Geography 321

HISTORICAL GEOGRAPHY OF URBANIZATION: CITIES, SPACE AND POWER

From the origins of urbanism to the modern era

Winter 2019

Tuesdays and Thursdays 1100-1230 in Geography Room 200

Professor Derek Gregory
Teaching Assistant: Elliot Child
Peter Wall Institute of Advanced Studies
6331 Crescent Road [head to the flagpole and turn left]

E-mail: derek.gregory@ubc.ca

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.
There is no textbook that covers the material discussed in this course: if there were, there would be no need for me to lecture. But you may find the following general texts helpful (in different ways and to different degrees) to provide context for both your term paper and your examination essays:

- Peter Clark, *European cities and towns, 400-2000* (2009) (a scholarly but readable study by one of Europe’s foremost urban historians, who knows the debates but also – and despite dull chapter titles! – knows how to write)
- Peter Clark (ed), *The Oxford handbook of cities in world history* (2013) (A vast compendium, and many of the chapters are directly relevant to the course and extremely helpful)
- Ian Douglas, *Cities: an environmental history* (2011) (a stimulating survey of a crucial dimension of urban history and historical geography)
- Kenneth Hall, Christopher Agnew, Michael Chiang, Hugh Clark, *The growth of non-Western cities: primary and secondary urban networking, 900-1900* (2011) (what it says on the tin – studies on urban networks and urban growth in Africa, Mexico, the Middle East and Asia: dip into the chapters that interest you)
- Peter Hall, *Cities in civilization* (1998) (an attempt to update Lewis Mumford – sweeping and ambitious, but for Hall ‘civilization’ is unfortunately largely confined to ‘the West’)
- Spiro Kostof, *A history of architecture* (1985) (wonderful images and sketches but you need to read the text even more critically than usual whenever Kostof ventures beyond “the West”)
- Andrew Lees, *The city: a world history* (2015) (a short, accessible global history of cities from their origins to the present: *if you read one book, read this; it’s available as an e-book from Amazon*)
- Andrew Lees, Lynn Hollen Lees, *Cities and the making of modern Europe, 1750-1914* (2008) (lively, transnational and useful context for the later sections of the course)
- Lewis Mumford, *The city in history* (1963) (a classic – a creature of its times, but absolutely brilliant and still bristling with insights and provocations)
- John Julius Norwich (ed) *The great cities in history* (2009) (a sumptuous coffeetable book, if people still have coffee-tables – no detailed or rigorous analysis, but the illustrations of the 70 selected cities are extraordinary)
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.

For a video animation of the trajectory of urbanization 2700BCE to 2000 CE see Metrocosm at http://metrocosm.com/history-of-cities or on YouTube: https://www.youtube.com/watch?v=jFSew-_ictQ

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 e-journals. 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 (*).

**Office Hours and Availability**

I will be pleased to see you to discuss the course, to provide additional readings, 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. We will usually meet in my office (Room 321) at the Peter Wall Institute for Advanced Studies, though I can also be lured to any good coffee shop as long as it is off campus (which, by definition…).

*Elliott Child 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**

I will make pdfs of my lectures slides available online, and provide the password to access the files in class. I do not make these lecture notes available as a substitute for attending classes; each class covers a considerable ground, and I hope the pdf files make it easier for you to follow the argument without frantically trying to write everything down. Many students find it helpful to bring up the relevant file on their laptops and make additional notes as we go, but it’s up to you how you choose to work with them. Term papers that are cut-and-pastes from these files will receive a mark of zero.
This means that I have no problem with students using laptops or tablets in class provided their use is directly relevant to the course: playing computer games, following Facebook, Instagram, Twitter or e-anything else is disrespectful and disruptive to other students. Those who do not understand this will be asked to leave.

I do not play games in class or spring quizzes on you and I certainly don’t use ‘clickers’: this is a university not a high school. I lecture extensively, but I also allow time for discussion – and that works best, particularly in a course like this, when everyone has done the relevant reading.

**Th 5 Sept  Introduction to the course**

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

**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 10 Sept  Mesopotamia: Cities in the Land between Two Rivers**

• Nicola Cruseman (ed) Uruk: the first city of the Ancient World (2016)
• 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) [available online via Koerner]
• Justin Jennings, Killing Civilization: A Reassessment of Early Urbanism and Its Consequences (2016)
• *Andrew Lawler, ‘North vs. South, Mesopotamian style’, Science 312 (5779) 1458-1463 [download as pdf] [see also Oates, below, for the original, developed argument]
• Gwendolyn Leick, Mesopotamia: the invention of the city (2002)
• Robert McC. Adams, Evolution of urban society: early Mesopotamia and pre-Hispanic Mexico (1966)
• 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]
• Olof Pedersen, Paul Sinclair, Irmgard Hein and Jakob Andersson, ‘Cities and urban landscapes in the Ancient Near East’ [and study of Babylon], in Paul J.J. Sinclair and others (eds) The Urban Mind: cultural and environmental dynamics [Studies in Global archaeology] [2010]

*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


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**Th 12 Sept  Egypt: Cities of the Living and Cities of the Dead**


Lisa Manniche, *City of the dead: Thebes in Egypt* (1987)

Nadine Moeller, *The Archaeology of Urbanism in Ancient Egypt: From the Predynastic Period to the End of the Middle Kingdom* (2016)

Steven Snape, *The complete cities of Ancient Egypt* (2014)
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 17 Sept Cities of consumption: liberty, slavery and ancient cities**

- Moses Finley (ed), *Slavery in classical antiquity* (1968)
- Keith Hopkins, *Conquerors and slaves* (1978)
- Arjan Zuiderhoek, *The ancient city* (2016) (the most up-to-date review of Greek and Roman cities)
Th 19 Sept  The classical city-state: democracy and the politics of exclusion in Athens

- Léopold Migeotte, *The economy of the Greek cities: from the archaic period to the early Roman Empire* (2009)
- David Pritchard, *Sport, democracy and war in classical Athens* (2013) Ch. 6
- Kostas Vlassopoulos, *Unthinking the Greek Polis: Ancient Greek history beyond Eurocentrism* (2008) [esp. ‘Poleis and space’, Ch. 7]

Tu 24 Sept  Cities and spectacle: Alexandria and the geometry of imperial power.

*NO LECTURE: ONLINE ONLY*

• P.M. Fraser, *Ptolemaic Alexandria* (1972)
• Klaus Geus, ‘Space and geography’ in Andrew Erskine (ed), *A companion to the Hellenistic world* (2003) Ch. 14
• Christopher Haas, *Alexandria in late antiquity: topography and social conflict* (1997) (esp. Ch. 2 – ‘The Urban Setting’ – but note that this is a discussion of Roman Alexandria)
• Judith McKenzie, *The archaeology of Alexandria and Egypt, 300 BC to AD 700* (2007)

**Th 6 Oct**  ‘All roads lead to Rome’: the Roman Empire and the grid of cities.

• Alan Kaiser, *Roman street networks: streets and the organization of space in four cities* (2011)
• David Mattingly, *Imperialism, power and identity: experiencing the Roman Empire* (2010)
• Richard Miles, *Carthage must be destroyed* (2011)
• E.J. Owens, The city in the Greek and Roman world (1991)
• Martin Pitts and Miguel John Versluys (eds), Globalisation and the Roman world: world history, connectivity and material culture (2014)

Tu 1 Oct    Bread and circuses: the monumentalization of space in Rome

• Richard Beacham, Spectacle entertainments of early imperial Rome (1999)
• Mary Beard, SPQR: A history of Ancient Rome (2015)
• Guy Bradley, Early Rome to 290 BC: the beginnings of the city and the rise of the Republic (2017)
• J.C.N. Coulston, Hazel Dodge, Christopher Smith, Ancient city of Rome (2011; new edition 2017) [a sourcebook]
• Roger Dunkle, Gladiators: violence and spectacle in ancient Rome (2013)
• Stephen Dyson, Rome: a living portrait of an ancient city (2010)
• 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)
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?

Th 3 Oct  From darkness to light? Christianity and the European city

- Lewis Mumford, *The city in history* (1963) Ch. 9-11
- Keith Lilley, *City and cosmos: the medieval world in urban form* (2009)
- *M. James, ‘Ritual, drama and the social body in the late medieval English town’, Past & Present 98 (1983) pp. 3-29

Tu 8 Oct  Islam and the medieval city: Cairo as labyrinth and life-world

• Stefano Bianca, Urban form in the Arab world (2000) Part I
• Micael Bonone, ‘Islamic urbanism, urbanites and the Middle Eastern city’, in Youssef Choueiri (ed) A companion to the history of the Middle East
• Besim Hakim, Arabic-Islamic cities (1986)
• Matthew Harrison, ‘The domestic architecture of Fustat’ at https://prezi.com/bzmm59rr6ph0/the-domestic-architecture-of-fustat/
• Ira Lapidus, Muslim cities in the later middle ages (1984 edn)
• Andre Raymond, ‘The high point of Mamluk Cairo (1250-1348)’ and ‘Maqrizi’s Cairo’, in his Cairo (1974)
• *Ethel Wolper, ‘Islamic Architecture and Institutions in the Late Medieval City’, History Compass 12 (12) (2014) 912-23

Th 10 Oct  Merchants, market exchange and medieval cities in Europe

• Keith Lilley, Urban life in the Middle Ages 1000-1450 (2002)
• James Murray, ‘Entrepreneurs and entrepreneurship in medieval Europe’ in David Landes, Joel Mokyr and William Baumol (eds) The invention of enterprise (2010) Ch. 4
• David Nicholas, *The growth of the medieval city from late antiquity to the early fourteenth century* (1995)
• David Nicholas, *The later medieval city 1300-1500* (1997)
• Adriaan Verhulst, *The rise of cities in North West Europe* (1999)

**Tu 15 Oct  Power and conflict in late medieval and early modern cities: Florence and Venice.**

• Maria Georgopolou, *Venice’s Mediterranean colonies: architecture and urbanism* (2011)
• Caroline Goodson, Anne Lester and Carol Simes (eds) *Cities, texts and social networks 400-1500: experiences and perceptions of medieval urban space* (2010)
• Thomas Madden, *Venice: a new history* (2012)
• John Martin, Denis Romano (eds) *Venice reconsidered: the history and civilization of an Italian city-state* 1297-1797
• Marvin Trachtenberg, *Dominion of the eye: urbanism, art and power in early modern Florence* (2008)

**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.

**Th 17 Oct**  The absolutist state and the aesthetics of power: St Petersburg.

• J.H. Bater, *St Petersburg: industrialization and change* (1976)
• W. Bruce Lincoln, *St Petersburg and the rise of modern Russia* (2000)
• Grigorii Kaganov, *Images of space: St Petersburg in the visual and verbal arts* (1997)
• George Munro, *The most intentional city: St Petersburg in the reign of Catherine the Great* (2009)
• Martha Pollak, *Cities at war in early modern Europe* (2010)

Tu 22 Oct  Webs of trade, the world-economy and the embarrassment of riches: Amsterdam

• Timothy Brook, *Vermeer’s hat: the seventeenth century and the dawn of the global world* (2008) [brilliant, brilliant, brilliant]
• Peter Burke, *Venice and Amsterdam: a study of sixteenth-century elites* (1994)
• Clé Lesger, ‘Clusters of achievement: the economy of Amsterdam in its golden age’, in Patrick O’Brien, Derek Keene, Marjolein ’t Hart, Herman van der Wee (eds) *Urban achievement in early modern Europe* (2001) Ch. 3
• Geert Mak, *Amsterdam* (trans. 1999)
• J.W. Moore, ‘Amsterdam is standing on Norway’, *Journal of agrarian change* 10 (2010) 33-68 and 188-227

**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?

Th 24 Oct  The workshop of the world:
forging industrialism and imperialism

- Antoinette Burton, ‘Making a spectacle of empire: Indian travellers in fin-de-
- Joseph De Sapio, *Modernity and meaning in Victorian London: tourist views of
the imperial capital* (2014)
- *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
- *Alan Lester, ‘Imperial circuits and networks: geographies of the British Empire’,
History Compass 4 (2006) 124-121
- R.J. Morris, R. Rodger (eds) *The Victorian city: a reader in urban history 1820-
1914* (1993)
- *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
(2007) 431-55

Tu 29 Oct  NO LECTURE
Th 31 Oct  NO LECTURE
Tu 5 Nov  The opaque city: anatomies of nineteenth-century Manchester

- Friedrich Engels, *The condition of the English working class* (1844)
- Martin Hewitt, ‘The cartographic imaginary’, Ch. 3 of his *Making social knowledge in the Victorian city: the visiting mode in Manchester 1832-1914* (2020)
- R Lloyd-Jones and M Lewis, *Manchester and the age of the factory* (1988)
- Steven Marcus, *Engels, Manchester and the working class* (1974)
- †Ben Moore, *Invisible architecture: ideologies of space in the nineteenth-century city* (PhD thesis, University of Birmingham) Ch. 2

Th 7 Nov  Transnational power: performance and the production of space in New Delhi

• David Johnson, *New Delhi: the last imperial city* (2015) [but read Stephen Legg’s review in the *Journal of Colonialism and Colonial History* 18 (2) (2017)]
• *Ashok Kumar Jain, ‘The significance of Shahjahanabad and Lutyens’ Delhi’,* *International journal of environmental studies* 73 (2016) 651-72
• Robert Grant Irving, *Indian summer: Lutyens, Baker and Imperial Delhi* (1981)
• †Dinesh Kataria, ‘Moving frontiers: Delhi’s hinterlands, 1870s-1910s’, *Asian journal of multidisciplinary studies* 3 (7) (2015) 57-66

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**Tu 12 Nov  Into Darkest London: 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]
• Peter Keating, *Into unknown England 1866-1913: selections from the social explorers* (1976)

### 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?*

**Th 14 Nov  Paris, ville invisible: capital of the nineteenth century?**

• *Masha Belenky, ‘Disordered topographies in Zole’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
• Patrice Higonnet, Paris, capital of the world (2001)
• Colin Jones, ‘Haussmanism and the city of modernity, 1815-89’, in his Paris: biography of a city (2004) Ch. 9 (pp. 344-395)
• David Jordan, Transforming Paris: the life and labors of Baron Haussmann (1996)
• David Pinkney, Napoleon III and the rebuilding of Paris (1958)
• Allan Potofsky, Constructing Paris in the Age of Revolution (2009) [argues that Paris was also the capital of the eighteenth century; available for download via Koerner]
• Christopher Prendergast, Paris and the nineteenth century (1992)
• Alexia Yates, Selling Paris: property and commercial culture in the fin-de-siècle capital (2015)

Tu 19 Nov  Colonising Cairo: Military occupation and modernity’s Other

On the French occupation of Cairo:

• Juan Cole, Napoleon’s Egypt: Invading the Middle East (2007)
• J. Christopher Herold, Bonaparte in Egypt (1963) [a classic]
On Euro-American tourism and modernizing Cairo:

- Cynthia Myntti, Paris along the Nile: architecture in Cairo from the Belle Epoque (1999)
- Paula Sanders, Creating medieval Cairo: empire, religion and architectural preservation in nineteenth-century Egypt (2008)
- Nezar AlSayyad, Cairo: histories of a city (2011) Ch. 10

| Th 21 Nov | Modern cities and modern war: cities in occupied Europe |

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

- Erica Tucker, Remembering Occupied Warsaw (2011) [and watch 912 Days of the Warsaw Ghetto: YouTube]
(2) Paris under the Third Reich:

- *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
- Ronald Rosbottom, *When Paris went dark: the City of Light under German occupation 1940-1944* (2014)

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


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Tu 26 Nov  Modern war and dead cities: Blitze, blackouts and bombs

- *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)
• Igor Primoratz, *Terror from the sky: the bombing of German cities in World War II* (2010)

**Th 28 Nov  Final Examination Briefing**

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**

**Assignment**

(1) Write an original, comparative, historical essay on ONE of the following topics that is organized around urban space:

a. Cities and symbolism [This is an invitation to think about the meanings that attach to cities and to particular sites within them – how to ‘read’ urban space for its layers of cultural meaning, which are often contested and, on occasion, even erased]

b. Cities and violence [violence’ is a tragically wide field – I recommend focusing on war or military occupation or social unrest]

c. Cities and mobility [spatial – think of movement in cities – the walking city, buses, railways etc]

d. Cities and gender and/or sexuality

e. Cities and visuality [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]
f. 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) visuality 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 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. 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 **subheadings** 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.

7. **You must make a back-up copy of your paper on disk and retain this until the marked paper has been returned to you.**

8. 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 or my TA, we 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.

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**Submission**

You must submit **hard copy** of your term paper: given the size of the class, I cannot accept electronic submissions. Papers can be submitted to me in class or delivered to my TA Elliott Child: DO NOT SLIDE THEM UNDER MY OFFICE DOOR.

Papers that are submitted on or before **19 November** will be returned with a grade and a detailed commentary; papers that are submitted between 19 November and **28 November** will be returned with a grade only (but no penalty).

In fairness to other students, submissions after **28 November 2019** without good reason will be penalized. **If you get into difficulties, don’t panic: talk to me!!**
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 electronic versions of essays to e-screening. You must retain a draft of your term paper until the original has been returned to you.

Return

Please collect your term paper from the GIC. Since the term papers will be marked by my TA, they will not be available before the final examination: I always check the marks for the term paper against the mark I give for the written examination, and where the grade for the term paper is significantly lower I read the paper myself to determine the grade.

Written examination

There is no mid-term examination: 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), and 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 17 September 2019. If you wish to withdraw from this course with only a withdrawal standing (“W”) on your transcript, you must do so on or before 11 October 2019. 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, located in Buchanan D111 (call 604 822-4028 or e-mail arts.ask.e@ubc.ca); for more information go to http://students.arts.ubc.ca/academic-planning-advising/advising/academicperformance/help-academic-concession.html. You can also receive friendly and professional help from Counselling Services in Room 1040 Brock Hall (1874 East Mall): see http://www.students.ubc.ca/livewelllearnwell/counselling-services or call 604 822-3811.

More information on academic concession here:
https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions

And here: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Research and Content</th>
<th>Organization and Logic</th>
<th>Style and Clarity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCELLENT</strong></td>
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<td></td>
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</tr>
<tr>
<td>A+ 90-100</td>
<td>Impressive research: wide, careful and critical reading beyond the required/assigned texts; Situates subject in wide context; Excellent use of examples.</td>
<td>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.</td>
<td>Exceptionally clear; Mature use of language; Correct grammar, spelling, punctuation; Full and accurate documentation of sources, quotations.</td>
</tr>
<tr>
<td>A 85-89</td>
<td></td>
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<tr>
<td>A- 80-84</td>
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<tr>
<td><strong>GOOD</strong></td>
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<tr>
<td>B+ 76-79</td>
<td>Thorough research: careful and critical reading; Some attempt to situate subject in wide context; Good use of examples.</td>
<td>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.</td>
<td>Clear; Good use of language; Few lapses in grammar, spelling punctuation; Good documentation of sources, quotations.</td>
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<tr>
<td>B 72-75</td>
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<tr>
<td>B- 68-71</td>
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<tr>
<td><strong>FAIR</strong></td>
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<tr>
<td>C+ 64-67</td>
<td>Uneven and/or largely derivative research; Little attempt to situate subject in wide context; Insufficient or undeveloped examples.</td>
<td>Run-of-the-mill approach; Insufficient acknowledgement of theories/ideas behind the argument; Satisfactory illustrations; Simple, skeletal conclusion.</td>
<td>Writing requires ‘second guessing’: what do you mean, exactly? Confused or cluttered language; Mistakes in grammar, spelling, punctuation; Fair documentation of sources, quotations.</td>
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<tr>
<td>C 60-63</td>
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<tr>
<td>C- 55-59</td>
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<tr>
<td><strong>POOR</strong></td>
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<tr>
<td>D 50-54</td>
<td>Inadequate research; No attempt to situate subject in context; Inadequate or inappropriate examples.</td>
<td>No obvious argument or structure; Little or no acknowledgement of theories/ideas; Poor or no illustrations; Conclusion merely restates the question.</td>
<td>Unclear; Elementary use of language; Poor grammar, spelling, punctuation; Inadequate documentation of sources, quotations.</td>
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<td>F 00-49</td>
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