This class examines the major topics of urban history from a transnational perspective. With a thematic approach, we examine social control, sanitation, housing, urban design, racial segregation, sexual politics, class divisions, and the city in times of war and disaster. With a global scope, we travel from Europe, to America, Asia, Africa, and beyond: London, Paris, Mumbai, Shanghai, Cape Town, New York, San Francisco, and our home city of Chicago all feature in readings and discussions. We examine the major themes of urban history from a comparative perspective and illuminate the many connections between the urban politics and urban forms of multiple cities in diverse national, cultural, and political contexts. The historical focus is on modern cities as they emerged in the late 19th and early 20th centuries.

WEEK 1: Defining the Field: What is Urban History? (January 14)

C.A. Bayly et al, “AHR Conversation: On Transnational History”
MARTIN LUTHER KING JR DAY (January 21), No Class

WEEK 3: Modernity (January 28)

David Harvey, *Paris, Capital of Modernity*
James Scott, *Seeing Like a State* (pp. 53-63)

WEEK 4: Governmentality (February 4)

Patrick Joyce, *The Rule of Freedom: Liberalism and the City*
Stephen Legg, *Spaces of Colonialism: Delhi’s Urban Governmentalities* (pp. 1-37)
Michel Foucault, “On Governmentality”

WEEK 5: The Colonial City I (February 11)

Gwendolyn Wright, *Politics of Design in French Colonial Urbanism*

WEEK 6: The Colonial City II (February 18)

Preeti Chopra, *A Joint Enterprise: Indian Elites and the Making of British Bombay*
Stephen Legg, *Spaces of Colonialism: Delhi’s Urban Governmentalities* (pp. 37-221)

WEEK 7: Sanitation (February 25)

Michel Allen, *Cleansing the City: Sanitary Geographies in Victorian London* (Introduction, chapters 1-2, 4)

SPRING BREAK (March 4), No Classes

WEEK 8: Disease (March 11)

Myron Echenburg, *Plague Ports: The Global Urban Impact of Bubonic Plague, 1894-1901*

WEEK 9: Segregation I (March 18)

John Western, *Outcast Cape Town*
Gareth Stedman Jones, *Outcast London: A Study in the Relationship between classes in Victorian*
Society. (flip through just to get a sense of what it is about).
Nightingale, Segregation: A Global History of Divided Cities, chapter 8

WEEK 10: Segregation II (March 25)

Arnold Hirsch, Making the Second Ghetto: Race and Housing in Chicago, 1940-1960
Nightingale, Segregation: A Global History of Divided Cities, chapter 9-10

WEEK 11: Sex and the City (April 1)

Geoff Chauncey, Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940

WEEK 12: Urban Policing (April 8)

Frederic Wakeman, Policing Shanghai, 1927-37.

WEEK 13: Disaster and Relief (April 15)

Andrea Davies, Saving San Francisco: Relief and Recovery after the 1906 Disaster
Peter Stansky, The First Day of the Blitz: September 7, 1940

WEEK 14: The City as Utopia or Dystopia (April 22)

Stephen Kotkin, Magnetic Mountain: Stalinism as a Civilization
James Scott, Seeing Like a State, pp. 117-130

GRADING

25% Class participation (includes leading or co-leading at least two classes)
20% 5-sentence summaries of readings each week
15% Book review (4-5 pages)
40% Final essay (15-20 pages).  Due April 29

Participation in class is fundamental to your intellectual and professional development, and accounts, accordingly, for an important component of your final grade. Each discussion will be lead or co-lead by one of you. Class leaders should meet with me before class to discuss the main questions and topics relevant to the reading.

At the beginning of each class, please turn in a 5-sentence summary of the reading for that week. This will help focus your thoughts for class discussion and will prove very useful when it comes time for field exams.
The book review should be on one of the assigned readings. You will be expected to provide a
critical (though not necessarily negative) assessment of the book’s historiographical contribution
and analysis of evidence. This will be due at the beginning of the class in which the book is
discussed. Try not to leave this to the last week!

Please consult with me for the final paper. I recommend you produce a historiographical review
eyssay that further examines a theme discussed in class by incorporating outside readings. PhD
students have the option of producing an annotated syllabus on a topic related to the themes of
this course for use in academic job applications. On a case-by-case basis I may permit you to
write a research paper on a topic that intersects with the themes of this course, though be warned
that this may entail much more work than the other two options.