ORIGINS OF CITIES

Time: TTh 9:00-10:15 a.m.
Classroom: ARCH 101A
Office: 203C Dean Hall
Office Phone: (808) 956-7552
Office Hours: Tuesdays 1-3 pmand by appointment

Course Description

For the first time in history, the majority of the world’s population lives in cities. Urbanization is key to defining the contemporary human experience. But this is not new. The city is an ancient form of collective life, and throughout history cities have helped define what it means to be social and what it means to be human. But what exactly is a city? When and why did cities appear in human history? How do urban spaces evolve, and how do cities differ across cultural contexts? What social processes produce a city, and what social processes does a city produce? How do we research the lives of cities and those who inhabit them – past, present, and future? Since your teacher (Dr. Stark) is an archaeologist, we use archaeological examples to understand long-term processes in urbanism. We complement these archaeological examples with studies of living, dying, and resuscitated cities in today’s world.

We are social scientists, and use anthropological, sociological, geographical and historical approaches to understand “the city” and the origins of urbanism using examples from the Old and New Worlds. This course fulfills the Oral-Intensive (OC) focus at UH-Mānoa. Students should expect to participate in facilitated panel discussions, make 1 class presentation and facilitate a discussion that follows, and to participate in every class discussion with questions and comments based on the week’s assigned readings. These activities are designed to help learn the course content, improve students’ communication skills, and maintain an engaged class environment.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Describe several important (pre)modern urban forms
2. Briefly summarize several trajectories of (pre)modern urban development
3. Understand the biography of one major city (modern or preindustrial)
4. Identify major factors underlying urbanism and discuss their interrelationships from multiple disciplinary perspectives
5. Critically evaluate the quality of argumentation presented in professional readings on the subject
6. Articulate a position of their own in several key debates of interest to urban studies academics and support these positions verbally and in writing with appropriate evidence.

Course Prerequisites

Prerequisites: ANTH 322 (or concurrent), SOC 301 (or concurrent), GEOG 421 (or concurrent) or permission of the instructor.
**Course Requirements**

This is an upper-division undergraduate lecture/discussion which meets twice a week. As such, it is a readings-intensive, discussion-oriented class. I e x p e c t y o u t o c o m e to class prepared to contribute (frequently) to class discussions. Weekly topics of discussion will be based around assigned readings as conceptual case studies. There will be weekly readings-based questions administered as hardcopy in class or posted online, designed to help organize and reinforce key concepts. Your participation in in-class discussions will be graded.

**Required Readings**

It is not necessary to purchase a textbook for this class; readings will be available through in PDF format for download and printing from Laulima on a unit-by-unit basis. A note on the readings: many of the materials you will be asked to read were not written with the general public, or even an undergraduate audience in mind; many assume the reader is professional anthropologist, sociologist, geographer, historian, etc. These readings are challenging and they will require considerably more time and effort (on both your part and mine) to digest and make sense of than conventional textbooks. Your hard work will be rewarded with an increased appreciation for—and understanding of—“urbanism” and its development.

**Undergraduate Grading Policy**

You can earn a total of 100 points in this course (each equivalent to one percent of your final grade). Students earning a cumulative total equal to or more than 60 points pass the course and will be assigned a letter grade according to the table below. Students earning fewer than 60 points fail the course and receive a letter grade of “F”. “Incomplete” g r a d e s will be given only in the most extenuating circumstances, and requires (at a minimum) signed medical documentation.

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<tr>
<th>ADEQUATE PERFORMANCE</th>
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<td>Excellent: A+ 97–100</td>
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<td>A 93–96</td>
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**GRADE BREAKDOWN:**
22 points — attendance\(^1\) and class participation
28 points — 14 weekly quizzes (@ 2 points/exam)
15 points — 1 class presentation: *Getting to Know Cities* (and facilitated discussion)
10 points — 1 panel discussion (where student is co-organizer and discussion facilitator)
25 points — Final examination (take-home)

**ATTENDANCE AND PARTICIPATION:** I expect each of you to attend and participate actively in class (this portion of your grade is worth 20 points). If you must miss class for an excusable reason, please contact me in advance by email. You cannot do well in this class unless you attend class regularly, complete the assigned readings, and participate in the class discussions. Therefore, you are allowed three unexcused absences throughout the semester (not including documented illness, family emergencies, etc.); for each additional class period missed your final overall grade will be reduced by 2 points (or 2%); if you were to have five unexcused absences, you would forfeit 10% of your final grade.

**WEEKLY QUIZZES:** I expect you to submit your completed quiz at the beginning of each Tuesday’s class.

\(^1\) Both the Professor and students are expected to arrive at class on time; students who arrive 5 min. or later to class regularly will not get credit for attendance unless they have compelling reasons that they discuss with the instructor.
Taken together, these quizzes count for 28% of your final grade. Quizzes missed due to class absence or lateness will only be allowed in cases of documented medical (or other) emergency.

CLASS PRESENTATIONS: You will make an individual class presentation and participate in a panel presentation as part of your ANTH 325 assignments. This semester, we use the “Getting to Know Cities” class presentation assignment to understand four (4) different cities in some detail: their history, their demographics, their social construction, and their future. Week 5 is the exception: we'll examine a number of cities that have died (and some have subsequently revived). Our goal in that week is to explore why some cities go extinct and others “return from the dead;” p. 14 in this document outlines my expectations for your class presentation.

Your panel presentation will involve 3-4 students and focus on the week's panel discussion theme (listed in the Course Calendar), beginning in Week 07. The panel discussion will last 20-30 minutes and must include audiovisual materials (Powerpoint presentations can be useful; please restrict your video segments to those shorter 5 min.); Panelists must integrate topics from the week's assigned readings and engage their classmates in the second half of their presentation: through discussion questions, facilitated small-group discussions of questions, a game show... be creative! You may use material from one of our showcased cities as examples to help us understand the week's central themes. Just be advised that whatever material you use in your panel presentation must not overlap with your class presentation.

EXAMS: This class has no mid-term exam; the take-home final is worth 25% (25 points) of your final grade and must be submitted by Thursday December 15, 2016 at 11:45 a.m. No late exams will be accepted.

MyUH and Email

Using Laulima is integral to your success in this course. [https://myuhportal.hawaii.edu/](https://myuhportal.hawaii.edu/). Copies of the course syllabus, readings, assignments, and other course documents in PDF format will be updated regularly. You will need Adobe Acrobat Reader to open, view, and/or print these documents (available free at [http://www.adobe.com](http://www.adobe.com)). Your instructor may use the course website to post and/or email you important announcements such as readings additions/deletions, class cancellations, or scheduling changes. Please consult your UH email account and the ANTH 325 website twice weekly.

Academic Dishonesty

You are encouraged to discuss what you have learned in this class with your peers (both in and out of the classroom). Each student is responsible, however, for the content of work submitted or presented as their own. Students caught plagiarizing authoritative sources, failing to acknowledge the ideas of others, copying and submitting another student’s work as their own, and/or cheating, or conspiring to cheat on assignments will face disciplinary action. These and other offences are outlined in the University of Hawai‘i at Mānoa’s Student Conduct Code available online at [http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/). Please read this and make sure that you understand its contents. Severe infractions will be referred to the UH administration for disciplinary action.

Disabilities and Special Needs

Students with disabilities or in need of special classroom accommodations must contact the instructor and UHM KOKUA as soon as possible ([V/T] 956-7511 or [V/T] 956-7612; email: kokuak@hawaii.edu). KOKUA is located in the Student Services Center, Rm. 103 ([http://www.hawaii.edu/kokuak/](http://www.hawaii.edu/kokuak)).
# Course Calendar

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<th>DATE</th>
<th>UNIT</th>
<th>TOPICS</th>
<th>READINGS/NOTES</th>
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<td>Week 01</td>
<td>08/22</td>
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<td>What is a City? Urbanism vs. Urbanization</td>
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<td><em>Defining the City: Class Project</em></td>
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<td>Week 02</td>
<td>08/29</td>
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<td>Contemporary Urban Theory I: Modern vs. Premodern Urbanism</td>
<td>Dokoupil 2011 &lt;br&gt;Owen 2009 &lt;br&gt; Pollan 2000 &lt;br&gt;Sjoberg 1955 &lt;br&gt;<strong>Quiz 1</strong></td>
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<td><em>Tips on Oral Presentations</em></td>
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<td>Week 03</td>
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<td>Contemporary Urban Theory II: The Social</td>
<td>Ong 2010 &lt;br&gt;Wallace 2014 &lt;br&gt;<strong>Quiz 2</strong></td>
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<td>09/12</td>
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<td>Calderia 1999 &lt;br&gt;Low 2001 &lt;br&gt;Wei 1998 &lt;br&gt;<strong>Quiz 3</strong></td>
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<td>Contemporary Urban Theory III: The Modern Global Urban Economy and its Communities</td>
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<td>Week 05</td>
<td>09/17</td>
<td>04</td>
<td>Childe 1950 &lt;br&gt;Smith 2009 &lt;br&gt;<strong>Quiz 4</strong></td>
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<td>What is a City? (Reprise); Classic Urban Theory The Origins of Cities, or of States?</td>
<td><strong>Gentrification</strong></td>
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| Week 06 09/26 | 05 | The Origins of Cities, or of States? (continued)  
And... Detroit reborn?  
Ancient Cities with No States? Ancient States with No Cities? | Detroit as a dying city:  
[https://www.youtube.com/watch?v=NL_YdRxBhzI](https://www.youtube.com/watch?v=NL_YdRxBhzI)  
**Quiz 5**  
Christie 1991  
Mattingly and Sterry 2013 |
|---|---|---|
| Week 07 10/03 | 06 | Ancient City Size and Organization: Urban Survey And Excavation  
**PANEL DISCUSSION: EXAMPLES OF HOW ARCHAEOLOGISTS STUDY A CITY** | Isendahl 2012  
Keith 2003  
Stark et al. 2015  
**Quiz 6** |
| Week 08 10/10 | 07 | Ancient Urban Social Units, Interactions and Activities  
Pollack et al. 1996  
Smith 2010a  
**Quiz 7** |
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<th>Week</th>
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<th>Topic</th>
<th>Notes</th>
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| Week 09 | 10/17 | 08 | Population, Health, and Environment in Ancient Cities | How was the Black Death an Urban Issue?  
http://www.history.com/topics/black-death/videos/the-black-death-begins  
http://www.history.com/topics/black-death/videos/black-plague-extinction?m=528e394da93ae&s=undefined&f=1&free=false  
Delile et al. 2014  
Miksic 1999  
Schug et al. 2013  
Storey 2006  
Quiz 8 |
| Week 10 | 10/24 | 09 | The Social Construction of Ancient Cities I: Economy | PANEL DISCUSSION: PLAGUES, PUBLIC HEALTH, AND URBANISM  
PANEL DISCUSSION: URBAN FOOD SECURITY AND/OR FAMOUS URBAN SIEGES  
Barthel and Isendahl 2013  
Garnesy 1983  
Zeder 2003  
Quiz 9 |
| Week 11 | 10/31 | 10 | The Social Construction of Ancient Cities II: Leadership and Power | PANEL DISCUSSION: WHO'S IN CHARGE OF THIS CITY? CASE STUDIES  
Houston et al. 2003  
Molotch 1976  
Quiz 10 |
Carballo 2012  
Hall 1996  
Stark 2015  
Swenson 2003  
Quiz 11 |
| Week 13 | 11/14 | 12 | The Social Construction of Ancient Cities IV: Space | PANEL DISCUSSION: DHARAVI, CIUDAD NEZA, ORANGI TOWN, AND KIBERA  
Shadow cities:  
http://www.ted.com/talks/robert_neuwirth_on_our_shadow_cities?language=en  
Hutson et al. 2008  
Smith 2010b  
UN Habitat 2008/9  
Quiz 12 |
<table>
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<th>Week 14</th>
<th>11/21</th>
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<th>The Social Construction of Ancient Cities V: Identity</th>
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<td>PANEL DISCUSSION: ETHNOGENESIS IN AMERICAN CITIES</td>
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<td>Quiz 13</td>
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<td>Week 15</td>
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<td>Urbanization as Political Process</td>
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<td>PANEL DISCUSSION: WARTIME REFUGEE AND INTERNMENT CAMPS AS TEMPORARY CITIES</td>
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<td>Wilkinson et al. 2007</td>
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<td>Quiz 14</td>
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<td>Week 16</td>
<td>12/05</td>
<td>15</td>
<td>No class: study time for take-home final</td>
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<td>Tuesday</td>
<td>December</td>
<td>12, 2017</td>
<td>Final Exam due to instructor in student’s ANTH 325 Laulima Dropbox email by 11:45 a.m. (late exams will not be accepted)</td>
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REQUIRED READING

Introduction: Urban Anthropologies

The following paper provides a capsule overview of the questions that have concerned “urban” anthropologists in recent decades, and their approaches to the urban “problem”. The paper by Smith quickly summarizes much of the intellectual terrain that will cover in this course.

Finley, M. I.

Low, Setha M.

Contemporary Urban Theory

Contemporary urban studies serve not only as a basis for modeling the development of ancient cities, but also to call attention to preconceptions about city life that stem from our twentieth and twenty-first century urban experience. The authors of the readings in units 01 and 02 sometimes unintentionally (or not) view modern cities and modern human behavior as fundamentally different from the organization of human activities prior to the Industrial Revolution and the global colonial expansion of the late 18th and 19th centuries. Later archaeological case studies will allow us to evaluate the appropriateness of these assumptions.

UNIT 01—CONTEMPORARY URBAN THEORY I: MODERN VS. PREMODERN URBANISM

Dokoupil, Tony

Owen, David
2009 Greenest place in the U.S.? It’s not where you think. Yale University’s Environment360 website. Online access: http://e360.yale.edu/feature/greenest_place_in_the_us_its_not_where_you_think/2203/.

Pollan, Michael

Sjoberg, Gideon

UNIT 02—CONTEMPORARY URBAN THEORY II: THE SOCIAL PRODUCTION OF URBAN SPACE AND THE ATTRACTIVENESS OF CITY LIFE

Ong, Aihwa

Wallace, Julia
The following set of readings examines how the modern world developed into a global urban economy. By examining specific factors—such as colonial expansion—and their contribution to urbanization, we will work to "strip away" the trappings of modernism to arrive at the essence of the urban locale (be it premodern, or modern).

UNIT 03—CONTEMPORARY URBAN THEORY III: MODERNISM AND THE GLOBAL URBAN ECONOMY

Calderia, Teresa P. R.

Low, Setha

Wei, Li

Classic Urban Theory

Now that we have examined some of the preconceptions that we may bring to the study of ancient urbanism, how do we both reconstruct and explain the development of ancient urban systems? In Unit 04 we revisit our definition of the city. Childe’s oft-cited paper on urbanism has been—implicitly or explicitly—integrated into nearly all subsequent discussions of urbanism and statecraft. Compare this, however, with Emberling. Unit 05 examines the (non-)relationship(?) between cities and states (in Indonesia, Sub-Saharan and northern Africa, and South Asia) in greater detail.


Childe, V. Gordon.

Smith, Michael E.

UNIT 05—ANCIENT STATES WITHOUT CITIES? ANCIENT CITIES, BUT NO STATES? (PANEL DISCUSSION)

Christie, Jan Wisseman

Mattingly, D. J. and M. Sterry
Extracting Information from the Ancient City

Before examining specific case studies, we should consider what kinds of archaeological information can be collected from urban locales. Excavations enable the detailed diachronic study of only small areas of any settlement, while surface surveys, although they cover more area, may produce information heavily biased towards certain periods of occupation. Ethnohistoric data can sometimes prove complementary to other classes of information when studying urban composition, spatial segmentation, and the organization of activities. How populous were some ancient cities? How did urban living affect the health of their inhabitants and alter past environments?

UNIT 06: ANCIENT CITY SIZE AND ORGANIZATION: URBAN SURVEY AND EXCAVATION

Isendahl, Christian

Keith, Kathryn

Stark, Miriam T., Damian Evans, Chhay Rachna, Heng Phiphal and Alison Carter

UNIT 07: ANCIENT URBAN SOCIAL UNITS, INTERACTIONS AND ACTIVITIES (PRESENTATIONS)

Manzanilla, Linda

Pollock, Susan, Melody Pope, and Cheryl Coursey

Smith, Michael E.

UNIT 08: POPULATION, HEALTH, AND ENVIRONMENT IN ANCIENT CITIES (PANEL DISCUSSION)

Delile, Hugo, Janne Blichert-Toft, Jean-Philippe Goiran, Simon Keay, and Francis Albarède

Miksic, John N.

Schug, Gwen Robbins, K. Elaine Blevins, Brett Cox, Kelsey Gray, and V. Mushrif-Tripathy

Storey, Rebecca
The Social Construction of Ancient Cities

Premodern cities are often assumed to be organic entities in which the principal distinctions to be observed are in the distributions of elite and non-elite goods and architecture. Modern cities, on the other hand, are considered to be much more complex constellations of wealth, resources, political power, ideology, ethnicity, gender, and other non-kin based identity. Can similar distinctions, in fact, be seen in premodern cities? To what extent is city organization pre-planned and leadership driven? Are the benefits of urban design limited to the few, or the many? Do the urban masses ever co-opt and modify the spaces planned for other purposes on the part of elites?

UNIT 09 READINGS: ECONOMY (PANEL DISCUSSION)

Garnsey, Peter

Shen, Chen

Zeder, Melinda A.

UNIT 10 READINGS: LEADERSHIP AND POWER (PANEL DISCUSSION)

Houston, Stephen, Héctor Escobedo, Mark Child, Charles Golden, and René Muñoz

Molotch, Harvey

UNIT 11 READINGS: RITUAL AND PERFORMANCE (PANEL DISCUSSION)

Carballo, David M.

Hall, Kenneth R.

Stark, Miriam T.

Swenson, Edward R.
Urbanization

Much of the foregoing course has concerned the phenomenon of “urbanism,” of life in urban communities, and the reasons for living in them. In this latter section of the course we shift our focus to the process(es) by which some societies became urban (or not as the case may be), a process we refer to as “urbanization.” As we have seen, cities can take many forms, and the ways they emerged were likewise numerous (although not limitless). Any discussion of urbanization necessitates a much longer-term perspective on village, town, and city formation than we have previously adopted, as well as one of wider (or “regional”) scope. And it requires a different set of methodological tools.

UNIT 14 READINGS: URBANIZATION AS PROCESS (PANEL DISCUSSION)

Agier, Michel

Liu, Li

Koscica, Milica

GETTING TO KNOW CITIES

You will make a class presentation that uses an urban case study to focus on the week’s topic. Your presentation should include facts and figures, using at least two scholarly sources (that are not assigned class readings). Plan to make a 10-15 minute presentation that includes at least 10 “pages” visuals (in PowerPoint format). Please prepare a one-page, single-spaced “Facts and Figures” hand-out for the class that includes the location, size, nature, and qualities of your case study with full bibliographic references at its end.

Week 6: DYING (AND REBORN?) CITIES: When, how, and why did these cities die? How and why were some reborn?

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<th>Aleppo Syria</th>
<th>Palenque Mexico</th>
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WEEK 8: LONG-LIVED CITIES: Why were they built? And what are the keys to long-term survival?

| Detroit | New Orleans | Paris | Baghdad |

WEEK 9: PEOPLE IN CITIES: Population, Health, and Environment in cities

| Detroit | New Orleans | Paris | Baghdad |

WEEK 10: ECONOMY OF CITIES: Describe this city’s economic history from its origins to the present.

| Detroit | New Orleans | Paris | Baghdad |

WEEK 11: LEADERSHIP & POWER: Who is in charge, historically, in this city?

| Detroit | New Orleans | Paris | Baghdad |

WEEK 12: REGAL-RITUAL CITIES: What forms of “ritual” practice (public, collective, restrictive) characterize this city?

| Detroit | New Orleans | Paris | Baghdad |

WEEK 13: USES OF URBAN SPACE: Where do the disenfranchised urban dwellers live, who are they, and how does this city cope with them socially, economically and administratively?

| Detroit | New Orleans | Paris | Baghdad |
Overcome Your Fear of Public Speaking

- **Prepare thoroughly.** Outline the presentation and practice it several times before delivering the presentation to an audience.

- **Speak about a familiar topic.** It is much easier to speak on topics that we already know about, rather than trying to tackle unfamiliar territory. Students sometimes choose topics because they know they can find a great deal of information on that topic. However, it is best to stick with topics that interest you and that are familiar.

- **Realize that you are not alone.** Most people are apprehensive about speaking in public and just as nervous as everyone else about giving a class presentation.

- **Focus on getting the message across to the audience** rather than on what the audience is thinking of you as a speaker. Realize that you feel more nervous than you actually look. The audience is focused on listening to your message, not on how nervous you look.

- **Use positive visualization.** It is helpful to imagine yourself giving a successful presentation to an appreciative audience. Negative thoughts and doubts increase anxiety, whereas positive visualization makes you feel more comfortable and confident.

- **Practice relaxation techniques.** It is helpful to manage speaking anxiety by using techniques such as deep-breathing, exercise, meditation, or yoga. Students may want to take a walk across campus before a presentation, for example.

- **Use visual aids in your presentation.** Students report that using visual aids is helpful in managing anxiety. This is because the attention is diverted from the speaker to the visual aids and also because visual aids give the speaker something to work with while they speak. This gives the speaker something to do with their hands and helps to channel nervous energy.

- **Practice.** The more a speaker practices, the more familiar he/she is with the information and the more comfortable he/she will be during the actual presentation. The value of practice cannot be emphasized enough when it comes to giving class presentations.