

# University of Florida

## SYLLABUS

### ANT 3141: DEVELOPMENT OF WORLD CIVILIZATIONS

Prof. Peter Schmidt  
Office Hours: Tuesdays 3:00-4:30 pm; and by apt.  
Grinter 441  
Class Meetings: Little 109;

Fall 2011  
Ph: 392-4490  
[schmidtp@ufl.edu](mailto:schmidtp@ufl.edu)  
Tues., Period 10; Thurs., Periods 9-10

#### **I. Content and Teaching Approach:**

This course focuses on the development and growth of complex cultures. It takes up the human story when more elaborate technologies were taking hold approximately 40,000 years ago. In that sense, it is a course on modern humans, rather than the evolution of modern humans from hominid and primate origins. We will quickly examine the major cultural developments from early hominids to the Upper Paleolithic, but this will be done through a summary reading assignment. For more detail on processes of human evolution, we suggest Introduction to Archaeology (ANT 3930) in which human evolution is taken up or Biological Anthropology and Human Evolution (ANT 3514).

In this course we will examine the growth of local government, the development of powerful priestly cults, and the growth of chieftainship and kingship based on control of economic production with its accompanying exploitation of under classes. We will take up the human story when populations began to establish settlements and when population densities began to require more organized hunting, gathering, food production, waste disposal, and social structure.

Our task is to examine some of the major world civilizations that have prospered before the modern era. We first look at the concept of civilization, especially its Euro-centric foundation and its many shortcomings as a concept. We will also see how its meaning has come to change under conditions of colonialism as well as our growing knowledge of prehistoric complexity—way beyond the definitions that emerged from 19<sup>th</sup> and early 20<sup>th</sup> century scholars.

As a class we will develop our own working definition—negotiated amongst class members and the instructor. These criteria will then be applied during our study of such cultures as diverse as ancient Egypt, Mycenae, Sumer, Aksum, Zimbabwe, Saba, etc. Some of you may not recognize the names of important societies that have remained hidden from view because they either lack monumental architecture or they arose in parts of the world outside the interest of scholars and a public captivated by monumental remains. Ancient Greece and Egypt tend to dominate our thinking, along with Mesopotamia, about what constitutes ancient civilization. This course will explore some of the better-known cases as comparative background for our study of little known and forgotten civilizations that get only abbreviated mention in textbooks and remain mostly unknown outside mainstream knowledge.

Current groundbreaking research on major civilizations in various parts of the world will be examined. A number of case studies from the instructor's research in Africa are considered for

two reasons: 1) The African examples provide excellent comparative evidence for the study of “civilizations,” and extraordinary African technological innovations have remained hidden from the world until the last two decades; 2) With his personal engagement in several long term African inquiries into the growth of the state, the instructor will draw from his long-term field engagement in the subject matter.

Archaeology is an exciting way to explain how and why some ancient cultures grew to complexity, developed extensive trade networks, fabricated elaborate and powerful religious leadership, and harnessed the creativity and labor of the common folk. Archaeology must work with many other disciplines to sort out the mysteries of the past, seeking to understand why, for example, urbanism was a primary component of complex society while it is sometimes completely absent from the lives of other ancients identified with complex cultures.

One of the most critical issues facing the study of ancient civilizations today is the destruction of archaeological sites by development, by overuse in tourism, by systematic looting and theft of antiquities, and by public apathy about the loss of the past. The past cannot be studied without a clear awareness of how the expansion of Western Europe and the greed of contemporary collectors have led to the widespread destruction of other cultures, both living and archaeological. We will constantly refer to the conditions that prevail around the preservation and stewardship of the ancient monuments and sites that we study, working from the proposition that if there is no archaeology left to study, then there will be no pasts to write about and study in the future.

**Films:** Films are a *very important* part of the course content. You will be expected to take close notes and have excellent understanding of the films shown during the course. Consider film viewing **just as important as the readings and lectures**. Study guides will be provided for films in advance of their showing, either by posting on a website to be announced or by email list-serve. If you conscientiously answer questions posed in the study guides, then you will be prepared to deal with pertinent film questions that appear on the mid-terms and final exams.

**Guest Lecturers:** Attendance at guest lecturers is just as important as regular lecturers. Attendance sign-ins will occur. All materials presented are part of the syllabus and will be drawn upon for the examinations.

**Scheduling:** The syllabus schedule is subject to minor revisions and amendments as needs arise, with possible extensions or shortening of topics on a week-to-week basis. Any significant changes will be discussed in advance.

## **II. Participation**

This course is interactive. Students are encouraged to be active participants in discussions. The quality and regularity of participation plays a key role in the course. You will be asked to take an active role in the analysis of why and how complex cultures grow. The instructor will provide a basic outline for the primary points of interest and analysis as well as the key issues in the assigned readings.

- **Attendance and Attendance Policy:** Class attendance is an integral part of the participation component of the final grade. Everyone starts with a full credit of 15% of the total grade at the beginning of the course. Each unexcused absence *after* August 25 will be recorded. Please note that ***Thursday classes will count as two absences***. Five unexcused absences will be allowed during the semester. Additional absences, from 6-10, will be deducted from the final grade at the rate of 2% per absence, e.g., 7 absences will result in the deduction of 4% ( $7-5=2 \times 2\%$ ) from the final grade; 10 absences will result in a deduction of 10% ( $10-5=5 \times 2\%$ ) from the final grade. **More than 10 unexcused absences will result in a failing grade for the course.** This is not negotiable.

Attendance will be taken by signing in upon arrival, at the back of the classroom. The honor code comes into play when signing the attendance form and anyone found having another person sign on their behalf or signing on behalf of another person will be treated as violating the honor code. An excused absence must be verified by a medical excuse, written proof for official university business, or other written evidence affirming a compelling family obligation (funeral, wedding, etc.). You must notify the instructor *in advance*, via email or in class, if you must be absent for a religious holiday. If a student has other unavoidable reasons for missing a class (e.g., job interview), then he/she must discuss the planned absence with the instructor *prior* to the event to obtain approval; this may be done through a personal discussion or by sending an email request to the instructor. ***Requests for an excused absence after missing a class will not be granted.***

- **Tutorial:** Each student will be required to meet with the instructor **by November 1**. These meetings will be by appointment and will be used to assess student progress, questions about course materials, and the instructor's desire to understand student educational goals. This part of the course counts for 10% of the final grade. If a tutorial session is missed, then a make up session will carry half (50%) credit. Sign-ups for tutorial sessions will begin during class on Tuesday, August 30.
- **Summary for Grading Participation:**
  1. Attendance: 15% of total grade
  2. Tutorial Meeting: 10% of total grade
  3. Total for Participation: 25%

### III. Examinations:

There will be one map quiz, one mid-term, and a final exam.

- A map quiz will be administered on October 6 and will focus on major geographical placement of various civilizations discussed until October 4; drawing maps and identifying key geographical features will be included. The quiz will count 15% of the total grade.
- The mid-term exam on October 20 will include question on films, readings, and lectures. The format will be discussed before the exam and will likely include a short essay, some multiple choice, true-false, and short identifications. The mid-term will count for 20% of the final grade.

- The cumulative final exam—covering the entire semester, with a focus on materials since October 20—will also have a multiple formats, including the identifications of illustrations of sites and artifacts. This will count for 25% of the final grade.
- Failure to present a valid excuse for missing an exam will result in a “0” for the exam. There will be makeup exams only when a letter from a health professional or university official is presented.

#### **Grading Summary for Exams:**

Map Quiz: 15%  
Mid-term: 20%  
Final Exam: 25%

#### **IV. Special Project**

Rather than hold a formal class meeting on Tuesday, November 22, each class member will conduct a short project—a survey of their families, older friends, and neighbors about attitudes toward the destruction and preservation of antiquities in North America and other regions of the world. This hands-on project will entail the administration of a short questionnaire to no less than 15 people to discern contemporary notions about the importance of antiquities to our lives today and in the future. You will use your survey results to write a short report of 2-4 pages (double-spaced type) to summarize your results and to comment on their significance. This exercise will count for 15% of the final grade.

#### **V. SUMMARY OF ALL GRADES**

- **Participation:** 25%
- **Exams:** 60%
- **Special Project:** 15%

**Grading Policy:** Grading policies for assigning grade points may be accessed by using the following webpage: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

#### **VI. Extra Credit**

At the beginning of each Tuesday lecture, the instructor will screen, via power point, the names of students who are invited to submit extra credit questions on the readings, lectures, or films for the coming week. This is a voluntary part of the course. If students submit questions, then the questions must be submitted by 8 PM Thursday *the same week* to the instructor’s email address. This is a firm deadline.

Questions will be graded on their thoughtfulness, pertinence to the subject matter, and success in teasing out key issues. Two or three questions will be selected for discussion at the beginning of class the following Thursday. Questions will be graded on a three point scale: 0, 1, or 2 extra percentage points added to the final grade. Each person will have two opportunities during the semester to submit questions. Those submitting extra credit question often find that their extra credit scores make the difference, say, between an A- and B+.

Other opportunities to earn extra credit may arise during the semester, e.g., attendance at an important lecture on campus.

## VII. Deportment

- Class is not a venue in which newspapers are read, assignments from other classes are done, conversational skills developed, electronic games played, blogs read, or emails sent. Cell phones must be turned off in class or put on “STUN OWNER”. If a cell phone rings during class, a skyhook will descend and whisk away the offender; it is an event that invariably embarrasses the offender. Mobile phones of all varieties will be stored in back packs, purses, briefcases, and pockets during class to avert texting, surfing the web, etc.
- Laptops also fall under the “no use” rule, as they create “cones of distraction” that work against the interests of students seriously trying to engage the course material. Laptops will be stashed under seats and not used during class meetings unless a student suffers from a disability that requires laptop use; in such a case, the student should consult with the instructor during the first week of class for permission. Another alternative is available: You may **sign a pledge** “on your honor” to use your laptop **only for course related activities**, e.g., taking notes and responding to film questionnaires—**NOT** for other uses such as email, reading blogs, surfing the web, entering social network sites, etc. (The University of Chicago and other institutions of higher education now block internet access in all classrooms because materials displayed on screen may be distracting or offensive to neighbors). There is an additional negative—laptop use encourages a disengaged, stenographic approach to note-taking rather than one that uses reflection and summaries.
- Emails to the instructor should follow conventional letter salutations (e.g., Dear, Hello, Hi, etc.) and endings (e.g., Thanks, Sincerely, etc.) with your name written.

**VIII. For students with disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

## IX. Required Texts:

- 1) Brian Fagan, 7<sup>th</sup> or 8<sup>th</sup> eds. ***World Prehistory: A Brief Introduction***. New York, Prentice Hall. Paperback. Available at Blue and Orange Bookstore, 309 NW 13<sup>th</sup> St. Orange and Blue have many used copies available for purchase.
- 2) Reader for ANT 3141, available at Blue and Orange Bookstore, 309 NW 13<sup>th</sup> St.

## X. SCHEDULE OF CLASSES AND READINGS

(Readings should be completed *before* the date listed). **TBP = To Be Posted**

Aug 23: **Introduction:** Syllabus, Course Format, Course Expectations.  
Readings: Fagan, Chapters 2-3.

Aug 25: **Stereotypes dominating Archaeology**  
Film and Discussion

Aug. 30: **Archaeological Goals Today: What is Civilization?**

- **Concepts and Misapprehensions**  
Readings: Fagan, Chapters 1, 7, 8

Sept 1: **From the Paleolithic to the Neolithic Revolution**

Readings: Fagan, Chapter 4; Reader No. 1

**Attendance recording begins today.**

Sept. 6 & 8: **Settled Populations and Food Production**

- **Early Settlement**  
Readings: Fagan, Chapter 5; Reader No. 2
- **Early Food Production**  
Readings: Fagan, Chapter 6; Reader No. 2

Sept. 13 & 15: **Lessons from a Classical Civilization**

- **Mesopotamia**  
Readings: Fagan, Chapter 9; Reader Nos. 3, 4
- **The Fertile Crescent**  
Readings: Fagan, Chapter 9

Sept. 20: **Archaeology and Iraq Today**

Readings: Reader No. 5

Sept. 22: **Iraq, Yesterday and Today—the Connections**

Film

Sept. 27: **Social Complexity in Europe: Europe and the Megaliths; *Guest Lecturer***

Readings: Reader No. 6

Sept. 29: **Megalithic Mysteries:**

- **Stonehenge Rethought**  
Film
- **Technological Achievements of Egypt—Pyramid Building: *Guest Lecturer***  
Readings: Fagan, Chapter 9; R. Scott Hussey. 2005. pp. 56-111. Go to:  
[http://scott.hussey.com/R\\_Hussey.PDF](http://scott.hussey.com/R_Hussey.PDF)

Oct 4: **Egyptian Origins: Ties to the Nile**

Readings: Fagan, Chapter 10; Reader No. 7

Oct. 6: **Egyptian Florescence**

- **Egypt: The Nile and Society**  
Film  
Readings: Fagan, Chapter 10, Reader No. 8

**Map Quiz (20 min)**

**Oct. 11: The Wider World in North Africa: Nubia and Meroe**

Readings: Fagan, Chapter 10; Reader No.9

**Oct. 13: Saba and Civilization in Southern Arabia**

Readings: Reader Nos. 13, 14

**Oct. 18: Trade and the Origins of Civilization in the Horn of Africa: Aksum in Ethiopia**

Readings: Reader Nos. 15, 16

**Oct. 20: The Greater Asmara Civilization?**

Readings: Reader Nos. 17, 18

**Mid-Term Exam (50 min)**

**Oct. 25: The Greater Asmara Civilization (Cont).**

Readings: Reader Nos. 17, 18

**Oct. 27: The Harappa Civilization**

Readings: Fagan, Chapter 11

**Nov. 1: The Wonders of Afghanistan —Crossroads of the Ancient World**

Readings: TBP

**Nov. 3: The Swahili City States**

Readings: Reader Nos. 21, 22, 23

**Nov. 8: The Unknown Interior of Africa: How archaeologists reconstruct low-visibility Civilizations: Buhaya**

Readings: Reader No. 10

**Nov 10: Buhaya—Great Lakes of Africa.**

Readings: TBP

Film: “The Tree of Iron”

**Nov. 15: Lessons from Contemporary Buhaya**

Readings: Reader No. 24

**Nov. 17: Jenn éjeno: Gold and Glory & The Problem of Lost Heritage in Mali**

Readings: Reader Nos. 11, 12; Fagan, Chapter 10

**Nov. 22: Special Project: Attitudes Toward Antiquities**

**Nov. 24: Thanksgiving Vacation**

**Nov. 29: Great Zimbabwe**

- **The Origins of Great Zimbabwe**

Readings: Fagan, Chapter 10; Reader Nos. 19, 20

:

**Dec. 1: Great Zimbabwe**

Film

- **Lost Heritage: A Human Right to a Cultural Past**

Readings: Reader: No. 27

- **Review**

**Special Project Write-up Due.**

**Dec 15: Exam group 14E; 5:30 PM to 7:30 PM; Little 109**