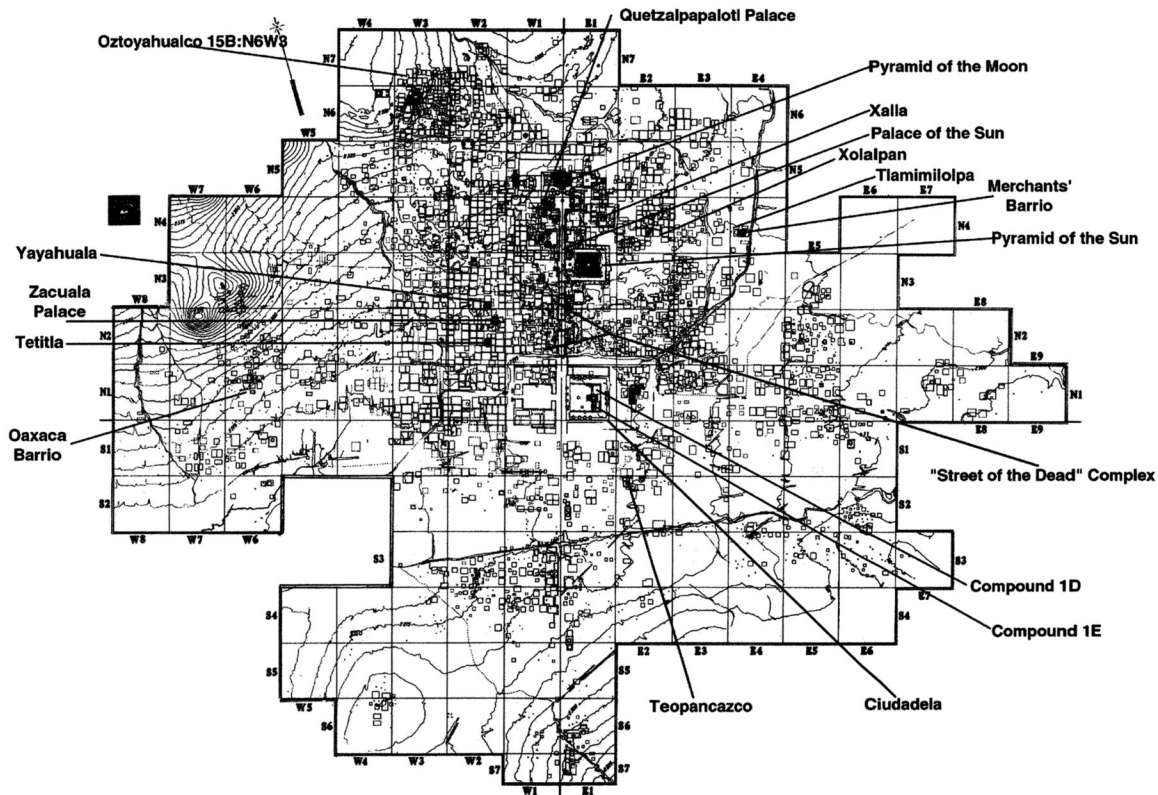


Archaeology 150: Archaeology of Cities



Map of Teotihuacan, Mexico (from [Manzanilla 2015](#))

Instructor:	Ryan H. Collins	Class Time:	TR 12:30-1:45
Email:	ryanhco@bu.edu	Classroom:	STO 253
Office:	STO 241	Course credit:	4.0
Hours:	T/R 2:00-3:15 and by appointment		

Course Description

With over half the world's population now living in cities, archaeological investigation into the origins and evolution of cities represents a central topic of social science research. This course is designed to familiarize students with archaeological perspectives on cities and urbanism, which emphasize spatial organization, material culture, and historical change over long periods of time. Students engage archaeological debates concerning the definitions of cities; their appearance and characteristics in different parts of the world; cross-cultural similarities and differences in urbanism; and reasons for urban decline and collapse.

Course content moves from theoretical frameworks for understanding urbanism, to examination of urban trajectories in several areas of the ancient to early-modern world, including how different cultures themselves viewed cities. This grounding then allows for comparative evaluation of several major themes in the archaeology of urbanism at the conclusion of the

semester. Course evaluation is based on short written assignments, exams, and participation. This is an introductory level class that does not require any prerequisites and fulfills the Social Science distribution of the CAS distribution; the Social Inquiry I and Historical Consciousness outcomes of BU HUB; and requirements for degrees in Urban Studies and Latin American Studies.

Course Objectives:

At the end of the course, students will be able to

- Recognize the deep histories and cycles of urban development and decline from several parts of the ancient and early modern world.
 - Explain how archaeologists study cities and urbanism.
 - Effectively compare and contrast urbanism in different geographical and temporal contexts.
 - Undertake preliminary, independent research involving the application of archaeological perspectives from the class to an archaeological or historical case of interest to them, for the BU campus, and for contemporary Boston—in each case, writing up the results of their analyses.
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Expectations and Policies:

- Students are expected to attend all classes, have done the assigned reading, and be prepared to discuss course topics.
 - Students are expected to be respectful of their peers and the class by arriving and departing class on time.
 - Participation scores are based on a combination of in-class participation, both during specially designated discussion sessions and in-class meetings with a lecture, as well as by turning in Thoughts and Questions (TQs).
 - Thoughts and Questions (TQs) are due at noon the day before the class for which they are designated on the syllabus, and you should submit a minimum of one TQ and respond to a minimum of one TQ written by a classmate.
 - TQs can include things that you did not understand or would like clarification on from the readings or lectures for the week, or reflections you have of the issues under discussion (e.g., what you found interesting; how something might relate to something else you are familiar with or we have covered earlier in class).
 - To earn full points on TQs, it is necessary that they are turned in on time and that you demonstrate your knowledge of course material. For instance, do not simply write you "didn't get" part of a lecture or reading; instead, explain what you do understand about the topic, what specific facet is confusing to you, and why.
 - Three written assignments are each worth 10% of the final grade and are outlined below.
 - Late assignments will be deducted 10% of their grade per day, beginning with the start of the class period for which they are assigned.
 - Exams will be held in class and are structured around the key terms and concepts listed on the first slide of lectures, which are reinforced by the assigned readings. They are all weighted equally (15%) and are not cumulative.
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Course Assignments and Grade Distribution:

Exams (15% each)	45%
Assignments (10% each)	30%
Participation (includes TQs)	25%

Academic Honesty

Academic dishonesty includes cheating, plagiarism, and all forms of misrepresentation in academic work, and is unacceptable at Boston University. All students are required to follow the provisions of the BU Academic Conduct Code

(<http://www.bu.edu/academics/resources/academic-conduct-code/>) and the Code of Student Responsibilities (<http://www.bu.edu/dos/policies/student-responsibilities/>). The professor will refer cases of suspected academic misconduct to the Dean's Office.

Disability Accommodation

If you have a disability that requires accommodation, please discuss it with the professor and provide the necessary documentation as soon as possible. Information regarding this documentation is available from Disability Services, which can be found online at:

<http://www.bu.edu/disability/>

Course Textbooks

The following texts are required and can be purchased at the BU Bookstore. Other readings are listed at the back of the syllabus and will be available via BU Learn. If you have problems accessing the BU Learn page (aka Blackboard), please call the BU IT Help Center at (617) 353-HELP.

Marcus, Joyce, and Jeremy A. Sabloff (eds.)

2008 *The Ancient City: New Perspectives on Urbanism in the Old and New World*. School for Advanced Research Press, Santa Fe.

Rothschild, Nan A. and Diana diZerega Wall

2014 *The Archaeology of American Cities*. University Press of Florida, Gainesville.

Assignments

Assignments are due on the dates listed below and on the weekly schedule via BU Learn.

Assignment 1 (Due September 24th)

This assignment is intended to familiarize you with global chronologies of urbanism and the relative size and longevity of early cities. Choose one ancient or early modern (pre-1700) city for this analysis and complete the corresponding form available on BU Blackboard, with questions on chronology, population, urban functions, and urban organization following Marcus and Sabloff (2008). You will need at least two sources, which may include any of the assigned readings and your research. For external sources, you must include a reputable source, such as an academic journal article or book, using a library search. Contact a librarian, or Prof. Collins if you have any doubts about what constitutes a reputable source.

Assignment 2 (Due October 31st)

This assignment is intended to familiarize you with key concepts in the study of urban planning and spatial organization and draws on the article by Smith (2007). Use the BU campus as your case study, but draw from examples discussed in class and from your case in Assignment 1. In 1-2 pages (ca. 500 words), touch on the following issues outlined by Smith: coordination, orthogonality, formality, monumentality, and levels of meaning. In what ways do particular aspects of the campus illustrate these principles? Include figures on extra pages to convey your points (please compress these).

Assignment 3 (Due December 5th)

This assignment is intended to familiarize you with the development of Boston as a city and is based on the walking tours outlined by Seasholes (2006) and examples covered in Rothschild and Wall (2014). Complete one of the provided walking tours of the Central Waterfront or of the Back Bay and Esplanade. In 1-2 pages (ca. 500 words), comment on the historical development of Boston as a city focusing on issues of land-making (landfilling) and the key concepts from the previous two assignments (urban organization in Marcus and Sabloff [2008] and forms of urban planning in Smith [2007]). Include figures on extra pages to convey your points (please compress these).

Weekly Course Outline

DT	TOPIC	READINGS/ASSIGNMENTS
<u>UNIT 1</u>		
9/3	Introduction	Marcus and Sabloff in MS
9/5	Definitions and frameworks	Smith 2007, Wide Urban World blog
9/10	Archaeological methods and theories	<u>(TQs)</u> RW Ch. 1
9/12	Archaeological methods and theories	Archaeo Duck blog
9/17	Sedentism	<u>(TQs)</u> Renfrew in MS
9/19	early urbanism in Eurasia	Stone in MS
9/24	Early cities Mesopotamia + Asia	Kenoyer in MS, <u>Assignment 1</u>
9/26	Early cities in Egypt	Bard in MS
10/1	Early cities in the Mediterranean	<u>(TQs)</u> DeLaine in MS
10/3	Romanization and Roman cities	Jones in MS, Zanker 2000
10/8	<u>EXAM 1</u>	
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<u>UNIT 2</u>		
10/10	Sedentism and early urbanism in the Americas	Shady Solis 2006
10/17	Teotihuacan: City of the Gods	<u>(TQs)</u> Carballo and Robb 2017
10/22	Cities of the ancient Maya – Part 1	Pyburn in MS
10/24	Cities of the ancient Maya – Part 2	Maya Lab Exercise
10/29	Tula, the Toltecs, and Aztec Origins	Hirth in MS
10/31	Aztec cities	<u>Assignment 2</u>
11/5	The Moche, the Inca and the Andes	Moore 2003; Morris-MS,
11/7	Early Boston	Beaudry 2006,
11/12	<u>EXAM 2</u>	

UNIT 3

11/14	Early colonial cities in the Americas	<u>(TQs)</u> RW Ch. 2-3
11/19	Boston assignment (SAA)	Seasholes 2006, City of Boston page
11/21	Bridging past and present through comparison	Carballo and Fortenberry 2015
11/26	Urban provisioning, economics, and migration	RW Ch. 4-5
12/3	Households, neighborhoods, and inequality	RW Ch. 6-7
12/5	Course wrap-up discussion	<u>Assignment 3</u>
12/10	<u>EXAM 3</u>	

Abbreviations for edited volumes

MS = Marcus and Sabloff (2008)

RW = Rothschild and Wall (2014)

Assignments and Exams are in bold and underlined. Note that TQs are due by noon the day before the class meeting, they are listed on.

Course Readings

Beaudry, Mary

2006 Stories that Matter: Material Lives in 19th-Century Lowell and Boston, Massachusetts. In *Cities in the World 1500-2000: Papers given at the Conference of the Society for Post-Medieval Archaeology*, edited by Adrian Green and Roger Leech. Maney Publishing, London.

Carballo, David M., and Brent Fortenberry

2015 Bridging Prehistory and History in the Archaeology of Cities. *Journal of Field Archaeology* 40(5): 542-559.

Carballo, David M., and Matthew H. Robb

2017 Lighting the World: Teotihuacan and Urbanism in Central Mexico. In *Teotihuacan: City of Water, City of Fire*, edited by Matthew H. Robb, pp. 12-19. Fine Arts Museums of San Francisco and University of California Press, San Francisco.

Marcus, Joyce, and Jeremy A. Sabloff (eds.)

2008 *The Ancient City: New Perspectives on Urbanism in the Old and New World*. School for Advanced Research Press, Santa Fe.

Moore, Jerry D.

2003 Life behind Walls: Patterns in the Urban Landscape on the Prehistoric North Coast of Peru. In *The Social Construction of Ancient Cities*, edited by Monica L. Smith, pp. 81-102. Smithsonian Institution Press, Washington.

Povoledo, Elisabetta

2017 Unearthed in Rome's New Subway: Extinct Elephants and Persian Peach Pits. New York Times, December 18th, <https://nyti.ms/2keb6T9>

Rothschild, Nan A. and Diana diZerega Wall

2014 *The Archaeology of American Cities*. University Press of Florida, Gainesville.

Seasholes, Nancy S.

2006 *Walking Tour of Landmaking on Boston's Central Waterfront*. MIT Press, Boston.

Shady Solis, Ruth

2006 America's first city? The case of Late Archaic Caral. *Andean Archaeology III*: 28-66.

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.

Zanker, Paul

2000 The City as Symbol: Rome and the Creation of an Urban Image. In E. Fentress, ed. Romanization and the City. Creation, Transformations, and Failures. *Journal of Roman Archaeology*, supplementary series 38:25-41.

Links & Other Resources

Archaeo Duck video blog <https://youtu.be/bY5iTiRhJ8c>

City of Boston Archaeology webpage <http://www.cityofboston.gov/archaeology/dig.asp>

Wide Urban World blog <http://wideurbanworld.blogspot.com/>