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. The course is designed so that students study a range of topics including: urban projects that took place in Paris at different points in the nineteenth century; 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; interconnections between the rise of democracy in France and debates around shifting urban demographics and changes in the capital’s infrastructure. Students will learn to evaluate how the history of Paris in the nineteenth century has been constructed in particular ways, with tropes and myths developing over time. Students will seek both to understand and to deconstruct these “histories” through group discussions of the readings as well as teaching-style lectures and research projects and presentations.

**Course Schedule**

**September 11**  
First Class Meeting

**September 18**  

**September 25**  

**October 2**  

**October 9**  
No Class – Mid-term Recess

**October 16**  

**October 23**  
First Presentations (papers due by noon, Thursday October 25)


December 4  Second/Final Presentations (papers due by noon, Thursday December 6)

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

**Course Evaluation**

*Nota bene:* All written assignments must be submitted in both printed form and electronically to the appropriate dropbox on Avenue to Learn.

**Analysis of Readings  27%**

At the beginning of each class meeting, you 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. You should conceive of your work on each of these papers as a means of preparing yourself for the group discussion. You will learn many interesting facts as you complete the readings for this course and this paper will help you keep larger questions, including research practices and methodology, at the forefront of your 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 following class meeting. You will submit a total of 9 analysis papers, each worth 3% of the final grade, for a total of 27% of the course grade.
Participation and Engagement with Course Materials  18%

You must commit to attend all course meetings. Any absence must be discussed with the professor in advance. You must be prepared to participate in group discussions of each book and to engage with one another’s presentations. You 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 18% of the grade in this course.

Teaching Style Presentation 12%

You will present a 10-20 minute lecture on a focused historical topic, followed by 5-10 minutes of questions from your “students.” Topics will examine events including: the June Days (23-26 June 1848); the Election of 1848; the Plebiscite of 1848; the Plebiscite of 1851; the coup d'état; the Plebiscite of 1852; the Constitution of 1852; and the Plebiscite of 1870. You are not required to submit a formal paper on this material. However, at the beginning of your presentation you must provide: copies of the bibliography that was the basis of your research (one per person in the course) and one copy of the notes that are basis of your lecture (for your professor, can be in point form). You will give your presentation as if you are lecturing in the context of an undergraduate class. Presentations will begin September 25th, with one scheduled per class meeting. Your presentation is worth 12% of your final grade in the course.

First Historiographical Paper and Presentation  20%

You will prepare a 10-12 page (double-spaced, typed) historiographical paper on a topic of your choice, selected in consultation with your professor. This assignment will allow you to focus in on a particular topic within the broader context of the 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. You will present your research to the group for no more than 15 minutes on October 23rd, and you will then respond to questions for approximately 5 minutes. At the beginning of your presentation you must provide: copies of the bibliography that was the basis of your research (one per person in the course) and one copy of the notes that are the basis of your presentation (for your professor, can be in point form). Your paper must be submitted to the History front office no later than noon on October 25th. Your revisions should address the questions that were raised and the discussion that followed your presentation, as appropriate. The first presentation is worth 6% and the first paper 14% of your final grade in the course.
Second Historiographical Paper OR Research Paper  23%

You will prepare either a second 10-12 page (double-spaced, typed) historiographical paper on another topic, again selected in consultation with the professor, or you will continue with the topic you selected for the First Historiographical Paper and develop that into a 25-30 page Research Paper that includes a historiographical section that updates the work produced for the first paper. You are able, therefore, either to continue with the first topic you selected, if it proved of sufficient interest, or you can delve into a second topic of interest. You will present your research to the group for a 15 minute period on December 4th, followed again by a question and discussion period of approximately 5 minutes in length. At the beginning of your presentation you must provide: copies of the bibliography that was the basis of your research (one per person in the course) and one copy of the notes that are the basis of your presentation (for your professor, can be in point form). Your paper must be submitted to the History front office no later than noon on December 6th. Your revisions should address the questions that were raised and the discussion that followed your presentation, as appropriate. The second presentation is worth 7% and the second paper 16% of your final grade in the course.

Nota Bene:
1. Any assignment or paper that is submitted late will be deducted a half letter grade per day.
2. There will be a short break each class meeting. Outside of break, students are requested not to eat during class time, unless health needs require; beverages are permitted.
3. Students are requested not to use laptops during seminar discussions. Laptops can be used during presentations, if needed.
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 one form of academic dishonesty:

Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.