

Instructor: Dr. Vanesa Rodriguez-Galindo
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Office Hours: Wednesday, 12:30 – 1:45 pm or by
appointment

**HIS 4400 - The Formation of Urban Society
Spring 2019
Florida International University**

Meeting time and place

Wednesday, 11:00 am – 12:15 pm
GC 279B (Hybrid course)

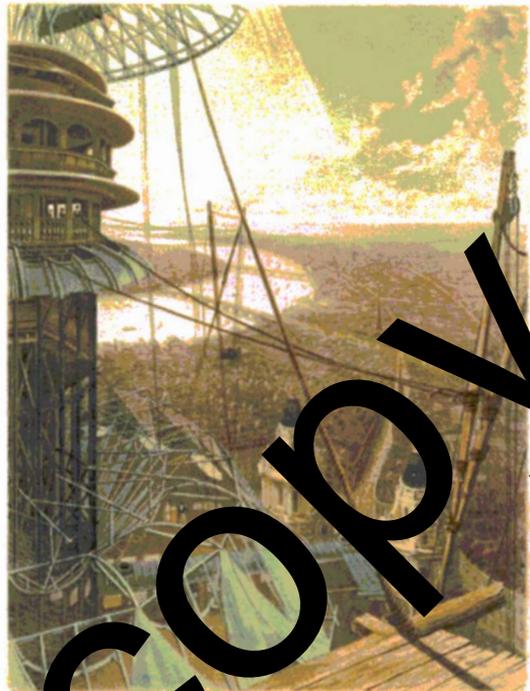
COURSE DESCRIPTION

There are several versions of any one city and infinite ways of experiencing and representing urban life. But why do cities expand and change? How does urban design impact the ways in which citizens experience city life? How do images and visual communication shape urban identities? This course examines these questions and explores urban societies, cultures and landscapes from an interdisciplinary perspective. It is designed to familiarize you with the cultural, artistic, and socio-political movements that fashioned urban life and visual culture in cities across the West. Themes that run throughout the course include industrialization and immigration, urban design and architecture, consumer culture and popular entertainment, gender and social relations, and public art and visual experience. We will study a variety of primary sources and visual materials that shed light on urban identities, from artworks and photographs to printed media like postcards, posters, illustrated newspapers, maps, and guidebooks. By the end of the course you will be able to critically analyze visual sources and historical documents and draw connections between different historical periods and geographic locations.

COURSE OBJECTIVES AND LEARNING OUTCOMES

By the end of the course you will:

- Be acquainted with the key writings and methods historians and cultural critics use to explore urban centers and visual culture from an interdisciplinary perspective.
- Identify and critically interpret visual materials and historical documents related to cities and urban societies.
- Describe the key developments in urban societies and establish links between different geographic locations.
- Develop strong and original arguments in essays, challenge assumptions, and communicate effectively on a variety of topics related to urban life and global issues.
- Fine-tune writing, organization and time-management skills.



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GLOBAL LEARNING OUTCOMES

This is a Global Learning course that counts towards your Global Learning graduation requirement. This course will therefore explore how different cities and social groups interacted and the ways in which cultural trends and urban processes transcended national and cultural boundaries. Specifically, this course will enable you to:

- Identify a research topic and construct an evidence-based argument demonstrating how both local and extra-local processes shaped urban identities and cultures. This involves analyzing the ways in which transnational and intercultural exchanges impacted urban planning, visual culture, and the socio-cultural development of cities. (Global Awareness)
- Analyze different cities and urban societies from multiple perspectives and construct evidence-based arguments examining the ways in which local issues and global practices intersect. (Global Perspective)
- Consider different historical perspectives on a specific problem or action related to urban societies and attempt to reach a resolution. Engage in discussion and activities in which you draw connections between urban cultures and explore the ways in which issues like urbanization, public art, and lived experience, developed in different geographic locations. (Global Engagement)

REQUIRED READINGS

- Readings and other course materials will be available on Canvas.

COURSE REQUIREMENTS AND ASSESSMENT

Grade breakdown

1. Attendance and participation (20%)
2. Weekly tasks on Canvas (30%)
3. Project proposal I (5%)
4. Project proposal II and annotated bibliography (10%)
5. Draft of final paper (15%)
6. Final paper (15%)
7. Group presentations (5%)

Assignment description and course expectations

1. Attendance and participation. Students are expected to participate in in-class activities, keep thorough notes, and come to class prepared to discuss weekly readings.
2. Weekly tasks on Canvas (Short writing assignments, Discussion posts, Quizzes). Because the course follows a **hybrid format**, completing assignments and participating in discussions via Canvas are fundamental components of the learning process. Weekly tasks will consist of completing a discussion post, short writing assignment (300-400 words), or quiz based on readings and course materials. Weekly tasks are due on Sunday (11:59 pm) and should be submitted via Canvas.

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Assignments and discussion posts must demonstrate a command of the required readings and course materials. Support your opinions and analysis with references to the texts. Like the classroom, online discussions are a place to share critical analysis in a respectful manner. These tasks are meant to fulfill the Global Engagement learning outcome and are evaluated based on: thoroughness and attention to the assignment goals and instructions (make sure you answer all parts of the question), clarity of writing and comprehensibility, contextualization of the information and processes under study, intellectual inventiveness and ability to engage with different historical perspectives, ability to draw an analytical conclusion based on the required readings (20/100 points for each criterion).

While you are reading, ask yourself how the author develops and articulates his or her argument. What sources does he/she use to support the argument? As you read, take notes and underline parts of the text that you consider relevant and intriguing. Ask yourself how documents and visual materials produced in the same era relate to each other. Do they explore the same themes or present similar topics in a different light?

3. Project proposal I. This assignment involves choosing the topic of your final paper. It requires that you identify an issue or phenomena related to urban culture and explore how it developed in two cities during similar time frames. Examples of relevant issues include the effects of industrialization on urban planning, public space and shifting social and gender relations, the impact of consumerism on the urban landscape, the relation between public art and counterculture. The syllabus and list of course contents and readings can assist you in identifying a meaningful topic. In addition, we will review sample topics and research questions in class.

150-250 words. **Due February** via turnitin on Canvas.

4. Project proposal II and annotated bibliography: This assignment consists in fine-tuning your first proposal and describing your research plan and how you intend to move forward with your project. You must also provide an annotated bibliography of four sources. Since this is your first approach to the subject, your bibliography will surely expand and change as you progress. The goal of this assignment is to become familiarized with the literature on your chosen topic. For more information and samples of an annotated bibliography, see <https://student.unsw.edu.au/annotated-bibliography>

The bibliography should distinguish between primary and secondary sources. It is important to review scholarly sources like academic books and journal articles.

Encyclopedias, websites and publications of general interest provide useful background information, but the annotated bibliography and paper must draw from reliable, scholarly sources. For samples and information on primary and secondary sources, see

<http://lib1.bmcc.cuny.edu/help/sources/>

800-1000 words. **Due February 24** via turnitin on Canvas.

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5. Draft of final essay. The draft should provide a provisional title, short list of contents, introduction, and a clear thesis argument and essay structure. The research question the paper explores must be clear and the paper should develop an argument that is supported by relevant sources. Citations and figures should be mentioned.

Approximately 3,000-3,500 words. **Due March 31** via turnitin on Canvas.

6. Final essay. The final paper must include a title, list of contents, full introduction, analysis of research question, conclusion, and bibliography entries. Figure captions and citations must be complete in the final paper. Citations should be listed in footnotes following Chicago style format. http://www.chicagomanualofstyle.org/tools_citationguide/citationguide-1.html 3,000 – 3,500 words, including footnotes and bibliography. **Due April 24** (11am) via turnitin on Canvas.

Evaluation of writing assignments assesses your awareness of global and local issues and is based on the following criteria:

Understanding and interpretation of the geographic locations and socio-cultural contexts under review.

Command of concepts, issues and vocabulary studied throughout the course.

Justified use of visual and primary sources and secondary works to support argument.

Clear thesis statement and argumentation

Originality and maturity in thought and expression

Organized structure and writing style (spelling, punctuation, grammar, and form).

Please use Chicago style citations and 5 line spacing, Times New Roman 12pt font in all writing assignments. Assignments that are not submitted by the due date will receive a grade deduction. Please note that failing to submit an assignment will result in a 0 grade.

7. Group presentations: We will have group presentations on the last day of class (**April 16**). This activity assesses your ability to engage with multiple perspectives and fulfills the Global Perspective learning outcome. Groups of four to five students will present a summary of their projects and conclusions. The goal is to contrast and compare research tools and historical perspectives of different cities and geographic locations. This activity will give us the opportunity to work collaboratively and at the same time assist in fine-tuning individual projects. It

Grading scale

A 100-94	C+ 79-77
A- 93-90	C 76-70
B+ 89-87	D 69-60
B 86-84	F 59 and below
B- 83-80	



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CLASS ETIQUETTE

Please arrive to class on time and stay for the entirety of the class. Unauthorized reproduction of class materials is not permitted. Please put your cell phone away during class. Texting and viewing your phone during class is inappropriate behavior and a distraction to you and your peers. Laptops may be used only to take notes, but no internet surfing, no checking email, no online chatting, etc.

ACADEMIC HONESTY

Plagiarism and cheating are serious offenses and will result in an automatic failing grade. Please do not put your academic success at risk by committing either of the offenses. Read FIU's policies on plagiarism in the Student handbook. For a definition of plagiarism, please see <http://education.fiu.edu/plagiarism/Definition.htm>. The university has a plagiarism tutorial you can complete: <http://education.fiu.edu/plagiarism/index.htm>

Examples of plagiarism include copying and pasting entire phrases from original and/or internet sources without quotation marks, or changing a few words within the phrase, copying ideas and concepts from another author without correctly attributing the source, copying student papers acquired or available online.

RELIGIOUS HOLIDAYS

Please refer to university's policy of observance of religious holy days. Please notify the instructor at the start of the course, and no later than two weeks before the holiday, so that appropriate accommodations can be made.

UNIVERSITY CODE OF ACADEMIC INTEGRITY

Please refer to your student handbook. You can see http://academic.fiu.edu/academic_integrity.html

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and committed service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

<http://integrity.fiu.edu/misconducts.html>

STUDENTS WITH DISABILITIES

Florida International University provides accommodations for students with disabilities. The Disability Resource Center (DRC) collaborates with university faculty to provide inclusive learning environments. If you have a disability and plan to utilize academic accommodations, additional information may be found in the DRC's website: drc.fiu.edu.

COURSE OUTLINE (subject to revision and changes)

WEEK ONE. January 7 –13
Welcome! Introduction: Thinking about Cities, Art, and Culture <u>Readings:</u> <ul style="list-style-type: none">• Mirzoeff, Nicholas. "What is Visual Culture?" In <i>The Visual Culture Reader</i>, edited by Nicholas Mirzoeff. London and New York: Routledge, 1998. 3-13. Read pages 3-8 and skim rest of chapter.• Mumford, Lewis. <i>The Culture of Cities</i>. New York: Harcourt Brace, 1996 [1938]. Introduction.
WEEK TWO. January 14 – 20
Researching Cities and the Urban Environment <u>Readings:</u> <ul style="list-style-type: none">• Certeau, Michel de. <i>The Practice of Everyday Life</i>, trans. Steven Rendall. Los Angeles and London: University of California Press, 1984. Chapter III, "Walking in the City."• Lynch, Kevin, <i>The image of the city</i>. Cambridge: MIT Press, 1960. Chapter I, "The Image of the Environment."• Olsen, Donald J. <i>The City as a Work of Art. London, Paris, Vienna</i>. New Haven: Yale University Press, 1986. Chapter 1, "Urban Virtue and Urban Beauty."• View clip "How Michel de Certeau inspired Pokémon Go" by L. Pandoulis https://www.youtube.com/watch?v=X5wvUtn-CA&t=1s <p style="text-align: right;">January 14: Last Day to Add/Drop</p>
WEEK THREE. January 21 – 27
Researching Images and Urban Spectatorship <u>Readings:</u> <ul style="list-style-type: none">• Burke, Peter. <i>Eyewitnessing. The Uses of Images in Historical Writing</i>. London: Reaktion, 2001. Introduction.• Gillian, Rose. <i>Visual Methodologies. An Introduction to Researching with Visual Materials</i>. SAGE, 2007. Chapter 1, "Researching Visual Materials."• View Jacob Lawrence's <i>The Migration Series</i>. http://www.phillipcollection.org/collection/migration-series
WEEK FOUR. January 28 – February 3
The Evolution of Cities: From Ancient to Modern <u>Readings:</u> <ul style="list-style-type: none">• Borst, Wayne C. and Williams, Joseph, M. <i>The Craft of Research</i>, 3rd ed. Chicago: Chicago University Press, 2008. Chapters 3 and 5.• Childe, V. Gordon, "The Urban Revolution." In <i>The City Reader</i>, 5th edition, edited by Richard T. LeGates and Frederic Stout, 31-39. London and New York: Routledge, 2011 <p style="text-align: right;">Project Proposal I due February 3</p>

WEEK FIVE. February 4–10
Enlightened Cities and Culture: Paris and Saint Petersburg <u>Readings:</u> <ul style="list-style-type: none">• Benevolo, Leonardo. <i>The European City</i>. Oxford: Blackwell, 1995. 138-151.• Lees, Andrew and Lynn Hollen Lees. <i>Cities and the Making of Modern Europe, 1750-1914</i>. Cambridge: Cambridge University Press, 2007. Chapter 1, "Urban Worlds around 1750" Paper workshop I: Bring a copy of your proposal to class
WEEK SIX. February 11–17
Industrialization, Migration, Imperialism: London in the Nineteenth Century <u>Readings:</u> <ul style="list-style-type: none">• Dennis, Richard. <i>Cities in Modernity Cities in Modernity, Representation and Productions of Metropolitan Space, 1840-1930</i>. Cambridge, Cambridge University Press, 2007. 4-20.• Nead, Lynda. <i>Victorian Babylon. People, Streets and Images in Nineteenth-century London</i>. New Haven: Yale University Press, 2000. Selections• View clip "When Real People were Exhibits." http://www.thebostonmagazine-16295827
WEEK SEVEN. February 18 – 24
Art, Leisure, and Consumer Culture: Paris in the Nineteenth Century <u>Readings:</u> <ul style="list-style-type: none">• Baudelaire, Charles. "The Painter of Modern Life," (1863). In <i>The Nineteenth Century Visual Culture Reader</i>, edited by Vanessa R. and Jeannene M. Przyblyski, 37-41. New York: Routledge, 2004.• Schwartz, Vanessa R. <i>Spectacular Realities: Early Mass Culture in Fin-de-Siècle Paris</i>. Berkeley: University of California Press, 1998. Chapter 3, "The Musée Grévin." Project proposal II and annotated bibliography due February 24
WEEK EIGHT. February 25 – March 3
Read all about it! Urban Print Culture and the Origins of Mass Culture <u>Readings:</u> <ul style="list-style-type: none">• Mainardi, Patricia. "The Invention of Comics," <i>Nineteenth-Century Art Worldwide</i> 6, no. 1 (Spring 2007).• Rapaport, Erika. <i>The Promotion of Women's Pleasure in London's West End, 1909-1914</i>. Princeton and Oxford: Princeton University Press, 2000. Chapter Two, "A New Era of Shopping."
WEEK NINE. March 4 – 10
Urban Societies and culture between wars: Weimar Berlin and Red Vienna: From Fin-de-Siècle Culture to the Interwar Period <u>Readings:</u> <ul style="list-style-type: none">• Simmel, Georg. "The Metropolis and Mental Life" (1903). In <i>The Nineteenth Century Visual Culture Reader</i>, edited by Vanessa R. and Jeannene M. Przyblyski, 51-55. New York:

<p>Routledge, 2004.</p> <ul style="list-style-type: none">• Ward, Janet. <i>Weimar Surfaces: Urban Visual Culture in 1920s Germany</i>. Berkley: University of California Press, 2001. Selections. <p>Paper Workshop II: Bring a copy of your second proposal to class</p>
WEEK TEN. March 11-17
No class, no assignments. Spring break
WEEK ELEVEN. March 18-24
Peripheral cities? Madrid: From Islamic town to Twentieth century capital
<u>Readings:</u> <ul style="list-style-type: none">• Benjamin, Walter and Asja Lacis. "Naples," in <i>One-Way Street</i>. London: Verso, 1979 [1921]. 167-76.• Jeffries, Stuart. "In praise of dirty, sexy cities: The urban world according to Walter Benjamin." <i>The Guardian</i>, September 21, 2015. https://www.theguardian.com/cities/2015/sep/21/walter-benjamin-naples-moscow-cities• Parsons, Deborah. <i>A Cultural History of Madrid. Modernism and the Urban Spectacle</i>. Oxford and New York: Berg, 2003. 13-21. <p>Draft of essay due March 24 March 18: Last day to drop a course with a DR grade</p>
WEEK TWELVE. March 25 – March 31
Monuments, Muralism, Memory: Art and Public Space from Mexico to Miami
<u>Readings:</u> <ul style="list-style-type: none">• Benton-Short, Lisa, "Monuments and Memory." In <i>The Sage Companion to the City</i>, edited by Tim Hall, Phil Hubbard and John F. Short, 87-105. London: Sage, 2008.• Coffey, Mary K. <i>How Revolutionary Art Became Official Culture: Murals, Museums, and the Mexican State</i>. Durham, NC: Duke University Press, 2013. Selections.• Nora, Pierre. <i>Les Lieux de Mémoire</i> (1984). In <i>The Nineteenth Century Visual Culture Reader</i>, edited by Vanessa R. and Jeanne M. Przyblyski, 235-237. New York: Routledge, 2004.
WEEK THIRTEEN. April 1 – 7
Museums, Vision, and the Public Sphere
Museum Visit: Class will meet at Frost Art Museum
<u>Readings:</u> <ul style="list-style-type: none">• Barret, Jennifer. <i>Museums and the Public Sphere</i>. Chichester: Wiley-Blackwell Publishing, 2011. Selections.• Bennett, Tony. "Civic Seeing: Museums and the Organization of Vision." In <i>A Companion to Museum Studies</i>, edited by Sharon Macdonald, Chichester: Wiley-Blackwell Publishing, 2006.• Duncan, Carol. "The Art Museum as Ritual." In <i>The City Cultures Reader</i>, 2nd edition, edited by Malcolm Miles and Tim Hall, with Iain Borden. 72-81. London and New York: Routledge, 2000.

WEEK FOURTEEN. April 8 – 14

Counterculture and Urban Identities, 1960s-1980s: Swinging London, Punk Berlin, Madrid's *Movida*

Readings:

- Larson, Susan. "Architecture, Urbanism, and la *Movida madrileña*." In *Toward a Cultural Archive of la Movida: Back to the Future*, edited by William J. Nichols and H. Rosi S. g. Plymouth: Fairleigh Dickinson University Press, 2014. 181-202.
- Ward, Simon. *Urban memory and Visual Culture in Berlin: Framing the Asynchronous City, 1957-2012*. Amsterdam: Amsterdam University Press, 2016. Selections
- View documentary, "Exploring Underground Madrid," min. 0:00-10:00
<https://www.youtube.com/watch?v=V48a-hrWh5s>

WEEK FIFTEEN. April 15 – 21

Comparing Cities, Sharing Methods: Group presentations

Readings:

- "Planning a group presentation."
<http://academics.umw.edu/speaking/resources/handouts/planning-a-group-presentation/>

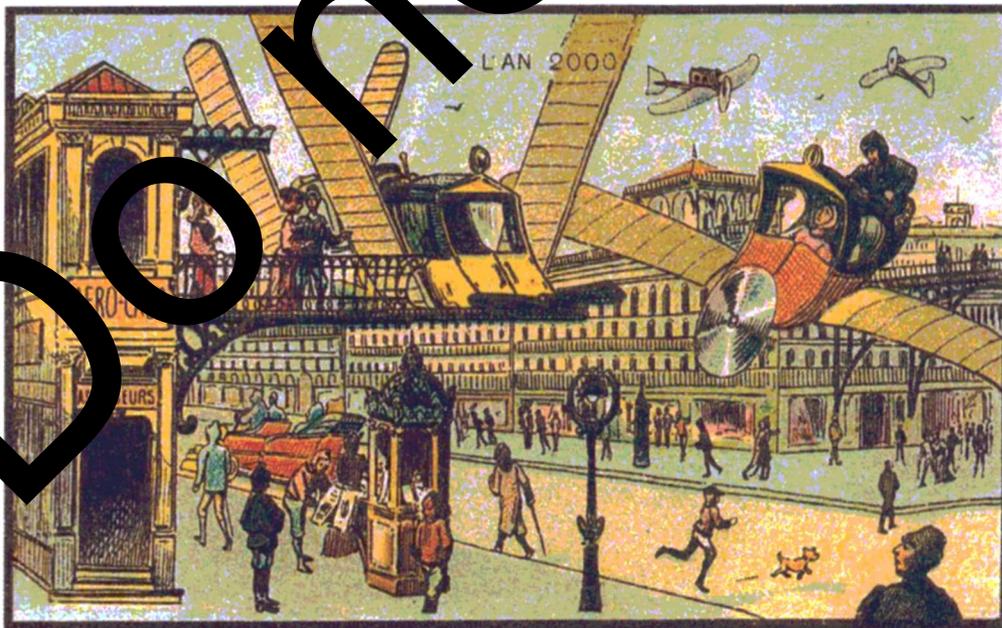
WEEK SIXTEEN. April 22-28

Final week

Final Paper due April 24, 9 am

Grades posted: May 2

The above calendar and procedures in this course are subject to change. Students will be informed of all changes in a timely manner.



Aero-Cab Station

Postcard ca. 1900 by Jean-Marc Côté