

COURSE SYLLABUS

Spring 2011

Discipline: Anthropology

ANTH 2820: The Emergence of States and Cities

Upper Division

Faculty Name: Alexander J. Martín

Pre-requisites: none.

COURSE DESCRIPTION

Urban living is an increasingly common experience for humans across the globe. City life, however, is not a modern phenomenon. This course is a broad introduction to the process of urbanism and the rise of early pre-industrial cities in both the New and Old Worlds. Specific cases from the Near East, Egypt, Indus Valley, China, Mesoamerica, the Andes, and modern North America are examined in order to elucidate the varying roles cities played in ancient civilizations, the specific factors that led to urban development in each area, and how this can aid in our current understanding of modern urban life.

COURSE OBJECTIVES

This course is designed to explore the similarities and differences of the world's earliest cities. Students will discover that even though great spans of time separate ancient and modern cities there are commonalities to urban life. In studying ancient cities, we are attempting to better recognize not just how cities came about, but also why, despite the many problems of urban life, people continued and continue to flock to cities. To this aim, we will often rely on the use of comparisons to modern cities to clarify specific concepts or processes. During the voyage we will visit at least one archaeological city and a varied array of modern metropolises—including highly populated Channai (India), demographically dense Hong Kong (China), and ethnically diverse Singapore (Malaysia). These visits will provide valuable first hand accounts of the variability and often-extreme features of human life that result from urbanization and city life.

It should be remembered that when compared to the long history of humankind, cities are a recent development in social organization with which we continue to experiment through both our failures and successes.

Students should gain from this course:

1. An ability to explain the motivations for people to adopt urban life in different parts of the world and during different time periods.
2. Understand what modern features result (or are strongly influenced) by the development of urbanization.

3. Be able to recognize archaeological indicators of cities and identify differences (as well as similarities) in the political structure, economy, spatial layout, and social organization of urban settlements.
4. Evaluate archaeological evidence for cities and the interpretations of archaeologists based on that evidence.

REQUIRED TEXTBOOKS

No textbook required, readings are assigned in a weekly basis from the electronic course folder.

TOPICAL OUTLINE OF COURSE

<u>Session</u>	<u>Topic</u>
1	<u>The Human Face of Urbanism: Perceptions of the City</u>
2	<u>Urbanism in the Modern World: Contemporary Cities</u> - Phillips 1996, Ch.4 - Abu-Lughod 1969 - Davis 2006 pp. 1 – 19
3	<u>Early Urbanization: Revolution or Evolution?</u> - Andrews 1995, pp. 9-15 - Childe 1950 - Adams 1960; 1966 - Smith 2003, pp. 1-23
4	<u>Urban Genesis I: The Economic Engine (Mesopotamia)</u> - Andrews 1995, Ch. 2 - Pollock 1999, Ch. 3 - Pollock et al. 1996
5	<u>Early Urban Growth: The First Bureaucracies (Mesopotamia)</u> - Falconer 1995 - Pollock 1999, Ch. 6 - Postgate 1992, Ch. 6 - Postgate 1992, Ch. 7
6	<u>Urban Genesis II: The ‘Visible’ Hand (Egypt)</u> - Andrews 1995, Ch. 3 - Kemp 2006, Ch. 5 - Ezzamel 2004

- 7 Cities without States?: Leadership (Indus Valley)
- Andrews 1995, Ch. 4
- Miller 2007
- Kenoyer 1998, Ch. 3
- Menon 1998
- 8 Urban Genesis III: Cities of the Ancestors (China)
- Andrews 1995, Ch.5
- Price and Feinman 2003
- Shen 1994
- 9 Health and Society in Pre-Industrial Cities (Teotihuacan)
- Andrews 1995, Ch.6
- Manzanilla 1997
- Storey 1992
- Armelagos et al. 2005
- 10 The City as Ritual Center (Maya)
- Andrews 1995, Ch.7
- Haviland 1979
- Webster 1997
- Marcus 1983
- 11 Identity, Space, and World View in Ancient Cities (Andes)
- Andrews 1995, Ch. 8
- Moore 2003
- Kolata 1983
- 12 The City Invincible?: Looking Forward
- Hern 1990
- McGray 2007
- 13 Class discussion and concluding remarks

FIELD ASSIGNMENTS (*Twenty percent of the contact hours for each course is provided by field work.*)

The students will choose five cities from those that we visit where they will systematically gather quantitative data (to be explained in more detail during class time). Additionally, students will gather information such as: areal extent of the urban settlement, raw population count, population density, role of city in the country (i.e. port, capital, economic center, etc.), what proportion of the country's

population resides in that city, approximate date of first urban settlement, dates and reasons for major demographic booms, and any other particular salient features of the city.

Once back on the ship, they will write a brief (one to two page) essay that reviews the most likely reasons why that city formed and the pressures that push its population to continue living together, as well as how that city differs structurally from others visited on the trip.

Together, these five typed field notes, will constitute 40% of the total grade.

Aside from these field components, students will also visit one archaeological city as part of a Faculty-Directed Practica (FDP), the seven-century ruins of *Mahabalipuram*, just outside of Chennai, India.

METHODS OF EVALUATION

- 1) Term Paper.....**40%**
See 'Term Paper' section below.
- 2) Typed Field Notes.....**40%**
See 'Field Assignments' section above.
- 3) Attendance.....**20%**

Term Paper

Students will write a term paper in which they will discuss in detail a catalyst or process that pressures people to nucleate into urban settlements (i.e. the appearance of a pilgrimage center, or the boom of an economic industry, etc), or alternately focus on a process that pressures people into disperse settlement patterns. They will draw from modern examples to clarify the process they have chosen, and will use archaeological examples to examine how such processes occurred in prehistory. They will be required to draw from the course readings, their typed field notes, as well as from the quantitative data gathered during port visits. The term paper will be discussed in more detail through a series 'term paper workshops' that will take place during regular class time.

Grading Policy

Grades will be assigned according to the percentage of total points scored on the combined term paper, typed field notes, and attendance. 97% and above = A+, 93-96% = A, 90-92% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-, 77-79% = C+, 73-76% = C, 70-72% = C-, 67-69% = D+, 63-66% = D, 60-62% = D-, 59% and below = F.