

Origins of Cities

ANTHROPOLOGY 253-10 | Fall 2018

Mon 2:15 – 3:30 p.m.

Thu 3:45 – 5:00 p.m.

St. Ninian Place SNP 021

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Today, nearly 80% of Canadians live in urban areas and the United Nations predicts that 68% percent of the world will live in cities by 2050. In a world where urban living is the norm, it can be easy to forget that cities are still a relatively new type of human settlement.

No settlement that even resembled a city existed for most of our collective past. Starting around 10,000 years ago, semi- and fully-sedentary societies were settled in various parts of the world. It took several thousand years for true cities to appear, and urban forms of living became common in different parts of the world. Something about this form of living took hold, and the urban concept spread rapidly.

In this course we will explore the development of cities from an anthropological perspective, drawing from case studies on five continents. Rather than simply describing each urbanized region, we will discuss what it means to live in a city, how cities function to structure human culture, and why ancient cities are relevant for modern life. The ancient cities of the world will serve to illustrate these core concepts.

LEARNING OBJECTIVES—This course has several learning objectives that students should accomplish by the completion of the course:

- Understand that cities are an unusual form of human settlement, but that ancient cities are recognizable to anyone who has been to a modern city.
- Think critically about how cities function to structure human culture.
- Consider the ways that cities—both modern and ancient—can grow organically, through intentional planning, or both.
- Appreciate urban landscapes and ways that the city serves to structure human thought and activity.
- Understand the importance of studying ancient cities to help solve modern urban problems.

COURSE FORMAT—This course will be taught in two sessions per week. Each session will consist of a lecture (with short videos and interactive material used occasionally). There will also be time in most sessions for work in small groups (3-4 students). Group work will consist of discussions and activities relevant to that week's lecture topics, and a major assignment. You are free to choose your own group. This type of activity really promotes learning and helps you prepare for future workplaces. That said, I recognize that

not everyone is comfortable working in groups; *please see me if you would like to discuss alternatives to group work.*

STATEMENT ON EQUITABLE LEARNING—“Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space – both real and virtual – that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity”.

REQUIRED COURSE MATERIALS—All readings for this course are available online either through www2.mystfx.ca/library/ or on the author’s website. Links to readings are provided in the reading list (last pages of this syllabus). You will need to either be on campus or logged into the library system to access most of this material.

Weekly Readings—Readings consist of journal articles and book chapters written by a variety of urban archaeologists. Two readings are assigned per week (one per lecture). Please read the appropriate reading (shown in the weekly schedule) **before each class** and be **prepared to discuss** it during group work. A list of all assigned readings with links is shown below the weekly schedule. **Assigned Readings are fair game for the mid-term quiz and the final exam.**

I will also regularly post links to additional readings, relevant news articles, blogs, etc. These are optional and will not be covered on exams.

COURSE REQUIREMENTS

All assignments must be submitted on Moodle by 11:00 p.m. on the date that they are due. Paper copies will not be accepted.

Attendance & Participation	Weekly	7%
Below Amsterdam Assignment	October 4 th (11:00 p.m.)	8%
Thinking About Built Environments	October 22 nd (11:00 p.m.)	15%
Academic Poster		
- Topic and Bibliography	November 1 st (11:00 p.m.)	5%
- Academic Poster	November 26 th (11:00 p.m.)	25%
Mid-term quiz	October 15 th (in class)	20%
Final exam	December 5 – 15 Exam Period	20%

Attendance & Participation—Regular attendance in this class is required. In fact, the easiest way to do well in any course is to come to every class on time and prepared to learn. Attendance will be taken every class, but your attendance and participation grade will also be based on your willingness to participate in group discussions.

Thinking About Built Environments (Like an Archaeologist)—For this assignment, you are an archaeologist 1000 years in the future who has just found a very



well-preserved ancient town called Antigonish. I want you walk down Main Street and consider how the different built and “natural” features of the town work together to create an urban community. ***I want to see how you think about urban settings.***

You will submit a short (**3-4 page**) photo-essay style paper that includes a written piece (your thoughts, ideas, etc.) interspersed with photos/sketch maps/”artifact” finds, etc. that illustrate your findings. Additional sources are encouraged but not required.

I encourage you to work in groups, but you must complete your assignment ***individually***. A more detailed assignment guide with some examples will be provided shortly.

PLEASE BE SAFE, COURTEOUS, AND RESPECTFUL WHILE YOU DO YOUR SURVEY. WATCH FOR TRAFFIC, DO NOT TAKE PHOTOS WHILE CROSSING THE STREET, BE MINDFUL OF COMMUNITY MEMBERS AND THEIR PRIVACY, ETC.

You may complete this assignment using Google Streetview if you prefer.

Below the Surface—For this assignment, you are required to visit the website belowthesurface.amsterdam/en and to catalogue artifacts like an archaeologist. I will choose 50 artifacts and your job is to organize them according to a typology that makes sense to you. A reading on artifact classification systems will be assigned.

You must submit your classification and a short (500 word max) description of the logic of your classifications. *An assignment guide will be posted in the second week of class.*

Academic Poster—Groups of 3-4 students will collaborate on an academic-style poster. Time permitting, we will have the opportunity for each group to present their poster during the last class; this is not mandatory but up to **5 bonus marks** are available to groups who are willing to present their poster. Each group is free to pick a topic of their choosing, but each topic must be relevant to the archaeology of cities.

Each member of the group will receive the same grade. It is up to each group to divide work in a way that is fair to everyone.

You should think of an academic poster as a short (300-500 word) research paper that is accompanied by a lot of visual information (photos, maps, artifacts, tables, graphs, etc.) A successful poster **must** include a mixture of text and figures and achieve a balance of both so that you can present your research in an informative and well-designed way.

We will spend time in class discussing posters and presenting examples. Note that academic posters will be made on a computer (using software such as Microsoft PowerPoint) and will be presented on the projector at the front of class. Posters **are not** to be made out of bristol board and will not be printed.

This assignment will have two parts:

1. ***Poster Topic and Bibliography***— Each group is required to submit **one** poster topic proposal and bibliography. This must include a research question, a short description of your planned topic (point-form or sentence format), and a bibliography containing **5-8** academic sources relevant for your poster (i.e. peer-reviewed journal articles or books from the StFX library system, etc.) Please use



APA format for your bibliography. Your proposal should not exceed **1.5 pages single-spaced** (including bibliography).

2. *Academic Poster*—Each group will submit **one** document containing their academic poster (PowerPoint or PDF format preferred; **do not print your poster**).

Your poster must be submitted on time to be eligible for presentation in class. Each group must indicate their interest in presenting their poster to be eligible for a presentation.

We will discuss academic posters and strong poster design in class time. An assignment guide with examples and more details will be posted early in the term.

Mid-term quiz—One hour, taken in class on **Monday October 15th**. Material will cover **weeks 1-6**.

Final exam—1.5 hours, taken during the **December 5 – 15** final exam period. Material will cover the **weeks 7 - 13**.

Questions on the quiz/exam may include multiple-choice, true/false, fill-in-the-blank (e.g. diagrams, maps), definitions, and short and long answer questions.

COURSE POLICIES:

Moodle—this course will use Moodle to post assignments, submit your work, return grades, make announcements, etc. Please make sure that you access the Moodle course site early in the course and use it frequently. Log in at moodle.stfx.ca.

Late Assignments—Please speak to me *BEFORE* a deadline if you feel the need for an extension for assignments. I am flexible if you have good reasons for needing an extension. Last-minute extensions will not be granted except under conditions of medical, family, or other extraordinary circumstances. Late assignments will be penalized at 2% per day (including weekends).

Missed Exams—The mid-term quiz is scheduled in class time on **October 15th**. The final exam will be scheduled during the December examination period (**December 5 - 10**). Provisions will be made for a make-up quiz/exam if you are not able to write at the assigned time due to extenuating medical or family emergency situations. Quizzes/exams missed for other reasons cannot be written; quizzes/exams **will not** be rescheduled to accommodate airline travel.

Students unable to write an examination in December at its scheduled time due to illness or due to a serious, unexpected circumstance must notify the Associate Dean, Academic Affairs' Office. Students must provide a doctor's note.

Assignment/Exam Grading—Assignments will be graded promptly and returned with comments through Moodle. Exam grades will be posted on Moodle. Please note that your grades are private and will not be seen by anyone else.

Accommodations—I encourage students that require special testing accommodations or other classroom modifications to contact Learning Services (http://sites.stfx.ca/accessible_learning/services) within the first two weeks of class. If you are comfortable discussing the matter, you may also speak to me during my office hours.



Computer Problems—All StFX students have access to Microsoft Cloud services and should take advantage of this to ensure a backup of academic files. If you choose not to use this service, you are responsible for making your own backups to prevent losing data and not being able to submit required coursework. Do not email me two hours before the assignment is due to say that your hard drive crashed—back up your work *regularly*.

Communication—All students have a StFX e-mail account, which must be checked regularly as notices and information pertaining to the course will be sent electronically. You can send electronic correspondence to my university e-mail address (jtdowney@stfx.ca).

Computers & Social Media in the Classroom—Computers, tablets, & smartphones are all great and can help promote your learning in the classroom by allowing you to take notes, look things up, etc. Social media can be great for networking and communicating important ideas. I promote the use of websites and social media for teaching anthropology and you are allowed to use these materials in class.

That said, if you are just using your phone or computer to browse Reddit, watch Youtube, play Fornite, or whatever, why bother coming to class? You are not learning anything and you are potentially distracting others from learning. Please be mindful of your peers.

ACADEMIC INTEGRITY

The Academic Integrity Policy may be found at:

<http://www2.mystfx.ca/registrar-office/academic-integrity>.

Please read this page **carefully and completely**. Academic dishonesty is a very serious offense and can result in serious consequences for your academic career. These are all examples of **offenses against academic integrity**:

- Copying three paragraphs from Wikipedia and putting them in your paper, changing a few words, and not citing your material (**plagiarism**).
- Paying someone online to write your research paper for you (**cheating**).
- Asking for an extension by lying about a friend's or relative's death (**falsification**).
- Sabotaging a classmate's work because you do not like them (**tampering**).

Note that these are just a few examples of offenses. Please pay special attention to Section 3.8.2 b (v) which reads “**Possession** of unauthorized aids or assistance including copying during tests and examinations” This means that you do not need to be caught **USING** a device like a cell phone or smart watch (for example) during a test or exam to be in violation of the policy. **Simply having the unauthorized device on your person during the test or exam is a violation of the policy**. These devices must be left in your bag at the front of the exam room, or left at home.

Your instructor reserves the right to examine submitted course assignments against available resources (e.g. by Googling suspect phrases) to check for academic offenses.



WEEKLY SCHEDULE

Reading list with all citations and links to online readings will be posted in Moodle.

Week	Day	Date	Topic	Weekly Readings & Due Dates
1	Thu	Sept. 6	Introduction and Syllabus Review	No Readings
2	Mon	Sept. 10	What Is a City?	Childe 1950 & <u>Michael</u> Smith, Wide Urban World
	Thu	Sept. 13	Cities in Anthropological Thought	Toulson 2015
3	Mon	Sept. 17	Cities in Archaeological Thought	Cowgill 2004
	Thu	Sept. 20	How do Archaeologists Study Ancient Cities?	Chase and Chase 2016
4	Mon	Sept. 24	Why Should We Care About Ancient Cities	<u>Michael</u> Smith 2010
	Thu	Sept. 27	Guest Lecture: Dawson City	No Readings
5	Mon	Oct. 1	Staying Put: Sedentism in the Neolithic	Hodder 2007
	Thu	Oct. 4	The Earliest Cities	<u>Michael</u> Smith 2002 Below Amsterdam Assignment Due (11:00 p.m.)
6	Mon	Oct. 8	Thanksgiving: No Class	
	Thu	Oct. 11	The Social Construction of Ancient Cities	<u>Monica</u> Smith 2013
7	Mon	Oct. 15	Mid-Term Quiz	

Week	Day	Date	Topic	Weekly Readings & Due Dates
	Thu	Oct. 18	Expanding Urbanism in the Near East	Stein 2002
8	Mon	Oct. 22	The Cities(?) of Ancient Egypt	Shaw 1992 Thinking Through Cities Due (11:00 p.m.)
	Thu	Oct. 25	Early Cities of South Asia	<u>Monica</u> Smith 2006
9	Mon	Oct. 29	Ancient Urban Economies	<u>Michael</u> Smith 2010
	Thu	Nov. 1	Crafting the City	Miller 2007 Poster Topic Due (11:00 p.m.)
10	Mon	Nov. 5	Chinese Urbanism	Demattè 1999
	Thu	Nov. 8	The Urban Geography: The Spatial Organization of Cities	<u>Michael</u> Smith 2007
11	Mon	Nov. 12	Remembrance Day: No Class	
	Thu	Nov. 15	Andean Urbanism from Chan Chan to Cusco	Topic 2003
12	Mon	Nov. 19	The Many Cities of Mesoamerica	<u>Michael</u> Smith 2017
	Thu	Nov. 22	EthniCITY: Cities and Multiethnic Communities	York et al. 2011
13	Mon	Nov. 26	Europe's First Cities	Fernández-Götz 2018 Academic Posters Due (11:00 p.m.)
	Thu	Nov. 29	The Archaeology of Urban Landscapes	<u>Monica</u> Smith 2014
	Final Exam (held during the December 5 – 15 exam period)			



Click each citation to go to the StFX library reference for that source or directly to the source (when not available through the library). [You will have either be on campus or logged into the StFX library system to access most articles.](#)

Please email me ASAP (jtdowney@stfx.ca) if you find any link that does not work or if you have trouble accessing any material. ***You should never have to pay for access***—if you cannot access an article email me and I will look into it.

Week 1

No readings

Week 2

Monday:

[Childe, V. Gordon \(1950\). The Urban Revolution. *The Town Planning Review*, 21\(1\), 3-17.](#)

Smith, Michael E. *Wide Urban World* blog posts. *Read in this order:*

1. [What is a city: Definitions of the urban](#)
2. [Defining cities and urbanism \(again\)](#)
3. [Cities, semi-urban places, and definitions](#)
4. [Defining Cities and Urbanism \(2018 version\)](#)

Thursday:

[Toulson, Ruth E. \(2015\). Theorizing the City: Recent Research in Urban Anthropology. *Reviews in Anthropology*, 44\(1\), 28-42.](#)

Week 3

Monday:

[Cowgill, George. \(2004\). Origins and Development of Urbanism: Archaeological Perspectives. *Annual Review of Anthropology*, 33, 525-549.](#)

Thursday:

[Chase, Arlen F. and Diane Z. Chase \(2016\). Urbanism and Anthropogenic Landscapes. *Annual Review of Anthropology*, 45, 361-376.](#)



Week 4

Monday:

Smith, Michael E. (2010) Sprawl, Squatters, and Sustainable Cities: Can Archaeological Data Shed Light on Modern Urban Issues? *Cambridge Archaeological Journal* 20(2):229-253.

Thursday:

No readings

Week 5

Monday:

Hodder, Ian (2007). Çatalhöyük in the Context of the Middle Eastern Neolithic. *Annual Review of Anthropology*, 36(1), 105-120.

Thursday:

Smith Michael E. (2002). The Earliest Cities. In *Urban Life: Readings in Urban Anthropology*, edited by George Gmelch and Walter Zenner, 4 th ed., pp. 3-19. Waveland Press, Prospect Heights, Illinois.

Week 6

Monday:

No class, no readings. Have a good Thanksgiving!

Thursday:

Smith, Monica L. (Ed.). (2013). The social construction of ancient cities. In *The Social Construction of Ancient Cities*, 2nd Ed., edited by Monica L. Smith. Smithsonian Institution, Washington.

Week 7

Monday:

Mid-term quiz. No readings.

Thursday:



Stein, Gil. (2002). From Passive Periphery to Active Agents: Emerging Perspectives in the Archaeology of Interregional Interaction. *American Anthropologist*, 104(3), 903-916.

Week 8

Monday:

Shaw, Ian (1992). Ideal Homes in Ancient Egypt: the Archaeology of Social Aspiration. *Cambridge Archaeological Journal*, 2(2), 147-166.

This is not available online. I will make copies available.

Relevant optional reading:

Stevens, Anna (2015). The Archaeology of Amarna. In *Oxford Handbooks Online*. Oxford University Press, Oxford.

Thursday:

Smith, Monica L. (2006). The Archaeology of South Asian Cities. *Journal of Archaeological Research*, 14(2), 97-142.

Week 9

Monday:

Smith, Michael E. (2010). Regional and Local Market Systems in Aztec-Period Morelos. In *Archaeological Approaches to Market Exchange in Ancient Societies*, edited by C.P. Garraty and B.L. Stark, pp. 161-182. University Press of Colorado, Boulder.

Thursday:

Miller, Heather M.-L. (2007). Associations and Ideologies in the Locations of Urban Craft Production at Harappa, Pakistan (Indus Civilization). *Archeological Papers of the American Anthropological Association*, 17(1), 37-51.

Week 10

Monday:

Demattè, Paola. (1999). Longshan - Era Urbanism: The Role of Cities in Predynastic China. *Asian Perspectives*, 38(2), 119-153.



Thursday:

Smith, Michael E. (2007). Form and Meaning in the Earliest Cities: A New Approach to Ancient Urban Planning. *Journal of Planning History*, 6(1), 3-47.

Week 11

Monday:

Remembrance Day. No class and no readings.

Thursday:

Topic, John R. (2003). From Stewards to Bureaucrats: Architecture and Information Flow at Chan Chan, Peru. *Latin American Antiquity*, 14(3), 243-274.

Week 12

Monday:

Smith Michael E. (2017). The Teotihuacan Anomaly: The Historical Trajectory of Urban Design in Ancient Central Mexico. *Open Archaeology*, 3(1), 175-193.

Thursday:

York, Abigail, Michael E. Smith, Benjamin Stanley, Barbara L. Stark, Juliana Novic, Sharon L. Harlan, George L. Cowgill and Christopher Boone (2011) Ethnic and Class-Based Clustering Through the Ages: A Transdisciplinary Approach to Urban Social Patterns. *Urban Studies*, 48(11), 2399-2415.

Week 13

Monday:

Fernández-Götz, M. (2018). Urbanization in Iron Age Europe: Trajectories, Patterns, and Social Dynamics. *Journal of Archaeological Research*, 26(2), 117-162.

Thursday:

Smith, Monica L. (2014). The Archaeology of Urban Landscapes. *Annual Review of Anthropology*, 43, 307-323.

