Culture, Art, and Technology II
Summer Session 2 – 2022

Instructor: Dr. Guillermo Algaze, Department of Anthropology
Email: galgaze@ucsd.edu

Lecture Time: MWF 10:00-11:50 AM
Lecture Zoom Location: **Zoom LTI PRO page on Canvas**

Office Hours: TTH 10:00-11:00 AM (or by appointment)
Office Hours Zoom Location: https://ucsd.zoom.us/j/3162199400

Course Description

CAT 2 is a 6-unit course and is the first part of Sixth's writing intensive sequence. While the topics different CAT 2 tracks vary, all generally explore an intersection of culture, art, and technology that have contributed to the creation of the modern world. The overarching purpose of CAT 2 is to build on those skills developed in CAT 1 (critical reading and writing as process) and teach students argumentative writing and critical analysis. As this course will be held during a compacted summer session of 5 weeks, students will spend 300 minutes in lecture and 200 minutes in discussion section each week.

Course Topic

Our section of CAT 2 focuses on the cultural and technological transformations that made early cities, states, and civilizations across the world possible. Specifically, the course focuses on the emergence of the city and the state as new – and immensely impactful -- technologies of spatial and social organization, respectively, in human societies. Along the way we explore the emergence of writing systems, organized religion, the role of warfare on social evolution, the emergence of ideologies of kingship associated with early cities and states, and how socially stratified urban societies used art to legitimize the new emerging orders.

Course Objectives

Building off what you learned in CAT 1, in CAT 2 you will:

- Practice clear prose that advances the rhetorical purpose and choose a tone that is appropriate to the subject and audience.
- Craft and organize a compelling argument and support it with relevant and carefully-evaluated evidence.
- Synthesize a variety of sources and points of view on a single topic (i.e. in service of an argument).
- Practice proper citation and documentation of sources, including in multimodal assignments.
- Develop your own writing voice, using revision to hone your argument and reflect on your own writing practice.

Core Concepts:
By the end of CAT 2, students should be able to understand and define the following terms and ideas:
- Discourse Communities
- Parts of an argument (Part II)
- Genre & Medium/Mode
- Discipline & Interdisciplinarity
- Form & Content

Core Writing Skills Fostered:
- Thesis Statement
- Recognize & Deploy Parts of an argument (Part II)
- Synthesis of Differing viewpoints
- The ability to compare/contrast
- Perform Analysis
- Perform Revision

Required Texts/Technology
- Access to Canvas. All required and recommended course readings (as noted in the Class Syllabus below) are either articles or book chapters and are available in digital form in the course Canvas webpage (under "files" tab). Please note that all required readings listed should be completed by the end of the week for which they are listed.
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- *They Say, I Say* (TSIS) CAT 5th Edition (you will use this also for CAT 2 & 3)

Program Policies

Technology & Some General Policies for the Remote Classroom
Given that our course this term is conducted online, a technology policy seems a little silly. However, for the success of our course, we need to follow some general etiquette with how we use this technology. These guidelines are applicable to live lecture, live section, and digital collaborations:
- Please mute yourself whenever you are not speaking; this avoids the distraction of environmental noise
- Please have your camera on so that we can see your lovely face! Visibility contributes to a more engaged online classroom and higher student (and teacher!) morale. If you have technical issues or other reasons for keeping your camera off, you must notify Dr. Popko and your TA as soon as possible.
  - Cameras on is preferable but not required for lecture
  - Cameras on is required for section (unless you have a qualified exception)
- Please attend to your immediate environment to make it as little distracting as possible (visually and aurally) - For example, you may want to ban pets or roommates from the room (although, let's face it - pets are more than welcome to class).

- Please do not attend live sessions if you are going to be actively engaged in another activity; online education is not an excuse to multitask. Indeed, multitasking is one of the main causes for poor performance in online courses. Requiring cameras to be on during class in part holds us all accountable for being present in class, just as we would be in person.
- Please be sure that your name in Zoom sessions includes both your first and last names, along with your pronouns. This will facilitate the assessment of lecture engagement and building community.
- Be mindful of the chat function in Zoom - the default is that any comment you make will be made visible to the entire session, including the instructor; however, the chat function is a great place to ask for clarification, offer comments if you are shy, or pose questions. Students who misuse the chat may be dismissed from Zoom.
- Recordings of lectures will be made available only to the specific course and only during the specific term.
- If you have technical difficulties, please keep your TA and instructor updated.

Statement of Inclusion:
I believe very strongly that the classroom is a place to expand our knowledge and experiences safely, while being respected and valued. I support the values of UC San Diego to "create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive". I strive to uphold the values articulated by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion: "We believe that true excellence is achieved through productive relationships among people of diverse perspectives. When the collective talents of our students, faculty, and staff at UC San Diego are united in an environment that is open and inclusive, creativity and innovation prosper." I hope you will join me in creating a class that upholds these values to further enhance our learning as a community.

Americans with Disabilities Act (ADA)
Students requesting accommodations for this course due to a disability should (if needed) provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. OSD should provide the instructor with any AFA letters, but you may want to double check with both your instructor and your TA to be sure they have the documentation. No retroactive accommodations can be provided. Any questions regarding accommodations should be directed to Dr. Liz Popko, the Associate Director for Writing in Sixth College (egumm@ucsd.edu)

CalFresh & Basic Needs Information
If you are facing food insecurity, we encourage you to contact **calfresh@ucsd.edu**, call (858) 246-5581, or visit the CalFresh Website. For more information on food and housing resources, please visit the Basic Needs Center or **The HUB Basic Needs Center** located at the Original Student Center, Building A, Room E-100, to the left of the Triton Food Pantry.

Assignment Submission and Late Work
- All written assignments must be submitted to Canvas, with the exception of in-class work.

- All assignments must be formatted according to this policy
- Assignments are due on or before the due date and time listed; failure to submit on time will result in the loss of ½ a letter grade for each day late.
  - This policy does not apply in cases where an extension has been granted.
- Any assignments submitted 1 week after the due date or later will receive a grade of 50%
- Make-up or late engagement work, for lecture or section, must be approved first. In other words, engagement work not turned in on time will receive no credit, unless the instructor or TA has granted an exception.

Academic Integrity

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online https://academicintegrity.ucsd.edu/. All students must read and be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course.

Course Policies

Communication

Ideally, students who want to talk to me should come to regular Zoom office hours, but if you cannot make either of the two preset weekly office hours, I am available to talk via zoom at any reasonable hour of the day, 7 days a week. Email me to find a mutually convenient time.

Peer Review, Self-Evaluation, and Reflection

Self-assessment, reflection, and collaboration are core components of the first year writing program at UCSD. In this class (and CAT broadly), you will do a fair amount of peer review, revision, working in groups, and reflection on your work. That is, be prepared both to receive and offer constructive criticism and re-work your writing, presentations, etc.

Attendance

Attendance in lecture and discussion section are very important. Lecture attendance ensures that you understand and can ask questions about the specificities of your topic. Discussion sections build community and provide a space to work through your ideas and engage with your peers. Ultimately, you create the majority of a class's success. Without the students, there is no class - only readings. **Enrolling in a course means that you agree to be a part of a specific community for a specific term.** I see attendance--including mine and the TAs--as a gesture of respect to our educational community. However, because of the current health crisis, attendance will look necessarily different.

I appreciate your respect for the following policies that I see as integral to a successful synchronously remote course:

Lecture
- Lecture attendance is not required, but attendance is an important component of creating a class community; while there are many of you, all of your contributions are important for everyone's learning, including mine!
- Lecture recordings will be made available 1-2 hours after live lecture in Canvas' "Media Gallery"; if you do not attend live lecture, you are responsible for watching the recordings and familiarizing yourself with the material, which is key to your success in our essays.
- Students who rely only on other students, TAs, and/or the professor to explain material already discussed in lecture commit a form of academic dishonesty and are unlikely to do well in Essay exams.

Section
- Attendance at section is **required** for this course. Your work during sections is important for your development in crafting an analytical argument, addressing alternative points of view, and revising - not simply editing - your writing. We never write nor analyze in a vacuum; thus, you should see your section as a writing community, of which you are an indispensable part. In many ways, your section meetings are composition labs during which you workshop ideas and strategies for your assignments.
- Cameras are expected to be on for every discussion section you attend. If you have technology or environment issues, please contact your TA.
- Late arrivals and early departures are more significant to the functioning of sections. Students arriving later than 10 minutes to section (without TA approval) or leaving before the final 10 minutes of section (without TA approval) will be counted as absent.
- In the event of an absence, please let your TA know as soon as possible, preferably before the absence. Knowing about absences facilitates our ability to support you, particularly when assignments are due.
- As this is a **Summer session**, you are allowed **1 unexcused absence** with no penalty to your participation grade; please see the section engagement policy statement for further details; 6 or more absences from discussion section will result in an automatic failure for the course (unless you have documented accommodations)
- If you have extenuating circumstances, please contact your TA and Dr. Algaze as soon as possible.
  - You are allowed to make up absences as granted by Dr. Algaze or your TA. Unless otherwise instructed, the absence policy stands.

COVID STATEMENT: Both the TA's and I are aware of -- and sensitive to -- the many direct and indirect disruptions and difficulties that may confront students and their loved ones as a result of the Covid Pandemic and related pressures. If such disruptions and difficulties become an issue during this course, do talk to me and/or to your TA, as soon as practicable. Together, we will find a way to work around it.

Assignments & Grade Breakdown

Writing Assignments – 70%
- Essay 1 – (20%)
- Essay 2 – (40%)
- Essay 3 – (10%)

Peer Reviews – 15%
- 3 total – (5% each)

Complete/Incomplete Assignments – 5%
- Introductory Survey & Buckley Waiver
- Preventing Plagiarism Tutorial
- Types of Sources Tutorial

Discussion Section Participation – 10%

Grading Policies
- CAT Writing Rubric
- Peer Reviews will be assessed using a 10-point scale, with only ½ point intervals:
    - 10 – Outstanding
    - 9, 9.5 – High Pass
    - 8, 8.5 – Pass
    - 7, 7.5 – Low Pass
    - 5 – Not Passing
- All other assignments will be assessed using a letter grade scale with the following point allotments:
    - A+ = 98
    - A = 95
    - A- = 92
    - B+ = 88
    - B = 85
    - B- = 82
    - C+ = 78
    - C = 75
    - C- = 72
    - D = 65
    - F = 50
- For purposes of **final course grades** as calculated by Canvas's gradebook, the following ranges will determine letter grades submitted to eGrades:
    - A+ (96.6-100)
    - A (93.6-96.5)
    - A- (89.6-93.5)
    - B+ (86.6-89.5)
    - B (83.6-86.5)

- B- (79.6-83.5)
- C+ (76.6-79.5)
- C (73.6-76.5)
- C- (69.6-73.5)
- D (60-69.5)
- F (0-59.9)
- All disputes over grades must be conducted according to the following guidelines:
  - **Wait 48 hours after receiving a grade before disputing it.**
  - Contact your TA for an appointment to discuss the grade.
  - Attend your appointment having read the TA's comments and the CAT rubric thoroughly.
  - Only after you have discussed your essay with your TA may you request a regrade from the course instructor

TA Information
Please also consult your TA's home page in Canvas for more information

TA Name	Section #	Day--Time	Email
Jess	A01	MW—8am	jsilbaug@ucsd.edu
Jess	A02	MW—12pm	jsilbaug@ucsd.edu
Laura	A03	MW—1pm	lbthomps@ucsd.edu
Laura	A05	MW—3pm	lbthomps@ucsd.edu
Tina	A04	MW—2pm	thyland@ucsd.edu
Tina	A06	MW—4pm	thyland@ucsd.edu

Course Schedule

Week 1: Introductions & The Urban Revolution. August 1, 3, 5.

Week Discussion Topics:
    Civilization and Technology: Common and uncommon definitions

    Religion and Power: "Imagined Orders" from Palaeolithic cave painting shamans to
    the Neolithic origins of organized religion through to early Theocratic civilizations.

    Why there were no Cities prior to the Holocene/Anthropocene? How new
    technologies of food production set the basis for further revolutions in human spatial
    (Cities) and socio-political organization (Classes, States).

Monday
- Read for Lecture – Dietrich et al. 2012; Hariri 2015, Chapters 1-4 & 5-6
- Read for Section – Stuart Hall, "Encoding/Decoding"

Wednesday
- Read for Lecture – Smith 2009a; Kostoff 1991, pp. 29-41.
- Recommended readings: Smith 2002; 2009b.
- Read for Section – TSIS, ch. 4

Friday
- **DUE** - Introductory Survey & Buckley Waiver by Friday 11:59pm
- **(Note As per University Regulations, this assignment is mandatory. Students who
  Fail to submit this assignment will be considered "not active" by the registrar,
  which could trigger the loss of financial aid packages.)**

**Week 2 – The Urban Revolution Continued & Urbanism in Ancient Civilizations.
Aug. 8, 10, 12.**

Week Discussion Topics:

    Why do Cities matter? Propinquity, specialization, information flow, and the nature of
    innovation in cities.

    Biological and Psychological Dimensions of City Life: Howard Bloom's "Instant
    Evolution" and L. Betzig's "Darwinian View of History": Case Study: Asymmetrical
    social class growth in Aztec society.

    Epidemics: Germs and Civilization.

Monday
- Read for Section – TSIS, ch. 5

<u>Wednesday</u>
- Read for Lecture – Bloom 2001; Clark 2010, pp. 67-92
- Read for section – TSIS. ch. 7
- **DUE** – Peer Review Draft in section

<u>Friday</u>
- Read for Lecture – Algaze 2013; Smith 2002; Murphy and Crumley 2022: 61-72.
- Recommended Readings: Ashmore and Sabloff 2002; Smith 2007, Flad 2018, Cowgill 2007.
- **DUE** – <u>Essay 1</u> by Friday 11:59pm

Week 3 – Technologies of Social Organization: The Rise of the State & Art as Propaganda: The Image of the King. August 15, 17, 19.

Week Discussion Topics

      The Birth of Tyranny. The institutionalization of class and social hierarchies.

      Theories of the Origin of the State.

      Cereals and Civilization.

      Art as Propaganda: The Image of the King and the Cosmos

<u>Monday</u>
- Read for lecture – Haas 1982, pp. 34-85.
- Read for section – TSIS, ch. 8.

<u>Wednesday</u>
- Read for lecture – Scott 2017, pp. 116-149
- Winter 2007; Schmandt Besserat 1993
- **DUE** – Peer Review Draft in section, this DRAFT will also be commented on by TAs

<u>Friday</u>
- Read for lecture –Winter 2007; Schmandt Besserat 1993.
- Recommended reading: Brisch 2013.

Week 4 – The "Labor Revolution" & Writing and Literacy. August 22, 24, 26.

Week Discussion Topics:

      Labor in Ancient Civilizations: The Mesopotamian and Incan Examples

      Breaking the bonds of kinship in the organization of labor: Slavery in the Ancient Near East.

      The Logic of Writing and the Organization of Society.

Monday
- Read for lecture – Hariri 2015, chapter 8.
- Read for section – TSIS ch. 11

Wednesday
- Read for lecture – Snell 2011.

Friday
- Read for lecture – Goody 2000, pp. 132-151.
- Recommended readings: Hariri 2015, chapter 7; Sauer 2017.

Saturday (August 27) **Due**: Final Draft of Essay 2.

Week 5 – Early Writing and Literacy Across the World & Commerce, Commodity Flows, and the Diffusion of Ideas. August 29, 31, Sept. 2.

Week Discussion Topics:

Writing and the State: Hammurabi's Law Code

Alternative Pathways: Glyphs in Mesoamerica and Quipus as record keeping devices in the Andes
The Birth of Finance. Capitalism: 500 or 5000 years?

Monday

- Watch: Irving Finkel (British Museum) on the birth of cuneiform writing:
- https://aeon.co/videos/how-writing-began-and-other-unexpectedly-funny-stories-about-cuneiform
- Read for lecture – Postgate et al. 1995; Roth 1995, pp. 71-142.
- Recommended Readings: Tun 2014; Houston and Stuart 1996.
- Read for section – TSIS, ch. 10

Wednesday
- Read for lecture – Hariri 2015, chapter 10; Trolle Larsen 1987/
- **DUE** – Peer Review Draft in section

Friday
- **DUE** – Essay 3 (Final Reflection)

ESSAY 1-3 PROMPTS

*Essay 1 (*ca. 800 words):

 Please comment on the following statement: **"Cities are a revolutionary technology of human spatial organization that forever changed the human career."**

Your answer should define what cities are, should detail broadly when and where they appear in the archaeological record of mankind, whether (or not) cities can be conceptualized as a type of technology (which presumes a particular definition of technology), and whether (or not) V. Gordon Childe's concept of an "Urban Revolution" is an appropriate term to describe the pertinent evidence for the emergence of cities.

*Your essay should make use of, and incorporate, pertinent materials from class lectures **and** from relevant assigned class readings.*

<u>*Essay 2*</u> (ca. 1000-1200 words):

On the basis of class lectures and assigned and recommended readings thus far, please comment on the following statement: **"The emergence of states represents an extraordinary revolution in the institutions regulating human social organization and in the technologies of social control available to rulers."**

Your answer should define what a state is, should demonstrate that you are cognizant of the range of hypotheses that scholars have put forth to explain the emergence of states, should discuss the relationship between urbanism and state formation, should discuss the significance of the principal changes in human social organization and technologies of social control (labor) that states entail, and should assess how revolutionary those changes and technologies were in terms of the human career as a whole.

*Your essay should make use of, and incorporate, pertinent materials from class lectures **and** from relevant assigned class readings.*

NOTA BENE: *This Essay will be handed in, first, as a draft which will be read and commented on by TA's, and then as a final version that incorporates, as needed, comments and criticism. Only the final version will be graded.*

Essay 3, Reflection (ca. 200-300 words):

Please comment: ***In what ways, if any, do the concepts and data about the ancient world discussed in this class help us understand the modern world?*** *(no footnotes, just your thoughts and reflections in light of course materials)*

Class Bibliography
(Required and Recommended readings)

Ashmore, W. and J. Sabloff
2002 "Spatial Orders in Maya City Plans." *Latin American Antiquity* 13: 201-215.

Bloom, H.
2001 "Instant Evolution. The Influence of the City on Human Genes: a Speculative Case." *New Ideas in Psychology* 19: 203-220.

Brisch, N.

2013 Of Gods and Kings: Divine Kingship in Ancient Mesopotamia." *Religion Compass* 7: 32-46.

Cowgill, G.
2007 "The Urban Organization of Teotihuacan, Mexico." In E. Stone, ed. *Settlement and Society: Essays Dedicated to Robert McCormick Adams*. Los Angeles: Cotsen Institute of Archaeology. Pp. 261-295.

Clark, D.
2010 *Germs, Genes, & Civilization: How Epidemics Shaped Who We Are Today.* New Jersey: FT Press.

Dietrich, O., Manfred Heun, Jens Notroff, Klaus Schmidt and Martin Zarnkow
2012 "The Role of Cult and Feasting in the Emergence of Neolithic Communities. New Evidence from Gobekli Tepe, South-Eastern Turkey." *Antiquity* 86: 674-695.

Flad, R.
2018 "Urbanism as Technology in Early China." *Archaeological Research in Asia* 14: 121-134.

Goody, Jack
2000 *The Power of the Written Tradition*. Washington, DC: Smithsonian Institution Press.

Goetzmann, W.
2017 *Money Changes Everything: How Finance Made Civilization Possible*. Princeton: Princeton University Press.

Haas, J.
1982 *The Evolution of the Prehistoric State*. New York. Columbia University Press. Pp. 35-85.

Hariri, Yuval
2015 *Sapiens: A Brief History of Mankind*. New York: Harper.

Hirth, K. and D. Nichols
2017 "The Structure of Aztec Commerce: Markets and Merchants." In D. Nichols and E. Rodriguez-Alegría, eds. The Oxford Handbook of the Aztecs. Oxford: Oxford University Press. DOI: 10.1093/oxfordhb/9780199341962.013.11.

Houston, S. and D. Stuart
1996 "Of Gods, Glyphs and Kings: Divinity and Rulership Among the Classic Maya." *Antiquity* 70: 289-312.

Kostoff, Spiro
1991 *The City Shaped*. New York Bullfinch Press.

Larsen, Mogens T.

1987 "Commercial Networks in the Ancient Near East." In M. Rowlands, M.T. Larsen, and K. Kristiansen, eds. *Centre and Periphery in the Ancient World.* Cambridge: Cambridge University Press, 1987. Pp. 47-56.

Mendelsohn, I.
1948 "Slavery in the Ancient Near East." The Biblical Archaeologist 9: 74-88.

Murphy, John and Carole Crumley, eds.
2022. *If the Past Teaches, what does the Future Learn?* Amsterdam: TU Delft.

Postgate, N., Tao Wang, and Toby Wilkinson
1995 "The Evidence for Early Writing: Utilitarian or Ceremonial?" *Antiquity* 69: 459-480.

Roth, M.
1995 *Law Collections from Mesopotamia and Asia Minor*. Atlanta: Scholars Press.

Sauer, K.
2017 "From Counting to Writing: The Innovative Potential of Bookkeeping in Uruk Period Mesopotamia." In Philip Stockhammer and Joseph Maran, eds. *Appropriating Innovations: Entangled Knowledge in Eurasia: 5000-1500 BCE*. London: Oxbow Books. Pp. 12-28.

Schmandt-Besserat, D.
1993 "Images of Ensiship." In M. Frangipane, H. Hauptmann, M. Liverani, P. Matthiae, and M. Mellink, eds. *Between the Rivers and Over the Mountains: Archaeologica Anatolica et Mesopotamica Alba Palmieri Dedicata*. Rome: Universita di Roma "La Sapienza." Pp. 201-20.

Scott, J.C.
2017 *Against the Grain*. New Haven: Yale University Press

Smith, M. 2002 "The Earliest Cities." In G. Gmelch and W.P. Zenner, eds. *Urban Life: Readings in the Anthropology of the City.* Fourth Edition. Illinois: Waveland Press. Pp. 3-19.

Smith, M. 2007 "Form and Meaning in the Earliest Cities: A New Approach to Ancient Urban Planning." *Journal of Planning History* 6: 3-47.

Smith, M. 2009a "V. Gordon Childe and the Urban Revolution: a Historical Perspective on a Revolution in Urban Studies." *Town Planning Review* 80: 3-29.

Smith, M. 2009b "Ancient Cities." In *Encyclopedia of Urban Studies*. R. Hutchinson, ed. Sage Publishers.

Snell, D.
2011 "Slavery in the Ancient Near East." In K. Bradley and P. Cartledge*,* eds. *The Cambridge World History of Slavery*. Vol. 1. *The Ancient Mediterranean World*. Cambridge: Cambridge University Press. Pp. 4-21.

Steinkeller, P.
2015 "Labor in the Early States: An Early Mesopotamian Perspective." In P. Steinkeller and M. Hudson, eds. *Labor in the Ancient World*. Dresden: ISLET. Pp. 1-35.

Tun, M. "Quipu." *Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures*. DOI 10.1007/978-94-007-3934-5_10272-1

Winter, I.
2007 "Representing Abundance: A Visual Dimension of the Agrarian State." In E. Stone, ed. *Settlement and Society: Essays Dedicated to Robert McCormick Adams*.   Los Angeles: Cotsen Institute of Archaeology. Pp. 117-138.