

Cities in the Modern World AMH/EUH/WOH/LAH 5932

Day: Wednesdays

Time: Period 9 (4:05-7:05 PM)

Location: Keene-Flint 229 (The History Department Library)

Professor Paige Glotzer

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Office: Keene-Flint 204

Office Hours: Wednesdays, 1:45-3:45 PM

Description

Urban historians are increasingly interested in the connections and comparisons between cities. Using themes such as the environment, policing, education, housing, transportation, memory, labor, and migration, we will explore key scholarly works that engage with the fundamental problems, pitfalls, and possibilities of cities in historical perspective. Emphasis will be on the nineteenth and twentieth centuries. Urban history lends itself to conversations about method and the nature of being a scholar. It cuts across historical subfields and has a long tradition of interdisciplinarity. In addition to discussing the content of the readings and asking big questions about cities, seminar conversations can link up to the big questions of why we are in the room to begin with. How do cities force us to confront the ways we think, perceive, analyze, theorize, and compare. This seminar thus welcomes people from all specializations at all stages of their graduate degree progress.

Grades

Weekly Seminar Attendance and Participation – 35%

Posting Reading Responses to Canvas on Time – 10%

Leading Class Discussion – 5%

Final Assignment – 50%

Responses to Canvas

Due Dates: Mondays at 11:59 PM

Beginning the Monday before the *first meeting*, each student will post a 250-500-word response to the readings on Canvas. The content of the responses is not graded. However, the more thought you put into the responses, the more prepared you are likely to be for seminar discussion.

There is no right or wrong approach to reading responses. Examples include thinking through themes, evaluating the author's arguments, or posing questions.

If you have technical difficulties with Canvas, email your response to Professor Glotzer.

Class Discussion Leader

Beginning on our second meeting (Environment), a discussion leader will start seminar with a 5-10-minute informal presentation summarizing the book, discussing the author's argument, articulating the historiographic intervention, and offering any additional thoughts.

Presenters do not submit a Canvas response the week they are presenting.

Final Assignment

Due Date: December 3rd, 11:59 PM

Since the final assignment is to be useful for your professionalization and progress through your degree program, you may select from the different options listed below. Choose an assignment that best furthers your short-term goals as well as your long-term career goals.

Paper

10-15-page traditional double-spaced paper. This paper will draw from class material and does not require original archival research. Consult your old reading responses and class notes if you need inspiration for your argument. You may bring in primary and secondary material from outside of class, but should not duplicate another paper you have already written. Not only are seminar papers important opportunities to flex your intellectual muscles, but they might become a useful rehearsal for the approaches, questions, or themes you will incorporate into your own scholarship.

Book Review Essay – Imagine the *Journal of Urban History* has invited you to write a synthetic review essay on three of the books we have read this semester. Look up the journal's essay word count, style guidelines, and intended audience. Read at least two of its review essays that address multiple books. Write your own essay conforming to the journal's requirements. Submit the citations of the two essays you read along with your review.

Digital Project

This may be a project you create for this class or iteration of a work on progress so long as a substantial component directly relates to class material.

Other

To be worked out in consultation with Professor Glotzer. If you are interested in pursuing or retaining jobs other than traditional tenure track jobs, this might be an opportunity to think about what kind of skills you most need to sharpen or what credentials you want to have. The assignment should clearly relate to the class.

UF Grading Scale

Letter Grade A A- B+ B B- C+ C C- D+ D D- F

A: 100-94, A-: 90-93 C+: 77-79, C: 74-76, C-: 70-73 B+: 87-89, B: 84-86, B-: 80-83 D+: 67-69, D: 64-66, D-: 60-64 F: below 64

Accommodations

Professor Glotzer is committed to creating a class where everyone can feel welcomed, included, and ready to learn. Disability will not be stigmatized in this class and should not be treated as something “bad” or “less than” in general. Accommodations are all about acknowledging that default university and workplace settings have been created with a narrow vision of who might use them; accommodations help alter those short-sighted decisions to be more reflective of human diversity. If you have or think you may have a disability (e.g. attentional, learning, chronic health, sensory, or physical) speak directly with Professor Glotzer and/or contact the UF Disability Resource Center to get started.

Disability Resource Center Link: <https://disability.ufl.edu/students/get-started/>

Disability Resource Center Phone Number: (352) 392-8565

Disability Resource Center Address: 001 Reid Hall

Office Hours Explanation

The purpose of office hours is to provide a regular time where you can talk about any topic related to class. This may include questions about the reading or assignments, concerns about your grades, or chatting about a topic that sparked your interest during lecture. No appointment is necessary. I can also help with techniques for better succeeding in class. For example, come to discuss tips for how to take notes or study.

Resources for Personal and Academic Success

A list of resources related to health, wellness, and academic success is available on Canvas. It includes links for tutoring, writing help, counseling, and stress management.

Policies

Late Assignment Submission Policy

Beyond 1 hour after an assignment's due date (a grace period,) you will lose 10 points per every 24 hours for an unsubmitted assignment. Note that "on time" and "due date" are in accordance with individual arrangements students have due accommodations or unforeseen circumstances. It's usually better to submit something done than something perfect.

Childcare Policy

I ask that all students work with me to create a welcoming environment that is respectful of diversity, including diversity in parenting status.

1. All breastfeeding babies are welcome in class as often as is necessary
2. For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. You do not need to inform me ahead of time if you are bringing a child to class.
3. In all cases where babies and children come to class, please sit close to the door so that if the child needs special attention and is disrupting learning for other students, you may step outside until their need has been met.
4. Finally, I understand that the fatigue caused by parenting can be a barrier to completing coursework. While I maintain the same high expectations for all students regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Childcare policy adapted from Dr. Melissa Cheyney, Oregon State University

Artificial Intelligence

The use of AI such as ChatGPT is an evolving and complex issue. As AI becomes a more widely used part of our lives, you might be considering using it to produce part or all of an assignment. Do not do this without discussing it with Professor Glotzer beforehand. Again, you are required to discuss any plans to use AI with Professor Glotzer *in advance* of assignment submission. This includes, but is not limited to, using AI for translation, writing, summarizing, comparing sources, research, presentations, outlining, analysis, locating resources, producing citations, or generating ideas. Remember that this is a *process-based* class. If Professor Glotzer cannot trust that she's

seeing *your* thought process playing out in an assignment, the assignment becomes irrelevant to both you and her.

When in doubt, talk with Professor Glotzer in advance. Failure to abide by this policy might result in academic honor code violations, failing the assignment, or failing the class.

Assigned Reading

Free copies of all reading should be available through the UF library as ebooks or journal articles. However, if a copy seems unavailable, use UBBorrow to place a request for a copy from a partner library. Note that UBBorrow is not the same as Interlibrary Loan, but as of summer, 2025 ILL is not available due to UF transitioning between ILL systems.

Tutorial on UBBorrow: <https://accesssupport.uflib.ufl.edu/ill/services/uborrow/>

Schedule

August 20th

Week 1 No class – The UF semester starts on Thursday, August 21st

August 27th

Week 2 Key Concepts

- Chapter 2, Dolores Hayden, *The Power of Place: Urban Landscapes as Public History*. Cambridge: MIT Press, 1995. Pages 14-43.
- A.K. Sandoval-Strausz and Nancy Kwak, “Why Transnationalize Urban History” in A.K. Sandoval-Strausz and Nancy Kwak. eds. *Making Cities Global: The Transnational Turn in Urban History*. Philadelphia: University of Pennsylvania Press, 2018. Pages 1-13.
- Carl Nightingale, “Will the Transnational City be Digitized?” in *Making Cities Global: The Transnational Turn in Urban History*. Pages 251-264

September 3rd

Week 3 Environment

- Josiah Rector, *Toxic Debt: An Environmental Justice History of Detroit*. Chapel Hill: University of North Carolina Press, 2022.

September 10th

Week 4 Policing and Resistance 1

- Johanna Fernández, *The Young Lords: A Radical History*. Chapel Hill: University of North Carolina Press, 2019.

September 17th

Week 5 Policing and Resistance 2

- Marisol Lebrón, *Policing Life and Death: Race, Violence and Resistance in Puerto Rico*. Berkeley, University of California Press, 2019.

September 24th

Week 6 Disaster and Disease

- Cindy Ermus, *The Great Plague Scare of 1720: Disaster and Diplomacy in the Eighteenth-Century Atlantic World*. Cambridge: Cambridge University Press, 2023.

October 1st

Week 7 Labor and Migration

- Lucia Carminati, *Seeking Bread and Fortune in Port Said: Labor Migration and the Making of the Suez Canal, 1859-1906*. Berkeley: University of California Press, 2023.

October 8th

Week 8 Housing 1

- Keisha-Khan Y. Perry, *Black Women against the Land Grab: The Fight for Racial Justice in Brazil*. Minneapolis: University of Minnesota Press, 2013.

October 15th

Week 9 Housing 2

- Elizabeth LaCouture, *Dwelling in the World: Family, House, and Home in Tianjin, China, 1860–1960*. New York: Columbia University Press, 2021.

October 22nd

Week 10 Transportation

- Kenda Mutongi, *Matatu: A History of Popular Transportation in Nairobi*. Chicago: University of Chicago Press, 2017.

October 29th

Week 11 Planning and Policy 1

- Thomas Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton: Princeton University Press, 2014. Note - Please use the 2014 edition.

November 5th

Week 12 Planning and Policy 2

- Nancy Kwak, “Slum Clearance as a Transnational Process in Globalizing Manila” in *Making Cities Global*, 98-113.
- Titilola Halimat Somotan “Popular Planners: Newspaper Writers, Neighborhood Activists, and the Struggles against Housing Demolition in Lagos, Nigeria, 1951-1956” *Journal of Urban History* 51, No. 2 (2023): 243-267

November 12th

Week 13 Representations of the City and its People

- Vivian Bickford-Smith, *The Emergence of the South African Metropolis: Cities and Identities in the Twentieth Century*. Cambridge: Cambridge University Press, 2016.
- Chapter Four of Robyn Autry, *Desegregating the Past: The Public Life of Memory in the United States and South Africa*. New York: Columbia University Press, 2017. Pages 145-185.

November 19th

Week 14 Politics, Memory, and Architecture

- Chiara Milan, “From the Streets to the Town Halls: Municipalist Platforms in the Post-Yugoslav Space,” *Urban Studies* 60, No. 11 (2023):2158-2175.
- Srdjan Jovanovic Weiss and Armin Linke, “Socialist Architecture: The Reappearing Act,” *Post* (July 11, 2018). Link: <https://post.moma.org/socialist-architecture-the-reappearing-act>
- Maja Babić, “Curating the Yugoslav Identity: The Reconstruction of Skopje,” *Post* (August 1, 2018). Link: <https://post.moma.org/curating-the-yugoslav-identity-the-reconstruction-of-skopje>

November 26th

Week 15 Thanksgiving Break

December 3rd

Week 16 Independent Writing

No Meeting

Assignments Due: Wednesday, December 3rd, 11:59 PM