

ANCIENT CITIES | FALL 2021 | CLAS 280C - 01 = ANTH 280S - 01 = HIST 287C - 01 = JUST 280Q - 01 | TUESDAY AND THURSDAY 16:25 - 17:50 IN SCIENCE LIBRARY 306

INSTRUCTOR: DR. JEFFREY BECKER (DEPARTMENT OF MIDDLE EASTERN AND ANCIENT MEDITERRANEAN STUDIES, BINGHAMTON UNIVERSITY – SUNY) | EMAIL: BECKERJ@BINGHAMTON.EDU | OFFICE: LT 514 | MEAMS OFFICE TELEPHONE: 607-777-6709 | STUDENT HOURS (VIA ZOOM): TUESDAY AND THURSDAY 11:45 AM -12:45 PM; MONDAY AND WEDNESDAY TIMES BY APPOINTMENT.

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Course Description

This course is an introductory survey of the urban centers of the ancient Near Eastern, Egyptian, and Mediterranean worlds. In this course students will explore the development of urbanism in these areas by studying the archaeological remains from the cities of ancient Mesopotamia, Egypt, Greece, and Rome, from the Neolithic period until the foundation of Constantinople in the fourth century A.D. The course will focus on comparing the characteristics of urbanism and the archaeological evidence for urbanization in different cultures. Upon successful completion of the course, students will be able both to define what constitutes a “city” in each of the cultural contexts that we have studied and to identify the unique traits that each of the cultures studied brings to the urban equation.

Prerequisites: None. No prior experience in Ancient Mediterranean studies, archaeology, or art history is required.

Required textbooks

1. Gates, Charles. *Ancient Cities: The Archaeology of Urban Life in the Ancient Near East and Egypt, Greece and Rome*. 2nd Edition. (Routledge, 2011). ISBN-13: 978-0415498647.
2. [AZ] Zuiderhoek, Arjan. 2016. *The Ancient City* (Key Themes in Ancient History). Cambridge: Cambridge University Press. ISBN-13: 978-0521166010; <https://doi.org/10.1017/9780511979224>
3. [RES] Readings on Course reserve via Binghamton University Library (<http://reserves.binghamton.edu>). Print items available at Bartle Library Reader Services Desk.

Course Objectives

- Explore the archaeology and history of ancient Mediterranean cities, along with the underlying theory and methodologies employed in their study.

- Identify and analyze key elements, features, and biases that shape the consideration of the ancient city.
- Think critically and analyze a variety of evidence from an informed and contextualized point of view.
- Approach the subject from a multi-disciplinary perspective, including links between past and present.

General Education

This course fulfills the following General Education requirements:

- Global Interdependencies (G):** Students in “G” courses will demonstrate knowledge of how two or more distinctive world regions have influenced and interacted with one another and how such interactions have been informed by their respective cultures or civilizations.
- Social Science (N):** Students in “N” courses will demonstrate knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology; an understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.

Assignments and Evaluation

This course is a 4-credit course. This means that in addition to the scheduled meeting times, students should expect to spend at least 9.5 hours on course-related work outside of class each week during the semester. This includes the time spent completing assigned readings, preparing written assignments, and performing other tasks related to the course. Student performance will be assessed via the following instruments. The final course grade will be computed as a weighted average according to the percentages listed in the table below. The weighting is fixed and is not subject to renegotiation.

1. Attendance, engagement, and participation - regular attendance is expected.
2. Quizzes (5) - One scheduled quiz will be administered in course modules 2 through 7. Quizzes will include both image-based and document-based questions.
3. Midterm Examination (1) - the midterm examination will address material from the first portion of the course.
4. Final Examination (1) - the final examination will address material from the second portion of the course as well as comprehensive themes related to ancient urbanism.
5. Memos (2) - students will complete two short writing assignments. See below for more detailed information. **Both memos must be submitted via Brightspace D2L.**

Assignment	Weighted value
Quizzes (5)	15%
Midterm Examination (1)	25%
Final Examination (1)	25%
Memo 1	15%
Memo 2	15%
Attendance and participation	5%

The following grading scale will be applied A (100-93), A- (92-90), B+(89-87), B (86-83), B- (82-80), C+ (79-77), C (76-73), C- (72-70), D (69-60), F (59-).

Memos

Students will write two (2) short memos in this course.

1. Memo 1: The ancient city and its patrons. [due Friday, October 1, 2021, by 11:59 PM]

- a. This memo asks the student to examine the importance of patronage in the ancient city, specifically architectural patronage carried out by ranking citizens. To facilitate this discussion, students will read selections (in translation) from two primary source documents. The first is the so-called “Gudea cylinders” (ca. 2125 B.C.) that detail the activities of one Gudea of Lagash. The second is the “Deeds of the Divine Augustus” (*Res gestae divi Augusti*) (A.D. 14), a document authored by Caesar Augustus, an emperor of Rome.
- b. Your assignment is to read the provided translations of the two documents and to then reflect on the documents in a formal, two-page essay. Try to put yourself in the patron’s position (Gudea and Augustus) as a head-of-state and consider the issues that the patron faces with respect to this building program. Be sure to craft your essay so that you use the primary source documents to support your discussion. What is the relationship between the patron and the city? What motivates the patron to act as he does? Why is the patron’s work in this regard important from the city’s point of view? What do such building projects have to do with the emergence of cities and state-level societies? It is important to maintain focus in this essay. This is to be a close reading of the primary sources, viewed in the context of your study of urbanism. Be specific and focused and avoid sweeping generalizations. Use the texts to your advantage in explaining and engaging with what is at stake in urban patronage. Do not simply summarize the primary documents.
- c. Background for the primary source documents:
 - i. Gudea Cylinders - selections from “The building of Ningirsu's temple”. The so-called “Gudea cylinders” date ca. 2125 B.C. They were discovered in 1877 at the site of Telloh in Iraq (the ancient city of Girsu). The cylinders are now housed in the Louvre Museum in Paris. The cylinders

represent the longest extant text in the Sumerian language known as cuneiform and they record the activities of Gudea of Lagash who ruled the southern Mesopotamian state of Lagash ca. 2144-2124 B.C.

- ii. *Res Gestae Divi Augusti* (Deeds of the Divine Augustus). Augustus, the first Roman emperor, recorded his accomplishments in the years before his death in a text known as the *Res Gestae Divi Augusti*. The inscribed text was promulgated, in both Greek and Latin versions, at Augustus' death in A.D. 14

d. **Citations.** Use footnotes to cite specific passages from the primary source documents that support your argument / discussion.

- i. For the Gudea Cylinders, format your note as follows: *Gudea Cylinders A and B*, [insert line numbers here].
- ii. For the *Res Gestae*, format your note as follows: Aug. *RG*, [insert chapter number here].

2. **Memo 2: The ancient city and its plan [due Monday, November 22, 2021, by 11:59 PM]**

- a. Prompt: This essay asks you to consider both the philosophical ideal and the practical, spatial realities of Graeco-Roman city planning. To begin, read the excerpt from Aristotle's *Politics* and study the series of plans provided via Brightspace. Reflect on how (or if) the Hippodamian ideal as outlined by Aristotle is reflected in the site plans. What does it mean for a city to have a "Hippodamian" plan? What is at stake if the city does not have this type of plan? In your opinion, what factors might lead to variation in the realization of the city plan, or indeed cause the absence of an organized plan altogether? Reflect on these questions and these urban realities in a 2-page essay.

Evaluation of Written Work (essays and examinations)

The instructor's evaluation of written work will be carried out based on the following criteria. Written components of examinations will also be evaluated along these lines. It goes without saying that each student must be the sole author of his/her work and no form of plagiarism will be tolerated. Plagiarism constitutes grounds for course failure.

Criteria for evaluation:

- Organization
- Style / Grammar / Syntax / Spelling
- Focus / Clarity
- Works cited / citations / illustrations (if applicable)
- Quality of thought / originality

Characteristics of a paper falling in the A range: A paper in the "A" range has a clear thesis that is well-articulated. The argumentation is clear and follows logic. The author has charted the course of the argumentation from the beginning and demonstrates clear and careful analysis of source materials. It also demonstrates a clear understanding of the relevant scholarship. The paper follows academic style properly and correctly deploys references and works cited. The paper is free from errors in English grammar and spelling. It has no significant errors in proofreading.

Characteristics of a paper falling in the B range: A paper in the "B" range has a thesis that is clear and shows a good knowledge of the subject. It focuses on the question at hand in a direct way. The author has consulted relevant scholarship and has synthesized those ideas well. The author has performed in-depth reading. The paper is presented well, it has correctly formatted references, and adheres to style rules. English usage is fluent, it has few errors in spelling, grammar, syntax, and punctuation.

Characteristics of a paper falling in the C range: A paper in the "C" range will be unclear in its argumentation with a less than optimal thesis. It will be poorly organized. While there is evidence of research conducted by the author, this research will have been of a limited scope. The paper may show errors of usage, syntax, spelling; it may have errors in proofreading.

Characteristics of a paper falling in the D range: A paper in the "D" range is either poorly presented or poorly written. It lacks adequate citations and has shortcomings with regard to an adequate understanding of the material.

Characteristics of a paper falling in the F range: A paper in the "F" range does not adequately complete the assignment and does not demonstrate any understanding of the subject. The information included in the paper is erroneous and/or irrelevant. The presentation of the paper includes significant errors of grammar, spelling, or punctuation.

Student Success

This is a time of (particular) anxiety and tumult. We are all experiencing these uncertainties, some of them in acute ways. Each person is searching for strategies to cope with uncertainty and maintain normalcy in professional and personal settings. None of these things is easy. In the context of this course, our relationship is that of professor and student. That said, I am committed to your success and wellbeing not just within the confines of this class, but in general. Your success as a student, as a citizen, as a member of the community is important to me. I am here to support and help you - where my ability to directly aid you ends, I will refer you to the resources you need. We all need to look after ourselves and practice self-care in these times (in all times, truthfully).

Everyone learns differently. If there are aspects of this course design that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. If you need official accommodations from the university, you have a right to have these met and you should contact the office of Services for Students with Disabilities directly. There is also a range of university resources available for you, including the Writing Center, University Tutorial Services, the

University Library, the University Testing Center, and Harpur Academic Advising office. More resources are detailed in this document as well as linked via Brightspace D2L.

Fall 2021 University Calendar - Important Dates

Follow the [University academic calendar](#) - add it to your Google Calendar to keep track of important dates and deadlines.

- **August 24** - instruction begins
- **September 9** - Add / Drop Deadline
- **September 27** - Academic Assessment Day
- **November 9** - Course withdrawal/Grade option change deadline
- **December 10** - instruction concludes
- **December 13-17** - Final Examination Period

Email policy and professional etiquette

- Email constitutes professional communication – please treat it as such.
- Each email message should have an appropriate subject line and be treated as business communication.
- Students should correspond with the instructor using their official binghamton.edu email account. Do not write email messages from a third-party account.
- The instructor will normally endeavor to reply to student emails within 24 hours of receipt.
- Need more guidance on emailing your instructor? You can find helpful guidance online (e.g. [wikihow](#), [Inside Higher Ed](#) or [medium.com](#)).

Note-taking

- It is important to keep a regular set of notes. Ideally, do this by hand in a notebook and not by taking notes on an electronic device. Should you take notes using a device, you need to avoid distracting yourself (and others) while doing so.
- Keep at least two sets of notes - one set corresponding to assigned reading and another corresponding to class meetings. Reconcile regularly (see below).
- Keeping careful notes is not the same as being a stenographer. It is not advisable to write down, verbatim, everything you hear. Think of taking notes as the first step in beginning to digest and process new ideas and information. Recording these ideas in your own words and framing them is the first step toward taking ownership of said material.
- Keeping pace with assigned discussion components in the course constitutes another form of note-taking. Review discussion forum posts prior to relevant assessments as the assigned readings will always feed into quizzes and examinations.

Guidance on Study and Review

- Use the available resources to your advantage - this includes using assigned readings, texts (including any supplementary material), as well as library resources (e.g., [Artstor](#), [Course Reserves](#), etc.).
- Establish a system for regular review, ideally reviewing material after each course meeting (so, at least twice weekly).
- It is advisable to prepare study aids - either analog or digital - for visual material in advance of assessments. Flashcards and timelines are but two such tools to help you review.
- Regularly reconcile your notes (see above re: note-taking) to form a single, seamless set of course-related information that you have processed, digested, and expressed in your own words. These reconciled notes should be reviewed prior to any assessment.
- When it comes time to review for an examination, working from your reconciled notes will streamline the review process.

Course Administration (Fall 2021)

COVID-19 and our course

- Binghamton University follows the recommendations of public health experts to protect the health of students, faculty, staff, and the community at large. Safeguarding public health depends on each of us strictly following requirements as they are instituted and for as long as they remain in force. Health and safety standards will be enforced in this course.
- **Face coverings and other safety measures:**
 - Current rules require everyone to wear a face covering that completely covers both the nose and mouth while indoors (unless they are eating or alone in a private space like an office). A face shield is not an acceptable substitute. Classroom safety requirements will continue to be based on guidance from public health authorities and will be uniformly applied across campus. If these requirements change, a campus-wide announcement will be made to inform the University.
- If you feel ill, please do not come to class! For more information, see the [Frequently asked questions - Summer and Fall Guidance '21](#)
 - [Centers for Disease Control - Symptoms of COVID-19](#)

Community Responsibility

- No eating or drinking is permitted during our class meetings. If you need to drink, please leave the classroom, and then return promptly.

- If a student forgets their face covering or it does not meet requirements, the student will be asked to leave the room immediately. The student may not return until requirements are met.
- If students miss an assessment because they have been asked to leave the classroom for not having a proper face covering, no make-up opportunity will be offered.

Classroom environment

- **Decorum and class meetings:** Please be respectful of your classmates and the instructor during class meetings. This includes but is not always limited to an expectation of professional and civil behavior and interaction.
- Be prepared and present for each class. Be curious, ask questions, make connections.
- Each student is responsible for being familiar with the contents of the syllabus (i.e., this document). If you have a question about the mechanics of the course, means and modes of assessment, or grading breakdown, please first consult this document to see if the answer lies within these pages.
- Each student is responsible for being familiar with all “Academic Policies and Procedures for All Students” as outlined in the most current version of the [Binghamton University Bulletin](#).
- Students are responsible for regularly checking their binghamton.edu email account (see email policy below) and staying abreast of course materials furnished via Brightspace D2L.
- All assignments are established on this syllabus. Extra assignments will not be offered. No ad hoc or personalized assignments will be offered to any student under any circumstances. All students will be evaluated based on the same set of coursework instruments. This policy is not flexible.
- Written work must be the original work product of the registered student. Not only must written work satisfy the particulars of the assignment it must also conform to accepted ethical norms. All written work - unless otherwise indicated by the instructor - must follow the outlined methods for citation. A paper submitted without a proper apparatus for citation may receive no credit. Plagiarism constitutes a serious offense and may result in course failure.
- Raw scores will be posted on Brightspace D2L, but weighted grades will not be reported via that tool.
- **Syllabus, Attendance, and Participation.** The student is responsible for being familiar with the course requirements and assignments as outlined in this document. As outlined in Binghamton University’s Instructional Policies, “Students are expected to attend all scheduled classes, laboratories and discussions”. This course observes that policy, thus attendance is required.
- **Attendance** will be tracked by various means, including calling the roll, assessments, digital exit tickets, and other exercises.

- Student participation in class sessions can take many forms and will be tracked by the instructor. Student participation grades are based on active and constructive participation, not simply on the student's physical presence. Absences will also be tracked. Two unexcused absences will be discounted at the end of the term when computing the final grade. Continued, unexcused absences will affect the final course grade, with 2% deducted for each subsequent absence. Students with excessive, unexcused absences will be referred to the appropriate dean's office.
- **Absences.** If a student must be absent from a class meeting, please let the instructor know beforehand via email. It is also important that students arrive for class on time. If a student anticipates that they will frequently be late to class due to another academic obligation, please discuss it with the instructor. Late arrivals and premature departures may be counted as unexcused absences.
- Per the Binghamton University Bulletin, "instructors have the right to deny a student the privilege of taking the final examination or of receiving credit for the course or may prescribe other academic penalties if the student misses more than 25 percent of the total class sessions."
- Following the provisions of The Family Educational Rights and Privacy Act (FERPA), student grades will not be discussed via email messages. Students wishing to discuss their standing in the course should make an appointment to meet with the instructor via Zoom.
- Need help? Reach out to the instructor and ask. Small fires are much easier to extinguish than large conflagrations.

Academic honesty

- Students are asked to practice extra care and attention regarding academic honesty, with the understanding that all cases of plagiarism, cheating, multiple submission, and unauthorized collaboration are subject to penalty. Students must properly cite and attribute all sources used for papers and assignments. Students may not collaborate on exams or assignments, directly or through virtual consultation, unless the instructor gives specific permission to do so. Posting an exam, assignment, or answers to them on an online forum (before, during, or after the due date), in addition to consulting posted materials, constitutes a violation of the university's academic honesty policy. Likewise, unauthorized use of live assistance websites, including seeking "expert" help for specific questions during an exam, can be construed as a violation of the honesty policy. All students should be familiar with the University's Student Academic Honesty Code.
- Each student is obligated to do her or his own work and to uphold the academic honesty policies - both in letter and in spirit - of Binghamton University. Collaboration on graded assignments or assessments is not permitted. All instances of academic dishonesty, cheating, and plagiarism will be referred to the relevant university authorities.

Student Hours and the Instructor's Information

The instructor is available to assist you with succeeding in this course and with success in the university in general. The instructor's email and contact information appear on the first page of this document. Standing student hours are published on the first page of this document. Student hours will be conducted via Zoom. A link with available appointment slots will be published on Brightspace D2L. Should you wish to request a different meeting time, please contact the instructor via email. It is best, whenever possible, to make an appointment for a consultation.

Policy on lateness

Students are encouraged to submit assigned work according to the schedule outlined in this syllabus. Assignments submitted after the posted due date will be penalized 10% per diem with **nothing** accepted beyond the fifth day of lateness. If legitimate, extenuating circumstances impede timely submission of assignments it is the student's responsibility to inform the instructor and to provide relevant, official documentation as to the lateness.

Policy on missed examinations and quizzes

Makeup examinations will only be offered in the case of legitimate, excused absence (e.g., university-sanctioned, or medical absence). Please consult with the instructor in advance of such an absence. Makeups for unexcused absences will not be offered. Timely, prior notification in the event of excused absences (except for medical emergencies) is the responsibility of the student. If a student is absent from an administered quiz due to legitimate, extenuating circumstances, please contact the instructor regarding makeup options.

Student Support

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. New York State University Police: On campus emergency, dial **911**
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

Sexual Harassment and Equilibrium

In the event that you choose to write or speak about experiencing or surviving sexual violence, including sexual harassment, dating and domestic violence, sexual assault, stalking, and rape, please keep in mind that federal and state laws require that, as your instructor, I notify the Title IX Coordinator, Andrew Baker (607-777-2486 abaker@binghamton.edu). He will contact you and provide you with on and off campus resources and discuss your options with you. If you would like to disclose your experience confidentially, you can contact the University Counseling Center, Decker Student Health Services, Harpur's Ferry, Ombudsman, or Campus Ministry. For more information, please visit <https://www.binghamton.edu/ivp/> or <https://www.binghamton.edu/rmac/title-ix/>.

Mental Health and Equilibrium

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a university student.

Disability-related Equal Access Accommodations

Students needing accommodations to ensure their equitable access and participation in this course should notify the instructor with an Academic Accommodation Authorization from Binghamton University's Services for Students with Disabilities (SSD) office as soon as they're aware of their need for such arrangements. Please visit the SSD website (<http://www.binghamton.edu/ssd>) for more detailed information. The office is in University Union, room 119. Please make an appointment to discuss any accommodations with the instructor **in advance of the student electing to utilize the accommodations extended by SSD. No exceptions.**

2021-2022 University Bulletin

Students should be familiar with all academic procedures outlined in the **University Bulletin**.

Academic Style

A style guide for written assignments will be posted online. You must observe the guidelines therein. Bibliographic references and citations must be formatted according to the style outlined

by the *American Journal of Archaeology*. You may format these manually or using an app for the purpose (e.g., ZoteroBib at zbib.org). Proper formatting constitutes an element of evaluating written assignments and points will be awarded or deducted accordingly.

Intellectual Property

The content of this course and its lectures are the property of the instructor and Binghamton University - SUNY. You may not reproduce or redistribute any courses materials, including lectures, slide-sets, or handouts – via any medium without the express permission of the instructor. This includes, but is not limited to, analog or digital recording of audio and/or video as well as resale or re-posting of course materials on personal or for-profit websites.

Copyright Notice

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under Binghamton University policies.

Change Notice

Note well: All information in this syllabus is subject to change at any time; this is especially true during the first weeks of the semester. The instructor will announce schedule changes in class and via Brightspace D2L. Students are responsible for changes to the schedule as they arise.

Course Schedule

n.b. Assigned readings should be completed prior to class on the date assigned.

MEETING DATE	TOPIC(S)	ASSIGNED READING(S)
Tue., August 24, 2021 - First class meeting	Introduction to the course	After today's meeting: <ul style="list-style-type: none"> - Read the syllabus carefully and browse Brightspace D2L site. - Complete Brightspace informational survey - [RES] Fulminante, Francesca. "Editorial: Where Do Cities Come From and Where Are They Going To? Modelling Past and Present Agglomerations to Understand Urban Ways of Life." <i>Frontiers in Digital Humanities</i>, 14 January 2021 https://doi.org/10.3389/fdigh.2020.633838
Module 1 - Thinking about ancient urbanism		
Thu., August 26, 2021	Defining the ancient city – was it revolutionary?	Gates pp. 20-29 [RES] Childe, V. Gordon. 1950. "The Urban Revolution." <i>The Town Planning Review</i> 21.1:3-17. [RES] Smith, Michael E. and José Lobo. "Cities Through the Ages: One Thing or Many?." <i>Frontiers in Digital Humanities</i> , 06 June 2019 https://doi.org/10.3389/fdigh.2019.00012
Module 2 - approaching the urban threshold: Neolithic settlements at Jericho, `Ain Ghazal, Catalhöyük (and what to do about Göbekli Tepe?)		
Tue., August 31, 2021	Neolithic settlements I	[RES] Newitz, Annalee. 2021. <i>Four Lost Cities: A Secret History of the Urban Age</i> . W.W. Norton. "ch 2. the Truth about goddesses" and "ch. 3 history within history"
Thu., September 2, 2021	Neolithic settlements II - at the urban threshold	[RES] Ur, J. 2014. "Households and the Emergence of Cities in <i>Ancient Mesopotamia</i> ." <i>Cambridge Archaeological Journal</i> 24.2: 249-268. doi:10.1017/S095977431400047X
Tue., September 7, 2021 - No class meeting		

MEETING DATE	TOPIC(S)	ASSIGNED READING(S)
Module 3 - Urbanism in Mesopotamia		
Thu., September 9, 2021	Early Sumerian cities Quiz I	Gates chapter 2 [AZ] <u>Chapter 2 - Origins, Development and the Spread of Cities in the Ancient World pp 20-36</u> [RES] Altaweel, M. 2019. "Southern Mesopotamia: Water and the rise of urbanism." <i>Wiley interdisciplinary reviews. Water</i> , 6.4: p.e1362. DOI: 10.1002/wat2.1362
Tuesday, September 10	Mesopotamia in the late third and second millennia B.C.	Gates chapter 3 [www] German, Senta. " <u>White Temple and ziggurat, Uruk – Smarthistory.</u> " in Smarthistory, August 8, 2015,
Tue., September 14, 2021	Mesopotamia (cont'd); Indus Valley civilization	Gates chapter 4 [RES] Lawler, A. 2013. "Mohenjo-Daro's New Story." <i>Archaeology</i> 66.1:32-7.
Thu., September 16, 2021 - No class meeting		
Module 4 - Urbanism in Egypt		
Tue., September 21, 2021	Egypt – state formation processes; Pre-Dynastic, Dynasty I, Dynasty III Quiz II	Gates pp. 78-86 [RES] Wilkinson, Toby A. H. 2000. "What a King Is This: Narmer and the Concept of the Ruler." <i>The Journal of Egyptian Archaeology</i> 86:23-32.

MEETING DATE	TOPIC(S)	ASSIGNED READING(S)
Thu., September 23, 2021	Egypt – Old Kingdom Pyramids Funerary landscapes	Gates pp. 86-98 [RES] Müller-Römer, Frank. 2008. “A New Consideration of the Construction Methods of the Ancient Egyptian Pyramids.” <i>Journal of the American Research Center in Egypt</i> 44:113-140.
Tue., September 28, 2021	Egypt – Middle Kingdom and New Kingdom	Gates chapter 6 [RES] Moeller, Nadine. 2016. <i>The Archaeology of Urbanism in Ancient Egypt: From the Predynastic Period to the End of the Middle Kingdom</i> . Cambridge: Cambridge University Press. Ch. 1 -” Ancient Urbanism and the Case of Egypt (pp. 6-30)”
Module 5 - Urbanism in Anatolia, the Near East, and the Aegean world		
Thu., September 30, 2021	Aegean Bronze Age – Minoans and Mycenaeans Quiz III	Gates chapter 7 [RES] Shelmerdine, Cynthia W. 2006. “Mycenaean palatial administration.” In <i>Ancient Greece: From the Mycenaean Palaces to the Age of Homer</i> , edited by Sigrid Deger-Jalkotzy and Irene Lemos, 73-86. Edinburgh: Edinburgh University Press. n.b. Memo 1 is due October 1. See above.
Tue., October 5, 2021	Anatolian Bronze Age Urbanism – Hittites; Troy; The end of the Bronze Age	Gates chapter 8 [RES] Korfmann, Manfred. 1998. “Troia, an Ancient Anatolian Palatial and Trading Center: Archaeological Evidence for the Period of Troia VI/VII.” <i>The Classical World</i> 91.5:368-85.
Thu., October 7, 2021	Cyprus and the Near East in the Iron Age	Gates chapters 9, 10, and 11
Tue., October 12, 2021 -- Midterm examination - <i>The exam will cover all material presented in the first half of the course. Expect the exam to include term and image identifications, short-answer questions, and short essay questions.</i>		

MEETING DATE	TOPIC(S)	ASSIGNED READING(S)
Thu., October 14, 2021 -- No class meeting		
Module 6 - Greek urbanism		
Tue., October 19, 2021	Greece in the early Iron Age; early Greek urbanism	Gates chapter 12 [RES] de Waele, J. A. K. E. 1998. "The Layout of the Lefkandi 'Heron'." <i>The Annual of the British School at Athens</i> 93:379-384.
Thu., October 21, 2021	Greek city planning and Greek colonial urbanism	Gates chapters 13, 14 [RES] Cahill, Nicholas. 2003. <i>Household and City Organization at Olynthus</i> . New Haven: Yale University Press. – Ch. 1 "Greek City Planning in Theory and Practice" (pp. 1-22)
Tue., October 26, 2021	Archaic and Classical Athens - the Agora and the Acropolis	Gates chapters 15, 16 [RES] Camp, John McK. 2001. <i>The Archaeology of Athens</i> . New Haven: Yale University Press. Ch. 4 "Classical Athens"
Thu., October 28, 2021	Hellenistic urbanism and Alexander the Great Quiz IV	Gates chapters 17, 18 <u>Optional</u> : [RES] Mairs, Rachel. 2014. <i>The Hellenistic Far East: archaeology, language, and identity in Greek Central Asia</i> . Berkeley: University of California Press. Ch. 2 "Ai Khanoum" (pp. 57-101)
Module 7 - Italo-Roman urbanism		
Tue., November 2, 2021	Iron Age Italy Etruscan urbanism	Gates chapter 19 [RES] Stoddart, Simon et al. "Patterns of Etruscan Urbanism." <i>Frontiers in Digital Humanities</i> , 02 September 2020 https://doi.org/10.3389/fdigh.2020.00001

MEETING DATE	TOPIC(S)	ASSIGNED READING(S)
Thu., November 4, 2021	Early Rome	Gates pp. 328-331 Becker, J. A. 2015. " <u>Forum Romanum (The Roman Forum) – Smarthistory.</u> " Smarthistory.org. [RES] Brock, Andrea. L. 2016. " <u>Envisioning Rome's Prehistoric River Harbor: An Interim Report from the Forum Boarium.</u> " <i>Etruscan studies</i> 19.1: 1-22.
Tue., November 9, 2021	Roman Republican urbanism and colonial expansion	Gates pp. 331-347 Gates chapter 22
Thu., November 11, 2021	Roman urbanism in the later republican period	[RES] Purcell, Nicholas. 2010. "Urbanism." In <i>The Oxford Handbook of Roman Studies</i> , edited by Alessandro Barchiesi and Walter Scheidel, 579-92. Oxford: Oxford University Press. [AZ] <u>Chapter 6 - Civic Ritual and Civic Identity pp 94-105</u>
Tue., November 16, 2021	Augustan Rome I	Gates chapter 21 [AZ] <u>Chapter 4 - Urban Landscape and Environment pp 56-77</u>
Thu., November 18, 2021	Augustan Rome II Quiz V	[RES] Zanker, P. 1988. <i>The Power of Images in the Age of Augustus</i> (Thomas Spencer Jerome Lectures). Ann Arbor: University of Michigan Press. Chapter 5: "The mythical foundations of the new Rome" n.b. Memo 2 is due November 22. See above.

MEETING DATE	TOPIC(S)	ASSIGNED READING(S)
Tue., November 23, 2021	The cities of Vesuvius - Pompei and Herculaneum	[RES] Laurence, Ray. 2010. <i>Roman Pompeii: Space and Society</i> . 2nd ed. London: Routledge. Ch. 2 “Reshaping public space” [AZ] <u>Chapter 7 - Urban Society: Stratification and Mobility pp 106-130</u>
Thu., November 25, 2021 - No class meeting		
Tue., November 30, 2021	Roman urbanism from Nero to Trajan	Gates chapter 23 [RES] Davies, P.J.E. 1997. “The Politics of Perpetuation: Trajan's Column and the Art of Commemoration.” <i>American Journal of Archaeology</i> 101.1: 41-65.
Thu., December 2, 2021	Roman urbanism from Hadrian to Diocletian Roman provincial cities	Gates chapter 24 [AZ] <u>Chapter 8 - The Urban Economy pp 131-148</u>
Tue., December 7, 2021	Constantine, Constantinople, and the Eastern Mediterranean	Gates chapter 25 [AZ] <u>Chapter 9 - City-States and Cities and States pp 149-166</u>
Thu., December 9, 2021 - Final class meeting	<u>Final class meeting</u> The City in Late Antiquity Ancient urbanism postscript	[AZ] <u>Chapter 10 - The End of the Ancient City? pp 167-185</u> <i>Optional but recommended:</i> [RES] Liebeschuetz, W. 1992. “The end of the ancient city.” In <i>The City in Late Antiquity</i> , edited by J. Rich, 1-36. London: Routledge.
December 11-12 - Reading days		

MEETING DATE	TOPIC(S)	ASSIGNED READING(S)
<p>December 13-17 - Final examination period. Specific date and time TBA by the university <i>The final examination will involve visual analyses of key objects studied in the course as well as analytical and comparative exercises.</i></p>		