

## CAT 1: The Transformation of Cities

Prof. Stanley Chodorow, History

[schodorow@ucsd.edu](mailto:schodorow@ucsd.edu)

Office Hour: Wednesday, 10-11AM at the coffee cart next to Mandeville Hall, or by appointment

This course will investigate instances when governments made major changes in the physical organization of large cities. We will study Rome in the fourth and fifteen-sixteenth centuries, Paris in the nineteenth century, and New York in the twentieth century. In each case, we will look at how the cities were reorganized or changed, why the governments carried out the changes, and what difference the changes made in the way the cities functioned and represented both their political communities and their cultures. We will look carefully at the topography of these cities, at their geographical place in their countries or empires, at their political roles before and after the transformations, and at their social and economic characteristics.

The chosen cities and eras give us a large number of issues and ideas to explore. When Constantine became a Christian in 312 C.E., just when he was conquering the city of the Rome and establishing himself as emperor, the city was both the capital of the Roman Empire and the center of its pagan cults. During the next century, the emperors transformed the city into a Christian city. It was a slow, even a cautious, process. We will explore what they did and why.

Then, in the fifteenth and sixteenth centuries, the papal rulers of Rome made changes in the city to accommodate the hordes of pilgrims the popes had succeeded in luring to the city. We will look at the aims of the papal government, at the changes in the city, and at the effects of the changes.

From the twelfth century on, Paris was the governmental center of the French kingdom. It had long been the largest city, but from that time it became the home of an increasingly centralized royal government. By the time of the revolution that swept the monarchy from power in 1789, the city had become a choked jumble of houses and streets. The large governmental buildings—palaces, courts, churches etc.—were buried in an urban morass. In the middle of the nineteenth century, an autocratic imperial government under Napoleon III determined that the city must be completely renovated. Napoleon sought to make the city beautiful, efficient, and governable, while enhancing the prominence of and connection between the major buildings. We will look at the city before and after the great renovation, at the man who carried it out—the civil servant Georges-Eugene Haussmann—and at the cultural ideals and the political, social, and economic ideas that guided Haussmann and his bureau.

The New York City of today—with five boroughs, a centralized government, and a sense of unity—came together at the end of the nineteenth century. In the early 1890s, there were three cities in the counties of Manhattan, Kings, and Queens, and a good deal of rural space,

especially in Kings (Brooklyn), Queens, and The Bronx. Staten Island was a rural county of its own with no city. These elements were consolidated into a five-borough city in 1898, a period of rapid population growth because of massive immigration from southern and eastern Europe. In the first half of the twentieth century, this new city was tied together politically but not physically. As in Paris a century earlier, this conglomeration was brought together by a civil servant, Robert Moses, who carried out a program of bridge building, highway construction, parks, and cultural projects that remade the city. We will look at what he did, at its costs and benefits, and at what difference the changes made in the life, the self-image, the socio-economic character, and the cultural life of the city.

## Contacting Me

You should contact me by email, and, if necessary, we can make a date to meet. I do not have a usable office, so I generally meet students at the coffee cart next to Mandeville Hall. They have good coffee. If you want to see me but cannot make it to my office hour, I will be happy to make an appointment for a different time.

## Educational Goals

This course aims to introduce you to the skills and demands of a university education—reading critically and the construction of arguments based on evidence to support theses (statements in the form of “X is true”). These are the skills you will use in CAT 2 and 3, the writing courses in the sequence, in nearly all the upper-division courses you will take, and in any career you end up in. CAT 1 is the introduction to your education.

CAT 1 will also introduce you to the demands you will face throughout college. Every academic discipline progresses by formulating theses—general propositions about a subject—and then building arguments based on evidence to support those theses. Evidence can be found through observation (as in Astronomy, Anthropology, and Art History), in documents and interviews (as in History, Literature, and Sociology), or by experimentation (as in Biology, Chemistry, and Physics). Arguments consist in the application of reason to evidence, citing and organizing the evidence to make a point. In CAT 1, we will introduce you to the ways of assessing and using evidence to construct a convincing or at least a persuasive argument in support of a thesis.

## Readings

I have prepared a reader for the course. It is available for purchase through the website below. It is published and distributed by Cognella, Inc. through the UCSD Bookstore using the RedShelf feature of TritonEd.

In addition, you must purchase Gerald Graff and Cathy Birkenstein, *They Say. I Say* (Norton, 2017). This book is an introduction to academic writing. In the syllabus, I have designated this work as TSIS. It is available in the UCSD Bookstore.

## **Access to the Reader**

This Fall 2019 session your CAT 1 course will take part in a digital course material program called Inclusive Access. This service enables the Bookstore to offer our students **instant access** to online course materials at the **lowest price possible**.

So what does this mean for you, the student? It means you immediately have access to your CAT 1 READER text for the first two weeks of class--for free. Login to your course on Tritoned and select the RedShelf link (on the left side panel) to access your digital book.

After the first week of free access, your student account will be charged the inclusive access price of \$112.95 for 180-day access.

**If, for some reason, you decide you do not want to purchase these materials from the Bookstore, you can opt-out of the Inclusive Access program by going to the RedShelf link and clicking "OPT-OUT". If you opt-out by 10/12/2019 (the drop/add deadline) your student account will not be charged.**

This program is aimed to help our students navigate the world of ever-rising textbook prices and offer all students access to the materials at the start of instruction. If you have any questions concerning Inclusive Access, please contact the bookstore or email [help@redshelf.com](mailto:help@redshelf.com).

This course material includes information that we will reference and use in class regularly, so you should be sure to purchase your own copy. Please keep in mind that UCSD is strict about copyright law, and course material should never be copied or duplicated in any manner.

If you need any help with ordering from Cognella, feel free to email [orders@cognella.com](mailto:orders@cognella.com) or call (800) 200-3908 x503.

## **Nature of the Reader**

The reader contains chapters from several books. The chapters I have chosen are from scholarly works. To make it easier for you to understand them, I have provided introductions to the readings for each city. I also illustrated the chapters from Pinkney's book on Paris, because no one, including me, can understand his work without maps. You will find the maps at the end of each chapter. I am not allowed to alter the text by inserting the maps where I would have liked. You will find pointers to the appropriate map(s) on the pages of the text.

## **Lectures and Assigned Readings**

This course is new, for me as well as for you. As a result, I have not determined the exact topic for each lecture throughout the term. Rather, I have organized the course into three segments corresponding to the three cities we will study. Reading assignments will be made by week,

rather than day. You should try to get through the assigned readings as early in each week as you can.

## Assignments

The assignments for the course will consist in two major projects and three minor projects. **Each assignment is specified in a separate document on the TritonEd page.**

For two major projects you will produce a written response of 750 words (three standard pages, double-spaced, 12-point type). Each of these projects will be done in two stages—a draft submission and then a final version due two weeks later.

The draft must be handed in on paper. The final version must be handed in both on paper and in electronic form, uploaded to Turnitin.com. **The electronic version is due by midnight of the due date.**

First major project draft: **due at the beginning of lecture on Wednesday, October 16**  
final version: **due at the beginning of lecture on Wednesday, October 30**

Second major project draft: **due at the beginning of lecture on Wednesday, November 13**  
Final version: **due at the beginning of lecture on Wednesday, November 27**

For the three minor projects, you will submit a response of 250 words (one page). These projects will be done in one stage. That is, you will not submit a draft and then a final version; you will only submit a final version.

You must also submit these assignments on paper and in electronic form, uploaded to Turnitin.com. **The electronic version is due by midnight of the due date.**

First minor project: **due at the beginning of lecture on Wednesday, October 9**

Second minor project: **due at the beginning of lecture on Wednesday, November 6**

Third minor project: **due at the beginning of lecture on Wednesday, December 4**

## Course Calendar in Summary

Wednesday, October 9: Minor Project 1 due

Wednesday, October 16: Draft of Major Project 1 due

Wednesday, October 30: Final Version of Major Project 1 due

Wednesday, November 6: Minor Project 2 due

Wednesday, November 13: Draft of Major Project 2 due

Wednesday, November 27: Final Version of Major Project 3 due

Wednesday, December 4: Minor Project 3 due

## Syllabus

Week 1: Introduction to the Course and to Cities; The Formation of Rome

Readings: Chodorow, *Introduction to Ancient Rome*  
TSIS, Introduction, pp. 1-15

Week 2: Rome in the Fourth Century

Readings: Krautheimer ch. 1, ch. 2  
TSIS, Chapter 1, pp. 19-29

Week 3: Medieval Rome: The City the Renaissance Inherited

Readings: Chodorow, *Introduction to Medieval Rome*  
Krautheimer, ch. 11, ch. 12  
TSIS, Chapter 2, pp. 30-41

Week 4: Renaissance Rome: Clearing out the Medieval Mess; Mussolini and Rome

Readings: Adams and Nussdorfer, "The Italian City 1400-1600," Ackerman, "The Planning of Renaissance Rome, 450-1580"  
TSIS, Chapter 3, pp. 42-51

Week 5: Old Paris

Readings: Dickens, *A Tale of Two Cities*, two selections  
Chodorow, *Introduction to Pinkney on Paris*  
Pinkney, "Paris in 1850"  
TSIS, Chapter 18, pp. 241-244

Week 6: Remapping Paris—the Roads

Readings: Pinkney, "Plans to Pavements"  
TSIS, Chapter 4, pp. 55-67

Week 7: Parking Paris

Readings: TSIS, Chapter 21, pp. 258-260

Week 8: New York before 1930

Readings: Chodorow, *Introduction to Caro on New York*  
Caro, ch. 18  
TSIS, Chapter 5, pp. 68-77

Week 9: Parking New York, Cutting New Roads

Readings: Caro, ch. 20, ch. 37, ch. 38  
TSIS, Chapter 7, pp. 92-101

Week 10: New York Reconfigured

Readings: Caro, ch. 39, Frontispiece  
TSIS, Chapter 8, pp. 105-120