

## Historical Representations of Cities: Paris in the Nineteenth Century

History 769, Fall 2016, Tuesdays 1:30-4:30 pm, CNH 614

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Office Hours: by appointment

This seminar examines scholarship on the transformation of Paris in the nineteenth century. The numerous urban renewal projects in nineteenth-century Paris are often referred to (inappropriately, as we will see) as the “Haussmannization” of Paris, after Baron Georges Eugène Haussmann, Prefect of the Seine from 1853 to 1870. Students will read and discuss a number of the important studies of this subject from the past six decades with two goals in mind: 1) to increase their knowledge of the urban history of Paris in the modern period, and 2) to understand various lenses through which scholars have approached the subject, as well as the methodologies they have applied and continue to use for the study of this material. In-class discussions will examine the urban projects that took place in Paris at different points in the nineteenth century. We will consider topics including: public health issues, population displacement and the impact of gentrification, development of parks and green spaces, responses to urban change that were manifest in visual and material culture, as well as interconnections between the rise of democracy in France and debates around shifting urban demographics and changes in the capital’s infrastructure. We will evaluate how the history of Paris in the nineteenth century has been constructed in particular ways, with tropes and myths developing over time. We will seek both to understand and to deconstruct these “histories” through group discussions of the readings and each student’s research projects and presentations.

### Course Schedule

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| September 13 | First Class Meeting  |
| September 20 | Stephane Kirkland <i>Paris Reborn: Napoléon III, Baron Haussmann, and the Quest to build a Modern City</i> . New York: St. Martin’s Press, 2013.<br>Joan E. DeJean <i>How Paris became Paris: The Invention of the Modern City</i> . New York: Bloomsbury, 2014. |
| September 27 | David H. Pinkney <i>Napoleon III and the Rebuilding of Paris</i> . Princeton: Princeton University Press, 1958.  |
| October 4    | Sarah Kennel et al. <i>Charles Marville: Photographer of Paris</i> . Washington D.C., National Gallery of Art, 2013.   |
| October 11   | No Class – Mid-term Recess   |
| October 18   | David P. Jordan <i>Transforming Paris: The Life and Labors of Baron Haussmann</i> . New York: The Free Press, 1995.  |
| October 25   | First Presentations (papers due by noon, Thursday October 27)  |

- November 1      Ann-Louise Shapiro *Housing the Poor of Paris, 1850-1902*. Madison: University of Wisconsin Press, 1985.
- November 8      Richard Stephen Jr. Hopkins *Engineering nature: Public greenspaces in nineteenth-century Paris*. Ann Arbor: UMI, 2009.
- November 15     Christopher Mead *Making Modern Paris: Victor Baltard's Central Markets and the Urban Practice of Architecture*. University Park: Pennsylvania State University Press, 2012.
- November 22     Michel Carmona *Haussmann: His Life and Times, and the Making of Modern Paris*. Chicago: Ivon R. Dee, 2002.
- November 29     Second/Final Presentations (papers due by noon, Thursday December 1)

All books are available either as e-resources or through two-hour course reserve at Mills Library.

## **Course Evaluation**

### **Analysis of Readings 16%**

At the beginning of each class meeting, students will submit a paper that analyzes the book(s) discussed in that class. The paper must be one single-spaced typed page in length, except the first paper which will be two single-spaced typed pages in length. Students should conceive of their work on each of these papers as a means of preparing themselves for the group discussion. Students will learn many interesting facts as they complete the readings for this course and this paper will help students keep larger questions, including research practices and methodology, at the forefront of their mind throughout the semester. Each paper should address the following: What is the author's thesis? Does the author use primary sources and, if so, what sorts of sources? What (if any) other sources are used? How does the book contribute to research in the field? How is the book structured and are there any particular strengths or weakness to the structure? Are there any other specific strengths or weakness to the study? What is the intended audience for the book? The papers will be graded and returned the week following submission. Students will submit a total of 8 analysis papers, each worth 2% of the final grade, for a total of 16% of the course grade.

### **Participation and Engagement with Course Materials 25%**

Students must commit to attending all course meetings. Any absence must be discussed with the professor in advance. Each student must be prepared to participate in group discussions of each book and to engage with one another's presentations. Students will demonstrate the latter by active listening, note taking, and asking questions with the intent of helping fellow students advance their research projects. Failure to attend class, failure to participate consistently in discussion in an informed manner, or behaviour that is disrespectful of other participants in the course may result in a failing grade for participation. Participation is worth 25% of the grade in this course.

### **Teaching Style Presentation 10%**

Each student will present a 10-20 minute lecture on a focused historical topic. Topics will examine events including: the June Days (23-26 June 1848), the Election of 1848, the Plebiscite of 1851, the *coup d'état*, the Plebiscite of 1852, the Constitution of 1852, and universal male suffrage (1848-1870). Students are not required to submit a formal paper on this material, however at the beginning of their presentation each student must provide the class with copies of the bibliography that was the basis of their research. Each student will give their presentation as if s/he is lecturing in the context of an undergraduate class. Presentations will begin September 27<sup>th</sup>, with one scheduled per class meeting, and will end November 22<sup>nd</sup>. This presentation is worth 10% of the final grade in the course.

### **First Historiographical Paper and Presentation 23%**

Each student will prepare a 10-12 page (double-spaced, typed) historiographical paper on a topic of their choice, selected in consultation with the professor. This assignment will allow each student to focus in on a particular topic within the broader context of this course. Topics can focus on the intersections of health and the capital, such as cholera or tuberculosis; changing demographics in the capital including: shifts between rural areas and urban centers, or the representation of different nationalities in Paris and the extent that related to international trade relations and/or colonialism; or particular aspects of urban planning, such as sewers or catacombs; or how architectural projects related to changing demographics, such as the building of new catholic churches, the growth of apartment buildings, the development of train stations, new streets and sidewalks, or city parks. Each student will present their research to the group for no more than 15 minutes on October 25<sup>th</sup>, and will then respond to questions for approximately 5 minutes. Students will have until noon on October 27<sup>th</sup> to revise their papers based on the questions that were raised and the discussion that followed their presentation. The first presentation is worth 8% and the first paper 15% of the final grade in the course.

### **Second Historiographical Paper OR Research Paper 26%**

Each student will either prepare a second 10-12 page (double-spaced, typed) historiographical paper on another topic, again selected in consultation with the professor, or the student will continue with the topic s/he selected for the First Historiographical Paper and develop that into a 25-30 page Research Paper that includes a historiographical section which updates the work produced for the first paper. Students are thus able either to continue with the topic first selected, if it proved of sufficient interest, or to delve into a second topic of interest. Each student will present their research to the group for a second 15 minute period on November 29<sup>th</sup>, followed again by a question and discussion period of approximately 5 minutes in length. Students will have until noon on December 1<sup>st</sup> to revise and submit their final papers. The second presentation is worth 8% and the second paper 18% of the final grade in the course.

### Nota Bene:

1. Any assignment or paper that is submitted late will be deducted one half letter grade per day.
2. Students are requested not to eat during class time; beverages are permitted.
3. Students are requested not to use laptops during seminar meetings, except for presentations, if necessary.
4. The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.
5. It is the policy of the Faculty of Humanities that all email communication sent from students to instructors, and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.
6. You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations. In this course, we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students are asked to submit their work in hard copy and electronically so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must submit at least one draft and their preparatory notes along with their final paper. No penalty will be assigned to a student who does not submit work to Turnitin.com but the additional material must be submitted with their paper. All submitted work is subject to normal verification that standards of academic integrity have been upheld. To see Guidelines for the Use of Turnitin.com, please go to <http://www.mcmaster.ca/academicintegrity>