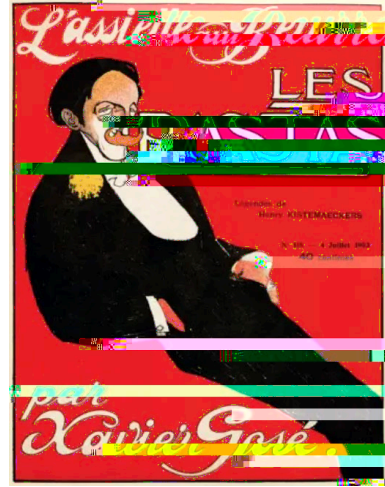
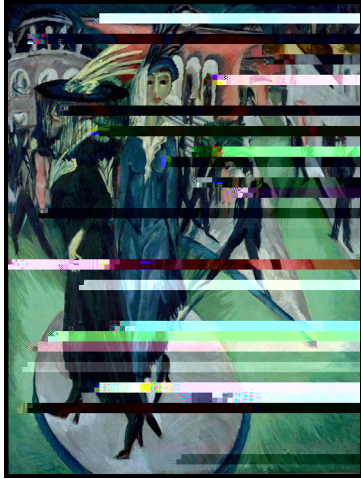


HIS 3301  
THE EUROPEAN METROPOLIS  
GRINNELL COLLEGE SPRING 2022  
Monday & Friday 1:00– 2:20 p.m.  
HSSC S3333



Ernst Ludwig Kirchner, Potsdamer Platz 1914  
C&J Greenwood, Map of London, 1830  
Francisco Xavier Gosé, "Les Rastas" 1903

## COURSE INFORMATION

Dr. Kelly J. Maynard, Grinnell College Department of History

Office: ARH 3244

Office Hours: M 4:00-5:00 in ARH, T 4:00-5:00 at the Stew, W 1:00-2:00 in ARH, and by appt.

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## COURSE DESCRIPTION

This seminar takes as its starting point the explosion of large cities in Europe from the mid-nineteenth through the early twentieth centuries. Through the lens of case studies in London, Paris, and Berlin, we consider how individuals and communities grappled with the idea and the experience of the metropolis. Our investigations examine political developments, social theory, the visual and literary arts, and consumer culture as we consider themes such as community and alienation, the fluidity of the self, spectacle and entertainment, disease and criminality, race, gender, class, and sexuality. Students develop independent research projects centered in a metropolitan context(s) in or beyond Europe on any theme connected to the class.

## COURSE OBJECTIVES

- to become familiar with several European cities and the political, economic, intellectual, cultural, technological, spatial, architectural, etc. processes by which they became metropolises over the course of the long nineteenth century
- to identify several thematic threads in the extant scholarship about the experiences of living in these new spaces
- to assess academic scholarship and primary sources and draw connections among multiple authors, perspectives, and disciplines
- to cultivate your skills in oral expression of your ideas through class discussions and project presentations
- to develop conversational skills in listening and integrating the ideas of other interlocutors
- to expand and apply research skills to 1) identify historiographical conversations and questions and 2) find primary sources that contribute to and answer them
- to produce a term project (a 1520 page academic paper or a podcast, opinion piece or other format by arrangement) which:
  - makes a sustained argument that 1) responds to a question, 2) is supported by the analysis of appropriate evidence drawn from both primary and/or secondary sources, and 3) makes the case for its larger significance by engaging with existing scholarly literature
  - is well-structured such that it 1) makes clearly identifiable arguments, 2) offers logically ordered introductions and conclusions, 3) develops their arguments in a careful sequence, and 4) maintains unity among component sentences, sections, and paragraphs
  - employs clear prose that 1) uses direct, active language, 2) is fluent and precise in its word choice, 3) avoids monotony by varying its sentence structure, and 3) avoids wordiness and jargon

## COURSE REQUIREMENTS AND GRADING

### Principles

As we continue to navigate together the upside-down C19 world, please bear in mind the THRIVE principles codified at the College in the spring of 2020. These are:

Talk to improve transparency,

Health and safety must remain a top priority for our entire campus community,

Re-imagine and reconsider what is possible and necessary,

Inclusion requires flexibility,

Value all experiences of vulnerability,

Empathy requires all of us to be aware, sensitive, and responsive.

This means that above all, we are working TOGETHER as a community to learn, to push each other, to respect each other, to empathize with each other, and to be humans together. Let's embrace mutual support and grace as we move through the semester. Requirement number one, then, is that we all do our best as humans.



## Grading

Your grade for this course will be calculated according to the following formula:

class participation 35%  
project scaffolding assignments 15%  
project presentation 15%  
final research project 35%

In addition to the expectations for participation outlined above, details will be forthcoming about scaffolded assignments, end-of-term presentations, and final projects.

At the beginning of the term we examine three case studies and compare the circumstances in which each metropolis developed. Then we shift to brief, condensed thematic units addressing the variegated experiences of living in these new spaces. The small scale of the seminar allows us to delve deeply into our materials together, while incremental assignments help you develop your individual projects early on.

We continue to meet individually, in small groups, and/or as a class after spring break, providing and receiving feedback on each project's development. These meetings and our small, ongoing assignments create a logical scaffolding upon which to build toward the final product, and we work collaboratively on this process.

Finally, you also have the opportunity to make 15-minute-long research presentations of your findings at the end of the term. These presentations are peer-reviewed by the members of the seminar, including an evaluation form, an extended question and answer session, and advice toward final revisions of the project.

I want every person in this class to succeed and am deeply committed to creating an environment that helps make that possible. So I encourage students with documented disabilities in any form to discuss reasonable accommodations with me. You will also need to have a conversation about and provide documentation of your disability to Jeff Hirschman, Coordinator for Student Disability Resources, at [hirschma@grinnell.edu](mailto:hirschma@grinnell.edu). Please be in touch with me at any time and by whatever means you find most comfortable if there is anything I can do to help.

## COURSE SCHEDULE

Please note that this schedule is subject to change at the discretion of the instructor. There are no books required for this course. All materials listed below will be available on PWeb, though the Grinnell College Libraries, or on the internet.

- indicates common readings for class, prepared for discussion on the date listed here

M Jan 24 INTRODUCTION

- Carl Schorske, "The Idea of the City in European Thought: Voltaire to Spengler" in *Thinking with History: Explorations in the Passage to Modernity* (1998), 375

PART I CONSTRUCTING THE METROPOLIS

F Jan 28 Case Study I: London

- Francis Sheppard, "Structures of the Modern Metropolis" pp. 268, "The People of London" pp. 289, and "The Imperial and Global Metropolis" pp. 309-317 in *London: A History* (1998)
- Friedrich Engels, "The Great Towns" in *The Condition of the Working Class in England in 1845* (1845)
- Charles Dickens, Chapter V from *Hard Times* (1854)

M Jan 31 Case Study II: Paris

- David Pinkney, "Paris in 1850" and "Paris in 1870 and After" in *Napoleon III and the Rebuilding of Paris* (1958), 324, 210-21
- Charles Baudelaire, "The Painter of Modern Life" (1863) and *Flowers du Mal* and *Paris Spleen* (excerpts)

W Feb 2 **Research Project Venn Diagram due time frame(s), place(s), theme(s)  
9:00p.m. by electronic submission**

F Feb 4 Case Study II: Berlin

- David Clay Large, "Berlin Under Bismarck", "World City" in *Berlin* (2000), 1107 (121/245) (4781/81107)
- Theodor Fontane, "The Poggenpuhl Family" (1896), chapter IV (pp. 133-56)

M Feb 7 NO CLASS WORKING DIFFERENTLY DAY

W Feb 9 **Research Project Initial Historiographical Inquiry report due  
9:00 p.m. by electronic submission**

PART II METROPOLITAN SPECTACLE

F Feb 1 Consumption + Its Consequences

- Zola, *The Ladies' Paradise* (1883), Chapter 4
- Patricia O'Brien, "The Kleptomania Diagnosis: Bourgeois Women and Theft in Late Nineteenth-Century France" *Journal of Social History* 17/1 (1983) 765  
<http://www.jstor.org/stable/3787239>

- F Feb 18    The Printed Word
- Vanessa Schwartz, "Setting the Stage

- M Mar 14 Baudelaire, revisited
- Robin Mitchell, “Jeanne Duval: Site of Memory” in *Vénus Noire: Black Women and Colonial Fantasies in Nineteenth-Century France*