

The Evolution of Human Settlements, UST606

Fall Semester, 2009

Maxine Goodman Levin College of Urban Affairs

Cleveland State University

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Hours: Wednesday 10:00 - 12:00 or by appointment

Course Description and Overview:

This course is primarily about coping with complexity in human settlement systems. It is motivated by a concern for today's densely-populated urban socio-technical settlements, in which complexity is frequently a source of difficulty. The primary goal is to provide the student with sufficient conceptual and theoretical background, and sufficient substantive knowledge about various human settlements, to begin to understand and apply the theories, concepts, and ideas in consideration of plans, policies and decisions that exert influence on the future of these systems.

Several distinct kinds of problem are part of a consideration of complex human settlements. Any such settlement can be understood as a socio-technical system located in an ecosystem, at a particular time and place, with a particular endowment of resources, knowledge, and technology. One kind of problem is thus of recognizing and properly understanding the substantive aspects of the situations in which the individuals within the settlement find themselves. This involves; (a) identifying the elements of the situations and the relations applicable among those elements, and (b) assimilating that knowledge into a broad perspective from which to understand the conditions that govern and constrain human action within that situation. The second kind of problem is one of developing a shared understanding among people who have different perspectives and values and who are in one way or another a part of the situations—whether they are engaged in studying it, involved in changing them, or simply being influenced by them. A third kind of problem is how to put such understanding as can be developed into the stream of human achievement in an informed, organized, effective way, preserving whatever relevant knowledge and insight enhances adaptivity in light of ubiquitous change. A fourth kind of problem, which is embedded in the third, but which deserves special recognition because of its impact, is to make those plans, policies, and decisions that exert influence on the future of society. Personal values play a major role in this area, but relevant knowledge can influence greatly the precise way in which values are exercised. This course aims primarily at the first two of these problems, in the belief that contributions to them will indirectly benefit the other two.

Conventional ways of coping with complexity in human settlements are not satisfactory. Much of the difficulty comes about because hubris, population growth and technological advancement interact in a vicious cycle. Much also comes about because the rate of change in many human societies is now faster than the rate at which individuals and groups of people can effectively assimilate and respond to day-to-day circumstances. This is true not only into the cognitive frameworks with which the individuals and groups deliberate action at an individual level, but also the institutional frameworks around which societies are organized. It is probably not possible to attach meaningful measures to these two rates, but it is at least possible to consider ways in which they may be made more compatible. The rate of change in society does not seem to be highly susceptible to conscious manipulation. But it may be possible to influence the rate at which people can effectively assimilate the changes into their own individual knowledge and understanding. In turn, actions and argumentation based upon enhanced knowledge and understanding can, in principle, make possible an extended form of democracy and bring about improvements in the decision-making processes which influence the experiences of individuals living within complex settlements.

The course has two primary components. The first is comprised of presentations and discussions during class-meetings. The format of the class-meetings will be of a mixed lecture-seminar type. That is, in each meeting, a presentation will be made, and this will be followed by a discussion. Students are expected to: prepare for and attend all classes, participate actively in discussions, ask clarifying questions, and generally contribute to the discussion. The second is comprised of homework done individually by members of the course. This will consist of reading the assigned course material and, as necessary, writing papers.

Learning objectives:

1. Obtain overview of the natural history of diverse human societies throughout the world, with special emphasis upon the environmental and geographical factors that have come to characterize them through time
2. Begin to know and understand the component principles and characteristics of the dynamics of evolutionary systems and how they apply within the context of human settlements
3. Come to know salient characterizing elements of human settlements at various times and places recorded in natural and written history, including those in the Neolithic, ancient, medieval, industrial, and information ages.
4. Assess the empirical evidence used to establish the validity of evolutionary explanations of human settlements
5. Become familiar with the state of human settlements around the world today, and the threats to their sustainability
6. Obtain insight into how evolutionary processes have determined the state of human settlements around the world today.
7. Stimulate questions, discussion, and critical thinking, on an informed basis, and with an open mind, about current urban policies and practices

8. Extend the substantive knowledge of past human settlements together with principles of evolutionary and systems theory to anticipate possible future outcomes.
9. Obtain insights into human thought and behavior which are essential in order for participants and reformers to successfully solve problems within complex urban social systems

Sources of class readings:

Neil Brenner and Roger Keil (2006). *The Global Cities Reader*. London and New York: Routledge.

William E. Dunstan (1998). *The Ancient Near East*. Belmont, CA: Wadsworth.

Jared Diamond (1999). *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton and Company.

Charles F. Hockett and Robert Ascher (1969). The Human Revolution. *The Subversive Science: Essays Toward an Ecology of Man*, edited by Paul Shepard and Daniel McKinley. Boston: Houghton Mifflin Company. 13 – 42.

Charles More (2000). *Understanding the Industrial Revolution*. New York: Routledge (e-book).

John S. Dryzek and David Schlosberg (editors), *Debating the Earth*. Oxford: Oxford University Press. 1998.

Lewis Mumford (1961). *The City in History*. San Diego, CA: Hartcourt, Inc.

Willem van Vliet (2001). *Cities in a Globalizing World: Global Report on Human Settlements 2001*. United Nations Center for Human Settlements. London: Sterling, VA: Earthscan Publications, 2001

Tentative Schedule of Topics and Readings

I. Foundations: The Origins, Fates and States of Human Societies

August 26: The “Human” in “Human Settlements”

- A. Overview of the evolution of human settlements
- B. The genealogy of *homo sapiens*: Paleolithic humans

Readings for next week:

Voltaire de Cleyre. 1910, "The Dominant Idea", pp. 1-9 at:
<http://praxeology.net/VC-DI.htm>

Dunstan Chapters 1 and 2

Mumford Chapters 1 and 2

Charles F. Hockett and Robert Ascher (1969).

William Rees. 1997, "Urban ecosystems: the human dimension", pp. 63-73 in
Urban Ecosystems vol. 1 no. 1 at:
<http://www.springerlink.com/content/h37831q182r3370n/?p=cd8d88f42d9543d1a4bedf090f2b5030&pi=5>

September 2: Evolution of socio-technical systems: Terms and concepts

- A. Darwinian evolution
- B. The Phenomenon of Science

Readings for next week:

Mumford Chapters 3 - 4
Dunstan Chapters III – VII

Thomas Henry Huxley. 1888, "The Struggle for Existence" available from the
Modern History Sourcebook at:
<http://www.fordham.edu/halsall/mod/1888thhuxley-struggle.html>

II. A Selected Long-Term History of Human Settlements

September 9: Settlements of pre-classical antiquity

Readings for next week:

Mumford Chapters 5 - 8

September 16: Classical settlements of Greece and Rome

Readings for next week:

Mumford Chapters 9 – 12

September 23: European settlements of the middle ages

Readings for next week:

Mumford Chapters 13 and 14

More: Introduction and Chapters 1 and 8

September 30: Capitalism and the industrial revolution

Paper #1 due

Readings for next week:

Do Ideas Matter in America? McClay, Wilfred M., *Wilson Quarterly*, Summer 2003, Vol. 27, Issue 3

Mumford Chapters 15 - 18

October 7: The evolution of urban America

Readings for next week:

Thomas Malthus. 1798, "First Essay on Population," available from the Modern History Sourcebook at:

<http://www.fordham.edu/halsall/mod/1798malthus.html>

The Nature of Exponential Growth. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers and William H. Behrens III. In John S. Dryzek and David Schlosberg (editors), *Debating the Earth*. Oxford: Oxford University Press. 1998. pp 9 – 22.

The Tragedy of the Commons. Garrett Hardin. In John S. Dryzek and David Schlosberg (editors), *Debating the Earth*. Oxford: Oxford University Press. 1998. pp 23 – 34.

Economic Growth, Carrying Capacity, and the Environment. Kenneth Arrow, Bert Bolin, Robert Costanza, Partha Dasgupta, Carl Folke, C.S. Holling, Bengt-Owe Jansson, Simon Levin, Karl-Goran Maler, Charles Perrings, and David Pimentel. In John S. Dryzek and David Schlosberg (editors), *Debating the Earth*. Oxford: Oxford University Press. 1998. pp 35 – 40.

The Question: How is Wealth Created? Eric D. Beinhocker. *The Origin of Wealth*. Boston: Harvard Business School Press. pp 3 – 20.

Brenner and Keil Chapter 50: The Urban Revolution

III. Contemporary Human Settlements

October 14: The evolution of selected socio-technical systems through the 20th century: an explosion of settlement scale and complexity

Readings for next week:

Selections from Brenner and Keil

- C1: The Metropolitan Explosion
- C2: Divisions of Space and Time in Europe
- C5: The New International Division of Labor, Multinational Corporations, and Urban Hierarchy
- C6: World City Formation: An Agenda for Research and Action
- C7: The World City Hypothesis

October 21: Human settlement systems in a globalizing world

Readings for next week:

Selections from Brenner and Keil

- C9: Cities and Communities in the Global Economy
- C10: Locating Cities on Global Circuits
- C12: Global Cities and Global Classes: The Peripheralization of Labor in New York City
- C13: Inequality in Global City-regions
- C15: Cities, the Informational Society, and the Global Economy
- C22: A Global Agora vs. Gated City-regions

Willem van Vliet (2001). *Cities in a Globalizing World: Global Report on Human Settlements 2001*. Chapters 1 & 2.

October 28: Inequity within and between human settlements

Readings for next week:

Willem van Vliet (2001). *Cities in a Globalizing World: Global Report on Human Settlements 2001*. Chapter 17 and Epilogue

From One Earth to One World: An Overview by the World Commission on Environment and Development. In John S. Dryzek and David Schlosberg

(editors), *Debating the Earth*. Oxford: Oxford University Press. 1998. pp 257 – 264.

The Economics of the Steady State, Herman E. Daly, *The American Economic Review*, Vol. 64, No. 2, Papers and Proceedings of the Eighty-sixth Annual Meeting of the American Economic Association (May, 1974), pp. 15-21

Metropolitan Development as a Complex System: A New Approach to Sustainability. Innes, Judith E.; Booher, David E. *Economic Development Quarterly*, Vol. 13, Issue: 2, May 1999. pp. 141-156 Innes, Judith E.; Booher, David E.

Squaring the circle? Some thoughts on the idea of sustainable development, Robinson, John, *Ecological Economics*, Vol. 48, Issue: 4, April 20, 2004. pp. 369-38

Measuring sustainable development - Nation by nation , Moran, Daniel D.; Wackernagel, Mathis; Kitzes, Justin A.; Goldfinger, Steven H.; Boutaud, Aurelien, *Ecological Economics*, Vol. 64, Issue: 3, January 15, 2008. pp. 470-474

November 4: Sustainable cities

Paper #2 due

November 11: Veteran's Day – no class

Readings for next week:

Selections from Brenner and Keil

C29: The Global City as World Order

C30: Global Cities, “Glocal” States: Global City Formation and State Territorial Restructuring in Contemporary Europe

C31: World City Formation on the Asia-Pacific Rim: Poverty, ‘Everyday’ Forms of Civil Society and Environmental Management

C32: ‘Global Cities’ vs. ‘global cities’: Rethinking Contemporary Urbanism as Public Ecology

C36: Towards Cosmopolis: A Postmodern Agenda

C44: Space in the Globalizing City

C45: Globalization and the Rise of City-regions

November 18: Decision-making and the governance of complex, large-scale human settlement systems

November 25: no class – work on projects

December 2: student presentations

December 9: student presentations and final exam

Class Policies

Grades:

A final exam will be given and will account for 30% of the course grade. It will consist of true-false, multiple choice, fill-in-the-blank, and/or short answer questions. The primary purpose of the exam will be to test your knowledge of the information, concepts and ideas contained in the lectures and readings.

Each student will write two short papers, each approximately 5-7 pages in length, and will make one formal presentation to the class. Each paper will comprise 20% of your overall course grade, as will the presentation.

The first paper will be a position paper in which you take a critical position on some aspect of Jared Diamond's *Guns, Germs and Steel*. For instance, is there a point in Diamond's argument with which you particularly disagree? If so, what is that point and why do you disagree with it?

The second paper will be a position paper in which you will first state a proposition about "progress" that has (or has not) occurred over time in human settlements, and second take a position one way or the other regarding this proposition. For instance, have humans made genuine progress in our settlements over time? If so then in what ways have we done so? What evidence is available to substantiate your claim about this? If not, what evidence would otherwise be necessary to substantiate a claim that progress had occurred (i.e. what is the counterfactual)?

The presentation will involve some outside research and critical thought about the sustainability of human settlements. The end-product will take the form of a 20 minute presentation to the class. Note that to make the presentation you will have to consult books, articles, and websites outside those assigned for the course.

In each case, which is to say for each paper (as well as the presentation), an "A" assignment will be one that clearly and accurately presents a coherent thesis, argument or point-of-view, which (in the case of the papers) is free of grammatical and syntactical errors, and which in the instructor's judgment

provides convincing evidence of a deep, long, logical chain of reasoning from explicit assumptions and evidence about the relevant topic. A “B” assignment will be one that does not meet this standard but that nevertheless demonstrates that the student has a clear grasp of the relevant evidence and principles regarding the topic, contains no more than a few minor grammatical and syntactical errors, and/or suggests the possibility that a sound and well-reasoned thesis, argument, or point-of-view along the lines contained in the paper (and/or presentation) could be constructed with additional work. A “C” assignment will be one that does not meet the standard for a “B” assignment, but that nevertheless contains the rough outline of a thesis, argument or point-of-view. Evidence and/or logic may be lacking, or the paper may be written in substandard English. Papers and/or presentations that do not meet the standard for a “C” assignment will be graded accordingly.

The remaining 10% of the course grade will be determined by the student’s demonstrated willingness and ability to submit discussion-provocative questions and participate in an informed way in class discussion. The course is set up in part in a seminar format, so each student’s thorough preparation for each class-meeting is a key to a successful outcome.

Attendance

I take attendance, at least informally, at the beginning of every class, and attendance contributes to your final grade. It is important to distinguish between excused and unexcused absences from class. An excused absence has these three characteristics:

1. An excused absence occurs due to an extreme event. Extreme events are outside of the realm of responsibilities and activities of the student’s everyday life. Extreme events can not be anticipated. The responsibilities associated with family, friends, employment, etc., are not outside of your everyday life. They are parts of your life, along with the University, that must be prioritized and managed.
2. An excused absence has documentation that can be verified.
3. The instructor is notified in advance of the absence you hope to be excused.

When these three conditions are met, an excused absence will be granted. Any work due on the day of an excused absence is due at the beginning of the next class period.

Attending each class in its entirety is important because:

- Attending class provides you with an additional presentation and discussion of the course material;
- Exam and quiz material will be drawn from the text and lecture material, and lecture material will not originate exclusively from the text;
- Common problems, issues and questions relating to course material will be discussed;
- You can only hand in materials due if you are present in class that day;
- You can only take surprise quizzes, scheduled quizzes and exams when present in class;
- By attending class you will have your own set of course notes, rather than having to rely on that of a classmate. Course notes are never available from the instructor;
- You are responsible for changes to this syllabus announced in class.

Extra Credit:

There is no “extra credit” in this class. No extra homework, reports, exam re-writes, or any such “bail me out at the end of the semester so I can get the grade I want” opportunities. Please do not bother asking.

Missed exam:

Only in cases of extreme and documented circumstances or documented illness will a make-up exam be given. You must make these arrangements in advance of the exam. This is your responsibility: I will not seek you out to take a make-up exam. The make up will vary in form, content, and length from that given in class. Except in rare circumstances, students will earn a score of zero on a missed exam.

Late assignments and incompletes:

Unless extenuating circumstances require otherwise and I agree beforehand to accept a late assignment, late work will not be accepted. You earn a grade of zero for all homework not handed in at the beginning of class. Unless arranged in advance, you must be present in class to hand in your homework.

A grade of “Incomplete” will not, as a rule, be assigned at the end of class.

Expectations:

Use the computer for text editing. Spell-check and proofread everything you hand in (these are not the same things). Critically evaluate all work handed in for

correctness, completeness, and clarity. Only work that is error free in all three of these categories will earn a grade of 'A' in this course.

All work must be handed in as a "hard copy." No e-mail, e-mail attachments, faxes, etc. will be accepted.

Cell phones and other classroom interruptions:

Please be sure to turn your cell phone off before entering the classroom. Also, please be sure to notify the instructor if you must leave class in the middle of the period.

UNIVERSITY POLICIES

Academic Misconduct

Any form of academic misconduct will earn an immediate grade of **F** for the course. In addition, your name will be forwarded to the Academic Misconduct Review Committee, for a hearing concerning your suspension from the University. To be clear, I consider any instance of academic misconduct in this class to be a major infraction. I strongly recommend that you familiarize yourself with the various forms of academic misconduct in the CSU Student Handbook, available at <http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>.

The most common academic misconduct infraction arises out of a failure to reference your information sources. When you use a piece of information in your writing that you learned from another source that source must be referenced. Information taken verbatim must be quoted to give the original author credit; information that is paraphrased must be referenced. Failing to reference your sources is a form of academic misconduct.

All the work that you hand in must represent your own independent and unique work. It should be distinct from that of every other student in the class. If you have questions about this, please ask – it is best to resolve these issues in advance.

When dealing with homework or assignments students often find it difficult to distinguish between "helping out" a fellow student, or "working together" on a project and academic misconduct. These guidelines may be helpful:

- Never share any of your written or electronic materials with another student. This includes your homework, data, tables, files, etc. This is academic misconduct.

- Work only at your own computer. Do not sit in front of a classmate's computer and "take control" by using the mouse, typing on the keyboard, etc. By doing so, you are actually doing the work that your classmate will hand in and take credit for. This is academic misconduct.
- Write independently. When assignments are graded, sentences that are duplicated, or even highly similar, in more than one assignment are blatantly obvious. Writing up your answers without consultation avoids this situation. Handing in an assignment containing verbatim passages from another student's work is academic misconduct.
- Reference your information sources. When you use a piece of information in your write up that you learned from another source (for example, your text book), that source must be referenced. Information taken verbatim must be quoted (to give the original author credit) and information that is paraphrased must be referenced. Failing to reference your sources is academic misconduct.

The Grade of "Incomplete"

In accordance with University policy:

"The grade of Incomplete (I) is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student (The Code of Student Conduct, section 3.1.5: <http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>)."

To be clear, an Incomplete is not a way of avoiding a bad grade on your record, or lightening your academic workload after having missed the last drop date. An Incomplete will be granted only in those cases that fit the above guidelines.

Important Registration Information

- Check the CSU Registrar's website for the last date for dropping or withdrawing from this course: <http://www.csuohio.edu/enrollmentservices/registrar>
- Before dropping or withdrawing, be sure you know whether or not carrying fewer credit hours will impact your financial aid, assistantship, or scholarship by contacting Financial Aid: <http://www.csuohio.edu/enrollmentservices/financialaid>

Cancellation of Class Due to Weather

Class will not be cancelled due to weather unless the University is closed. Check CSU's main webpage (www.csuohio.edu) for announcements. If CSU is open, class will proceed as scheduled, including any quizzes, exams or deadlines that are scheduled for that class.

Disability Services and Students with Special Needs

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Anyone anticipating the need for special accommodations to take exams, complete assignments, or otherwise fully participate in this class must identify himself or herself to the instructor as soon as possible.

Affirmative Action

Cleveland State University is committed to social justice: the university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin.

The instructor fully concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Personal attacks of any form will not be tolerated.

Supplementary Readings:

Fernand Baaudel (1817). *Civilization and Capitalism, 15th – 18th Century: The Prospective of the World*. Translation from the French by Sian Reynolds. pp 1 – 40.

Paul Cartledge (2002). *Sparta and Lakonia: A Regional History, 1300 – 362*. London: Routledge

N. Christie and S.T. Loseby (1996). *Towns in Transition: Urban Evolution in Late Antiquity and the Early Middle Ages*. Brookfield VT: Scolar Press.

Jared Diamond (2005). *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking Press.

Gustave Glotz (1969). *The Greek City and Its Institutions*. Translated by N. Mallinson. London: Routledge

Mason Hammond (1974). The Emergence of Mediaeval Towns: Independence or Continuity? *Harvard Studies in Classical Philology* 78: 1 – 33.

Charles F. Hockett and Robert Ascher (1969). The Human Revolution. *The Subversive Science: Essays Toward an Ecology of Man*, edited by Paul Shepard and Daniel McKinley. Boston: Houghton Mifflin Company. 13 – 42.

Michael Pacione (2005). *Urban Geography: A Global Perspective*. 2nd Edition. New York: Routledge.

Henri Pirenne (1925). *Medieval Cities: Their Origins and the Revival of Trade*. Princeton: Princeton University Press

Norman J.G. Pounds (1969). The Urbanization of the Classical World. *Annals of the Association of American Geographers* 59(1); 135 – 157.

Gregory L. Possehl (1990). Revolution in the Urban Revolution: The Emergence of Indus Urbanization. *Annual Review of Anthropology* 19: 261 – 282.

O.F. Robinson (1992). *Ancient Rome: City Planning and Administration*. New York: Routledge.

Robert Tittler (1984). Late Medieval Urban Prosperity. *The Economic History Review*. 37 (4): 551-554.

Marc Van De Mieroop (1997). *The Ancient Mesopotamian City*. Oxford: Oxford University Press.

Robert J. Wenke (1989). Egypt: Origins of Complex Societies. *Annual Review of Anthropology* 18: 129 – 155.