

**Санкт-Петербургский филиал федерального государственного  
автономного образовательного учреждения высшего образования  
"Национальный исследовательский университет  
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа социальных и гуманитарных наук

Департамент истории

**Рабочая программа дисциплины**

**Urban History in Transnational Perspective**

(Историческая урбанистика в транснациональной перспективе)

для образовательной программы «Прикладная и междисциплинарная история»  
направления подготовки 46.04.01 История  
уровень магистратура

Разработчик(и) программы

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Согласована менеджером ОП

«\_\_\_\_»\_\_\_\_\_ 2019 г.

Д.Э.Ахмеджанова \_\_\_\_\_

Утверждена Академическим советом образовательной программы

«\_\_\_\_»\_\_\_\_\_ 2019 г., № протокола\_\_\_\_\_

Академический руководитель образовательной программы

Ю.А.Лайус\_\_\_\_\_

Санкт-Петербург, 2019

*Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы*

### **Course Syllabus**

Title of the course	Urban History in Transnational Perspective		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History “Usable Pasts”»		
Type of the course	Elective		
Prerequisites	Students need to know key concepts, the most important events and processes of world history, main approaches to the study of modern and contemporary history; be able to analyze historical research and works in the related fields of knowledge and to summarize this information		
ECTS workload	6 credits		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	150	190
Course Overview	<p>As Charles Tilly put it, the city is a "privileged site for study of the interaction between large social processes and routines of local life". The aim of this course is to introduce interdisciplinary trends of urban studies and focus on the functioning of these processes through historical perspective. Special attention will be given to research studies focusing on urbanization in the context of social, ecological and technological history, and history of science. This is a graduate course that introduces urban history through major works in the field and examines the major topics of urban history from a transnational perspective. Moving from the early modern period to the late 20th century, this course will focus on the analytic trends, major questions and issues shaping urban history. Themes will include: economic aspects of urbanization, urban migration and mobility, the city as an artefact of technology and environment, cities as the loci of various practices and places for production of identities.</p> <p>This class is reading and discussion-intensive and consists of lectures and seminars.</p>		
Intended Learning Outcomes (ILO)	<p>УК-1, УК-2, УК-3, УК-4</p> <p>The student would be able to reflex (evaluate and rework) the learned scientific and activity methods, to create new theories, invent new ways and tools of professional activity. The student would masters new research methods independently, changes the scientific and production profile of his/her activities and be able to improve and develop his/her</p>		

	<p>intellectual and cultural level, to build a trajectory of professional development and career.</p> <p>ОПК-1, ОПК-2, ОПК-3, ОПК-4, ОПК-7</p> <p>The student would be able to work with information: identify, evaluate and use information from a variety of sources for scientific and professional purposes (including with a systematic approach), to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages, to present historical information in a scientific and popular form, to create and edit scientific and popular texts, to present complex historical information in a publicly accessible form. He/she would be capable of conducting independent research, including problem analysis, setting goals and objectives, identifying the object and subject of research, choosing the mode and methods of research, and assessing its quality</p> <p>ПК-1, ПК-3, ПК-5, ПК-7, ПК-8, ПК-11</p> <p>The student would be able to conduct independent fundamental and applied research using classical and modern methodology, analysis of problems, setting goals and objectives, selection of the object and subject of research, choice of research mode and methods, as well as assessment of its quality, to analyze the obtained information using modern software, to present the results of research with special terminology. He/she would be capable of extracting, selecting and structuring information from a variety of types of sources according to professional objectives, be able to motivate other people to independent work and to develop strategies aimed at preservation, recognition of items and objects as monuments and sites of cultural and historical heritage.</p>				
Teaching and Learning Methods	The course consists of 9 lectures (18 academic hours) and 11 seminars (22 hours). The seminars focus on group discussions.				
Content and Structure of the Course					
Nº	Topic / Course Chapter	Total	Directed Study	Self-directed Study	
			Lectures	Tutorials	
1	Introduction: course objectives, assignments.	2	0	2	0
2	What is urban history? Urban History as interdisciplinary field or research.	25	2	2	19
3	Growth and development of cities in	20	2	2	16

	the modern era: migration and urban change				
4	Historicizing urban mobility: transnational perspective	20	2	2	16
5	Emergence of calculable urban space and governmentality	20	2	2	16
6	Industrial towns: past and present	20	2	2	19
7	Cities and markets. Commerce and urbanization	25	2	2	16
8	Cities and environment. Resources of the city. Urban metabolism as historical phenomenon	20	2	2	16
9	The emergence of a ‘modern city’: new principles of planning, urban living and governance. Ideal towns and cities of the future	20	2	2	16
10	Urban machinery: cities and technologies in historical perspective	20	2	4	16
<b>Total study hours</b>		190	18	22	150
Indicative Assessment Methods and Strategy		<p>Students are expected to attend all seminars, to do all the required readings, and to participate actively in the seminar discussions.</p> <p>Once during each part of the course each student will act as a discussion leader. It means that during this seminar the student will be responsible for structuring our discussion by providing a list of important, analytical questions for other students to think about while preparing for the seminar. These questions should be circulated among other students no later than 1 day before the seminar. There is no fixed number of questions but something in the range between 6 and 8 questions will do. The choice of the seminar is up to a student. Please, sign up during the first two weeks of the course!</p> <p>By the last week of the course, all students should have submitted the written assignment – the review essay of any article from the list. The review essay of 2,000 words should be critical analysis of one article from the list proposed by the professors. In the essay, students should give a short introduction about the author’s research interests and to make a concise summary of the main argument. Moreover, students have to draw links between the article under review and the broader historiographic context of the urban history field. The presentations that should be made on the basis of the text of reviews will be discussed on the last seminar.</p>			

Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p><i>Cityscapes in History: Creating the Urban Experience</i>, Gulliver, Katrina (ed), Routledge, 2014  <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1589594&amp;query=Cityscapes+in+History%3A+Creating+the+Urban+Experience">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1589594&amp;query=Cityscapes+in+History%3A+Creating+the+Urban+Experience</a></p> <p>Hall, Peter, <i>Cities of Tomorrow : An Intellectual History of Urban Planning and Design Since 1880</i>, John Wiley &amp; Sons, Incorporated 2014  <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1676937&amp;query=Cities+of+Tomorrow+%3A+An+Intellectual+History+of+Urban+Planning+and+Design+Since+1880">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1676937&amp;query=Cities+of+Tomorrow+%3A+An+Intellectual+History+of+Urban+Planning+and+Design+Since+1880</a></p> <p><i>Resources of the city. Contributions to an Environmental History of Modern Europe</i>, Dieter Scott, Bill Luckin, Genevieve Massard-Guilbaud (eds). Aschgate Publishing Company, 2005  <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4817576&amp;query=Resources+of+the+city">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4817576&amp;query=Resources+of+the+city</a></p> <p><u>Optional</u></p> <p>“Forum: From Site to Place? Michael B. Katz’s Reflections on a Changing Field”, <i>Journal of Urban History</i>, 2015, Vol. 41(4)  <a href="https://proxylibrary.hse.ru:2145/toc/juha/41/4">https://proxylibrary.hse.ru:2145/toc/juha/41/4</a></p> <p>Tilly Ch. Cities, states, and trust networks: chapter 1 of Cities and States in World History, <i>Theory and Society</i>. 2010. Vol. 39. No. 3/4, Special Issue in Memory of Charles Tilly (1929–2008): Cities, States, Trust, and Rule, 265–280  <a href="https://proxylibrary.hse.ru:2176/journal/11186/39/3">https://proxylibrary.hse.ru:2176/journal/11186/39/3</a></p>																								
Indicative Self- Study Strategies	<table border="1"> <thead> <tr> <th>Type</th><th>+/-</th><th>Hours</th></tr> </thead> <tbody> <tr> <td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td><td>+</td><td>100</td></tr> <tr> <td>Assignments for seminars / tutorials / labs</td><td>-</td><td>0</td></tr> <tr> <td>E-learning / distance learning (MOOC / LMS)</td><td>-</td><td>See reading for seminars</td></tr> <tr> <td>Fieldwork</td><td>-</td><td>0</td></tr> <tr> <td>Project work</td><td>-</td><td>0</td></tr> <tr> <td>Other - essay</td><td>+</td><td>50</td></tr> <tr> <td>Preparation for the exam</td><td>+</td><td>20</td></tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	100	Assignments for seminars / tutorials / labs	-	0	E-learning / distance learning (MOOC / LMS)	-	See reading for seminars	Fieldwork	-	0	Project work	-	0	Other - essay	+	50	Preparation for the exam	+	20
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Project work	-	0																							
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Academic Support for the Course	Academic support for the course is provided via LMS																								
Facilities, Equipment and Software	The course requires a computer or a laptop with licensed software (Microsoft Windows 8 or 10, Microsoft Office Power Point), and a projector																								
Course Instructor	Associate professor Alexandra Bekasova, Associate professor Alexei Kraikovski																								

## **Annex 1**

### **Course Content**

Lesson 1. Introduction: course objectives, assignments. What is urban history? Urban History as interdisciplinary field or research

Lesson 2. Growth and development of cities in the modern era: migration and urban change  
Historicizing urban mobility: transnational perspective

Lesson 3. Emergence of calculable urban space and governmentality

Lesson 4. The emergence of a ‘modern city’: new principles of planning, urban living and governance. Ideal towns and cities of the future

Lesson 5. Industrial towns: past and present

Lesson 6. Cities and markets. Commerce and urbanization

Lesson 7. Cities and environment. Resources of the city. Urban metabolism as historical phenomenon

Lesson 8. Cities and ports. Urban aspects of the coastal experience

Lesson 9. Urban machinery: cities and technologies in historical perspective

Lesson 10. Group discussion: presentation of reviews

## **Annex 2**

### **Assessment Methods and Criteria**

#### **Assessment Methods**

<b>Types of Assessment</b>	<b>Forms of Assessment</b>	<b>Modules</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Formative Assessment	Test	*			
	Essay		+		
	Report/Presentation		+		
	Project				

	In-class Participation		+	+	
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam			+	

## Assessment Criteria

### In-class Participation

Students are expected to attend all seminars, to do all the required readings, and to participate actively in the seminar discussions.

Once during each part of the course each student will act as a discussion leader. It means that during this seminar the student will be responsible for structuring our discussion by providing a list of important, analytical questions for other students to think about while preparing for the seminar. These questions should be circulated among other students no later than 1 day before the seminar. There is no fixed number of questions but something in the range between 6 and 8 questions will do. The choice of the seminar is up to a student.

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

### Written Assignments

By the last week of the course, all students should have submitted the written assignment – **the review essay** of any article from the list. The review essay **of 2, 000 words** should be critical analysis of one article from the list proposed by the professors. In the essay, students should give a short introduction about the author's research interests and to make a concise summary of the main argument. Moreover, students have to draw links between the article under review and the broader historiographic context of the urban history field. The presentations that should be made on the basis of the text of reviews and presented in class. (30 % of the final grade for the course)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

### **Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.