps, diagrams and illustrations** must be incorporated into the body of the paper, clearly titled, and referred to as Figure 1... etc. in the text. To repeat: For maps of individual cities, see the †**Perry-Castañeda Library Map Collection** at the University of Texas at Austin (<http://www.lib.utexas.edu/maps/historical/index.html>) and the †**Historic Cities** website: http://historic-cities.huji.ac.il/historic_cities.html.
6. **Essays must refer to the relevant readings for the course:** though you need not confine yourself to those readings -- and those who do best will have read beyond them: see me if you need help -- you must demonstrate that you have read and thought about the readings I have assigned. All sources for direct quotations must be given. **References** and notes must be numbered in the text (1), (2) etc. and given either as footnotes on the page or endnotes at the back of the paper; a full **bibliography** must appear at the end of the paper.

(B) Imaginative Geographies of the Urban Experience

Allan Pred once wrote a remarkable essay in which he imagined one day in the life of a docker in nineteenth-century Stockholm; he traced his journey on a map of the city and provided a series of contemporary photographs showing what he would have seen as he turned first this way and then that. You can get an idea of the result by using Google (“Sormlands-Nisse” is what you are searching for, the name of the docker) and looking at the pages of Pred’s book, *Lost words and lost worlds* (p. 229 on).

Here is part of the ‘time-geography’ showing the geometry of the city and the time-paths as he moved through it:



If you are intrigued by the idea of ‘time-geography’, see the relevant entry in *The Dictionary of Human Geography* (edited by Derek Gregory, Ron Johnston, Geraldine Pratt and Michael Watts): available ONLINE via UBC’s Koerner Library. But this isn’t strictly necessary for this assignment.

In a commentary on Pred’s work, I wrote this:

‘Imagine what would have happened had [Pred] constructed not one time-geography but several time-geographies: not just Sormlands-Nisse’s daily path to and from the docks, but also the path of one of the merchants he saw at breakfast through the open windows of the Skeppsbro Cellar, the path of the waitress who had to endure his lunch-time assaults, and the path of one of the policemen patrolling the Osterlånggatan. Presumably the word-pictures would have been different: but what of the photographs that Pred uses to make the

docker's daily path scene/seen? At present, clearly, one is tacitly invited to view these images through Sormland's-Nisse's eyes, not simply to accompany him through the streets and into the bars but to enter into the fiction of seeing what he saw. But how would one then make these images seen from *other* points of view? The merchant, the waitress and the policeman would have walked along at least some of the main streets, but did they see – could they possibly have seen – the same things?

So: my challenge to you is **to do the same for 24 hours in the lives of two (at most three) people living in the same city at the same time (before 1945). You must choose from the cities studied or mentioned in the course, which excludes North America.** The possibilities are still endless – a Syrian slave and a priest in ancient Rome, a Dutch merchant and a ships' captain in Amsterdam, an Irish factory-worker and a mill-owner in Manchester, a Jewish mother and a German soldier in occupied Paris, a school student and a doctor in Hiroshima in 1945 – but you will need to select a city that is well documented (since you will need both maps and images) and *I strongly suspect that this will work best if you focus on a date between 1800 and 1945.*

This will obviously be a fictionalised account (though you could, I suppose, include real people – Charles Dickens? Elizabeth Gaskell? Friedrich Engels?) **but it must be based on empirical research and grounded in the historical archive.** This is not pure fantasy. You will need to specify who these people are (gender, age and ethnicity will be important). You can write in the first or third person – either 'I woke at...' or 'She climbed into the carriage...'); you must cover the same 24-hour period; you must include what these people did and where, how they travelled, who they met, what they saw, heard and even smelled....

A **map** (or maps of parts of the city) will be essential. So too with **images**, which must be incorporated into the text (and commented on), not confined to a separate appendix or annex.

Make sure you include a title page (with an interesting title!), including your name and student number.

You can, if you wish, use footnotes or endnotes to indicate sources (which are not limited to academic articles or books: novels, autobiographies and diaries can be a good source too) and you must include a **bibliography** of all the sources you have used at the end of the essay.

Final submission

You must submit a **digital version** of your term paper to my TA **James Rhatigan** NOT TO ME at james.rhatigan@geog.ubc.ca

Papers that are submitted on or before **24 November** will be returned with a grade and a detailed commentary; papers that are submitted between 25 November and **1 December** will be returned with a grade only (but no penalty).

In fairness to other students, submissions after **1 December 2019** without good reason will be penalized. **If you get into difficulties, don't panic: talk to me!**

You must make a **back-up copy of your paper** and retain this until you receive your grade.

I do not mark on a bell curve, and I have attached a **marking scheme** to this course outline for your guidance; **please consult this before beginning work** because it indicates what I am looking for. A copy of this marking scheme will be returned to you with your essay, with the appropriate descriptions ringed. If you wish to discuss your mark with me I will be happy to do so, but I do not change grades following such informal discussions; there is a formal University procedure for appealing assigned standing and you should consult the *UBC Calendar* if you wish to do so.

Oral examination

To guard against plagiarism, I reserve the right to inspect notes for and drafts of essays, to examine students orally on submitted essays and, if necessary, to submit term papers to e-screening. You must retain a draft of your term paper until the original has been returned to you.

Written examination

There will be **no mid-term examination and no 'quizzes'**: I don't think these are appropriate for senior-level courses of this nature. The only examination (2 hours) will be held during the regular examination period in December. It will require two essays (from a total of eight to ten questions). These will involve knowledge of material covered in lectures and contained in the required readings. Since I attach little value to memorizing, skimming and repeating – the mantra for far too many assessments – **I will distribute the questions during the last class** to give you an opportunity to do additional reading and to think carefully about your answers. None of the questions will be limited to a single lecture, so you will need a good grasp of the course as a whole to do well; good answers will also display a critical appreciation of the required readings. In addition, ***you may not answer questions that duplicate the cities and periods covered by your term paper.***

In fairness to the class as a whole, I will not be available for individual consultations about the examination once the questions have been distributed.

The examination will be given on the published date only; alternative arrangements will only be made for medical or compelling personal reasons.

Withdrawal and academic concession

Withdrawal through the Student Service Centre: If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before **21 September 2020**. If you wish to withdraw from this course with only a withdrawal standing (“W”) on your transcript, you must do so on or before **30 October 2020**. Later withdrawals require Faculty approval.

If you encounter medical, emotional or personal problems that affect your academic performance in this course, please notify me *and* Arts Academic Advising/Centre for Arts Students Services (call 604 822-4028) for more information go to:

<https://www.arts.ubc.ca/student-support/academic-support/academic-advising/online-advising-requests/>

You can also receive friendly and professional help from Counselling Services: see

<https://students.ubc.ca/health/counselling-services>

More information on academic concession here:

<https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

TERM PAPERS: GRADING GUIDE

This is exactly what it says: a guide. It is intended to help you understand the reasons for your grade *and* to assist you in preparing future term papers. It should be read in conjunction with the Guidelines provided for the submission of term papers for this course.

	RESEARCH AND CONTENT	ORGANIZATION AND LOGIC	STYLE AND CLARITY
<i>EXCELLENT</i> A+ 90-100 A 85-89 A- 80-84	Impressive research: wide, careful and critical reading beyond the required/assigned texts; Situates subject in wide context; Excellent use of examples.	Critical and imaginative approach; Intelligent use of theories/ideas to structure argument; Excellent use of illustrations, professionally presented, titled + referred to in text; Convincing conclusion showing ability to evaluate and synthesize.	Exceptionally clear; Mature use of language; Correct grammar, spelling, punctuation; Full and accurate documentation of sources, quotations.
<i>GOOD</i> B+ 76-79 B 72-75 B- 68-71	Thorough research: careful and critical reading; Some attempt to situate subject in wide context; Good use of examples.	Careful and constructive approach; Some use of theories/ideas to structure argument; Good illustrations, carefully presented, titled and referred to in text; Effective conclusion, with some evidence of evaluation and synthesis.	Clear; Good use of language; Few lapses in grammar, spelling punctuation; Good documentation of sources, quotations.
<i>FAIR</i> C+ 64-67 C 60-63 C- 55-59	Uneven and/or largely derivative research; Little attempt to situate subject in wide context; Insufficient or undeveloped examples.	Run-of-the mill approach; Insufficient acknowledgement of theories/ideas behind the argument; Satisfactory illustrations; Simple, skeletal conclusion.	Writing requires 'second guessing': what do you mean, exactly? Confused or cluttered language; Mistakes in grammar, spelling, punctuation; Fair documentation of sources, quotations.
<i>POOR</i> D 50-54 F 00-49	Inadequate research; No attempt to situate subject in context; Inadequate or inappropriate examples.	No obvious argument or structure; Little or no acknowledgement of theories/ideas; Poor or no illustrations; Conclusion merely restates the question.	Unclear; elementary use of language; poor grammar, spelling, punctuation; inadequate documentation of sources, quotations.