ORIGINS OF CITIES

Time: TTh 12:00-1:15 p.m.
Classroom: Saunders 345
Office: 203C Dean Hall
Office Phone: (808) 956-7552
Office Hours: Wednesdays 1:30 – 3:00 pm and by appointment

Course Description and Objectives

Today, for the first time in history, the majority of the world’s population lives in cities. Urbanization may therefore be the most important factor in 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?

We 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 (O) focus at UH-Mānoa. Students should expect to participate in at least three facilitated panel discussions (and lead one), 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. Students will be expected to use computer-aided presentation software and to post their presentations for the class onto the Laulima website.

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 three times a week for 50 minutes at a time. As such, it is a readings-intensive, discussion-oriented class. You are expected to come to class prepared to contribute (frequently) to class discussions. Weekly topics of discussion will be based around assigned readings as conceptual case studies. On average, these readings will consist of 4–6 articles of 5–25 pages each per week, and may require several hours per week to complete. 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. Please be advised that your instructor’s readings notes will not be made available to students, either as hardcopy or in electronic form (you are expected to take your own). Regular class attendance is therefore highly recommended.

Required Readings

The required “textbook” for this course is:

Smith, Monica L. (ed.), 2003, The Social Construction of Ancient Cities, Smithsonian Press, Washington, DC. We will read most, but not all of the papers in this edited volume.

A list of additional weekly required readings by topical unit is appended to this syllabus. These readings will be available 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” grades will be given only in the most extenuating circumstances, and requires (at a minimum) signed medical documentation.

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<thead>
<tr>
<th>ADEQUATE PERFORMANCE</th>
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<tr>
<td>Excellent A+</td>
<td>Failing Grade F</td>
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<td>Good B+</td>
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<td>Fair C+</td>
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<td>Poor D+</td>
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<td>A- 90–92</td>
<td>D- 60–62</td>
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<td>A 93–96</td>
<td>D 63–66</td>
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<td>B 83–86</td>
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<td>C 73–76</td>
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</table>
| 22 points — attendance\(^1\) and class participation
28 points — 14 weekly quizzes (@ 2 points/exam)
15 points — 1 class presentation: Biography of a City (and facilitated discussion)
10 points — 1 panel discussion (where student is co-organizer and discussion facilitator)
25 points — Final examination (take-home)

\(^1\) 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.
ATTENDANCE AND PARTICIPATION: We meet three times a week, and you are expected to attend and participate actively in class (this portion of your grade is worth 20 points). Our class will succeed only if there is regular attendance and participation by students. If you miss a class you should contact your instructor by email ASAP and communicate with her to review what was missed. It is your responsibility to have already read the assigned readings for the class missed, before meeting with your instructor to review the material. It is not possible to do well in this course without having regularly come to class, done the assigned readings, and participated in 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: A quiz will be administered most Wednesdays at the start of class throughout the term to test reading comprehension (14 quizzes, worth 2% of your final grade each. All quiz questions are posted on Laulima under “Resources”, and you are encouraged to consult the week’s quiz question(s) prior to attending class that week. 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.

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 Monday December 16, 2014 at 11:45 a.m. Your best sources of information when studying for exams are past quizzes and your lecture/discussion notes. As goes for quizzes, make-up exams will only be allowed in cases of documented medical (or other) emergency.

**MyUH and Email**

An online course management shell has been created for this course through the university’s MyUH portal ([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/). By your acceptance of admission to UHM you have agreed to be bound by this Student Code of Conduct. It is your responsibility to read and understand the offences and administrative policies outlined in this document. Depending on the severity of the offence, sanctions may range from the receipt of lower or failing grades for the exam(s), exercise(s), or course in question to dismissal from the university without possibility of readmission. 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: kokua@hawaii.edu). KOKUA is located in the Student Services Center, Rm. 103 ([http://www.hawaii.edu/kokua](http://www.hawaii.edu/kokua)).
## Course Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>UNIT</th>
<th>TOPICS</th>
<th>READINGS/NOTES</th>
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<tbody>
<tr>
<td>Week 01 01/12</td>
<td>--</td>
<td>Introduction/Class Logistics</td>
<td>Finley 1977</td>
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<td>What is a City? Urbanism vs. Urbanization</td>
<td>Low 1999</td>
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<td><a href="https://www.youtube.com/watch?v=NFKQtmNgJuc">https://www.youtube.com/watch?v=NFKQtmNgJuc</a></td>
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<td>Week 02 01/19</td>
<td>01</td>
<td>Contemporary Urban Theory I: Modern vs. Premodern Urbanism</td>
<td>Dokoupil 2011</td>
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<td>Owen 2009</td>
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<td>Pollan 2000</td>
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<td>Sjoberg 1955</td>
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<td>Quiz 1</td>
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<td>Week 03 01/26</td>
<td>02</td>
<td>PRESENTATIONS: BIOGRAPHIES OF THE EARLIEST CITIES</td>
<td>Ong 2010</td>
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<td>Wallace 2014</td>
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<td>Zukin 1998</td>
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<td>Contemporary Urban Theory II: The Social</td>
<td>Quiz 2</td>
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<td>Week 04 02/2</td>
<td>03</td>
<td>Contemporary Urban Theory III: The Modern Global Urban Economy and its Communities</td>
<td>Calderia 1999</td>
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<td>Low 2001</td>
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<td>Wei 1998</td>
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<td><strong>Tips on Oral Presentations</strong></td>
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<td>05</td>
<td>02/9</td>
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<td>What is a City? (Reprise); Classic Urban Theory The Origins of Cities, or of States?</td>
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<td><strong>PRESENTATIONS: BIOGRAPHIES OF EXTINCT CITIES:</strong> Memphis, Carthage, Ephesus, Petra and Pompeii</td>
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<td>06</td>
<td>02/16</td>
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<td>MORE BIOGRAPHIES OF EXTINCT CITIES: Teotihuacan, Tikal, and Detroit</td>
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<td>Detroit as a dying city: <a href="https://www.youtube.com/watch?v=NL_ydxhIZ">YouTube</a></td>
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<td>Ancient Cities with No States? Ancient States with No Cities?</td>
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<td><strong>The Art of Oral Communication: Speaking Strategies (peer evaluation)</strong></td>
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<td>08</td>
<td>03/02</td>
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<td>Ancient Urban Social Units, Interactions and Activities</td>
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<td>Rural production &amp; urban centers (Mali): <a href="http://www.youtube.com/watch?v=R3749YMIuAQ">YouTube</a></td>
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<td>Markets (Baguio, Accra, K. Cham): <a href="https://www.youtube.com/watch?v=oldfNLbKyco">YouTube</a></td>
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<td><strong>BIOGRAPHIES OF LONG-LIVED CITIES:</strong> Xi’an, Uthong, Damascus &amp; Istanbul</td>
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</table>
| Week 09 03/9  | 08 | Population, Health, and Environment in Ancient Cities  
**Measles as an Urban Public Health Issue**  
PANEL DISCUSSION: PLAGUES, PUBLIC HEALTH, AND URBANISM | Delile et al. 2014  
Miksic 1999  
Schug et al. 2013  
Storey 2006  
Quiz 8 |
| --- | --- | --- | --- |
| Week 10 03/16 | 09 | The Social Construction of Ancient Cities I: Economy  
PANEL DISCUSSION: URBAN FOOD SECURITY AND/OR FAMOUS URBAN SIEGES | Barthel and Isendahl 2013  
Garnesy 1983  
Zeder 2003  
Quiz 9 |
| **NO CLASS MARCH 23 – 27, 2015 SPRING BREAK** |
| Week 11 03/30 | 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 |
| Week 12 04/06 | 11 | The Social Construction of Ancient Cities III: Ritual and Performance  
**BIOGRAPHIES OF REGAL-RITUAL CITIES: Persepolis, Tenochtitlan, and Salt Lake City** | Carballo 2012  
Hall 1996  
Stark in press  
Swenson 2003  
Quiz 11 |
| Week 13 04/13 | 12 | The Social Construction of Ancient Cities IV: Space  
PANEL DISCUSSION: FAVELA, PALPATH, GALLICHA WASTI, BOEUNG KAK, CHUMCHON AAI-AAT, KATCHI ABADI, KIBERA, AND... ??  
Shadow cities:  
http://www.ted.com/talks/robert_neuwirth_on_our_shadow_cities | Hutson et al. 2008  
Smith 2010b  
UN Habitat 2008/9  
Quiz 12 |
<table>
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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Readings</th>
<th>Quiz</th>
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</thead>
</table>
| 14 04/13      | 13   | The Social Construction of Ancient Cities V:   | Attarian 2003  
Calestani 2012  
Hirth 2008  
**Quiz 13** |       |
|               |      | Identity                                        |                                                               |       |
|               |      | **PANEL DISCUSSION: ETHNOGENESIS IN CITIES**    |                                                               |       |
| 15 04/20      | 14   | Urbanization as Political Process              | Agier 2002  
Liu 2006  
Wilkinson et al. 2007  
**Quiz 14** |       |
|               |      | **PANEL DISCUSSION: WARTIME REFUGEE AND INTERNMENT CAMPS AS TEMPORARY CITIES** |                                                               |       |
|               |      | • Manzanar (or Honouliuli)                      |                                                               |       |
|               |      | • Warsaw Ghetto                                |                                                               |       |
|               |      | • Khao-I-Dang or Site 2 Refugee Camp           |                                                               |       |
|               |      | • Zaatari or Azraq                             |                                                               |       |
| 16 04/27      | 15   | Becoming Urban, Future Urbanism, Urban Futures | Koscica 2014                                                 |       |
| Week of May 11th | --  | **Final Exam due to instructor by email by 11:45 a.m. (late exams will not be accepted)** |                                                               |       |
|               |      | **--**                                         |                                                               |       |
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.

Smith, Charles


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

Smith, M. E.

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

Manzanilla, Linda

Pollock, Susan, Melody Pope, and Cheryl Coursey

Rimmer, Jayne

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
2006 Mortality through time in an impoverished residence of the Precolumbian city of...

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.
2003 Cities of violence: Sacrifice, power, and urbanization in the Andes. Journal of Social
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.

**Urbanization**

UNIT 14 READINGS: URBANIZATION AS PROCESS (PANEL DISCUSSION)

*Agier, Michel*


*Liu, Li*


WEEK 15 READINGS: BECOMING URBAN, FUTURE URBANISM, URBAN FUTURES

Koscica, Milica
BIOGRAPHIZING CITIES

You will make a class presentation on a city that is either extinct, one of the earliest, an ancient Greek or Mesopotamian city-state, long-lived, or ritual. Introduce us to this city geographically, historically and demographically; make sure that your presentation helps us understand the city’s importance in its category. Most presentations will take 10-15 minutes, and include at least 10 “pages” visuals (ppt preferred) that locate the city in time and space and discuss its importance. Be sure to explain why your case study fits into its particular category (e.g., extinct, long-lived, etc.) and answer the key question for this topic. Also 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 (details vary depending on whether it’s extinct, it’s one of the earliest, and so on). Your oral presentation should also use at least 2 published references by archaeologists or anthropologists about the city (that are not assigned readings), and summarize the main points of these studies as part of your class presentation; also please include full bibliographic references to these articles at the end of your “Facts and Figures” hand-out.

Select and rank your top 3 preferences from the following lists (by week), and we’ll sort out the schedule by the second week of class.

WEEK 2: EARLIEST CITIES: Why were cities first built?

<table>
<thead>
<tr>
<th>Uruk</th>
<th>Hierakonpolis</th>
<th>Harappa</th>
<th>Lagash</th>
<th>Caral</th>
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</table>

Week 5: EXTINCT CITIES: Why and how do cities die?

<table>
<thead>
<tr>
<th>Teotihuacan</th>
<th>Great Zimbabwe</th>
<th>Tikal</th>
<th>Vijayanagara</th>
<th>Petra</th>
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<tbody>
<tr>
<td>Detroit</td>
<td>Zhengzhou</td>
<td>Memphis (Egypt)</td>
<td>Ephesus</td>
<td>Carthage</td>
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WEEK 7: LONG-LIVED CITIES: What are the keys to long-term survival?

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<thead>
<tr>
<th>Baghdad</th>
<th>Damascus</th>
<th>Vukovar</th>
<th>Athens</th>
<th>Mtskheta</th>
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<tr>
<td>Xi’an</td>
<td>Stara Zagora</td>
<td>Igodomigodo</td>
<td>Delhi</td>
<td>Istanbul</td>
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WEEK 11: REGAL-RITUAL CITIES: What forms of “ritual” practice characterize this city?

<table>
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<tr>
<th>Varanasi</th>
<th>Tenochtitlan</th>
<th>Anuradhapura</th>
<th>Angkor Thom</th>
<th>Persepolis</th>
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<tbody>
<tr>
<td>Cahokia</td>
<td>Jerusalem</td>
<td>Salt Lake City</td>
<td>Lalitpur</td>
<td>Kumbakonam</td>
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</table>
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.