Spring 2021
101 Global Works and Society: Antiquity
QWA-UF 9101 F01

Ancient Cities: Walls, Organized Communities, and the Debate on Citizenship

Monday-Wednesday 5:00-6:15 CET
(please note, Daylight Savings Time begins at 3 am on March 28th)

Instruction Mode: Online

Spring 2021
We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you’ve completed the online academic orientation via NYU Classes so you are aware of site specific support, policies and procedures.

Please contact florence.academicsupport@nyu.edu if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be instructed to choose your seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Class Description:
Cities, and the connection between urban structure and social order, are the themes around which we will organize our investigation of early major civilizations. We begin by introducing the so-called Neolithic revolution, when the transition to agriculture and pastoralism changed social systems and the relationship of people and their environments. Our first case-studies are Jericho and Çatalhöyük, two proto-city settlements in Southern Anatolia, and Sumer, the Southern region of Mesopotamia where in the 3500 B.C. the first cities appeared—together with the early graphic signs that represent the first example of written language. We will expand our inquiry into the ancient rivers cultures in Egypt, India, and China, and into the urbanization of the Mediterranean, especially the two major models of the Greek polis, and the Roman Empire. Our examination of the development of cities will be supported by readings from some pivotal authors that initiated the debate around the notions of city, citizenship, and identity—Socrates, Plato, and Aristotle. By including in such debate excerpts from the works of Confucius, we will further outline how East and West contributed to the definition of civic engagement. In the final part of the course, we will delve into early Christianity, focusing on the doctrine of the two cities, as formulated by Augustine at the time of the fall of Rome.
Instructor Details:
Name: Federica Anichini
Office Hours: Appointments available via Zoom or in person on request

Inclusion, Diversity, Belonging and Equity
NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Florence, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

NYU Florence embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and communicate. We will continually strive to work together to nurture a culture of inclusivity, compassion and mutual respect.

There are both on-campus and NYU Global resources available to students and staff wishing to share their experiences with us or offer suggestions for improvement. On-campus, students, faculty and staff can contact any one of our three local IDBE Liaisons, Mary Barbera, Lisa Cesarani and Angelica Pesarini. Students can also contact the Office of Academic Support or the Office of Student Life to talk to a member of staff. Students are invited to join the NYU Florence IDBE Student Committee and take on an active role in planning encouraging dialogues on issues around diversity and inclusion.

The Global NYU community can access the Office of Global Inclusion, Diversity and Strategic Innovation who works closely with students, faculty, administrators, and staff, regardless of where you may be located, to help make every aspect of NYU more equitable. You can contact them at globalinclusion@nyu.edu for more information and resources.

Bias Response Line
NYU’s Bias Response Line (BRL) provides an open forum to members of our community and helps to ensure that our community is equitable and inclusive. It is a centralized way to share or report experiences and concerns regarding bias, discrimination, or harassing behavior that may occur within our local or global NYU community. To contact the BRL, please email or call: 212-998-2277.

 Desired Outcomes:
On completion of this course, students are expected to demonstrate the ability to:
- Formulate critical questions
- Implement critical and interpretative thinking skills using course’s primary and secondary sources
- Synthesize material and articulate ideas clearly, in both oral and written format
- Integrate different disciplines
- Establish informed connections between historical eras, and between past and present, especially on the topics of metaphorical and material boundaries

**Assessment Components**
The grading components in this course are divided into the following percentages:

- 20% -- Academic Commitment (including participation to Group Discussions)
- 10% -- Reading Response
- 20% -- Written Assignments (two 3 page response papers)
- 20% -- Midterm Exam
- 30% -- Final Exam

**Academic Commitment and Group Discussion 20%**
**Academic Commitment** may include, but is not limited to, presence at synchronous class sessions, timely submission of predetermined course assignments to the instructor, collaboration with peers in group course work both during class time or independently outside of class time, individual oral or written contributions to synchronous course time through the chat function, in person discussion, or in individual office hours with the instructor. In an asynchronous format this academic engagement may take the form of written contributions to course forums, adding comments to posted work on VoiceThread or Google Drive shared docs. Students will also be responsible for a presenting a selection of further readings and for contributing to, and facilitating, a **Group Discussion** on such material. This activity is scheduled for 3/10; 3/29; 5/3. Sign-up here for this activity.

**Reading response 10%**
This individual activity consists of a short oral introduction (of about 5', 7') of a selected reading. After the introduction, the student will present the rest of the class with a couple of relevant questions and/or issues, and lead a brief debate. Students’ contributions might expand a topic, contextualize it, establish a relation between the topic and our times. The student in charge will also take notes, including questions and contributions. Completed and edited notes (about 300 words) are due the evening before next week’s class. This activity is scheduled for 2/17; 2/24; 3/8; 3/24; 3/31; 4/7; 4/14; 4/21; 4/28.
The shared document to sign-up and add your notes is here

**Written Assignments (two 3-page response papers) 20%**
The two 3-page (typed, double-spaced, with a minimum of 6 paragraphs each) response papers concern specific topics. Students who prefer to work on a different topic, within the class materials, can discuss their choice with the instructor. The first response paper is due on week 7, the second, on week 11.

**Midterm (20%) and Final (30%) exams**
Midterm and Final exams will include both short-answer and essay questions.

Failure to submit or fulfill any required course component results in failure of the class.
Assessment Expectations:

- **Grade A:** The student’s work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student has distinguished themselves throughout the course of the semester for their contributions to class discussion.

- **Grade B:** The student’s work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized and well-presented essays/exam questions; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student is prepared in class and asks relevant questions.

- **Grade C:** The student’s work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following areas: clarity, organization or content. The student’s work is generally in need of improvement.

- **Grade D:** The student’s work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is deficient in one of more of the following areas: clarity, organization or content. The student does not participate in class discussion and has not frequented the instructor’s office hours.

- **Grade F:** The student’s work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are not submitted. The student appears unprepared in class and has not frequented the instructor’s office hours.

Grading Guidelines

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Grading Policy:
Please refer to Assessment Expectations and the policy on late submission of work.

Academic Accommodations:
Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the Moses Center for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.
Attendance Policy:
Study abroad at Global Academic Centers is an academically intensive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. In blended course format, students, based on need and circumstance may attend class sessions in-person or remote synchronously online. Both are acceptable and would be considered present in class. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the Global Sites is expected. Unexcused absences will affect students' semester participation grade.** Faculty will take attendance at the beginning of every class. For Go Local Students studying in Florence, **If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken.** Both in-person and remote students are responsible for making up any work missed due to absence. Repeated unexcused absences in a course may result in failure. Please be in contact with your professor via email to meet during office hours to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Excused Absences:
In case of absence, **regardless of the reason**, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. **Absences should be reported to the Office of Academic Support via email and to your faculty member BEFORE your class meets for lesson.**

Categories of Excused Absences

**Absence Due to Illness**
- If you are a Go Local student present in Florence and feel sick, please contact the Office of Student Life for assistance.
- COVID-19 related family emergencies will be considered as an excused absence.
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences.

**Due to Religious Observance**
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu
Late Submission of Work
- All course work must be submitted on time, in class on the date specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date.
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

Plagiarism Policy
PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:
The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Writing Center:
The NYU Florence Writing Center offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for an online consultation at the Writing Center’s website and submit your working draft or ideas at least six hours in advance to NYU Florence Writing Center. Please also note that the Writing Center does not correct or “fix” your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

Required Texts
Course readings are posted online in the Resources folder of the NYU Classes site, and are also accessible via hyperlink on the Class Assignments and Topics section of your syllabus.

Primary Sources:
Confucius, The Analectics (Books I, II, III, VII)
Plato, The Republic (I, 343a-347b; II, 368a-376e; IV, 419a-424c, 436b-443b; VIII, 555b-562a)
   Group Discussion activity: V, 451c-457b; 457c-461e; 471d-480a
Aristotle, Politics (Book I, 1252a-1253b 25; Book III 1274b-1278b 5)
   Group Discussion activity: III, Parts 6-11 (1278b 7-1282b 14)
Cicero, On the Republic, Book I, 1-8; Book II, 1-14; 23-44
Seneca, On Mercy, Book I, 1-19
Augustine, The City of God (Book I, Book XIX)

Internet Research Guidelines:
The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite internet and other non-traditional media sources in your written work constitutes plagiarism.

Additional Required Equipment: N/A
Class Assignments and Topics:

Week 1

February 1
Introduction to the course. Early Revolutions—how the Sapiens began to socially impact on the planet

February 3
Was the Agricultural Revolution the first luxury trap?

Assignments due:

Mythical Beings May Be Earliest Imaginative Cave Art by Humans

Harari, Sapiens, Chapter 5, History’s Biggest Fraud (pp. 87-109)

Week 2

February 8
The Urban Revolution—Imagination and utopia at the roots of sociopolitical orders

Assignments due:

Mumford, The City in History, Chapter 2: The Crystallization of the City The First Urban Transformation; The First Urban Implosion; Anxiety, Sacrifice, and Aggression, (pp. 29-46)

Tellier, From the Beginning of Agriculture and Urbanization to the First Urbexplosions (pp.15-26)

February 10
Jericho and Çatalhöyük—two case-studies of early cities

Assignments due:

Hodder-Cessford, Daily Practice and Social Memory at Çatalhöyük (pp.17-40)

Week 3

February 15
Urban culture vs. nature in ancient Mesopotamia—Gilgamesh and Enkidu, the urban king and the wild man

Assignments due:

Pollock, *Ancient Mesopotamia* (pp. 167-172)


February 17
Cities vs. rulers: bottom-up and top-down approaches

**Reading Response**

Assignments due:

Blanton-Fargher, *Rethinking the Role of Agency in Political Evolution* (pp. 5-11)

February 18 - MAKE-UP CLASS
Urban dynamics under a Pharaoh, and in the state-less Harappan civilization

Assignments due:

Tellier, *Appearance of Urbanization in Egypt* (pp.30-34)

Lehner, *Fractal House of the Pharaoh: Ancient Egypt as a Complex Adaptive System* (pp. 275-277; and 308-322)

Week 4

February 22
An introduction to the world of Confucius

Assignments due:


February 24
Confucius on Rituals, family, and the self

**Reading Response**
Assignments due:
Rainey, Confucius’ Teaching I, The foundation of a good person, 23-28; Teaching II, The foundation of a good society, 45-62


Week 5

March 1
Visit to the Harold Collection at La Pietra: Harold in China

Assignments due:
TBA

March 3
The dawn of the polis

Assignments due:
Raaflaub, Early Greece (pp. 85-96)

Week 6

March 8
Reading Response
Life in Athens: a new model of social organization

Assignments due:
Vernant, The Spiritual Universe of the Polis (pp.49-68)

Lane, Democracy (pp. 95-127)

March 10
Group Discussion: Athenian democracy

Sources for group discussion:
1. Sinclair, The Critics of Athenian Democracy, (pp. 191-222)
2. Stuart, The Polis and the Chora (especially pp. 21-30)
3. Westgate, The Greek House and the Ideology of Citizenship (pp. 229-245)

Week 7

March 15
Midterm review
Assignments due: Response Paper #1
*Select one of the concepts we have discussed (for example cognitive revolution, social order, political agency, tradition), and illustrate it with examples from the class material*

March 17
Midterm Exam

Week 8

March 22
The first political philosophers: Socrates and Plato

Assignments due:
[all excerpts from Plato’s Republic are here]
Plato, *Republic*
  The art of government, and its benefits (I, 343a-347b)
  The case for the Guardians (II, 368a-376e)

March 24
The Platonic city: a bold proposal
Reading Response

Assignments due:
[all excerpts from Plato’s Republic are here]
Plato, *Republic*
  The happiness of the state (IV, 419a-424c)
  Souls and States (IV, 436b-443b)
  Impermanent democracy (VIII, 555b-562a)

Week 9

March 29
Group Discussion: Plato, *Republic*, V (excerpts)

Sources for group discussion
[all excerpts from Plato’s Republic are here]:
  1. 451c-457b
  2. 457c-461e
  3. 471d-480a

March 31
Aristotle’s *Politics*: humans are political animals
Reading Response
Assignments due:
[page numbers refer to the Loeb Edition: Aristotle, Politics, transl. by Harris Rackham, Loeb Classical Library, see link below]

**Book I, Parts 1, 2, 3** (1252a-1253b 25) pp. 3-17

**Book III Parts 1, 2, 3, 4, 5** (1274b-1278b 5) pp. 173-203

**Week 10**

**April 5**
LOCAL HOLIDAY

**April 7**
Politics and Moral standards in Aristotle’s thought

**Reading Response**

Assignments due:
May Sim, *Virtue-oriented Politics* in *Remastering morals with Aristotle and Confucius* (pp. 166-193)

Aristotle, *Politics*, III, Parts 6-11 (1278b 7-1282b 14)

**Week 11**

**April 12**
Tradition, urban culture and civic duties in Rome: an introduction

Assignments due: **Response Paper #2**
*Comment on a passage of your choice from the Plato, Aristotle’s, and Confucius’ works we have read in class. Your reasoning should consider, and make reference to, the historical and cultural context*

**April 14**
A dialogue on Roman politics: Cicero’s *On the Republic*

**Reading Response**

Assignments due:
Week 12

April 19
NYU HOLIDAY

April 21
From the Roman Republic to contemporary republics, via Machiavelli
Guest Speaker: Stefano Albertini, NYU
Reading Response

Assignment:
TBA

Week 13

April 26
From res publica to empire: Seneca, and the decline of political thought

Assignments due:
Seneca, De clementia (On Mercy.) Book I, 1-19 (pp. 357-415)

April 28
Augustine: The city of man
Reading Response

Assignments due:
Augustine, The City of God, Book I (pp. 11-141)
[page numbers refer to the Loeb Edition: Augustine, The City of God, Book I, transl. by George E. McCracken, Loeb Classical Library, see link below]

Week 14

May 3
Group discussion: Augustine: The city of God

Sources for group discussion:
1. The City of God, Book 19 (1-8) pp. 97-155
2. The City of God, Book 19 (8-17) pp. 151-199
May 5
Review for the Final Exam

Assignments due:
Sennet, Crooked, Open, Modest (pp.1-17)

Week 15
May 10
Final Exam

Class Time Expectations
In light of the unique circumstances of blended instruction, we ask students to consider the following class time expectations to ensure a productive class:

- Prepare your workspace for class, limit non-class activities during synchronous class time.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- If deemed necessary by the study away site (i.e. a COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or "raise hand" function in order to add your voice to class discussions.
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.

Final Exams
Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the Office of Academic Support florence.academicsupport@nyu.edu as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Suggested Co-curricular Activities
Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.
Your Instructor
Federica Anichini, Florentine by birth, has obtained a PhD in Medieval Italian Studies at New York University, in 2002. In 2009 she has published a monograph on the poetry of Guido Cavalcanti (1250?-1300), *Voices of the Body. Liminal Grammar in Guido Cavalcanti ‘Rime’*, about the employment of sources from natural philosophy, medicine in particular, in Cavalcanti’s work. Her publications include the essays: “Empty Womb and Full Bellies in Decameron 9.3,” in *The Decameron: Ninth Day in Perspective. Volume Nine of the Lectura Boccaccii*, (Toronto: Toronto University Press, forthcoming); *In Dialogue with the Imageless Vision: Constructing Language in Paradiso III*, in *Dante and Heterodoxy* (Cambridge: Cambridge Scholars Press, 2014); *Inferno IX: Passing within City Walls and beneath the ‘velame de li versi strani’*, *(Mediaevalia 33 (2012))*. Her current research centers on the relationship between the urban environment and creativity, specifically on the relation of medieval Florence to its vernacular poetic tradition by focusing on one specific urban morphological feature, the city walls, meant not as a defensive device but as permeable margins.