Course Description: Cities are common throughout the world today, with most people living in these dynamic social environments. However, cities are a relatively new phenomenon in human history. In this course we will explore diverse case studies of ancient cities from throughout the world to see how and why humans began constructing and inhabiting urban environments. Drawing primarily on the archaeological record, but also incorporating data from history, architecture, and other disciplines, we will examine how ancient cities reflected the social, political, religious and economic organization and ideologies of the societies that created and lived in them, as well as how cities were adapted and transformed to meet new needs. For each case, we will look broadly at city principles, planning, architecture, demography, and social and cultural symbolism (the “meaning” of the city), then focus in depth on one or two particularly notable case studies. Through this comparative approach, students will gain an appreciation for common themes and cultural diversity in ancient urban environments. Potential regions covered may include Mesopotamia, China, South Asia, sub-Saharan Africa, Mesoamerica, the Andes, North America, and others.

Learning Objectives: Following successful completion of this course, students will be able to:

- Identify typical city characteristics (including planning, architecture, social life, political organization, economy and ideology) for least ten diverse global urban traditions
- Evaluate how ancient cities materialize the cultures and histories of their residents
- Describe how archaeologists study the material remains of urban centers and apply these methods to basic analyses
- Locate and critically evaluate peer-reviewed research on the archaeology of cities

Readings: Readings will all be available as PDF files on the course Blackboard site.
**Grading:** Your grade for this class is based on the following:
Quizzes (4 x 5%) = 20%
Take-Home Exams (2 x 18%) = 36%
Annotated Bibliographies (2 x 18%) = 36%
Attendance and Participation in Section = 8%

**Quiz:** Five non-cumulative short objective quizzes will be given in class. They will cover material from the readings and lecture. While make-up quizzes will not be offered, you may drop your lowest quiz score. You do not need to take a quiz to drop its score.

**Take Home Exams:** These exams will be essay based and provide you with an opportunity to integrate and synthesize the course material and major themes.

**Annotated Bibliographies:** You will be asked to assemble an annotated bibliography for two archaeologically known cities. For the first bibliography, you will be asked to choose from a list of cities found in the Mediterranean (including North Africa and Egypt), the Near East, and South Asia. For the second, you will choose from a list of cities drawn from East Asia, sub-Saharan Africa and the Americas. For each bibliography, you will be provided with a core reference and asked to contribute two additional references. More detailed instructions will be distributed the second week of class.

**Attendance and Participation in Section:** Attendance requires arriving on time and staying through the end of the section meeting. Participation requires engagement in section activities.

**Late Assignment Policy:** Annotated Bibliographies and the Midterm Take Home Exam may be turned in one class meeting late (Tuesday lecture if due Monday section, Monday section if due Thursday lecture) for a 10% penalty, and by the last day of class (in lecture June 6) for a 30% penalty. No make-up quizzes will be offered, and the Final Take Home Exam will not be accepted if turned in late.

**Grading Scale and Performance Expectations**
I do not anticipate a curve for this class. The grading scale to be used is as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>93-96.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
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<tr>
<td>B</td>
<td>83-86.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
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<td>C</td>
<td>73-76.9%</td>
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<tr>
<td>C-</td>
<td>70-72.9%</td>
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<td>D+</td>
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<td>F</td>
<td>&lt; 59.9%</td>
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If the class is taken P/NP, a C- or higher is required to pass the course.

**Expected levels of performance:**
A+: Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.
Accommodations
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education in 164 Oregon Hall (346-1155, uoaec@uoregon.edu). Their advisers can help you acquire a letter verifying your disability.

Inclusion Statement
The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (http://aaeo.uoregon.edu, 541-345-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

Academic Integrity
I take academic integrity very seriously: please review the University’s Academic Honesty Policy posted on the blackboard website, and contact me if you have any questions.

Office Hours and Email
I am always happy to meet with you during my office hours. If you cannot make my office hours, please contact me to set up an alternate meeting time. If you email me, I will try to respond promptly, but it is not always possible for me to do so. Please use a formal tone in your emails, and be sure to include the course number in the subject line.

Class Etiquette and Computer Use
It is essential that we all work together to create a favorable learning environment. Disruptions during class (including texting, movement in and out of the room, playing games on handheld devices, etc.) affect the learning experience of everyone in the room. Please be prepared to turn your cell phone and other electronic gadgets off and sit through the entire lecture. Laptop and tablet computers may only be used in the first or last row. If the instructor or GTF feels that you are being disruptive to the learning experience of those around you, you may be asked to leave the classroom.
CLASS TOPICS, READINGS, AND ASSIGNMENTS

Lectures (Tuesdays and Thursdays) meet in Pacific 123, 4:00-5:20
Discussions (Wednesdays) meet in Condon 204 at your assigned time

Week 1: What is a City?

April 1 (Lecture): Introduction

April 2 (Discussion): Defining Cities

April 3 (Lecture): Cities as Built Environments and Social Phenomena

Week 2: Mesopotamia

April 8 (Lecture): Mesopotamian Cities

April 9 (Discussion): Origins of Cities **Decide on City for First Annotated Bibliography**
Annotated Bibliography Assignment Distributed

April 10 (Lecture): Uruk

Week 3: South Asia

April 15 (Lecture): South Asian Cities **Quiz 1 in Lecture**

April 16 (Discussion): Urban Planning (Surface Survey & Site Mapping)

April 17 (Lecture): Vijayanagara
Week 4: Egypt and the Classical World

April 22 (Lecture): Ancient Egyptian Cities **Annotated Bibliography Due in Lecture**

April 23 (Discussion): Excavating Cities

April 24 (Lecture): Cities in the Classical World, Guest Speaker Dr. Alex Walthall, Classics
(Dr. Gallagher at Society of American Archaeology meetings in Austin, TX)
Readings: TBA

Week 5: China

April 29 (Lecture): Chinese Cities **Quiz 2 in Lecture**

April 30 (Discussion): Cities and Hinterlands (Regional Survey)

May 1 (Lecture): Er-li-tou and Anyang **Take-Home Midterm Distributed**

Week 6: Valley of Mexico

May 6 (Lecture): Teotihuacan

May 7 (Discussion): Monumental Architecture and Public Space

May 8 (Lecture): Teotihuacan and Tenochtitlan **Take-Home Midterm Due in Lecture**
Week 7: Maya

May 13 (Lecture): Mayan Cities **Quiz 3 in Lecture**

May 14 (Discussion): Monumental Architecture and Elite Space **Choose City for Second Annotated Bibliography**

May 15 (Lecture): Tikal
Haviland 2003 Settlement, Society, and Demography at Tikal, in Tikal: Dynasties, Foreigners, and Affairs of State, ed. Sabloff, Santa Fe: School of American Research, pp. 111-142

Week 8: Andes

May 20 (Lecture): Andean Cities

May 21 (Discussion): Households and Daily Life

May 22 (Lecture): Cuzco and Huanuco Pampa
Week 9: Sub-Saharan Africa

May 27 (Lecture): African Cities **Quiz 4 in Lecture**

May 28 (Discussion): Historical vs. Archaeological Perspectives

May 29 (Lecture): Urban Centers of the Inland Niger Delta **Annotated Bibliography 2 Due in Lecture**

Week 10: Student Choice

June 3 (Lecture): Student Choice Case Study
Readings: TBA

June 4 (Discussion): Why Cities?

June 5 (Lecture): What is a City Revisited **Quiz 5 in Lecture & Take-Home Final Distributed**

FINAL EXAM DUE BY 5:00 PM TUESDAY JUNE 10