The Art and Architecture of the First Cities: A Global Perspective  
ARTHIST 210

Professor Jocelyn Boor  
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Lecture Time/Place M-W 9:30-10:45 am, MIT 191  
Office Hours Wednesday 1-2 pm & by appointment

Course Description
This course is designed to provide an introduction to the art and architecture of the first cities in the Near East, Africa (including Egypt), Europe, Asia, and the Americas. The course surveys the incredibly rich and diverse forms of art and architecture associated with the world’s first cities—cities that laid the foundation for our own contemporary urban life. We'll examine objects and monuments "in context," that is, viewing how aspects of people's worldviews, religions, social organizations, and environments contributed to the rise of these cities and their material world. As an introduction to the artistic and archaeological development of the world’s first urban centers, this course will focus on a limited number of artistic themes and key monuments, linking the similarities and noting the differences. By the end of this course, you can expect to:
   1. Become familiar with the common features found in all of the first cities
   2. Appreciate the diversity of the expression of these common features
   3. Begin to consider the physical and philosophical conditions present when these cities were built

Finally, this course is intended to provide you with a new way of thinking about our own global heritage as reflected in the origins and development of these ancient, and first, cities.

TEXT:  
Norwich, John Julius (ed.) Cities That Shaped the Ancient World. Thames and Hudson.  
ISBN: 978-0500252048

Course Format
Format The course is divided into units that cover the cities by geographical regions. Weekly lectures will cover the cities in chronological order, and material will be covered by type -- architecture, sculpture, painting, etc. Classes will consist primarily of illustrated PowerPoint lectures, with occasional videos that illustrates the city being discussed.

Handouts are the class outlines with important names, dates, and terms as well as a list of slides and supplemental images. These are available on D2L and organized by geographic region. YOU ARE RESPONSIBLE FOR ACCESSING COPIES OF THE HANDOUTS THROUGH D2L and you should plan on bringing the correct handout to class. Please note that handouts will usually be available the weekend before these are needed in class.

Written Assignments and Grading Policy
Student evaluation will be based upon a series of slide exams for each geographic region, a Visual Analysis paper, and attendance. Please note that no make-up exams, extensions or incompletes will be granted except under very special circumstances. Proper documentation is required. You MUST contact me within 48 hours. The exam dates are listed in the syllabus; please manage your time and make arrangements to be present for these.

Slide Exams One Slide Exam will be given for each geographic unit studied. These exams will include slide identifications and no more than two brief essay questions. Slide exams are designed to test your knowledge of the cities: the function, material, symbolism, and social context of the art and architecture. A written question will be posted along with slides; you’ll be expected to answer by responding to the question. There will be five exams, each worth 50 points; the total is 250 points of your grade.
**Visual Analysis**: Students will be asked to write a 4-6 page paper focusing on an object or structure from one of the first cities. To give you plenty of time to work on your papers and consult with me about your choice of topic, a handout outlining the content and structure of the paper will be given out the fourth week of class. **PAPERS ARE DUE IN CLASS ON MONDAY, XXXXX. Late Papers**: No extensions. One half of letter grade will be deducted for each day the paper is late. **Electronic submissions not accepted.**

**Attendance** will be taken during each class. Your attendance is necessary if you want to succeed in this course.

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**Grading System**

<table>
<thead>
<tr>
<th>Assignment/Quiz</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Slide exam one: The Near East</td>
<td>50</td>
</tr>
<tr>
<td>Slide exam two: Africa</td>
<td>50</td>
</tr>
<tr>
<td>Slide exam three: Europe</td>
<td>50</td>
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<tr>
<td>Slide exam four: Asia</td>
<td>50</td>
</tr>
<tr>
<td>Slide exam five: The Americas</td>
<td>50</td>
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<tr>
<td>Visual Analysis paper</td>
<td>70</td>
</tr>
<tr>
<td>Attendance</td>
<td>30</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>350</td>
</tr>
</tbody>
</table>

**Final Grading Scale (by points)**

- A = 325 - 350
- B+ = 275 - 299
- B = 250 - 274
- B- = 225 - 249
- C+ = 175 - 199
- C = 150 - 174
- C- = 125 - 149
- D+ = 100 - 124
- D = 75 - 99
- F = 74 or less

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**POLICIES**

*Please feel free to see Professor Boor about any problems you may have throughout the semester regarding the course. You can contact me through email, office telephone, or visit during office hours (walk-in or by appointment).*

**Students Needing Special Assistance.** If you require special assistance please visit the Student Accessibility Center (MIT room 112) and let Professor Boor know what accommodations you need.

**Departmental Objectives.** As part of UWM’s ongoing assessment project, the Art History faculty has developed a set of objectives for all courses taught in our department. Our Art History courses are intended to: 1) foster an appreciation of art in its myriad forms, and, in so doing, increase sensitivity to cultural diversity and to the ways in which the past has shaped the present; 2) teach skills in visual analysis and critical thinking that are useful for a lifetime; and 3) require students to hone their written communication skills.

**University Policies.** University policies governing student conduct and other important issues can be found via the Secretary of the University's website: [http://www4.uwm.edu/secu/SyllabusLinks.pdf](http://www4.uwm.edu/secu/SyllabusLinks.pdf)

**Certificate Program in Ancient Mediterranean Studies (CAMS).** The Certificate Program in Ancient Mediterranean Studies (CAMS) is designed to encourage students to pursue a serious interest in the ancient Mediterranean world in a structured way. This course counts towards the certificate. For more information on the CAMS program, including course requirements, faculty, and upcoming events, be sure to check the website: [http://www4.uwm.edu/letsci/cams/index.cfm](http://www4.uwm.edu/letsci/cams/index.cfm)

**UWM now requires all syllabi to include an estimated number of hours of energy a student will be expected to expend to complete the class. The expected minimum number of hours of energy expended by students in this class is as follows:** Classroom Lectures – 45.00 hours; Reading/Projects – 54.00 hours; Exam Study – 45.00 hours. **Total: 144.00 hours.**
General Education Requirements (GER) Qualified Course in the Area of the Humanities

In other words, this course investigates human constructs and values as opposed to natural and physical processes or matters concerned with the development of basic or professional skills. The humanistic disciplines—such as art history, history, language and literature, philosophy—are concerned with questions, issues and concepts basic to the formation of character and the establishment of values in a human context; they induce an organic study of letters and knowledge; they provide literary, aesthetic and intellectual experiences which enrich and enlighten human life.

By tracing the development of first and ancient cities, this course offers a humanistic examination of the ways in which aesthetic expression both mirrors and shapes broader aspects of culture and society. By the end of the course, students will be able to evaluate the development of urbanization through art and architecture, within the historical and conceptual contexts, thereby honing their skills in written and critical analysis. The Visual Analysis Paper Assignment, described above, is an exercise devised in accordance with GER learning objectives.

Humanities Distribution GER Criteria (Rev. 2012)

4.2 Humanities

(a) Definition: The academic disciplines that investigate human constructs and values, as opposed to those that investigate natural and physical processes, and those concerned with the development of basic or professional skills.

The humanistic disciplines—such as art history, history, language and literature, philosophy, religious studies, film and media studies—are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

(b) Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:

1. identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge; and
2. respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument and/or interpretation; or
3. apply diverse humanistic theories or perspectives to other branches of knowledge or to issues of universal human concern.

UW System Shared Learning Goals

Art History 210 also addresses the UW System’s Shared Learning Goals:

1. Knowledge of Human Cultures and the Natural World including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
2. Critical and Creative Thinking Skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.

The following rubric is used to assess the Visual Analysis assignment for the GER criteria and the UW System Shared Learning Goals:
<table>
<thead>
<tr>
<th></th>
<th>Humanities Criteria (1)</th>
<th>Humanities Criteria (2)</th>
<th>UW Shared Learning Goal (2)</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Work is highly successful in identifying the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work is highly successful in responding coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
<td>Work is highly successful in displaying critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
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<td>4</td>
<td>Work largely demonstrates the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work largely demonstrates the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
<td>Work largely demonstrates the ability to display critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
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<tr>
<td>3</td>
<td>Work demonstrates mixed success with respect to the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Works demonstrates mixed success with respect to the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
<td>Work demonstrates mixed success with respect to the ability to display critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
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<tr>
<td>2</td>
<td>Work attempts but largely does not demonstrate the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work attempts but largely does not demonstrate the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
<td>Work attempts but largely does not demonstrate the ability to display critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
</tr>
<tr>
<td>1</td>
<td>Work does not demonstrate the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work does not demonstrate the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
<td>Work does not demonstrate the ability to display critical and creative thinking skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.</td>
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Class Schedule and Assignments

Introduction to the First Cities: September 6
Readings: Norwich, Introduction

The Near East:
September 11: Introduction to the Near East, Uruk and Ur
Reading: Norwich, pp.14 - 23
September 13: Hattusa and Troy
Readings: Norwich pp.24 - 33
September 18: Babylon and Nineveh
Readings: Norwich pp. 34 - 43
September 20: Persepolis and Pergamum
Readings: Norwich pp. 44 - 51
September 25: Jerusalem and Petra
Readings: Norwich pp. 52 - 63; Visual Analysis paper guidelines
September 27: Ephesus and Palmyra
Readings: Norwich, pp.64 - 75

October 2: EXAM ONE: CITIES OF THE NEAR EAST

Africa:
October 4: Introduction to Africa, Memphis and Thebes
Readings: Norwich pp. 76 - 87
October 9: Amarna and Alexandria
Readings: Norwich pp. 88 - 93; 96 -99
October 11: Carthage and Meroë
Readings: Norwich pp. 94-95; 100-103
October 16: Leptis magna, Aksum
Readings: Norwich pp. 104-113

October 18: EXAM TWO: CITIES OF AFRICA

Europe:
October 23: Introduction to Europe, Knossos
Readings: Norwich pp. 114 - 121
October 25: Mycenae, Athens
Readings: Norwich pp. 122 - 131
October 30: Akragas and Paestum
Readings: Norwich pp. 132 - 143
November 1: Rome
Readings: Norwich pp. 144 - 151
**November 6: No Class**

**November 8: Pompeii**  
Readings: Norwich pp. 152 - 159

**November 13: Nîmes and the Pont du Gard; Trier**  
Readings: Norwich pp. 160 - 167

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**November 15: EXAM THREE: THE CITIES OF EUROPE**

**Asia:**

**November 20: Introduction to Asia and Mohenjo-Daro**  
Readings: Norwich pp. 168 - 171

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**Thanksgiving Break November 22-26**

**November 27: Linzi and Xianyang**  
Readings: Norwich pp. 172-181; *Visual Analysis Paper Due*

**November 29: Pataliputra and Anuradhapura**  
Readings: Norwich pp. 182 - 193

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**December 4: EXAM FOUR: THE CITIES OF ASIA**

**The Americas:**

**December 6: Introduction to the Americas; Caral and LaVenta**  
Readings: Norwich pp. 194 - 205

**December 11: Monte Albán and Teotihuacan**  
Readings: Norwich pp. 206 - 215

**December 13: Tikal and Palenque**  
Readings: Norwich pp. 216 - 225

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**December 20: EXAM FIVE: THE CITIES OF THE AMERICAS; VISUAL ANALYSIS PAPER DUE**  
8:15 - 9:30 am