



Department of History

HTST 354: Cities in Global History Fall 2021

Instructor: Dr. Frank Towers

Graduate Assistant Teacher: Michael Connolly

Class Times: Monday, Wednesday and Friday 10:00-10:50 a.m.

Delivery: in person

Room: TI 160

Office Hours and contact information

Dr. Towers: Office, SS 610; e-mail ftowers@ucalgary.ca.

Office hours on Wednesdays and Fridays 1 p.m. – 2 p.m., online via Zoom. I will post a Zoom link On D2L for office hours the morning when they are held.

Mr. Connolly: Office, SS 605; email: Michael.Connolly@ucalgary.ca

Office hours on Wednesdays 11:00-12:00 p.m., online or in person (please contact Mr. Connolly).

Course Description

This course introduces students to major themes in the history of the world's cities from the ancient period to the present. It charts the long demographic transformation from what was an overwhelmingly rural global population into one that now is majority urban. Students will learn about the place of cities in different historical periods and how urbanization affected different types of societies around the world.

Learning Outcomes

Course Requirements

Item	Percent of course grade	Date
First take home exam	30%	Oct. 18
Paper	35%	Nov. 26
Final take home exam	35%	Dec. 17

Midterm take home exam (Oct. 18): the midterm take home exam asks students to write an essay on themes related to the course materials presented from the beginning of the course until Oct. 18. A choice of between 2-4 questions will be distributed no later than one week prior to the due date and students will then use that week to write their answers. The essay must be at least 1,200 words in length and no longer than 2,400. Students may use resource materials beyond those assigned for the course but they **MUST** discuss and engage the assignments for the course as well. In other words, a passing mark on the exam will require students to engage with course materials, not circumvent them.

Final take home exam (Dec. 17): the final take home asks students to write an essay on themes related to the course materials presented from October 19 to December 8. A choice of between 2-4 questions (students will write on only one) will be distributed no later than one week prior to the due date and students will then use that week to write their answers. The essay must be at least 1,200 words in length and no longer than 2,400. Students may use resource materials beyond those assigned for the course but they **MUST** discuss and engage the assignments for the course as well. In other words, a passing mark on the exam will require students to engage with course materials, not circumvent them.

Paper (Nov. 26). Papers must be turned in electronically via D2L.

Length: Minimum length of 1,800 words, which usually takes up 6-9 word-processed, double-spaced pages. The maximum length is 2,500 words.

Format: The paper should conform in style to the standards described on pages 19-32 of *The History Student's Handbook* located on the Department of History web site at:

http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf

Paper topic: Think about “urbanism,” or the unique culture and social life of cities, by comparing how different writers have described cities across and time and space. Choose at least two but no more than four primary sources from the following list. Throughout the term we will excerpt from these sources as part of our weekly list of assigned reading.

Sources: Primary sources for the paper consist of the full-length versions of sources assigned each for this course, some of which are yet to be assigned (they are designated as TBA in the weekly schedule of assignments). The current list of primary sources include

- James C. Scott, *Against the Grain: A Deep History of the Earliest States* (2017), pages 1-35. You may read further in the book if you choose.

- *The Epic Of Gilgamesh*. The library has several editions of this text. Any will do. For an online version see <http://uruk-warka.dk/Gilgamish/The%20Epic%20of%20Gilgamesh.pdf>
- Vitruvius, *Ten Books on Architecture*, (@50 BCE), online at: <https://www.gutenberg.org/files/20239/20239-h/20239-h.htm>
- Ban Gu, “Rhapsodies on Metropolises and Capitals” in *Wen Xuan, or, Selections of Refined Literature* (400 CE) and “Imperial Cities,” chapter 2 of Mark Edward Lewis, *The Early Chinese Empires: Qin and Han* (Cambridge, MA: Harvard University Press, 2007), 75-101.
- Readings on India and Africa before 1500, TBA.
- Michael E. Smith, *Aztec City-State Capitals* (Gainesville, Florida, 2008).
- Ibn Khaldun, *The Muqqadimah: An Introduction to History* (1370). Online at https://asadullahali.files.wordpress.com/2012/10/ibn_khaldun-al_muqaddimah.pdf
- Ihara Saikaku, *The Life of an Amorous Woman* (1600s).
- Friedrich Engels, *Condition of the Working Class in England* (1845). Online at: <https://www.marxists.org/archive/marx/works/download/pdf/condition-working-class-england.pdf>
- Readings on Imperialism and colonial urbanism, TBA
- Ebenezer Howard, *Garden Cities of Tomorrow* (1903)
- Le Corbusier, *Toward an Architecture* (1923)
- Henri Lefebvre, *The Urban Revolution* (1968)
- Jane Jacobs, *The Death and life of Great American Cities* (1961)
- Ryan Blaney, “The Spatial Contract: Mitigating Urban Displacement in Beijing,” (Master’s Design Project.Thesis, University of Calgary, 2014), ch. 2. Posted on D2L.

Critical thinking and additional research: This assignment tests your skills as an analytical writer, a.k.a. a critical thinker. It is not a test of your research skills. The assignment asks you to find patterns in a limited number of sources that you will read closely. You do not need to conduct additional research beyond the sources listed above.

Assigned reading Each week we will read primary and secondary sources about the history of cities. Keeping up with the assigned reading is essential to succeeding in the course. The assignment for each week is listed below under “schedule of assignments and lectures.”

Required Textbook

Andrew Lees, *The City: A World History*. New York: Oxford University Press, 2015.

--This book is available for purchase from online booksellers and the University of Calgary bookstore. An e-copy is also available for free through the University Library.

Recommended

Peter Clark, ed., *The Oxford Handbook of Cities in World History*. Toronto and London: Oxford University Press. 2012.

Schedule of Assignments and Lectures

Schedule

Date	Topic & Reading	Assignments/Due Dates
Sep. 7-10 Week 1	Labour Day, no class meeting Introduction: what are cities? Assigned reading: Penelope J. Corfield, "Conclusion: Cities in Time," in <i>The Oxford Handbook of Cities in World History</i> , ed. by Peter Clark (New York, 2013), pp. 828-846. Copy posted on D2L.	
Sep. 13 – 17 Week 2	Week 2, Sept. 13-17: Origins: the case of Mesopotamia Assigned reading: James C. Scott, <i>Against the Grain: A Deep History of the Earliest States</i> (2017), pages 1-35, on D2L; selection from <i>The Epic Of Gilgamesh: Tablet 1</i> , trans. by Maureen Gallery Kovacs (Electronic Edition by Wolf Carnahan, 1998), on D2L.	
Sep. 20 – Sep. 24 Week 3	Cities in the ancient Mediterranean Assigned reading: Lees, <i>The City: A World History</i> , Ch. 1; Vitruvius, <i>Ten Books on Architecture</i> , book I (@50 BCE), posted on D2L, also available online at: http://www.gutenberg.org/files/20239/20239-h/29239-h.htm	
Sept 27- Oct 1 Week 4	Urbanism in ancient China Assigned reading: "Imperial Cities," chapter 2 of Mark Edward Lewis, <i>The Early Chinese Empires: Qin and Han</i> (Cambridge, MA: Harvard University Press, 2007), 75-101, on D2L; Ban Gu, "Rhapsodies on Metropolises and Capitals" in <i>Wen Xuan, or, Selections of Refined Literature</i> (400 CE), on D2L.	
Oct 4-8 Week 5	India and Africa before 1500	

	Assigned reading: Lees, <i>The City: A World History</i> , Ch. 2; TBA	
Oct 11-15 Week 6	Oct. 11, Thanksgiving, no classes scheduled. The Americas before European Conquest Assigned reading: Michael E. Smith, <i>Aztec City-State Capitals</i> (Gainesville, Florida, 2008), 151-186, on D2L; Selection from Bernal Diaz del Castillo, <i>True History of the Conquest of New Spain</i> (1568), on D2L.	
Oct 18-22 Week 7	Divergent urban paths in the Middle Ages Assigned Reading: Lees, <i>The City: A World History</i> , Ch. 3; Ibn Khaldun, "Countries and Cities, and All Other Forms of Sedentary Civilization," Ch. 4 of <i>The Muqqadimah: An Introduction to History</i> (1370), on D2L.	Take home midterm exam due October 18. Turn paper in on D2L.
Oct 25-29 Week 8	An "early," "modern" city? Urbanization between 1500 and 1800 Assigned reading: Lees, <i>The City: A World History</i> , Ch. 4; selected stories from Ihara Saikaku, <i>The Life of an Amorous Woman</i> (1600s), on D2L.	
Nov 1-5 Week 9	The fossil fuels revolution of the 19 th century and the industrial city Assigned reading: Lees, <i>The City: A World History</i> , Ch. 5; selection from Friedrich Engels, "The Great Towns," in <i>Condition of the Working Class in England</i> (1845). Copy posted on D2L.	
Nov 8-12	Term break, no classes scheduled.	
Nov 15-19 Week 10	Imperialism and colonial urbanism Assigned reading: Lees, <i>The City: A World History</i> , Ch. 6; TBA.	Paper due Nov. 26., turn in via D2L digital dropbox.
Nov 22-26 Week 11	Green-space dreams: Reforming the industrial city and making the suburbs of the 20 th century Assigned reading: Lees, <i>The City: A World History</i> , Ch. 7; selection from Ebenezer Howard, <i>Garden Cities of Tomorrow</i> (1903), on D2L; Le Corbusier, <i>Toward an Architecture</i> (1923), 253-307. On D2L.	
Nov 29-Dec 3 Week 12	The urban crisis of the late 20 th century West Assigned reading: Lees, <i>The City: A World History</i> , Ch. 8;; Jane Jacobs, <i>The Death and life of Great American Cities</i> (1961), 1-25; Henri Lefebvre, "The Right to the City" (1968). On D2L	
Dec 6-9 Week 13	Megacities and the 21 st Century Assigned reading: Ryan Blaney, "The Spatial Contract: Mitigating Urban Displacement in Beijing," (Master's Design Project.Thesis, University of Calgary, 2014), ch. 2. Posted on D2L.	Final Take Home Exam due Dec. 17, submit via D2L digital dropbox.

Final Take Home Exam due Dec. 17. Turn paper in via D2L.

Learning Technologies Requirements: There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Guidelines for office hours: Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Other course policies

Classroom etiquette: Class begins at 10:00 a.m. Please be in your seat at that time, and refrain from side conversations and other behavior that will distract your fellow students. For the same reason please turn off cell phones.

Use of electronic devices in class to take notes is permitted but not encouraged. Studies have found that students who take notes with pen and paper

retain more information than those using electronic devices. I recommend taking notes with a pen or pencil and paper. For some of this research see: Pam A. Mueller and Daniel M. Oppenhemier, "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking," *Psychological Science* 25 (June 2014): 1159-1168. A copy of this essay is posted on our D2L site.

Use of electronic devices in class to engage social media is strongly discouraged. We live in a time of social media saturation. Use HTST 354 to take a break from it. That is, try not to text, email, search the web, or otherwise use electronic media during class. **Most of us will find this to be extremely difficult, and that should tell us something about how much power digital media companies have over our daily lives.** It may help to think about being online as being an unpaid worker for Snapchat, Google, Facebook (and its subsidiary Instagram), Twitter, TikTok, etc. They don't pay you a dime for giving them your data, your attention (for advertisers), and your personal communication. That's why the services are free. Use HTST 354 as a chance to go on strike for three hours per week, and think about taking a few more. After a year plus remote, we are in-person and can relish the opportunity to put the gadgets down.

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.

Percentage	Letter Grade	Grade Point Value	Description
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre \(ASC\)](#).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: *History 300 is a required course for all history majors. You should normally take this course in your second year.*

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly

- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Campus Security (220-5333)

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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