# ANT4441: Anthropology of Cities

*Department of Anthropology*
*College of Sciences, University of Central Florida*

# COURSE SYLLABUS

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| Instructor: | *Dominique Langis-Barsetti* | Term: | *Spring 2020* |
| Office: | *Howard Phillips Hall 309-E* | Credit Hours | *3* |
| Phone: | *(407) 823-2227* | Class Meeting Days: | *Wednesday* |
| E-Mail: | *dominique.langis-barsetti@ucf.edu* | Class Meeting Hours: | *9:30 – 12:20am* |
| | | | *Finals Week 10:00-12:50am* |
| Website: | *Webcourses@UCF* | Class Location: | *BA1 O121* |
| Office Hours: | *Wednesday 12:30-2:30pm* | | |
| | *or by appointment* | | |

**University Course Catalog Description**
An anthropological exploration of cities and their social systems in the past and present.

**Course Overview**
Over half of the world's population now lives in cities, a number which continuously increases as more and more move to urban environments. Understanding cities and their inhabitants is, therefore, critically important to both the present and future of our world. This course will explore cities in the past and in the present from anthropological and archaeological perspectives, along with the activities and social systems that create them and that are enabled by them. Geographical Information Systems (GIS) will also be included as part of the methodologies that assist us in better understanding cities. Students will be expected to demonstrate familiarity with key concepts of and methods of urban anthropology as well as apply them through their own research on cities worldwide.

**Course Objectives**
- Discuss what cities are anthropologically, how they developed, and what they have and could become;
- Explore the activities and social systems that form and are formed by cities;
- Introduce how Geographical Information Systems (GIS) are used to better understand cities past and present;
- Explore the world's urban realities through assignments and presentations.

**Course Prerequisites**
None

**Required Text and Articles**
E. Barbara Phillips (2010) *City Lights: Urban-Suburban Life in the Global Society.* (Third Edition) New York: Oxford University Press.
See course website for additional readings required each week.

**Basis for Final Grade**
Your final grade will be based upon a syllabus quiz (1%), a series of short presentations on cities worldwide (2% each), four oral article critiques (5% each), a 3 page research proposal with at least a three source bibliography (10%), a final written paper 10 pages in length with at least a ten source bibliography (25%), a final presentation (20%), and overall participation (10%). The due dates for each are listed in the table below, other than the four article critiques which will be assigned as the course progresses, and the city presentations which will be left at your own discretion. Failure to complete the assignment at that time, in the absence of a pre-accepted excuse, will result in a score of zero (0) for that assignment. Acceptable excuses include: significant illness, medical emergency, death in the family, or required participation in a UCF event (e.g. if you are an athlete attending a sports event or if you have a field trip for another class). In rare cases, such as a medical emergency, you can ask for an excuse after the fact, but do so as soon as possible. In all cases, be prepared to show evidence of the need for the excuse and let me know as far ahead of time as you can in order to find out if your excuse will be accepted and to leave us enough time to plan an alternate arrangement. These assignments are designed to get you thinking, writing, and presenting your ideas about cities and their place in the past, present, and future.

| ***Assignments*** | ***Due Date*** | ***Percent of Grade*** |
|---|---|---|
| Syllabus Quiz | By Friday, Jan. 10th at 3pm | 1% and federal verification requirement |
| City Presentation #1 | During class at your own discretion | 2% |
| City Presentation #2 | During class at your own discretion | 2% |
| City Presentation #3 | During class at your own discretion | 2% |
| City Presentation #4 | During class at your own discretion | 2% |
| City Presentation #5 | During class at your own discretion | 2% |
| City Presentation #6 | During class at your own discretion | 2% |
| City Presentation #7 | During class at your own discretion | 2% |
| Article Critique #1 | During class on assigned week | 5% |
| Article Critique #2 | During class on assigned week | 5% |
| Article Critique #3 | During class on assigned week | 5% |

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|---|---|---|
| Article Critique #4 | During class on assigned week | 5% |
| Research Proposal (3 pages) | February 12th at 9:30am | 10% |
| Final Project (10 pages) | April 8th at 9:30am | 25% |
| Final Presentation | April 22nd | 20% |
| Participation | Throughout the semester | 10% |

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of the first week.

**Grading Scale**

| **Letter Grade** | **Percentage** | | **Letter Grade** | **Percentage** |
|---|---|---|---|---|
| A | 93 - 100 % | | C | 73 - 76 % |
| A- | 90 - 92 % | | C- | 70 - 72 % |
| B+ | 87 - 89 % | | D+ | 67 - 69 % |
| B | 83 - 86 % | | D | 63 - 66 % |
| B- | 80 - 82 % | | D- | 60 - 62 % |
| C+ | 77 - 79 % | | F | 59 % and below |

**Academic Integrity**

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.
http://academicintegrity.org/

*UCF Creed*: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

*Plagiarism*
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

*Responses to Academic Dishonesty, Plagiarism, or Cheating*
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

*Unauthorized Use of Class Materials*
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

*Unauthorized Use of Class Notes*
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

*In-Class Recording Policy*
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

**Course Accessibility**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the instructor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

**Campus Safety**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

**Deployed Active Duty Military Students**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me to discuss your circumstances.

**University Writing Center**

The University Writing Center (https://uwc.cah.ucf.edu/) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

**Electronic Device Policy**
Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device and will not be permitted to use devices in class from that point forward. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

**Attendance**
Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of zero (0) for that assignment.

**Updates and Notifications**
The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

**Obtaining Notes for Missed Lectures**
If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

**Grades of "Incomplete"**
Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

**Course Schedule**
This syllabus is tentative and reasonable schedule modifications may be made over the course of the semester to better meet the goals of the class. Any modifications will be posted on the course website and/or discussed in class.

**Week 1 Wednesday, January 8**
**Course Introduction**

*Background Readings*
Philips pp. 37-67, 74-77, 95-96
Smith 2010

*Required Readings*
N/A

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**Week 2 Wednesday, January 15**
**What is a City?**

*Background Readings*
Philips pp. 105-143

*Required Readings*
Smith 2006
Smith and Lobo 2019

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**Week 3 Wednesday, January 22**
**Past Perceptions of the City**

*Background Readings*
N/A

*Required Readings*
Golding 1975
Hewitt and Graham 2015
Morrison 2015

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**Week 4 Wednesday, January 29**
**The Rise of Cities**

*Background Readings*
N/A

*Required Readings*
Blanton 1982
Childe 1950
Wheatley 1972

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**Week 5 Wednesday, February 5**
**The Shape of the City**

*Background Readings*
Philips pp. 519-552
Miles 2008

*Required Readings*
Low 1996
Smith 2007

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**Week 6 Wednesday, February 12**
**The Built Environment**

*Background Readings*
Philips pp. 559-590
Lawrence and Low 1990

*Required Readings*
Lynch 1960
Osborne 2015

***RESEARCH PROPOSAL DUE (in class)***

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**Week 7 Wednesday, February 19**
**The City and Its Hinterland**

*Background Readings*
Philips pp. 148-162

*Required Readings*
Blanton 1976
Wilkinson 2005

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**Week 8 Wednesday, February 26**
**Communities in the City**

*Background Readings*
Philips pp. 166-189, 251-256
Wilson 2008

*Required Readings*
Gabiam 2018
Giordano and Cole 2011

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**Week 9 Wednesday, March 4**
**Power in the City**

*Background Readings*
Philips pp. 341-383 ,464-480, 493-512
Kong 2008
Lilley 2008

*Required Readings*
Romano 1989
Schortman and Ashmore 2012

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**Week 10 Wednesday, March 11**

**SPRING BREAK**

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**Week 11 Wednesday, March 18**
**Consumption and the Environment**

*Background Readings*
Philips pp. 615-644

*Required Readings*
Awuor et al. 2008
Barthel and Isendahl 2013

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**Week 12 Wednesday, March 25**
**Security and Crime**

*Background Readings*
Coaffee and Murakami Wood 2008
Hebert 2008

*Required Readings*
Low 2001
Fisher 2009

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**Week 13 Wednesday, April 1**
**Disease and Death**

*Background Readings*
Carter 2011

*Required Readings*
Grineski et al. 2006
Marshall 2000

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**Week 14 Wednesday, April 8**
**Death of a City**

*Background Readings*
Cowgill 2012
Bachvarova 2016

*Required Readings*
Eisinger 2014
Witakowski 2010

***FINAL PAPER DUE (in class)***

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**Week 15 Wednesday, April 15**
**Presentation Preparation**

**NO PHYSICAL CLASS MEETING – ONLINE POSTING AND DISCUSSION**

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**Week 16 (Finals' Week) Wednesday, April 22 (10:00am-12:50am)**

**STUDENT PRESENTATIONS**

## Details of Assignments

**City Presentations (oral):**

These short presentations (2-5min) are meant to encourage students to explore cities across time and space. You will be responsible for presenting a city of your choice seven times throughout the semester. Aside from a general background of the chosen cities, you should pay special attention to the ways said city relates or responds to the issues and topics discussed on the weeks where you are presenting.

**Article Critiques (oral):**

Since a large portion of class time will be dedicated to discussions, students are expected to be familiar will all required readings. On four occasions (to be assigned throughout the semester), you will be asked to give a critique of one of the assigned readings as well as come up with questions meant to foster class discussion.

**Research Proposal Assignment (written, 3 pages):**

This assignment is a three-page research proposal. In this proposal you should identify and explain the significance of: 1) which city you have selected for your final project and 2) which problem you will explore and which solutions you will propose based on research into this and other cities. The proposal should also include a bibliography of **at least 3 sources** which are cited in the proposal.

**Final Project Assignment (written, 10 pages):**

This assignment is a ten-page research paper. In this paper you should: 1) briefly introduce which city you selected and, if you selected a city or an issue of the past, the historical period you are dealing with, 2) introduce a problem that is found within that city, 3) provide some background on why that problem occurs in that city, 4) explain the impact of that problem on that city, 5) research ways that other cities have addressed this problem and explain why a similar solution might or might not work in this city, and 6) propose a brief plan to address this problem in this city. This paper should also include a bibliography of **at least 10 sources** which are cited in the paper. Although the class is not a GIS-focused one *per se*, students with a GIS background or interest are welcome to use GIS techniques and methods for their final paper. They will receive the same kind of assistance as students employing a more traditional approach.

**Final Project Presentation (oral)**

The last week of classes (during Finals' Week) will be dedicated to student presentations focused on the research conducted for the final paper. Presentations should be accompanied by appropriate visual material (e.g. Power Point presentation) and should last ca. 20-30min (depending on the number of students in the class and other potential scheduling considerations). Presentations should cover all aspects of the final project assignment. A question period will follow each presentation.

## Bibliography

Awuor, Cynthia Brenda, Victor Ayo Orindi and Andrew Ochieng Adwera
2008 Climate change and coastal cities: the case of Mombasa, Kenya. *Environment and Urbanization* 20(1): 231-242

Bachvarova, Mary R.
2016 "The destroyed city in ancient "world history": from Agade to Troy", in *The Fall of Cities in the Mediterranean. Commemoration in Literature, Folk-Song, and Liturgy*, edited by M.R Bachvarova, D. Dutsch, and A. Suter. Pp. 36-79. Cambridge: Cambridge University Press

Barthel, Stephan and Christian Isendahl
2013 Urban gardens, agriculture, and water management: Sources of resilience for long-term food security in cities. *Ecological Economics* 86: 224-234

Blanton, Richard E.
1976 Anthropological Studies of Cities. *Annual Review of Anthropology* 5: 249-264

Blanton, Richard E.
1982 Urban Beginnings: A View from Anthropological Archaeology. *Journal of Urban History* 8(4): 427-446

Carter, Simon
2011 "Disease and Infection in the City", in *The New Blackwell Companion to the City*, edited by G. Bridge and S. Watson. Pp. 245-255. Chichester: Wiley-Blackwell

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

Coaffee, Jon and David Murakami Wood
2008 Terror and Surveillance. In *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John Rennie Short, eds. Pp. 352-372. London: Sage.

Cowgill, George L.
2012 Concepts of Collapse and Regeneration in Human History. In *The Oxford Handbook of Mesoamerican Archaeology*. Deborah L. Nichols and Christopher A. Pool, eds. Pp. 301-308. Oxford: Oxford University Press.

Eisinger, Peter
2014 Is Detroit Dead? *Journal of Urban Affairs* 36(1): 1-12

Fisher, Nick
2009 "'Workshops of villains': Was there much organized crime in classical Athens?", in *Organised Crime in Antiquity*, edited by K. Hopwood. Pp. 53-96. Swansea: The Classical Press of Wales

Gabiam, Nell
2018 "Rethinking Camps: Palestinian Refugees in Damascus, Syria", in *Urban Life: Readings in the Anthropology of the City* (Sixth Edition), edited by G. Gmelch and P. Kuppinger. Pp. 137-152. Long Grove, IL: Waveland Press

Giordano, Alberto and Tim Cole
2011 On Place and Space: Calculating Social and Spatial Networks in the Budapest Ghetto. *Transactions in GIS* 15(s1): 143-170

Golding, Naomi H.
1975 Plato as City Planner. *Arethusa* 8(2): 359-371

Grineski, Sara E., Bob Bolin, and Victor Agadjanian
2006 Tuberculosis and urban growth: Class, race and disease in early Phoenix, Arizona, USA. *Health and Place* 12: 603-616

Hebert, Steve
2008 Crime and Policing. In *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John Rennie Short, eds. Pp. 334-351. London: Sage.

Hewitt, Lucy and Stephen Graham
2015 Vertical cities: Representations of urban verticality in 20th-century science fiction literature. *Urban Studies* 52(5): 923-937

Kong, Lily
2008 Power and Prestige. In *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John Rennie Short, eds. Pp. 13-27. London: Sage.

Lawrence, Denise L. and Setha M. Low
1990 The Built Environment and Spatial Form. *Annual Review in Anthropology* 19: 453-505

Lilley, Keith
2008 Faith and Devotion. in Sage Companion to the City. In *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John Rennie Short, eds. Pp. 28-46. London: Sage.

Low, Setha. M.
1996 The Anthropology of Cities: Imagining and Theorizing the City. *Annual Review of Anthropology* 25: 385-409.

Low, Setha
2001 The Edge and the Center: Gated Communities and the Discourse of Urban Fear, *American Anthropologist* 103(1): 45-58.

Lynch, Kevin
1960 *The image of the city*. Cambridge: MIT Press. (Pp. 1-13)

Marshall, Eireann
2000 "Death and Disease in Cyrene: A case study", in *Death and Disease in the Ancient City*, edited by V.M. Hope and E. Marshall. Pp. 8-23. London: Routledge

Miles, Malcolm
2008 Planning and Conflict. In *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John Rennie Short, eds. Pp. 318-333. London: Sage.

Morrison, Tessa
2015 "Filatere – Sforzinda" in *Unbuilt Utopian Cities 1460 to 1900: Reconstructing their Architecture and Political Philosophy*. Pp. 11-28. Farnham: Ashgate Publishing

Osborne, James F.
2015 Ancient cities and power: the archaeology of urbanism in the Iron Age capitals of northern Mesopotamia. *International Journal of Urban Sciences* 19(1): 7-19

Romano, Dennis
1989 Gender and the Urban Geography of Renaissance Venice. *Journal of Social History* 23(2): 339-353

Schortman, E. and W. Ashmore
2012 History, networks, and the quest for power: ancient political competition in the Lower Motagua Valley, Guatemala. *Journal of the Royal Anthropological Institute* 18(1):1-21.

Smith, Michael E.
2007 Form and Meaning in the Earliest Cities: A New Approach to Ancient Urban Planning. *Journal of Planning History* 6(1): 3-47

Smith, Michael E.
2010 Sprawl, Squatters, And Sustainable Cities: Can Archaeological Data Shed Light On Modern Urban Issues? *Cambridge Archaeological Journal* 20: 229–253.

Smith, Michael E. and José Lobo
2019 Cities Through the Ages: One Thing or Many? *Frontiers in Digital Humanities* 6: Article 12

Smith, Monica L.
2006 The Archaeology of South Asian Cities. *Journal of Archaeological Research* 14: 97-142

Wheatley, Paul
1972 The concept of urbanism. In *Man, settlement, and urbanism*. Peter J. Ucko, Ruth Tringham, and G.W. Dimbleby eds. Pp. 601-637. London: Gerald Duckworth and Co. Ltd.

Wilkinson T. J.
2005 Approaches to Modelling Archaeological Site Territories in the Near East. In *Nonlinear Models of Archaeology and Anthropology: Continuing the Revolution*. Christopher S. Beekman and William W. Baden, eds. Pp. 123- 138. Aldershot Hampshire: Ashgate

Wilson, David
2008 Segregation and Division. In *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John Rennie Short, eds. Pp. 210-229. London: Sage.

Witakowski, Witold
2010 "Why Are the So-Called Dead Cities of Northern Syria Dead?", in *The Urban Mind: Cultural and Environmental Dynamics*, edited by P.J.J. Sinclair, G. Nordquist, F. Herschend, and C. Isendahl. Pp. 295-310. Uppsala: African and Comparative Archaeology, Department of Archaeology and Ancient History, Uppsala University