



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

School of Human Evolution & Social Change

Academic Unit CLAS Department
Subject ASB Number 490 Title The Earliest Cities Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s)

Is this a shared course? (choose one) If so, list all academic units offering this course
Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Michael E. Smith Phone 727-9520

Mail code 2402 E-mail: mesmith9@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Alexandra Brewis-Slade Date:

Chair/Director (Signature):

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	see syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	see syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	see syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	see syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
ASB	490	The Earliest Cities	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The concept of urbanism in this class is quite broad, linking ancient cities to contemporary cities and employing concepts from many disciplines. There are two parallel strands of materials throughout the semester: considerations of early cities on a regional basis, and considerations of cities and urbanism from a thematic framework.	The thematic strand of topics constitutes a basic review of the topic of urbanism. These are covered in classes 6, 8, 10, 12, 15, 17, 19, 22, 24, and 27. Furthermore, students address this criterion in all four projects.
2	Although this is an anthropology course, the concepts and data come from many disciplines, particularly sociology, political science, geography, and urban planning.	These diverse social science perspectives are interwoven throughout the material in the classes listed under item 1 above, based on the particular topic being covered. For each topic, I do mention the specific disciplinary perspectives and contributions. Students apply some of these perspectives in Projects 2 and 3.
3	The basic epistemological scheme of the class is to examine archaeological knowledge, as obtained through archaeological fieldwork, from the perspective of an interdisciplinary, social-science based, approach to urbanism.	As described for item 2, the various social science perspectives are interwoven through the class. The methodological component (focusing on archaeology) receives attention early in the class (classes 2 and 5), as well as in the student's individual projects on a specific ancient city.

4	Social science perspectives are employed and presented in two ways. First, a diversity of such perspectives are applied to the archaeological data on ancient cities in order to reconstruct ancient cities as social phenomena. Second, archaeological data are interpreted through social science perspectives and compared to data from contemporary cities as part of an explicit comparative framework.	The first perspective is found in the lectures on individual ancient urban traditions (classes 7, 9, 11, 13, 14, 16, 18, 20, 21, 23, and 25. The second is emphasized particularly in the final class (#27), but this perspective is brought up continuously in the entire semester.
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THE EARLIEST CITIES (revised syllabus)

ASB 490

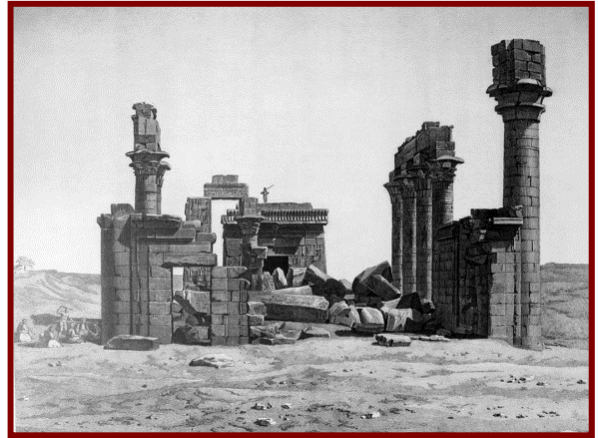
FALL 2013 MW, 12:00 – 1:15 Wrigley 201

Dr. Michael E. Smith mesmith9@asu.edu

Office: SHESC 104C

Off. Hours: MW, 9:00-10:00; M 1:30-3:00

Syllabus date: Oct. 23, 2013 Class # 84582



What was it like to walk down the streets of ancient Teotihuacan, Uruk, or Angkor? Was it like strolling down Mill Avenue, or would it have been a completely different experience? Why did the Maya abandon their cities in the jungle? Is it true that the Egyptians did not live in cities? Do ancient cities hold any lessons for cities today? The archaeological study of ancient cities around the world is an active and exciting area of research. This course will review current views of cities and urbanism in Mesopotamia, Egypt, China, India, the Andes, Mesoamerica, and other regions. How do archaeologists map and excavate cities? How do ancient cities compare to modern and historic urban centers? What is a city anyway? We will consider these and other questions through an examination of topics like urban planning and layout, economics, political control, religion, housing, and the growth and decline of cities. These will be approached through a comparative perspective. Each student will choose a particular city to explore in greater depth through class discussion and written projects.

This semester, we will focus on two aspects of ancient cities: planning and urban services. Individual student projects will explore these themes for particular cities. We will also emphasize comparisons between ancient and modern cities. Did ancient cities have squatters and sprawl? Can we use methods from the class to analyze urban-like settings today? To answer this question, students will conduct a fieldwork project to analyze the ASU campus as if it were an ancient city.

LEARNING OUTCOMES

By taking this course, students will:

- Learn basic information about ancient cities around the world.
- Learn about the comparative method in archaeology.
- Develop a critical appreciation for how archaeological knowledge is created, including the nature of archaeological methods, data, and how they are interpreted and used today.
- Gain experience in analyzing primary published archaeological data about a particular ancient city.
- Apply concepts and methods from the course to the analysis of a modern urban-like setting (the ASU Tempe campus)
- Explore similarities and differences between ancient and modern cities, particularly with respect to housing and neighborhoods.

The prerequisite is ASB 222 or ASB 223, and junior or senior standing (or permission of the instructor). Students are expected to keep up with the readings and to contribute to class discussions using knowledge from their research on an ancient city.

GRADING AND ASSIGNMENTS

There are no tests. Grades are calculated from the four projects and a grade for class participation (which includes 3 unscheduled in-class assignments). Grading is done on the following scale: A: 90-100; B: 80-90; C: 70-80; D: 60-70; Fail: below 60. Late assignments will result in a lowered grade.

Assignment	Approx. Length	Points	Due Date:
Project 1 (maps & bibliography)	3 pp.	15	Class 7, 9/18
Project 2 (civic planning)	7 pp.	25	Class 13, 10/9
Project 3 (urban services; housing; functions)	7 pp.	25	Class 20, 11/6
Project 4 (campus fieldwork project)	4 pp.	20	Class 26, 12/1
Class participation & 3 in-class assignments		15	mystery !

PROJECTS

Each student will select an ancient city known through archaeological fieldwork and do research for three individual projects. *These projects are described in a separate document.*

COURSE FORMAT AND CLASS PARTICIPATION

Classes will combine lectures and discussion. Student participation is one component of the grade (see below). There will be three unannounced class writing assignments. Students will be asked to write a paragraph about one or more of the assigned readings for that week. The purpose of the assignments is to make sure that students attend class and do the reading.

TEXTBOOKS AND READINGS

There are 4 textbooks and a group of required articles available on Blackboard. The books are:

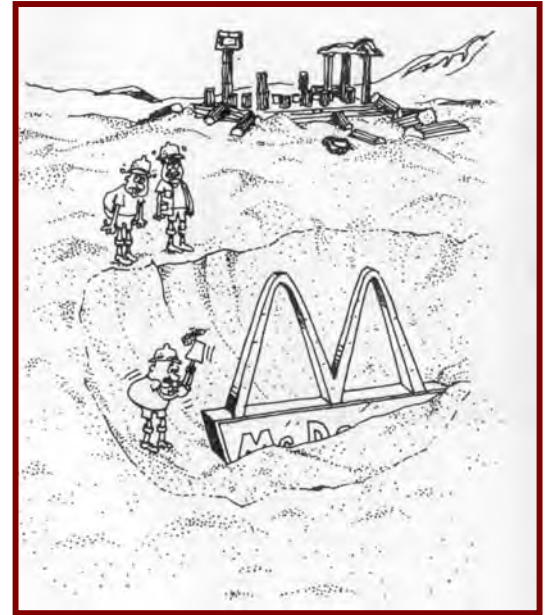
- Scarre, Christopher & Brian M. Fagan (2008) *Ancient Civilizations*, 3rd edition. Longman.
- Hull, Richard (1976) *African Cities and Towns Before the European Conquest*. Norton.
- Uphill, Eric P. (1988) *Egyptian Towns and Cities*. Shire Publications.
- Smith, Michael E, (2008) *Aztec City-State Capitals*. University Press of Florida.

The reading schedule is shown on pages 4-5 below. Readings should be done before the class indicated on the schedule. Come to class prepared to discuss the readings.

ACADEMIC HONESTY

Plagiarism is the intentional use of material from someone else's written work without acknowledging the source. This includes turning in papers written by someone else or copying passages from someone else's written work in your paper without properly citing it. It does not matter whether the material you are copying is from a published or unpublished text or manuscript, from the internet, or the written work of other students. If you use someone else's written work and misrepresent it as your own, it is plagiarism, among the most serious types of academic cheating.

By taking this class, you are promising that you will not plagiarize. If you think there is any chance you might plagiarize for whatever reason (academic dishonesty, to avoid doing the work for the class, being too busy with other classes or a job, etc.), please withdraw from the class. All undergraduate papers will be scanned using SafeAssignment on Blackboard, which compares them against everything





posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted in previous years by ASU students. If you are caught plagiarizing, you will automatically receive an “E” for the course.

STUDENT SUPPORT AND DISABILITY ACCOMMODATIONS

ASU offers support services through Counseling (www.asu.edu/counseling_center), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (www.asu.edu/drc). If you are a disabled student in need of special arrangements for exams and/or homework, we will do all we can to help. But you will first need to bring a letter from the Disability Resources Center: 480-965-1234 (Voice) 480-965-9000 (TTY).

EMAIL COMMUNICATIONS

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about this and other classes, but other important university updates and information.

CHOICE OF A CITY

The two requirements for an acceptable ancient city for this class are: (1) the settlement was an urban settlement (or has been called urban), and (2) there is sufficient archaeological information (including excavation reports) available in English. The emphasis is on archaeological data; thus the Aztec capital Tenochtitlan is not a good choice, since most information is historical, not archaeological. The course gives only limited coverage to cities of the Classical world (Greece and Rome), but if you have a good reason you can choose a Classical city. The Appendix to the syllabus is a list with many of the best examples of ancient cities for this course; there are others not on this list, however, that meet these criteria. For example, there are many other Asian examples not listed here. In the list I have given each site a ranking (under “R”) that suggests the quantity of available publications in English. “1” means that there is abundant material, whereas “3” indicates that there are fewer published sources, and/or they are more obscure, harder to find, or written other languages.

Each student will submit a list of four or five city choices, ranked in order of preference, and from these I will assign cities. If you have a special reason for a particular choice, please indicate that when you submit your list (e.g., “I’m going to Angkor Wat over spring break and want to read up on the city first” or “I am a descendent of Queen Boudica and want to study one of the Roman towns destroyed by her armies.”).

LEVEL OF WORK EXPECTED

This is a senior-level class, and I have high expectations for student performance. I expect students to locate and use the major (English-language) professional sources for their projects. These include technical excavation reports, some of which may have to be obtained by Interlibrary Loan. Project grades will be lowered if the major, up-to-date sources are not cited and used. Finding sources involves more than a simple Google or Library-One Search. If students come talk to me during office hours, I will provide a list of five to ten sources on their site to get started; these will emphasize recent professional publications whose bibliographies will have the main sources needed. I will not provide these lists in class or by email. Grading of projects will take into account the quantity and quality of sources that are available for the individual city.

Schedule of Readings

Class 1 (M, 8/26), Introduction to the course; Quick tour of ancient cities

- *Textbook*, Scarre, chapter 1

Class 2 (W, 8/28), What is a city? Video: Sentinels of Silence (18min); Ancient & modern cities

- (2-1) Marcus & Sabloff 2008, Introduction to The Ancient City
- (2-2) Smith 2012, The role of ancient cities

Class 3 (W, 9/4), Four approaches to defining and analyzing cities; theoretical approaches

- (3-1) Kostof 1991, What is a city? (**REC:** Smith 2011, Empirical urban theory)
- (3-2) Sjoberg 2002, The preindustrial city
- (3-3) Carrasco 1982, Tenochtitlan: symbolic space & cosmic time

Class 4 (M, 9/9), The rise of cities

- (4-1) Van de Mieroop 1999, Origins of the Mesopotamian city
- (4-2) Smith 2009, V. Gordon Childe & the Urban Revolution
- *Textbook*, Scarre, chapter 2

Class 5 (W, 9/11), Science, sampling, and fieldwork

- (5-1) Feder 2014, Epistemology: How you know what you know
- (5-2) Diamond 1987, The soft sciences
- *Textbook*, Aztecs, chapter 1

Class 6 (M, 9/16), Urban form, 1: Civic planning

- (6-1) Smith 2007, Form and meaning
- *Textbook*, Aztecs, chapters 3, 4

Class 7 (W, 9/18), Mesopotamia

- (7-1) Ur 2012, Southern Mesopotamia
- *Textbook*, Scarre, chapters 3 & 7

Project 1 due

Class 8 (M, 9/23), Urban form, 2: Open spaces

- (8-1) Goodsell 1988, The notion of civic space
- (8-2) Stanley et al. 2012, Urban open spaces in historical perspective

Class 9 (W, 9/25), Mesopotamia; begin Egypt

- *Textbook*, Scarre, chapter 4
- *Uphill*, chapters 1-5

Class 10 (M, 9/30), Urban form, 3: Housing

- (10-1) Cutting 2006, More than one way to study a building
- (10-2) Ward 1973, We house, you are housed, they are homeless

Class 11 (W, 10/2), Egypt

- *Uphill*, chapters 6-9

Class 12 (M, 10/7), Urban life, 1: Urbanization; neighborhoods

- (12-1) Lewis 1952, Urbanization without breakdown
- (12-2) Reader 2004, The impact of numbers (**REC:** Smith 2010, Arch. neighborhoods)
- (12-3) Sampson 2004, Networks and neighborhoods

Class 13 (W, 10/9), Indus Valley

- *Textbook*, Scarre, chapter 5

Project 2 due

Class 14 (W, 10/16), Early China

- *Textbook*, Scarre, chapter 6

- (14-1) Steinhardt 1990, chapters 1 (Introduction) and 2 (Beginnings)

Class 15 (M, 10/21), Urban life, 2: Diversity; inequality; and urban services

- (15-1) Latham 2009, Urban life
- (15-2) Sjoberg 1960, Social class
- *Textbook*, Aztecs, chapter 6 (**REC**: Stanley et al. n.d., Urban service access)

Class 16 (W, 10/23), Angkor and Khmer cities

- *Textbook*, Scarre, chapter 13

Class 17 (M, 10/28), Urban functions, 1: The regional economy

- (17-1) Foster 1967, What is a peasant?
- (17-2) Murphey 1982, Spatial form and spatial interaction

Class 18 (W, 10/30), Sub-Saharan Africa

- *Textbook*, Hull (whole book)

Class 19 (M, 11/4), Urban functions, 2: Government and propaganda

- (19-1) Crouch et al 1982, Laws of the Indies
- *Textbook*, Aztecs, chapter 7

Class 20 (W, 11/6), Mesoamerica, 1: Southern Mesoamerica

- (20-1) Andrews 1975, 37-51
- *Textbook*, Scarre, chapter 15

Class 21 (W, 11/13), Mesoamerica, 2: Central Mexico and Aztec cities

- *Textbook*, Scarre, chapter 16
- *Textbook*, Aztecs, chapter 5

Project 3 due

Class 22 (M, 11/18), Urban life, 3: The royal palace; the urban economy

- (22-1) Geertz 1980, The palace as temple
- (22-2) Dyer 2002, Urban occupations

Class 23 (W, 11/20), the Andes, pre-Inka

- (23-1) Pozorski & Pozorski 1994,
- *Textbook*, Scarre, chapter 17

Class 24 (M, 11/25), Urban meaning

- (24-1) Lynch 1981, Three normative theories
- (24-2) Rapoport 1988, Levels of meaning (pp. 325-336 only)

Class 25 (W, 11/27), Inka cities

- *Textbook*, Scarre, chapter 18

Class 26 (M, 12/1), Urban chiefdoms?

- (26-1) Lewis et al 1998, The design of Mississippian towns
- (26-2) Fernández-Götz & Krause 2013, Rethinking early Iron Age urbanisation

Project 4 due

Class 27 (W, 12/4), Ancient cities and the future of urbanism

- (27-1) Redman 2012, Earliest Urbanism
- (27-2) Smith 2010, Sprawl, squatters, and sustainable cities
- (27-3) Smith et al. 2010, An expanded social scientific perspective on urbanism

City Choices: (others can be substituted, with permission)

Region	City	SA	Description
.			
Africa		1	0
Africa	Jenne	2	Early trade center with distinctive layout
Africa	Great Zimbabwe	2	Monumental SW African city
Africa	Shanga	2	Swahili coastal city, excavated project
Africa	Kilwa	3	Swahili coastal city, limited housing data
Africa	Ife	4	Late Yoruba city
China		1	0
China	An-yang	1	Large Shang capital, lots of information
China	Cheng-Chou	3	Early Shang walled city, little information
China	Chang an	3	Late capital, tons of documentary info, little archy
Egypt		1	0
Egypt	Amarna	1	New Kingdom imperial capital; tons of info
Egypt	Deir el-Medina	1	N.K workers village
Egypt	Kahun	2	M.K. pyramid town
Egypt	Hierakonpolis	3	E Dynastic / OK walled town
Egypt	Deir-el-Ballas	3	N.K. royal city
Europe, Pre		1	0
Europe	the Oppida sites	2	Composite; fortified Iron-age towns; French/Germ
Europe	Riba	3	Danish Viking town
Europe	Birka	3	Swedish Viking town
India/Pakis		1	0
India/Pakis	Harappa	1	Large early city
India/Pakis	Mohenjo-Daro	1	Large early city
India/Pakis	Vijayanagara	1	Late imperial capital
India/Pakis	Anuradhapura	2	Sri Lankan late capital city
India/Pakis	Sisupalgarh	3	Walled town, current fieldwork
Mesoam		1	0
Mesoam	Copan	1	Well studied Classic Maya city
Mesoam	Mayapan	1	LPC Maya capital
Mesoam	Monte Alban	1	Hilltop city in Oaxaca
Mesoam	Teotihuacan	1	Central Mexican metropolis
Mesoam	Tikal	1	Classic Maya major capital
Mesoam	Tula	1	Large Toltec city
Mesoam	Xochicalco	1	Hilltop city, Epiclassic period
Mesoam	Chichen Itza	2	Late Maya city, major architecture
Mesoam	Calixtlahuaca	2	Aztec city, current ASU project
Mesoam	Palenque	2	Classic Maya city, recent mapping project
Mesoam	Sayil	2	Puuc Maya city, well-mapped
Mesoam	Aztec city-state caps	2	Composite topic. Scattered coverage
Mesoam	San Lorenzo	3	Olmec center, sketchy data
Mesoam	Uxmal	3	Puuc Maya city
Mesoam	Otumba	4	Aztec craft center; no architecture

Near East		1	0	
Near East	Ur		1	Early Dynastic city, lots of data
Near East	Uruk		2	Earliest city
Near East	Hattusas		2	Hittite walled capital
Near East	Khafajah		2	EC town, temple precinct with crafts
Near East	Mashkan shapir		2	Walled town, recent fieldwork with remote sensing
Near East	Nippur		2	Early Dynastic city, good residential excavations
Near East	Nineveh		3	Huge Assyrian capital. NO HOUSING
Near East	Babylon		3	Late imperial capital; reports are in German
Near East	Ugarit		3	Levant trading city; many pubs in French
Near East	Persepolis		3	Persian imperial capital, huge architecture
Near East	Abu Salabikh		3	Early Dynastic town, recent fieldwork
Near East	Samarra		3	Islamic city, one of the largest anywhere
Near East	Petra		4	Late Roman period, monumental. NO HOUSING
Near East	Susa		4	Elamite capital; many pubs in French
Near East	Tell Brak		4	Newly discovered early city.. NO HOUSING??
North Amer		1	0	
North Amer	Cahokia		1	Huge Mississippian town
North Amer	Chaco Canyon		1	Valley of architectural complexes: urban or not?
North Amer	Pueblo Grande		1	Local Hohokam site: urban or not?
SE Asia		1	0	
SE Asia	Angkor		1	Huge Khmer royal city, Cambodia
SE Asia	Bagan		3	Large sprawling Buddhist center, Burma
So. Amer		1	0	
So. Amer	Chan Chan		1	Coastal city, large walled royal compounds
So. Amer	Huanuco Pampa		1	Inka administrative city
So. Amer	Tiwanaku		1	Middle Horizon large city; raised fields
So. Amer	Cahuachi		2	Nazca town: urban or not ?
So. Amer	Machu Picchu		2	Inka royal estate; picturesque, not much data
So. Amer	Moche		2	Large coastal city, rich burials, sacrifices
So. Amer	Chavin de Huantar		3	Early ritual center
So. Amer	Wari		3	Middle Horizon imperial capital
So. Amer	Sechin complex		3	Early coastal monumental center(s)
So. Amer	Ollantaytambo		3	Inka royal estate, well-studied architecture
Classical		1	0	
Classical	Pompeii		1	Well preserved, LOTS of information
Classical	Olynthus		1	Late Greek city, well-excavated residential zone
Classical	Metaponto		2	
Classical	Rome		3	Arch data spotty'
Classical	Megara Hyblaia		3	Sicilian city-state, Greek
NOTE: "SA" refers to Source Availability:				
1	Lots of fieldwork, and lots of sources easily available in English			
2	Less fieldwork but good coverage in English; some reports may be hard to find.			
3	May be difficult to find enough sources and/or major sources not in English			
4	Special cases; okay for the dedicated student			

Article citations, listed by class # (NOTE: This does NOT have the textbook readings)

- 2-1: Marcus, Joyce and Jeremy A. Sabloff
2008 Introduction. In *The Ancient City: New Perspectives on Urbanism in the Old and New World*, edited by Joyce Marcus and Jeremy Sabloff, pp. 3-26. SAR Press, Santa Fe.
- 2-2: Smith, Michael E.
2012 The Role of Ancient Cities in Research on Contemporary Urbanization. *UGEC Viewpoints (Urbanization and Global Environmental Change)* 8: 15-19.
- 3-1: Kostof, Spiro
1991 What is a City? In *The City Shaped: Urban Patterns and Meanings Through History*, pp. 37-41. Bullfinch, Boston.
- 3-2: Sjoberg, Gideon
2002 The Preindustrial City. In *Urban Life: Readings in the Anthropology of the City*, ed. by George Gmelch and Walter Zenner, pp. 20-31. 4th ed. Waveland, Prospect Heights, IL.
- 3-3: Carrasco, David
1982 Tenochtitlan: Symbolic Space and Cosmic Time. In *Quetzalcoatl and the Irony of Empire: Myths and Prophecies in the Aztec Tradition*, pp. 160-167. Univ. Chicago Press.
- 4-1: Van De Mierop, Marc
1999 Origins and Character of the Mesopotamian City. In *The Ancient Mesopotamian City*, pp. 23-41. Oxford University Press, Oxford.
- 4-2: Smith, Michael E.
2009 V. Gordon Childe and the Urban Revolution: An Historical Perspective on a Revolution in Urban Studies. *Town Planning Review* 80: 3-29.
- 5-1: Feder, Kenneth L.
2014 Epistemology: How you know what you know. In *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*, pp.18-46. 8th ed. Mayfield.
- 5-2: Diamond, Jared
1987 Soft Sciences are Often Harder than Hard Sciences. *Discover* (August 1987): 34-39.
- 6-1: 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.
- 7-1: Ur, Jason A.
2012 Southern Mesopotamia. In *A Companion to the Archaeology of the Ancient Near East, volume I*, edited by D. T. Potts, pp. 533-555. Blackwell, Oxford
- 8-1: Goodsell, Charles T.
1988 The Notion of Civic Space. In *The Social Meaning of Civic Space: Studying Political Authority Through Architecture*, pp. 1-13. University Press of Kansas, Lawrence.
- 8-2: Stanley, Benjamin W., Barbara L. Stark, Katrina Johnston, and Michael E. Smith
2012 Urban Open Spaces in Historical Perspective: A Transdisciplinary Typology and Analysis. *Urban Geography* 33 (8): 1089-1117.
- 10-1: Cutting, Marion
2006 More Than One Way to Study a Building: Approaches to Prehistoric Household and Settlement Space. *Oxford Journal of Archaeology* 25: 225-246.
- 10-2: Ward, Colin
1973 We House, You are Housed, They are Homeless. In *Anarchy in Action*, pp. 67-73. George Allen and Unwin, London.
- 12-1: Lewis, Oscar
1952 Urbanization Without Breakdown: A Case Study. *Scientific Monthly* 75: 31-41.
- 12-2: Reader, John
2004 The Impact of Numbers. In *Cities*, pp. 160-170. Vintage, New York.

- 12-3: Sampson, Robert J.
2004 Networks and Neighbourhoods: The Implications of Connectivity for Thinking about Crime in the Modern City. In *Network Logic: Who Governs in an Interconnected World?*, edited by Helen McCarthy, P. Miller, and P. Skidmore., pp. 157-166. Demos, London.
- 14-1: Steinhardt, Nancy S.
1990 Introduction (ch. 1) and Beginnings (ch. 2). In *Chinese Imperial City Planning*, pp. 1-53. University of Hawaii Press, Honolulu.
- 15-1: Latham, Alan
2009 Urban Life. In *Encyclopedia of Urban Studies*, edited by Ray Hutchison. Sage, NYC.
- 15-2: Sjoberg, Gideon
1960 Social Class. In *The Preindustrial City: Past and Present*, pp. 108-144. Free Press, NYC.
- 17-1: Foster, George M.
1967 Introduction: What is a Peasant? In *Peasant Society: A Reader*, edited by Jack M. Potter, May N Díaz, and George M. Foster, pp. 2-14. Little, Brown, Boston.
- 17-2: Murphey, Rhoads
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ANT 490 – Fall 2013 – Projects

Version of : Oct.-21, 2013

I expect that students will locate and use the major published sources on their city. Many of these will be print sources, some will be available on the internet. I will give you five citations to get you started if you visit me during office hours to discuss your project (I will NOT email these to you).

Format for all Projects

These projects will be based heavily on maps of your city—maps of the entire city, maps of central districts, maps of houses and neighborhoods. You need to make sure that you have sufficient maps available to complete these projects.

For Projects 2, 3, and 4, you must submit your paper in both a printout and a computer file. Your paper must have a descriptive title beyond the name of the city. This should be on the title page. For each paper, you must include the following items or features (or else points will be deducted):

- Title Page. Give your paper a descriptive title that is interesting and relevant.
- Pages must be numbered.
- Bibliographic citation of (and use of) primary data sources on the site.
- The bibliography entries must be complete and in correct format.¹
- Maps and/or other illustrations. Number the illustrations, including the maps (fig. 1, fig. 2, etc.) and include a *list of figures*. In the figure list, provide both a descriptive caption (e.g., “plan of the epicenter of Mojenjo-daro”) and indicate where you got each figure – source and page number, or web page title and URL.
- Your computer version must consist of a single file; that is, all illustrations and tables must be incorporated into the file. You may use either pdf or MS-Word format.
- You should have an introduction with some discussion of the general issue you are focusing on, including bibliographic citations of specific theoretical or comparative studies. You will want to review the relevant reading assignments.
- You may want to include some discussion of comparative data from other cities in the urban tradition of your city (including bibliographic citations).

It is possible that some cities do not have sufficient data to complete projects 2 or 3 as described here. If that is the case, see me and we will work out an adaptation of the project, or a substitute project. For this reason, it is to your advantage to start the projects early. I expect that you will find published data that will allow you to complete a project.

Scanning of maps: I am interested in getting some high-resolution scans of maps of cities, buildings, and neighborhoods of some of the cities covered in the class. If I have marked “scans” on your first project, please come talk to me about this. If you scan at a good resolution (600 dpi, grayscale) and note the citation of the work, you could give me some of your scans. Otherwise I can scan the maps myself, but I will need access to the books. Most internet maps have resolutions too low for my needs.

¹ I am a stickler for correct bibliographic formats. We will discuss this in class. Incorrect or incomplete citations will lead to lowered grades.

Project 1. Bibliography and Maps. [DUE CLASS 7, WEDS, Sept. 18]

(15 points)

Hand in the following items:

- A. Summary statement:** One or two paragraphs outlining some of the interesting features of the city, and some of the reasons why the city is important as an example of an ancient city.
- B. List of fieldwork projects:** A list of the major fieldwork projects at your site, including the dates of the fieldwork and the name of the director of the project.
- C. Size and population:** Please include data and a brief discussion (with citations) of the population size and areal extent (square km) of your city in at least one period.
- D. Bibliography** of the major scholarly publications on the city. This should include between 10 and 40 sources, done in correct bibliographic format. Your bibliography must include:
- At least two articles from scholarly journals
 - At least two primary data reports
 - At least two general books on the overall culture or area
 - At least one article from a scholarly encyclopedia or reference work
 - At least four of the above sources must be dated after 2003
 - At least one scholarly web site on the city
- E. A map showing the location of the city within its region or a larger area.**
- F. A map or maps of the city.** Please try to include a map of the central zone with public architecture, and one or more maps of housing or residential areas.

NOTE: I expect that students will find and use the most important published sources on their city.

City Project 2: Planning in the Monumental Core [Due Class 13, Weds, Oct 9] 5 to 10 pages plus figures and tables (25 points).

The goal of this project is to describe the principles of central planning used to design and lay out the public buildings in the monumental core of your city, using the framework described in the article, "Form and Meaning in the Earliest Cities" (Smith 2007). You should review that paper before completing this project (and it should be cited in your bibliography). The focus is on planning on spatial levels larger than the individual building, as shown by coordination among structures. You will analyze TWO SEPARATE LEVELS for planning.

Make sure you know what is meant by spatial levels. Here is the format:

Coordination Among Buildings:

- 1 Simple coordination
 - A. Common orientations
 - B. Physical connections among buildings
 - C. Linkages among buildings through common features (e.g., plazas, avenues, central buildings, city walls)
- 2 Orthogonality
- 3 Other forms of geometric order
- 4 Formality
- 5 Monumentality
- 6 Access and viewshed

Your paper should have four sections, each with a subheader. You can have additional lower-level subheaders if you wish. The four major sections are:

1. Introduction to urban planning in _____ (your city's name)
2. First planning exercise: _____ (fill in the title of your first analysis)
3. Second planning exercise: _____ (fill in the title of your second analysis)
4. Discussion

Section 1

Introduce your topic. Briefly describe your conclusions about the degree of planning in your city. Say something interesting to start your paper.

Sections 2 and 3

You will choose **TWO** out of the following **3 spatial levels**; these will be your first and second planning exercises (sections 2 and 3 of your paper). For each section, provide a subheader (see the list

above). For each section, provide a map that shows the area you are discussing, and its limits. Draw a line around the area of focus, or indicate it some other way clear on the map.

- a. **City level: Planning among the main civic structures.** Identify the largest and most important civic buildings (temples, palaces, avenues, city walls, etc.) and analyze the nature and extent of urban planning at the level of the entire city, using the six features in the above table.
- b. **Epicenter level: Planning of the downtown area (epicenter).** Focus on the civic architecture in the city center and analyze it for urban planning. If all of the civic architecture is concentrated in the epicenter, then there will be no difference between choices a and b; thus your two analyses will be a/b, and c.
- c. **Architectural group level: Planning within a single major group of civic structures.** Select a cluster, compound, or other grouping of civic buildings (typically such groups are focused on a central building) and analyze the principles of planning within the group (using the same six principles). You should pick a group or compound with several components (buildings, plazas, etc.), rather than a single building.

NOTES:

- If there is civic architecture spread throughout the city (i.e., the civic buildings are **not** all concentrated in an epicenter), then you should analyze levels (a) and (b) above for sections 2 and 3. If the publications are insufficient for one of those levels, you may complete analysis (c). If all of the civic buildings are concentrated in the epicenter, you may combine (a) and (b) for section 2, and then carry out analysis 3 for section 3. The reason for having different levels is to study planning on more than one spatial scale.
- Your discussion of how the civic buildings were planned and arranged should be organized in terms of the list of traits provided in the table above. Within each of sections two and three of the paper, you should prepare one or more paragraphs for each of these features, and label the paragraph with the feature. You will probably want to cite the article, “Form and Meaning...”

Section 4: Discussion

Include the following 2 issues, plus whatever else you want to say about planning at your city:

- What do the patterns of planning suggest about the nature of your city and its builders and rulers?
- What have others said about planning at your city? Discuss this briefly, with citations. Do your results agree or disagree with other views?

You will need to conduct various analyses of your maps. These may include things like measuring the sizes of buildings, squares, or features and measuring their compass orientation. You may want to produce one or more new maps that have important features emphasized or that show particular attributes of the buildings and their layout.

You should include:

- At least one map for each of your two analyses.
- At least one plan map of an individual public building.
- At least one table with quantitative data. The table **MUST** relate to one of your analyses, and you must cite it in the text. For example, “Table 1 shows that all of the civic buildings except for one have the same compass orientation.” You must make your own table (I recommend Excel); do not just scan a table from a publication. Indicate the source of the data in the table. Here are some suggestions:
 - A list of the major civic buildings with the dimensions (length vs. width) of each.
 - A list of buildings with their compass orientations.
 - Lists of the number of buildings showing the relevant planning traits in the table.
 - Other ideas: Be creative and think of some quantitative data that will shed light on the nature of planning at your city.

PROJECT 3: CHOICES. 5 to 10 pages, plus figures and tables. (25 points)

- *If your city has ample data, then you can choose between choices A (Services) and B (Housing).*
- *If your city has poor data on services and housing, then you may do choice C (Functions)*
- *See me if you are in doubt about which case pertains to your city.*
- *The DUE DATE has been moved back, to Nov 13.*

City Project 3A: Urban Services

The goal of this project is to identify two categories of facilities where urban services were likely provided in your city (temples and formal open spaces), and to evaluate the level of inequality in people's access to those facilities. Were the facilities located so serve all residents equally, or were some neighborhoods better served or poorly served? Make sure you understand the concepts of high-level and intermediate-level services before you begin (class 16). Your paper should have four sections, each with a subheader. The four major sections are:

1. Urban services in _____ (your city's name)
2. The accessibility of temples
3. The accessibility of open spaces
4. Discussion

Section 1

Briefly describe temples and formal open spaces in your city (include illustrations if possible). Is there evidence for high-level and intermediate-level temples and open spaces? Mention what archaeologists have said (if anything) *about how urban residents used these features*. Give a preview of your findings.

Section 2: The accessibility of urban temples

1. Make a list of the high-order temples in your city. Indicate their locations on a map. Include an illustration of one.
2. Make a separate list of the intermediate-order temples. Indicate their locations on a map, and include an illustration.
3. For each category of temple (high- and intermediate-order), evaluate whether they seem equally accessible to all urban residents, or whether they seem restricted. Are there some neighborhoods that seem poorly served? What is the evidence for your interpretation?
4. How do high-order and intermediate-order temples compare in size, form, or location?

Section 3: The accessibility of public open spaces

- Same format as section 2, but for open spaces.

Section 4: Discussion

1. Summarize your findings on the accessibility of temples and open spaces in your city.
2. Briefly compare the spatial distributions of temples and open spaces in your city. Do their distributions seem similar or different? Do temples and open spaces tend to be found together (that is, are some or all temples located next to public open spaces?)
3. What might be the implications of these results for understanding life in your city?

You should include:

- One or more maps of your city with the locations of temples and open spaces indicated or highlighted.
- Tables listing the high- and intermediate-order temples and open spaces.
- At least one illustration of each category of facility.

City Project 3A: Housing and Neighborhoods: Planned or Spontaneous?

The goal of this project is to analyze the extent of central planning in the housing and residential neighborhoods of your city. Your paper should have four sections, each with a subheader. You can have additional lower-level subheaders if you wish. The four major sections are:

1. Housing in _____ (your city's name)
2. First planning exercise: _____ (fill in the title of your first analysis)
3. Second planning exercise: _____ (fill in the title of your second analysis)
4. Discussion

Section 1

Briefly describe elite and commoner houses in your city (include illustrations if possible). For each of these two categories, discuss the kinds of housing units (see table) and their size, layout, and construction patterns. A table might be useful. If differences between elite and commoner houses are not clear, that is interesting and you should discuss the issue.

Sections 2 and 3

You will choose TWO out of the following 4 analyses; these will be your first and second planning exercises (sections 2 and 3 of your paper). You may NOT choose the combination of (c) and (d) unless you get my permission first (the goal here is to force you to consider (a) or (b) unless there is simply insufficient data. If you convince me (prior to writing the paper) that you cannot do (a) or (b) for your city, I will allow you to choose analyses (c) and (d). For each section, provide a subheader. For each section, provide a map that shows the area you are discussing, and its limits. Draw a line around the area of focus, or indicate it some other way clear on the map.

CHOOSE TWO OF THE FOLLOWING ANALYSES:

- a) **Planning in a residential neighborhood.** Study the planning of houses and other architectural features within a residential area or neighborhood of your city. Use the six features of "coordination among buildings" listed for project 2. You must examine coordination among houses, and you may also include coordination with civic architecture if you wish.
- b) **Planning of housing in the city as a whole.** This is the same as (a), but it includes the entire city. You can do this analysis either with maps of housing in the entire city, or with maps of houses in several different parts of the city (even if complete neighborhoods are not mapped).
- c) **Planning within a single house.** Apply the six coordination features to the layout of rooms, open areas, gardens, exterior features, etc. in a single residence. You should focus on a complex residence for this (e.g., a palace, or a large apartment compound), not a simple house with a couple of rooms. If the house is too small and simple, this exercise will produce only trivial results ("the four walls are orthogonal and connected", wowie-zowie).
- d) **Standardization among houses.** Pick a sample of at least five to ten houses that are mapped and are more complex than a small one- or two-room layout. Discuss in detail the similarities and differences among the houses, including their sizes, shapes, layouts, and functional spaces (if known). To what extent would you consider the houses at your site to be standardized? Does your sample of houses seem to reflect the variation that exists among all of the recorded houses at your site?

Section 4

4. Summarize the nature and extent of planning in the houses and housing in your city. Cite Smith (2007).
5. Is there any evidence to suggest the organization of housing into neighborhoods or districts?
6. What can you infer about social classes and social stratification on the basis of your analyses?
7. Are there open spaces within or close to the residential zones?

Housing units:	
1	Isolated house
2	House group
3	Closely packed houses
4	Walled compound
5	Apartment building
Housing zones:	
1	Neighborhood
2	District

8. What do the data on housing and neighborhoods tell us about urban life, society, and politics in your city?

You should include:

- Several plans of houses; ideally these will include both elite and commoner houses.
- At least one plan of a residential neighborhood or district (if possible).
- At least one table with quantitative data. The data in the table **MUST** relate to your analyses, and you must cite the table in your text (e.g., “the data on house sizes in table 1 show that houses were not at all standardized in their size”). Here are some suggestions for possible data tables:
 - a list of the number of houses of each type
 - information on the sizes of houses
 - information on the numbers of houses per neighborhood or district

City Project 3C: Urban Functions

The goal of this project is to identify the urban functions that were important in your city. Make sure you understand the concept of urban functions: “activities and institutions in a city that affect a wider hinterland.” A shop that serves urban residents is **NOT** an urban function, but a store or marketplace attended by people from outside the city **IS** an urban function. Please re-read the texts for the units on urban functions and cite them. You will *pick two* out of the three major categories of urban function for this project.

Your paper should have four sections, each with a subheader. You can have additional lower-level subheaders if you wish. The four major sections are:

1. Urban functions in _____ (your city’s name)
2. First urban function: _____ (fill in the title of your first analysis: economic, religious, or political)
3. Second urban function: _____ (fill in the title of your second analysis: economic, religious, or political)
4. Discussion

Section 1

Briefly describe the role your city played in a larger area for each of two urban functions.. This can refer to its hinterland (nearby areas in frequent communication with the city), or a larger political realm (a state ruled from the city, or a province administered by the city), or an even larger international arena (if its influence reached distant areas, for example in its role as a center for international trade).

Sections 2 and 3

You will choose **TWO** out of the following 3 urban functions; these will be the second and third sections of your paper.

CHOOSE TWO OF THE FOLLOWING URBAN FUNCTIONS:

- a) ***Economic urban functions.*** Consider one or more of the following: production of goods in the city for use outside the city; the city as a setting for commerce or exchange within its local region; the city as a setting for international trade, **BEYOND** the simple importation of foreign goods for urban consumption. That is, was the city a trade center for international trade, with goods coming and going to foreign locations?
- b) ***Political urban functions.*** Consider the role of the city as a political capital. Was it the center of a state or polity that ruled a larger area? Alternatively, was it an administrative center that administered a province for a state or empire whose capital was located elsewhere? In either case, these are urban functions.
- c) ***Religious urban functions.*** Was the city a setting for religious activity for people beyond the city itself? Were there ceremonies attended by non-urban residents? Were there religious facilities (temples, educational facilities, etc.) that somehow influenced life or people beyond the city?

For each of the two sections, please address these three issues:

- What is the architectural or built-environment evidence for the urban function? (e.g., tall pyramids, or marketplaces, or political propaganda posted all over the place)
- How can you determine that these are indeed urban functions and not just facilities for urban residents?
 - Hint: if you have any evidence from non-urban areas, this can be a big help; if every settlement has a ballcourt, then an urban ballcourt is probably not an urban function. But if only the city has ballcourts, and people came into town to view or participate in a ballgame, then this was probably an urban function.
- How important was the urban function? For example, many large temples would suggest an important religious function, while a single modest temple suggests a less important urban function.

Section 4

- Briefly review the two urban functions that you have analyzed.
- Briefly mention why these functions are important for understanding your city.
- Cite and discuss one or more of the readings on urban functions in section 4.
- For the urban tradition of your city: is there any evidence that different cities had different functions? Or did they all have pretty much the same urban functions?

You should include:

- At least one map showing the facilities that performed urban functions.
- At least one map or illustration of one of these facilities.
- At least one table with quantitative data. The data in the table **MUST** relate to your analyses, and you must cite the table in your text.

Project 4, Fieldwork: Planning Principles of the ASU Tempe Campus [Due Class 26, Dec 2, 2013] 5 to 10 pages plus figures & tables (20 points).

The goal of this project is to describe aspects of the architecture, layout, and planning of the ASU Tempe campus, using the framework described in the article, “Form and Meaning in the Earliest Cities” (Smith 2007). You should review that paper before completing this project (and it should be cited in your bibliography). You may also want to consult other sources, such as Lynch (1981) or Kostof (1991); see the syllabus for these. What aspects of

Planning features	
1	Formality: symmetry
2	Formality: axiality
3	Monumentality
4	Access
5	Viewshed

planning can be described, and **how do they affect people as they walk through the campus?** For example, while symmetry can be observed from street layouts on the campus map, this is not very interesting, since nearly all modern cities have symmetrical streets. More relevant to how people experience the campus are cases where a symmetrical placement of buildings or features produces an affect (e.g., monumentality, axiality, viewshed) on people who see them. You should emphasize the physical and spatial characteristics of the campus, not the goals or ideas that you think people might have had in building or planning the campus. The focus is on planning on levels larger than the individual building, as shown by coordination among structures. This project is similar to Project #2, but the list of planning features (see table above) is slightly different in order to accommodate the ASU campus).

These are some of the features of the built environment you may want to consider:

- buildings and their form and location
- streets and walkways (location, size, materials)
- open spaces: their presence, size, appearance, and spatial functions (access, etc.)
- palm trees and other trees and vegetation: how they are used spatially
- benches, sculptures, zen gardens, and other minor parts of the built environment

Please organize your paper into sections with subheaders corresponding to the planning features listed in the table above. Include an introduction and conclusion that talk about the context and significance of your study.

You should

- include a map of campus, labeled with the features you discuss in your project.
- include photographs of key planning features where appropriate (not more than 10 photos, please)
- include a bibliography (even if it has only one entry, Smith 2007).
- Follow the general instructions in the section “Format for all projects.”

Extra credit: Find discussions of the actual planning and architecture of the campus and evaluate the degree to which the physical planning principles fit or do not fit with sources on the campus layout.

Course description: Archaeological research on the origins and development of the earliest urban centers around the world. Applies urban theory and comparative analysis. Compares ancient and modern cities

Table of contents of Ancient Civilizations (3rd ed), by Scarre and Fagan (the main textbook).

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