

# THE CITY: CONTESTED SPACES

CAS 101, AH 110, ANT 121, HIS 107  
University of Rochester, Fall 2017  
T/Th, 3:25-4:40, Gavet 202

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*What does it mean to live in a city? Can you reshape people's lives by redesigning city spaces? How do city dwellers, architects, politicians, and others interact with and appropriate their own urban past? This interdisciplinary course will introduce students to different ways of looking at cities, framing them as the contested products of a range of human actions. Through an in-depth examination of four complex urban environments – Chicago, Istanbul, Delhi, and Rome – we will learn about the interplay between space, aesthetics, time, memory, and power. Weekly lectures by an anthropologist, an architect, and a historian will complement discussions of film, historical documents, fiction, and relevant case studies. In addition to writing four short papers, students will hone their analytical skills by observing urban life and form with a series of field studies in the city of Rochester.*

## Learning Objectives

- Awareness of scholarly methods in anthropology, art and architectural history, and history
- Appreciation of the value of the humanities in understanding past and contemporary problems
- Experience in the analysis of spaces, texts, social life, and visual objects
- Understanding of the multiple meanings of places, spaces, objects, and texts
- Familiarity with the changing and debated nature of scholarly inquiry

## Course Materials

The following *required* books are available at the campus Barnes & Noble. They are all available on reserve at the Rush Rhees Q&I desk. All except *The Life of Cola di Rienzi* are also available through the River Campus library website as e-books. Additional short readings and visual materials for discussion sessions are available through Blackboard, particularly in a section called “Source Gallery,” to which we will add new materials as the semester progresses.

- Eric Larson, *The Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America* (Vintage, 2004).

- John Wright, trans., *The Life of Cola di Rienzi* (Pontifical Institute of Mediaeval Studies, 1975).
- Orhan Pamuk, *Istanbul: Memories and the City* (Vintage, 2006).
- Aravind Adiga, *White Tiger: A Novel* (Free Press, 2008).

### **Course Schedule**

\*We reserve the right to make changes as the semester progresses. Check Blackboard for updates. Reading/viewing assignments for *Discussion* sessions will be posted on Blackboard one week in advance.

8/31 Introduction

### **Part I: Chicago**

Long reading for Chicago, due September 21:

Eric Larson, *The Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America* (Vintage, 2004).

9/5 Spatial analysis. Prof. Christensen

9/7 *Discussion*: visual analysis

9/12 Textual analysis. Prof. Smoller

9/14 Social analysis. Prof. Searle

9/16	Fieldtrip to the Memorial Art Gallery 12:45pm pickup / 2:45pm dropoff at Rush Rhees
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9/19 The World's Columbian Exposition. Profs. Christensen, Smoller, and Searle

9/21 *Discussion*: Larson, *Devil in the White City* [read entire book]

### **Part II: Rome**

Long reading for Rome, due October 17:

John Wright, trans., *The Life of Cola di Rienzi* (Pontifical Institute of Mediaeval Studies, 1975).

9/26 Rome today: Gentrification and its discontents. Prof. Searle  
\*\*Chicago analytical brief due

9/28 *Discussion*: source gallery

10/3 Mussolini's Rome: Appropriating the past. Prof. Christensen

10/5 *Discussion*: source gallery

10/10 NO CLASS. FALL BREAK

10/12 Cola di Rienzo's Rome. Prof. Smoller

10/17 *Discussion*: *The Life of Cola di Rienzi* [read entire book]

10/19 *Discussion*: *The Life of Cola di Rienzi*

### Part III: Istanbul/Constantinople

Long reading for Istanbul, due November 9:

Orhan Pamuk, *Istanbul: Memories and the City* (Vintage, 2006).

10/23-25	Orhan Pamuk visits the University of Rochester Attend film screening 10/23, public lecture 10/25 for extra credit, details TBA.
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- 10/24      Creating Constantinople/Stealing Constantinople. Prof. Smoller  
              \*\*Rome analytical brief due
- 10/26      *Discussion*: Source gallery
- 10/31      Istanbul from the fifteenth century to the present. Prof. Christensen
- 11/2        *Discussion*: Source gallery
- 11/7        Gezi Park: Contested spaces in contemporary Istanbul. Prof. Searle
- 11/9        *Discussion*: Pamuk, *Istanbul* [read entire book]

### Part IV: Delhi

Long reading for Delhi, due December 7:

Aravind Adiga, *White Tiger: A Novel* (Free Press, 2008).

- 11/14      Shahjahanabad and the Mughals. Prof. Smoller  
              \*\*Istanbul analytical brief due
- 11/16      Class meets at Rare Books & Special Collections, Rush Rhees Library 2<sup>nd</sup> floor
- 11/21      *Discussion*: Source gallery
- 11/23      NO CLASS THANKSGIVING
- 11/28      Colonial Delhi. Prof. Christensen
- 11/30      *Discussion*: Source gallery
- 12/5        Caste and class in contemporary Delhi. Prof. Searle
- 12/7        *Discussion*: Adiga, *White Tiger* [read entire book]
- 12/12      Contested Cities: Final discussion  
              \*\*Delhi analytical brief due

**\*\*Final Presentations & Papers due Wednesday, Dec 20<sup>th</sup> 8:30 am** (our assigned exam period)

## Assignments

- Four analytical briefs (3-4 pages) in which students apply one of the listed analytical techniques (column B) to one item from the source gallery pertaining to one of the four cities studied (column A). For example, a student might prepare a brief for Chicago offering a spatial analysis of the plan and elevation of the Reliance Building, or a brief for Delhi presenting a textual analysis of a passage from François Bernier's *Travels in the Mogul Empire*. Students may, where appropriate, relate the source gallery objects to the long readings. Students must write about each of the four cities and must use each of four modes of analysis in the course of the semester, but the choice of which type of analysis to pair with which city is up to each student. (15% each; 60% total)

<b>Column A: Cities</b>	<b>Column B: Type of analysis</b>
Chicago	Spatial analysis (Maps, plans, and architectural drawings)
Rome	Textual analysis (Books, travelogues, webpages)
Istanbul/Constantinople	Social analysis (Live observation, video, or behavior as described in a primary source)
Delhi	Visual analysis (Photographs, paintings, drawings, sculpture, architectural details)

- A final group project analyzing a site in the city of Rochester, for which students will make a group presentation (PowerPoint, Prezi, or video) and turn in a short individual paper (15% group presentation; 10% individual paper).
- For every discussion session, there will be something to look at or read before class. There will be in-class writing assignments on the day of the discussion of each long reading. Participation in all discussions, in-class activities, and in-class writing assignments (15%).

## **Grading scale**

A	100-93%
A-	92.9-90%
B+	89.9-87%
B	86.9-83%
B-	82.9-80%
C+	79.9-77%
C	76.9-73%
C-	72.9-70%
D+	69.9-67%
D	66.9-63%
D-	62.9-60%
F	Below 60%

In case of some mix-up, it is a good idea to save all returned work until you receive your grade at the end of the semester.

### **General policies**

**Late work:** Late work will be penalized 10% for each calendar day late. We do not accept emailed assignments without prior arrangement and only under the most exigent of circumstances.

**Attendance:** Students are responsible for all material covered in and announcements made in class; attendance is, thus, crucial for doing well in the course. Participation in discussions is a critical component of the course. The instructors reserve the right to impose a failing grade for the course after a student's absence from four or more class periods. (For the sake of accounting, three tardies will constitute one absence.)

**Students with disabilities:** The Center for Excellence in Teaching and Learning (CETL, 1-154 Dewey Hall, 585-275-9049) offers a variety of disability services for undergraduates and graduate students in Arts, Sciences & Engineering. These services aim to provide an inclusive experience and equal access to academic content and program requirements. They can help you to request accommodations for your success in this class. You can learn more at: [www.rochester.edu/college/cetl/undergraduate/disability](http://www.rochester.edu/college/cetl/undergraduate/disability). If you have any questions or concerns, please feel free to contact me as well.

**Classroom etiquette:** Please turn off cell phones or set them to a silent alert. Do not take them out in class unless instructed to do so. In the rare event you must enter late or leave class early, please let us know in advance.

**Working with visual material:** Please purchase a sketchbook of any kind. You will be expected to augment written notes with sketches when lectures cover visual and spatial materials. Best practices for sketching will be discussed in class.

**Academic honesty:** All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at <http://www.rochester.edu/College/honesty/>.