ANCIENT CITIES

ANT3141: Development of World Civilization
Summer A 2012

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I. Course Summary:

This is a survey course of urban civilizations across the globe, from the earliest roots and variations to modern times. It focuses on cases of pre-modern (AD 1500) urbanism around the world, but also considers more recent development during the Industrial Revolution and twentieth century globalization and mega-cities, including questions of sustainability, social inequality, and globalization. It integrates archaeological and historical case material to explore cities in all parts of the globe, to elaborate specific instances of urban development and regional trajectories of change.   The course includes six modules, each with an introduction and 5-10 individual lectures (45 lessons), followed by a short exam of ten short answer questions (of which 8 are required). Each module is accompanied by 3-5 readings, with questions (3) to answer from each. There are 15 activities, also with three questions each. The class will be of interest to students of anthropology and archaeology, history, urban studies, built environment, and cultural studies, as well as other social and ecological sciences.

II. Course Objectives:

- Know the history, underlying theory and methodologies used to understand cities and their history from a broadly anthropological perspective, including humanist, scientific, and critical approaches.
- Identify and analyze key elements, biases, and influences that shape thought about the city through time and space.
- Approach issues and problems from multiple disciplinary perspectives, including linkages between past and present.
- Communicate knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the disciplines, individually and/or in groups.

III. Course Description:

In 2006, for the first time in history, the population of people living in cities outnumbers that in broadly defined rural areas. The transition to settled town life and agricultural food production and subsequent "urban revolution" in various parts of the world, is widely considered as the most important process in human history. Urban revolutions entered a new phase with industrial capitalism, beginning in the 18th century, which forever changed the face of global society and environment. Today, understanding urban societies is critically linked to pressing global concerns regarding quality of life, including ecology and climate, and a host of social issues.

This course takes a critical look at the origin and development of urban societies, how they are portrayed and compared in Western scholarship, and what articulations exist between scholarly research and debate and broader public audiences, including questions of social inequality and human rights, planning and development, and policy. It's a survey course of major world traditions and periods of urbanism, from earliest examples to modern times, stopping off at various points across the globe to elaborate specific instances of urban development and regional trajectories of change. Major contemporary cities, such as, Cairo, Bagdad, Islamabad, Beijing, Rome, London, Benin, Mexico City, Cuzco, São Paulo and others, and then zoom in or "excavate" specific places and cultural memories to reveal diversity and change in these early urban traditions. It uses case studies from most major world areas to reflect on general characteristics of urban civilizations, including their form, social groups and relations, symbolic meaning, and historical ecology. What is the nature of the city and civil society? What is the form of the city? What is the ecology upon which it grows and that is "domesticated" by human interventions, and how? What does the diversity through time and space of cities – not only their rise and normal functioning but also decline, conflict, and dysfunction – tell us about what it means to be human or urban? And, how does the understanding of cities and urban society through time inform contemporary societies about questions of globalization, social inequality, ecology, public health and security, and policy?

In Module 1, discussion begins with Europe, to explore the development of the Western imagination, including archaeology, particularly after the mid- to late 19th century when ideas about evolution and the archaeological and historical past were taking shape in the face of emerging industrial urbanism, capitalism, and globalization. We consider the development of scholarly thinking regarding the emergence and growth of urban civilization in the ancient world in the context of changing urban life of the time, notably industrialism and capitalism, including: views on social progress and 19th century evolutionism proposed by Darwin's natural selection, Morgan's three periods, savagery, barbarism, and civilization, and Marx's views on pre-capitalist economic formations, the rise of the city and industrial capitalism. Critical perspectives that emphasize diversity and multi-culturalism, globalization, and representations and

conflicting views regarding non-Western peoples, including what Edward Said, a Palestinian cultural critic, called Orientalism.

Modules 2-5 focus on different regions of the globe to explore urban civilization through time and space. We will consider the form, geo-politics, and ecological setting of these early civilizations, focusing on changes in society and nature. The first stops along our journey include the early non-Western traditions of urbanism across the globe, including the "fertile crescent" and "cradle of civilization" in SW Asia and Egypt (Module 2). We then move into the areas farther to the east, the Far East, including the Indus River (Pakistan), and China, among the oldest world traditions, and then SE Asia (Module 3). The voyage continues to the Mediterranean to consider the emergence of European urbanism and civilization and initial globalization, as well as indigenous urbanism to the south in Sub-Saharan Africa (Module 4).

Grounded in the author's personal experience, Module 5 explores Native American cities, some of which seem crudely conform to Old World definitions, such as in the Andes and Mesoamerica, while other present novel cases, such as Amazonia and North America. These challenge us to expand our vocabularies and trait lists, open our minds to alternative pathways of urbanism, like other non-Western cases in Africa, SE Asia. As elsewhere we consider the form and content of pre-modern, non-Western cities.

The tour ends (Module 6) with a summation about pre-Modern cities, and then returns to London, ca. 1850, to consider the onset of the industrial urban revolution in the West. We continue to London and Paris in the mid-1800s, to discuss the "capital of the 19th century," the effect of industrial urbanism on European society and in the imagination at the height of the scientific revolution. Then we explore several 20th Century Cities in the Americas, such as São Paulo, New York, to arrive in the contemporary urban revolution, the urban majority, and what we might call "archaeologies of the future," which consider questions of justice, security, environment, and global society. It considers changes over the past two millennia in human-nature interactions, including environmental improvements and degradation, as well as the conflict over rights to land and property.

IV. Course Instructor:

Dr. Michael Heckenberger draws on personal experience in ancient and modern urban settings, including undergraduate courses on archaeology, the development of world civilization, and cultural anthropology and graduate seminars on built environment, the body, and urbanism, which integrate archaeology, history, and ethnography. His own work has focused on the origin of settled and monumental sites, roughly 5,000 years ago, and late pre-Columbian and historical period complex societies, "garden cities," in tropical South America, lost cities of the Amazon. This work provided the basis for two popular documentaries, "Lost Cities of the Amazon," on the History Channel's "Digging

for the Truth," and National Geographic Explorer, and was featured prominently in numerous popular magazines (The New Yorker, Atlantic, MSNBC, CNN, New York Times, etc.) and the best-selling book *The Lost City of Z* (2007). He has also studied urban settings in contemporary Brazil and the US, including studies of built environment and social groups in city centers, most notably in relation to homelessness in downtown São Paulo. He has also traveled extensively in areas of ancient cities of the Americas, including North America, Mesoamerica, Caribbean, and Peru, as well as contemporary cities, including London, Paris, New York, and dozens of other cities in the Americas, the New World. The experiences form the backdrop for lectures during the second half of the class, after the class cruises the classical Old World civilizations.

V. Evaluation:

The course includes six modules, each with an introduction (15-25 minutes) and 5-10 individual lectures (45 lessons of ≈14 to 25 minutes), each with one short exam of ten short answer questions of which 8 are to be answered (1 point each; total 48 points of final grade). Each module is accompanied by 3-5 readings, with three questions to answer from each (.5 points each; total 30 points of final). There are 15 activities (total 22 points) and are followed by three questions. The activities include videos, websites, and assigned questions, which investigate archaeological case studies and ideas about early urban civilizations.   All reading and activity questions are required and responses have a 50 word limit, although can be answered in less. All grades will be given a value of full, half (or rounded up to one decimal, such as .9 points, half credit would be .5), or no credit.   To receive full credit the answers should demonstrate clear understanding of reading or activity and short answers should be based solely on lectures (not readings or outside material). Full attendance is required, including viewing all audio-visual introductions, lessons and activities, assignments, and exams (one point reduction per non-participation up to 5 points total reduction).

Overall Grades assigned as (total of 100 points, including all extra-credit and reductions):

A	≥ 90%
A-	87-89.9%
B+	85-86.9%
B	80-84.9%
B-	77-79.9%
C+	75-76.9%
C	70-74.9%
C-	67-69.9%
D+	65-66.9%
D	60-64.9%
D-	57-59.9%
E	< 56.9%

VI. Course Module Outline:

Module I: History of the City (7 segments)
A. General Introduction of Module
B. Lessons:
   1. The Enlightenment: Rationalism and Evolution
   2. Cultural Evolution & Deep History
   3. The Counter-Enlightenment
   4. What is "Civilization"?
   5. Archaeology and Ancient Cities
   6. Time, Space, and Analogy
   7. What is urbanism?
C. Assignments (Due at the end of the module):
   ▪ Reading Assignment 1 (1.5 points)
   ▪ Reading Assignment 2 (1.5 pts.)
   ▪ Reading Assignment 3 (1.5 pts.)
D. Activities (Due at the end of the module):
   ▪ Activity 1: Define Urban and Civilization (web-based; .9 pt.)
E. Short Exam (8 pts.; answers from lectures only)

Module II: Near East (9 segments)
A. General Introduction of Module
B. Lessons:
   1. Domestication
   2. Domestication II
   3. The Neolithic Revolution
   4. Mesopotamia
   5. Mesopotamia: Uruk
   6. Mesopotamian Empires
   7. Ancient Egypt I
   8. Ancient Egypt II
C. Assignments (Due at the end of the module):
   ▪ Reading Assignment 1 (1.5 pts.)
   ▪ Reading Assignment 2 (1.5 pts.)
   ▪ Reading Assignment 3 (1.5 pts.)
D. Activities (Due at the end of the module):
   ▪ Activity 2: Göbekli Tepe, Çatal Höyük and Jericho (.9 pts.)
   ▪ Activity 3: Hierakonpolis (2.4 pts.)
   ▪ Activity 4: Thebes (2.4 pts.)
E. Short Exam (8 pts. answers from lectures only)

Module III: Far East (8 segments)

A. General Introduction of Module
B. Lessons:
   1. Indus River
   2. Mature Harrapa
   3. China
   4. Shang
   5. Imperial China
   6. Southeast Asia
   7. Pacific Islands
   8. Pacific Kingdoms & Empires
C. Assignments (Due at the end of the module):
   - Reading Assignment 1 (1.5 pts.)
   - Reading Assignment 2 (1.5 pts.)
   - Reading Assignment 3 (1.5 pts.)
D. Activities (Due at the end of the module):
   - Activity 5: Indus Floods (you-tube; .9 pt.)
   - Activity 6: China - Internet and Representation (self-designed internet; 1.5 pts.)
   - Activity 7: SE Asia and/or Pacific - Internet and Representation (self-designed internet; 1.5 pts.)
E. Short Exam (8 pts.; answers from lectures only)

Module IV: Europe & Africa (6 segments)

A. General Introduction of Module
B. Lessons:
   1. Europe
   2. Bronze Age Europe
   3. Greece
   4. Empires
   5. Africa
   6. Western Africa
C. Assignments (Due at the end of the module):
   - Reading Assignment 1 (1.5 pts.)
   - Reading Assignment 2 (1.5 pts.)
   - Reading Assignment 3 (1.5 pts.)
D. Activities (Due at the end of the module):
   - Activity 8: Greece and Rome (you-tube; .9 pts.)
   - Activity 9: Africa - Internet and Representation (self-designed internet; 1.5 pts.)
E. Short Exam (8 pts.; answers from lectures only)

Module V: Other Urbanisms, the Global South (10 segments)

A. General Introduction of Module
B. Lessons:

1. North America
2. North American Cities
3. Mesoamerica
4. Classic Period
5. Post-Classic
6. Andean Civilization
7. Moche
8. Andean Empires
9. Amazon
10. Southern Amazon Garden Cities

C. Assignments (Due at the end of the module):
- Reading Assignment 1 (1.5 pts.)
- Reading Assignment 2 (1.5 pts.)
- Reading Assignment 3 (1.5 pts.)

D. Activities (Due at the end of the module):
- Activity 10: Dubulay, Guyana (self-paced; 2.4 pts.)
- Activity 11: Xingu, Brazil (self-paced; 2.4 pts.)
   a) Heckenberger, Michael. 2009. Lost Cities of the Amazon. Scientific American.

E. Short Exam (8 pts.; answers from lectures only)

Module VI: Cities and Urbanism, 1492 and beyond (5 segments)

A. General Introduction of Module
B. Lessons:
   1. Ideas & Urbanism Cowgill 2004)
   2. The Urban Revolution (Hannerz 1986; York et al. 2011)
   3. Rise of Industrial Urbanism (Benjamin 1935)
   4. São Paulo (Harvey 2006)
   5. Archaeologies of the Future

C. Assignments (Due at the end of the module):
- Reading Assignment 1 (1.5 pts.)
- Reading Assignment 2 (1.5 pts.)
- Reading Assignment 3 (1.5 pts.)
- Reading Assignment 4 (1.5 pts.)
- Reading Assignment 5 (1.5 pts.)

D. Activities (Due at the end of the module):
- Activity 12: Violence (you-tube; .9 pts.)
- Activity 13: Art of Not Being Governed (you-tube; 1.6 pts.)
- Activity 14: Walter Benjamin (you-tube; .9 pts.)
- Activity 15: Global trends (interactive map on web; .9 pts.)

E. Short Exam (8 pts.; answers from lectures only)

VII. Policies

Please note that there are new policies for calculating grade point averages. See http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html for details. Also note that a grade of C- does not count for credit in major, minor, Gen Ed, Gordon Rule, or college basic distribution credit (for further information regarding minus grades go to: http://www.isis.ufl.edu/minusgrades.html).

Academic Honesty, Student Responsibilities, Student Conduct Code
Students are required to do their own work on exams. The penalty for cheating is to receive no points for that exam and the incident will be reported to the Student Honor Court. The student is responsible to review the UF Student Responsibilities Guidelines, available online.

Student Support Services
As a student in a distance learning course or program you have access to the same student support services that on campus students have.   For course content questions contact your instructor.
For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-4357. For Help Desk hours visit: http://helpdesk.ufl.edu/.
For a list of additional student support services links and information please visit: http://www.distance.ufl.edu/student-services

Special Accommodations
Students requesting disability-related academic accommodations must first register with the Disability Resource Center. http://www.dso.ufl.edu/drc/
The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Complaints
Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

VIII. Activities

There are 15 total activities that are to be conducted by each student with three associated questions. Responses to questions are expected to show interaction with the activity, although there is no specific right or wrong answer. There are four types of activities: (1) short activities that involve watching one or more you-tube videos and answering questions on them; (2) more involved activities that involve exploring two websites on active archaeological projects in Egypt; (3) self-designed internet activities to address how different representations on the internet of ancient China, SE Asia and/or the Pacific; and (4) two self-paced activities on the instructor's research in the Amazon.

IX. Required Readings:

All readings are required and each has an assignment of three questions (.5 points per question) to be submitted by each student. The expectation is that all students will do the reading and responses will reflect that the reading has been done, although some readings are fairly advanced and it is not expected that students comprehend all aspects of the arguments or substantive material. Questions or comments on readings are welcome. Do the readings with the following questions in mind: (1) what is the primary issue or argument being made as presented in introduction; (2) What is the substance of the article in the body of the text (what materials and methods are described); and (3) what were the results and interpretations, as summarized in the conclusion of the reading).

Module I:
1. Southall, Aiden (2000). "Writing the City Under Crisis," in *The City in Time and Space*, pp. 3-22 (Cambridge University Press).
2. Said, Edward (1985). "Orientalism Reconsidered." *Cultural Critique* 1:89-107.
3. Smith, Michael E. (2009). "V. Gordon Childe and the Urban Revolution: A Historical Perspective on a Revolution in Urban Studies." *Town Planning Review* 80(1):3-29.

Module II:
4. Ur, Jason (2009). "Emergent Landscapes of Movement in Early Bronze Age Northern Mesopotamia," in *Landscapes of Movement: Trails, Paths, and Roads in Anthropological Perspective*, edited by J. Snead, C. Erickson, and J. Darling, pp. 180-203 (University of Pennsylvania Museum of Archaeology and Anthropology).
5. Norman Yoffee (2005). "Identity and Agency in Early States: Case Studies," in *Myths of the Ancient State*, pp. 113-130 (Cambridge University Press).
6. Middleton, Russell (1962). "Brother-Sister and Father-Daughter Marriage in Ancient Egypt." *American Sociological Review* 27(5):603-6011.

Module III:

7. Possehl, Gregory (1993). "Revolution in the Urban Revolution: The Emergence of Indus Urbanization," *Annual Review of Anthropology* 19:261-282.
8. Campbell, Roderick (2010). "Toward a Network and Boundaries Approach to Early Complex Polities: The Late Shang Case." *Current Anthropology* 50(6):821-847.
9. Geertz, Clifford (1980). "Political Definition: The Sources of Order," in *Negara: The Theater State in Nineteenth Century Bali*, pp. 11-25   (Princeton University Press)

Module IV:
10. Crumley, Carole (1994). "The Ecology of Conquest: Contrasting Agropastoral and Agricultural Societies' Adaptation to Climatic Change," in *Historical Ecology: Cultural Knowledge and Changing Landscapes*, pp. 183-201   (School of American Research Press, Santa Fe).
11. Ferguson, Yale 1991. "Chiefdoms to City-States: The Greek Experience," in *Chiefdoms: Power, Economy, and Ideology*, edited by T. Earle, pp. 169-192 (Cambridge University Press).
12. McIntosh, Roderick (1991). "Early Urban Clusters in China and Africa: The Arbitration of Social Ambiguity," *Journal of Field Archaeology* 18(2): 199-212.

Module V:
13. Meskell, Lynn, and Joyce, Rosemary (2003). "Hybrids," in *Embodied Lives: Figuring Ancient Maya and Egyptian Experience*, pp. 79-94 (Routledge).
14. Rice, Prudence (2004). "Previous Reconstructions of Classic Maya Political Organization," in *Maya Political Science: Time, Astronomy, and the Cosmos*, pp. 22-55 (University of Texas Press)
15. Hagen, Adriana von, and Morris, Craig (1998). "City and Countryside in the Inka Empire," in *The Cities of the Ancient Andes*, pp. 161-198 (Thames-Hudson).

Module VI:
16. Cowgill, George (2004). "Origins and Development of Urbanism: Archaeological Perspectives," *Annual Review of Anthropology* 33:525-549.
17. Hannerz, Ulf (1986). "The City," in *The Social Science Encyclopedia*, second edition, edited by Adam and Jessica Kuper, pp. 86-88 (Cambridge University Press)
18. Benjamin, Walter (1935). "Paris, Capital of the 19th Century," *New Left Review* 48 (1968).
19. Harvey, David (2006). "The Political Economy of Public Space," in *The Politics of Public Space*, edited by S. Low and N. Smith, pp. 17-34 (Routledge).
20. York, Abigail, et al. (2011). "Ethnic and Class Clustering through the Ages: A Transdisciplinary Approach to Urban Neighborhood Social Patterns," *Urban Studies* 48(11): 2199-2415.