



Anthropology 210 - Archaeology of Early Cities
Preliminary Syllabus Fall 2020
(August 28th, 2020 version; some assigned readings may change)

Instructor: Kathryn Kotar

Email: Kathryn.kotar@mcgill.ca

Office Hours: W 11:00 – 1:00 PM, by appointment

Office: My Bedroom

Term: Fall 2020

Day: WF

Time: 2:35 – 3:55 PM

Room: Online

Teaching Assistants:

Katrina Kosyk: katrina.kosyk@mail.mcgill.ca

Heather Anderson: heather.anderson3@mail.mcgill.ca

TA office hours TBA

If your last name begins with A – M, Katrina Kosyk is your TA. If your last name begins with N – Z, Heather Anderson is your TA.

Email Policy:

Please include ANTH 210 in the subject line of your e-mail and make sure the answer to your question is not in the syllabus. For material not covered in the syllabus (e.g., questions regarding the lectures or readings), post your question on the Discussion board on MyCourses first. Any further inquiries can be directed to your TA via e-mail, or by making an appointment during their office hours. You can expect a response to your e-mail within 24 hours on weekdays. If more than 24 hours have passed without a reply, please confirm the e-mail address and re-send. We cannot guarantee a prompt response to e-mails sent on weekends or statutory holidays. For any other queries, and issues of a private, sensitive, or confidential nature, please e-mail the instructor.

Course Description:

This course introduces the field of archaeology through the lens of early urbanism. The course is structured around a series of case studies from different time periods and parts of the world. These range from the principal cities of “great civilizations” (e.g. Egypt & Mesopotamia) to the lesser-known cities of Great Zimbabwe in sub-Saharan Africa and Cahokia in the Mississippi Valley. Through these case studies students will learn about the research methods and theoretical approaches used by archaeologists to address questions relating to urban organization, social diversity, power relations, monumental architecture, residential space, ritual practices, food consumption, settlement patterns, and urban-rural relations in the past.

Learning Outcomes:

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

- 1) Define archaeology as a discipline and its contributions to reconstructing the human past.
- 2) Correctly describe the archaeological field research process and associated basic methods.
- 3) Outline the key concepts and theoretical approaches relevant to the archaeology of early cities.
- 4) Apply this knowledge of methods and theory to six archaeological case studies, as well as another case study chosen for their annotated bibliography.
- 5) Compare and contrast these case studies to gain insight into urban archaeology across several continents.

Required Texts:

All required readings will be posted in advance on MyCourses. Students are expected to complete required readings prior to each class. Reading assigned material ahead of time will prepare you for each topic and enable participation in class discussion.

Lectures (We're online now!):

Due to COVID-19, ANTH 210 is offered online for the first time in its history. Most lectures are pre-recorded and uploaded to MyCourses so that students are free to access them when convenient. Students may retrieve lectures under the Content tab or under the Lecture Recordings tab. The former is easier for me to organize into distinct modules, but the latter allows students to speed up/slow down the lecture and the LRS automatically captions each video. There is a detailed course schedule below that illustrates when students should view material and read assigned articles. Ideally, students will follow along with the schedule. However, I understand that this is not always possible, even in the best of circumstances.

Note that the last lecture of each module is live on Zoom, as well as other select lectures throughout the semester (e.g., the annotated bibliography tutorial). I will prepare a short lecture for each live session and will poll the class on which topics I should review. There will also be a Q&A period to address inquiries from the entire module. I hope that this hybrid model provides the flexibility necessary for a global pandemic, while also offering a point of contact between myself, the teaching assistants, and the students (you!).

These live lectures will be recorded and uploaded to MyCourses ASAP, **there is no attendance grade in this class**. Nevertheless, I encourage you to join live and interact with the class. In this time of isolation, perhaps we all need a little human connection.

Evaluation Scheme:

Quizzes (4)	65%
Annotated Bibliography	35%

Four Quizzes:

Students will be given four quizzes over the course of the semester. Each quiz will cover material from two modules, including both class lectures and required readings. All quizzes will be administered online through MyCourses. Students may write the online quizzes at any time within its scheduled 24-hour window, but once they start a quiz, they will only have 45 minutes to complete it.

% OF GRADE	DATE(S)	MATERIAL COVERED
Quiz 1 (15%)	Noon Sept. 25 to Noon Sept. 26	Module 2 (Method) Module 3 (Concepts & Theory)
Quiz 2 (20%)	Noon Oct. 21 to Noon Oct. 22	Module 4 (Egypt) Module 5 (Teotihuacan)
Quiz 3 (20%)	Noon Nov. 11 to Noon Nov. 12	Module 6 (Tiwanaku) Module 7 (Ur Mesopotamia)
Quiz 4 (10%)	Noon Nov. 27 to Noon Nov. 28	Module 8 (Great Zimbabwe) Module 9 (Cahokia)

Annotated bibliography:

Students are required to write an “annotated bibliography” in which they summarize four scholarly publications (in French or English) on a single urban archaeological site. Detailed instructions and a list of 4 to 5 possible case studies will be posted on MyCourses. Students must pick from these sites because we can guarantee that multiple and reliable sources are available.

In addition, an information session (“Annotated Bibliography Tutorial”) on doing research in archaeology is scheduled for September 23. The assignment is due on Wednesday, November 4th via MyCourses.

Note: This assignment takes significantly more time and effort than most students anticipate. Plan accordingly. By mid-October you should have identified a suitable case study and put together a preliminary list of 6-9 viable publications. (This means you will have read more than their and abstracts). By late October, should have decided on your final list of four publications and be well into the analysis and writing stage.

Late Policy:

Live attendance is not mandatory for this course and all lectures will be recorded and posted on MyCourses. Quizzes cannot be rescheduled **except in cases with appropriate documentation (e.g., doctor’s note)**. It is advised to e-mail the instructor if a missed quiz is due to medical, sensitive, or confidential matters. The annotated bibliography will be accepted up to one week after the deadline, but 10% will be deducted for each day the assignment is late. A new day begins right after the initial deadline. Again, this penalty may be waived if you provide

appropriate documentation. Please read the schedule in this syllabus very carefully and plan accordingly.

Grading Scale:

If you have questions regarding a grade that you have received, please make an appointment with your TA or the instructor for their office hours. We will not entertain arguments over the grading of individual assignments or debate the fairness of grades.

Grades	Grade Points	Numerical Scale of Grades
A	4.0	85 – 100%
A-	3.7	80 – 84%
B+	3.3	75 – 79%
B	3.0	70 – 74%
B-	2.7	65 – 69%
C+	2.3	60 – 64%
C	2.0	55 – 59%
D	1.0	50 – 54%
F (Fail)	0	0 – 49%

Online Classroom Policy:

There are several online, live lectures scheduled throughout the semester. These are opportunities for more personal interaction, and I would enjoy if these were fun and informal sessions. These lectures will take place on Zoom (link to come). Please mute your microphones, except during discussion and Q&A, and I would appreciate if you had your video on (if you are comfortable). It is very strange and off-putting to lecture to a bunch of black screens. However, please be aware that these lectures are recorded and posted to MyCourses.

Diversity and Inclusion Statement:

This course is intended for all McGill students. I would like to promote a classroom learning environment that celebrates diversity in student perspectives and experiences, and that honors your identities, whether based on gender, sexuality, class, ethnicity, religion, or ability. This also includes diversity in parenting status. If you are a student parent in need of accommodation, especially during the current pandemic, please speak to the instructor.

I hold a zero-tolerance policy for bigotry in any form, which means I reject practices that engage prejudices based on these qualities. I ask that you honor and respect the diversity of your fellow classmates in discussions, and that you talk to me if something said in class/lecture (by anyone) was hurtful in this regard. If you have a name and/or set of pronouns that differ from those listed in your McGill records, you are welcome to inform me.

Students with Disabilities:

Accommodations for students with disabilities can be found at the following website: <https://www.mcgill.ca/osd/office-students-disabilities>. Please see me to discuss necessary accommodations as soon as possible.

Land Acknowledgement:

McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including Iroquoian, Algonquian, and Inuit peoples. I want to honor, recognize, and respect these nations as the traditional stewards of the lands and waters in Tiohtiá:ke (also known as Montréal, Canada) (Many thanks to Mx. Rine Vieth).

University Policy Statements:

- 1) **McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).** L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).
- 2) **In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.** Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

COURSE SCHEDULE AND REQUIRED READINGS**SEPTEMBER 2, 2020**

Module 1: Introduction and Syllabus Review (**LIVE on Zoom**)

SEPTEMBER 4, 2020

Module 2: Archaeological Research Methods I

Reading: Fagan, Brian. 2009. They Sought it Here, They Sought it There: Finding Archaeological Sites (Chapter 6). In *Archaeology: A Brief Introduction*, pp. 109-130. Prentice Hall, Upper Saddle River, NJ.

SEPTEMBER 9, 2020

Module 2: Archaeological Research Methods II, Review, and Q&A (**Live on Zoom**)

Reading: None!

SEPTEMBER 11, 2020

Module 3: Key Concepts and Theoretical Approaches I

Reading: Childe, V. Gordon. 1950. The Urban Revolution. *Town Planning Review* 21: 3 – 17.

SEPTEMBER 16, 2020

Module 3: Key Concepts and Theoretical Approaches II

Reading: None!

SEPTEMBER 18, 2020

Module 3: Key Concepts and Theoretical Approaches III, Review, and Q&A (**LIVE on Zoom**)

Reading: Wheatley, Paul. 1969. The City as Symbol. Inaugural Lecture delivered at University College, London, November 20, 1967.

SEPTEMBER 23, 2020

Annotated Bibliography Tutorial (**LIVE on Zoom**)

SEPTEMBER 25/26 – QUIZ 1 (ONLINE)

NOTE: There is still a class scheduled for September 25

SEPTEMBER 25, 2020

Module 4: New Kingdom Egypt I

Reading: Hikade, Thomas. 2008. Egypt, Pharaonic. In *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall, pp. 31-45. Elsevier/Academic Press, San Diego, CA. (This publication provides a broad overview of Ancient Egypt. Pay attention to the sections that focus on the period of the New Kingdom).

SEPTEMBER 30, 2020

Module 4: New Kingdom Egypt II

Reading: None!

OCTOBER 2, 2020

Module 4: New Kingdom Egypt III, Review, and Q&A (**LIVE on Zoom**)

Reading: Meskell, Lynn. 1998. An Archaeology of Social Relations in an Egyptian Village. *Journal of Archaeological Method and Theory* 5(3):209-243.

OCTOBER 7, 2020

Module 5: Teotihuacan I

Reading: Cowgill, George L. 2003. Teotihuacan: Cosmic Glories and Mundane Needs. In *The Social Construction of Ancient Cities*, edited by Monica Smith, pp. 37-55. Smithsonian Institution Press, Washington, D.C.

OCTOBER 9, 2020

Module 5: Teotihuacan II

Reading: None!

OCTOBER 14, 2020

Module 5: Teotihuacan III, Review, and Q&A (**LIVE on Zoom**)

Reading: Manzanilla, Linda. 1996. Corporate Groups and Domestic Activities at Teotihuacan. *Latin American Antiquity* 7(3):228-246.

OCTOBER 16, 2020

Module 6: Tiwanaku I

Reading: Kolata, Alan and Carlos Ponce Sanginés. 1992. Tiwanaku: The City at the Center. In *The Ancient Americas: Art from Sacred Landscapes*, edited by Richard F. Townsend, pp. 317-333. The Art Institute of Chicago, Chicago IL.

OCTOBER 21/22 – QUIZ 2 (ONLINE)

NOTE: There is still a class scheduled for October 21

OCTOBER 21, 2020

Module 6: Tiwanaku II

Reading: Couture, Nicole C. 2004. Monumental Space, Courtly Style, and Elite Life at Tiwanaku. In *Tiwanaku: Ancestors of the Inca*, edited by Margaret Young-Sanchez, pp. 126-149. Denver Art Museum and the University of Nebraska Press, Lincoln.

OCTOBER 23, 2020

Module 6: Tiwanaku III, Review, and Q&A (**LIVE on Zoom**)

Reading: Janusek, John. 2009. Residence and Ritual in Tiwanaku: Hierarchy, Specialization, Ethnicity, and Ceremony. In *Domestic Life in Prehispanic Capitals: a Study of Specialization, Hierarchy, and Ethnicity*, edited by Linda Manzanilla and Claude Chapdelaine, pp. 149-169. Memoirs of the Museum of Anthropology, University of Michigan, Ann Arbor.

OCTOBER 28, 2020

Module 7: Ur, Mesopotamia I

Reading: Stone, Elizabeth. 2005. Mesopotamian Cities and Countryside. In *A Companion to the Ancient Near East*, edited by D.C. Snell, pp. 141-154. Blackwell Publishing, Malden, MA.

OCTOBER 30, 2020

Module 7: Ur, Mesopotamia II

Reading: Pollock, Susan. 1991. Of Priestesses, Princes, and Poor Relations: the Dead in the Royal Cemetery of Ur. *Cambridge Archaeological Journal* 1(2): 171-189.

NOVEMBER 4 – ANNOTATED BIBLIOGRAPHY
DUE BY 11:59PM ON MYCOURSES

NOVEMBER 4, 2020

Module 7: Ur, Mesopotamia III, Review, and Q&A (**LIVE on Zoom**)

Reading: None!

NOVEMBER 6, 2020

Module 8: Great Zimbabwe I

Reading: Pikirayi, Innocent and Shadreck Chirikure. 2008. Zimbabwe Plateau and Surrounding Areas. In *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall, pp. 9-13.

Elsevier/Academic Press, San Diego, CA.

NOVEMBER 11/12 – QUIZ 3 (ONLINE)

NOTE: There is still a class scheduled for November 11

NOVEMBER 11, 2020

Module 8: Great Zimbabwe II

Reading: Connah, Graham. 2001. *African civilizations: An archaeological perspective*. Cambridge University Press, Cambridge. Read Chapter 7 “A question of context: Great Zimbabwe and related sites”, pp. 223-262

NOVEMBER 13, 2020

Module 8: Zimbabwe III, Review, and Q&A (**LIVE on Zoom**)

Reading: None!

NOVEMBER 18, 2020

Module 9: Cahokia I

Reading: Zimmerman Holt, Julie. 2009. Rethinking the Ramey State: was Cahokia the Center of a Theater State? *American Antiquity* 74(2): 231-254.

NOVEMBER 20, 2020

Module 9: Cahokia II

Reading: None!

NOVEMBER 25, 2020

Class Wrap-Up and Final Q&A Before the Quiz (**Live on Zoom**)

NOVEMBER 27 – QUIZ 4 (ONLINE)

No class on November 27 – Enjoy your Winter break!