

**GLOBAL CITIES:
A HISTORY OF INTERNATIONAL URBANIZATION**

Loyola University Chicago
HIST 396-30-06H
Fall 2000
238 Dumbach Hall
Thursday, 3-5:30 p.m.
<http://www.homepages.luc.edu/~tgilfoy/>

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Office Hrs.: Tu, 2:15-3:15
Th, 2:15-3
Mon, 3:30-5
(at 908 LT)

This course examines the historical emergence of "world" or "global" cities from a comparative perspective. Throughout history, certain cities served as economic, social and cultural command posts for wide and sometimes disparate territorial areas of the world. Why did some cities dominate and exert power over large regions of the world, far beyond their immediate hinterlands? What are the historical origins of global cities? Is this a recent phenomenon, as exemplified by cities like New York, London, and Tokyo? Or did earlier forms of urbanization exemplified by ancient Rome, early modern Venice, or precolumbian Mexico exhibit similar patterns? What characteristics typify "world" or "global" cities? The course examines urbanization historically by focusing on the dominant cities in the Americas, Europe, Asia and elsewhere at critical periods in the past.

The course requirements include one 15- to 20-page typewritten essay (50%), an oral report (25%) and class participation (25%). Essay, oral report and class participation guidelines are found at the end of this syllabus. A primary responsibility of students is to complete the weekly reading before the date of the scheduled class and contribute their thoughtful, reflective opinions in class discussion. The readings can be interpreted in a variety of ways and students should formulate some initial positions and questions to offer in the class discussion. For every article or book, students should be prepared to answer all of the questions found in the "Critical Reading" section of the syllabus below. All required readings may be purchased at Barnes and Noble and Beck's Bookstores on Sheridan Road. Students do not have to buy any of the books since each one has been placed on reserve at Cudahy Library.

Students who are disabled or impaired should meet with the professor within the first two weeks of the semester to discuss

the need for any special arrangements.

CLASS MEETING DATES AND ASSIGNMENTS

31 Aug.: Introduction

7 Sept.: Starting at the End

Saskia Sassen, The Global City: New York, London, Tokyo (Princeton: Princeton Univ. Press, 1991).

14 Sept.: Globalization in the Ancient World

Mikhail Rostovtzeff (Elias J. Bickerman, ed.), Rome (New York: Oxford Univ. Press, 1968, orig. 1927), chapters 1-4, 7-9, 12-14, 17-22, 24-25.

Lewis Mumford, The City in History (New York: Harcourt Brace and World, 1961), 205-48.

Also 14 Sept. (rain date 21 Sept.) - THE MIDNIGHT BIKERIDE - Urban History in Chicago.

21 & 28 Sept.: Urbanization Born of Water

Frederick Lane, Venice: A Maritime Republic (Baltimore: Johns Hopkins University Press, 1973)

Lewis Mumford, The City in History (New York: Harcourt Brace and World, 1961), 321-28.

5 Oct.: Urbanization Born of Water II: The Dutch Randstad

John J. Murray, Amsterdam in the Age of Rembrandt (Norman: University of Oklahoma Press, 1967), 2-19, 48-90. Out of print

Simon Schama, The Embarrassment of Riches: An Interpretation of Dutch Culture in the Golden Age (New York: Knopf, 1987), 1-11, 25-68.

Lewis Mumford, The City in History (New York: Harcourt Brace and

World, 1961), 439-45.

12 Oct.: London - Metropolis and Empire

"London" in Peter Clark and Paul Slack, English Towns in Transition, 1500-1700 (New York: Oxford University Press, 1976), 62-81.

F.J. Fisher, "London as an 'Engine of Economic Growth'," in J.S. Bromley and E.H. Kossmann, eds., Britain and the Netherlands in Europe and Asia (New York: St. Martin's Press, 1968; London: Chatto & Windus, 1960-64; The Hague, 1971), 3-16.

E. A. Wrigley, "A Simple Model of London's Importance in Changing English Society and Economy, 1650-1750," Past and Present: A Journal of Historical Studies, 37 (July 1967).

Reminder: all History Majors should see their academic advisor before registering for Spring Semester classes.

19 & 26 Oct.: Islam's Metropolis

Philip Mansel, Constantinople: City of the World's Desire, 1453-1924 (New York: St. Martin's, 1995).

2 Nov.: The Precolumbian City

Jonathan Kandell, La Capital: The Biography of Mexico City (New York: Random House, 1988), 3-124.

Rene Millon, "Social Relations in Ancient Teotihuacan" in Eric Wolf, ed., The Valley of Mexico: Studies in Pre-Hispanic Ecology and Society (Albuquerque: University of New Mexico Press, 1976), 205-248.

Richard A. Diehl, "Pre-Hispanic Relationships between the Basin of Mexico and North and West Mexico" in Eric Wolf, ed., The Valley of Mexico: Studies in Pre-Hispanic Ecology and Society (Albuquerque: University of New Mexico Press, 1976), 249-286.

Edward E. Calnek, "The Internal Structure of Tenochtitlan" in

Eric Wolf, ed., The Valley of Mexico: Studies in Pre-Hispanic Ecology and Society (Albuquerque: University of New Mexico Press, 1976), 287-302.

9 Nov.: The Emergence of Modern Global Cities

Kenneth T. Jackson, "The Capital of Capitalism: The New York Metropolitan Region, 1890-1940," in Anthony Sutcliffe, ed., Metropolis, 1890-1940 (London: Mansell; and Chicago: University of Chicago Press, 1984), 319-354.

R.A. French, "Moscow, the Socialist Metropolis," in Anthony Sutcliffe, ed., Metropolis, 1890-1940 (London: Mansell; and Chicago: University of Chicago Press, 1984), 355-380.

Shun-Ichi J. Watanabe, "Metropolitanism as a Way of Life: The Case of Tokyo, 1868-1930," in Anthony Sutcliffe, ed., Metropolis, 1890-1940 (London: Mansell; and Chicago: University of Chicago Press, 1984), 403-430.

16 Nov.: Oral reports

23 Nov.: Thanksgiving - No Class

30 Nov.: Oral reports

Judith Crown and Greg Hinz, "Who Stole Chicago?" Crain's Chicago Business, 3 May 1999. Available at http://www.kellogg.nwu.edu/ext_rel/clipping/9953ccb.htm

DISCUSSIONS AND CRITICAL READING

Discussion and class participation is an important part of student evaluation (25 percent). Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in final grades. Asking questions, responding to student questions and contributing to an ongoing discussion are a necessary part of the learning experience. Failure to speak in class only lowers a student's final grade. Discussions take place in every class period, each worth 2 "points."

Students will receive 0 points for nonparticipation, 1 point for minimal participation, and 2 points for active participation. Students who raise questions that generate discussion will earn extra points.

The best ways to prepare for and contribute to class discussion are: 1) complete the reading on time, and 2) critically analyze the reading. The primary goal of critical reading is to identify the author's interpretation and evaluate the evidence and influences leading to that conclusion. Never assume a "passive" position when reading a text. To fully comprehend and understand any reading, ask the following questions:

1. What is the thesis of the author?
2. Does the author have a stated or unstated point of view? How does the author construct their argument? Are the author's goals, viewpoints, or agendas revealed in the introduction or preface? Does the author provide evidence to support the argument? Is it the right evidence? In the final analysis, do you think the author proves the argument or does the author rely on preconceived views or personal ideology? Why do you think that?
3. Does the author have a moral or political posture? Is it made explicit or implicit in the way the story is told? What is the author's view of human nature? Does change come from human agency and "free will" or broad socio-economic forces?
4. What assumptions does the author hold about society? Does the author see society as hierarchical, pluralistic, democratic or elitist? Does the author present convincing evidence to support this view?
5. How is the narrative constructed or organized? Does the author present the story from the viewpoint of a certain character or group? Why does the author begin and end at certain points? Is the story one of progress or decline? Why does the author write this way?
6. What issues and events does the author ignore? Why? Can you think of alternative interpretations or stories that might present a different interpretation? Why does the author ignore certain events or facts?

ESSAYS

The essay requirement class serves several purposes. First, good, thoughtful writing disciplines and educates the mind. To write well, one must think well. If one's writing improves, so does their thinking and intelligence. Second, students personally experience on a first-hand basis some form of historical writing. A research paper relying on primary sources exposes students to the challenges, difficulties and even contradictions of analyzing historical events. Ideally, students will think more "historically" as a result of the exercise. Third, the essay can later function as a writing sample for students applying for future employment positions as well as to graduate or professional school.

Students will choose one city and examine as many sources as possible to explain its historical and "global" (if any) importance. The essay should rely on both primary and secondary sources. Examples of primary sources include (but are not limited to) newspapers, diaries, letters, oral interviews, books published during the period under study, manuscript collections, and old maps. Secondary sources are what historians have written about a subject. The essay (and related oral report) should employ a MINIMUM of ten different sources.

The final essay should be the length of a standard scholarly article (approximately 15-20 typewritten pages of text, plus notes). Students should select a topic as soon as possible, in consultation with the instructor. A preliminary bibliography which includes books, articles, oral interviews, or other possible sources should be completed and handed in by 2:30 p.m., Thursday, 21 Sept. 2000.

All essays should be typed. Students who complete the essay early have the option to rewrite the paper upon its evaluation and return (remember - the only good writing is good rewriting). For students who wish to have the option of rewriting the essay, TWO copies of the first draft of the essay should be in the professor's possession by 2:30 p.m., Thursday, 2 November 2000. All other and rewritten essays are due at the last class on 30 November 2000. On both dates, students should submit TWO copies of the essay. Students who rewrite the essay should also include the corrected first draft.

All final papers should be free of typographical errors, misspellings and grammatical miscues. For every eight such mistakes, the essay's grade will be reduced by a fraction (A to A-, A- to B+, etc.). Essays are to be written for this class ONLY. No essay used to fulfill the requirements of a past or current course may be submitted. Failure to follow this rule will result in an automatic grade of F for the assignment. Extensions are granted automatically. However, grades on essays handed in 48 hours (or more late) will be reduced by a fraction (A to A-, A- to B+, etc.). Every three days thereafter another fraction will be dropped from the paper's final grade.

ORAL REPORT

The oral report constitutes 25 percent of the final grade. Students will select a "world" or "global" city from the list below which will serve as the subject of both their oral report and essay. The oral report should last between 15 and 30 minutes, but ideally the report will generate a longer class discussion. All oral reports should address the following questions in some way:

- What were the specific origins of the city?
- What was the population of the city over time?
- What economic forces contributed to the growth of the city?
- How fast did the city grow economically and demographically?
- How did that rapid growth compare with other contemporary cities?
- When was the "golden age" of the city?
- What were the specific sources of the city's economic development?
- What role did technology play in the rise (and decline?) of the city?
- How far beyond the city's immediate hinterland did the city's influence extend?
- What characteristics made the city distinctive in the past and present?
- Did the city ever qualify as a "global" or "world" city? Why?
- Why did the city decline?

CITIES

Alexandria, Egypt, 332 B.C.-100 A.D.
Athens, Greece, 500-400 B.C.
Berlin, Germany
Chungan, China, 500-1000 A.D.
Dehli, India
Florence, Italy, 1000-1600 A.D.
Hong Kong, China
Jerusalem
Los Angeles, U.S.A.
Madrid, Spain
Mexico City, 1520-present
New York City, U.S.A.
Paris, France
Rio de Janeiro, Brazil
St. Petersburg, Russia
Sao Paulo, Brazil
Seoul, Korea
Shanghai, China
Singapore, Indonesia
Sydney, Australia
Vienna, Austria

BASIC STYLE SHEET FOR NOTES IN ESSAYSBOOKS

1. Constance McLaughlin Green, Holyoke: A Case History of the Massachusetts Industrial Revolution in America (New Haven, 1939), 24-27.
2. Bessie L. Pierce, A History of Chicago, 3 vols. (New York, 1937-1957), I, 213-220.
3. Ferdinand Toennies, Community and Society (1887), translated by C.F. Loomis (New York, 1963), 13-14.

ARTICLES AND BOOK CHAPTERS

1. Eric Lampard, "American Historians and the Study of Urbanization," American Historical Review 67 (1961), 61-63.
2. Oscar Handlin, "The Modern City as a Field of Historical Study," in Oscar Handlin and John Burchard, eds., The Historian and the City (Cambridge, 1966), 26.
3. Ernest W. Burgess, "The Growth of the City," Publications of the American Sociological Society 18 (1924), 85-97.

GOVERNMENT DOCUMENTS

1. Story v. New York Elevated Railroad Co., 90 NY 122 (1883).
2. U.S. Department of the Interior, Census Office, Tenth Census of the United States, 1880, Report of the Social Statistics of Cities, comp. by George Waring, Jr., 2 vols. (Washington, D.C., 1887), I, 220.

NEWSPAPERS

1. New York Times, June 18, 1947, February 2, 3, 1948; Chicago Tribune, June 4, 1950.

UNPUBLISHED MATERIAL

1. Robert David Weber, "Rationalizers and Reformers: Chicago Local Transportation in the Nineteenth Century" (Ph.D. dissertation, University of Wisconsin, 1971), 178-197.

2. Graeme Davison, "Explanations of Urban Radicalism: Old Theories and New Historians" (paper delivered to the New Zealand Association for the Advancement of Science Congress, Melbourne, August, 1977), 22-34.

After a work has been fully cited, subsequent citations should use only the author's last name, a short title and page numbers. Consecutive citations of the same publication should employ ibid. and page numbers. The use of abbreviations is permissible, as long as the practice is consistent.

Plurals of dates do not need an apostrophe; write 1850s, not 1850's.

Commas are used to separate the last two items in a series of three or more: thus, one, two, and three . . .

Regions are capitalized when used as nouns (North, Midwest), but not capitalized when used as adjectives.

Chronological range always includes full dates; write 1956-1995, not 1956-95.

Certain terms are hyphenated only when used as adjectives; write nineteenth-century cities, not nineteenth century cities; or middle-class reformers, not middle class reformers.

Century titles are always written out in full; write twentieth-century cities, not 20th-century cities.

Numbers must be used consistently throughout an article or essay and will always be given as numerals except if the number begins a sentence (e.g., Two-hundred-and-forty-seven people gathered to hear seventy-two artists sing 134 songs.). Ratios should be given as 2-1, 5-4, etc.

RECOMMENDED AND SUGGESTED READINGS

Karen Armstrong, Jerusalem: One City, Three Faiths (New York: Knopf, 1996).

Immanuel Wallerstein, Historical Capitalism with Capitalist Civilization (London: Verso, 1983)

Immanuel Wallerstein, The Modern World System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century (New York: Academic Press, 1974).

-----, Modern World System II: Mercantilism and the Consolidation of the European World-Economy, 1600-1750 (New York: Academic Press, 1980)

Manuel Castells, The Informational City: Information Technology, Economic Restructuring, and the Urban-Regional Process (Cambridge, Mass.: Basil Blackwell, 1989).

Manuel Castells, The Information Age: Economy, Society, Culture (Cambridge, Mass.: Basil Blackwell, 1996-1997), 3 volumes, esp. The Rise of the Network Society (vol. 1).

Anthony Sutcliffe, ed., Metropolis, 1890-1940 (London: Mansell, 1984).

Arnold Toynbee, ed., Cities of Destiny (New York: Weatherlane, 1967).

Richard Weinstein, "The First American City," both in Scott and Soja, eds., The City: Los Angeles and Urban Theory at the End of the Twentieth Century (Berkeley: Univ. of California Press, 1996), 1-46.

Janet Abu-Lughod, Cairo: 1001 Years of the City Victorious (Princeton Univ. Press, 1971).

M. Hammond, The City in the Ancient World (Cambridge, Mass, 1972)

J.B. Ward-Perkins, Cities of Ancient Greece and Italy (New York, 1974).

J.B. Ward-Perkins, article on Egypt, Town Planning Review, 20

(1949), 32-51

J.B. Ward-Perkins, article on Mesopotamia, Town Planning Review, 21 (1950), 98-115.

J.B. Ward-Perkins, article on prehistoric Aegean cities, Town Planning Review, 23 (1953), 261-79.

J.B. Ward-Perkins, article on Greek cities, Town Planning Review, 22 (1951), 102-21

J.B. Ward-Perkins, article on Hellenistic cities, Town Planning Review, 22 (1951), 177-205.

J.B. Ward-Perkins, article on Roman cities, Town Planning Review, 26 (1955), 126-54.

A. Raymond, The Great Arab Cities in the 16-18th centuries (New York, 1984)

G.W. Skinner, ed., The City in Late Imperial China (Palo Alto, 1977)

Ignacio Bernal, Mexico Before Cortez: Art, History, Legend (Garden City, N.Y.: Dolphin Books, 1963).

Peter G. Hall, World Cities, 2nd edition (New York: McGraw-Hill, 1979).