

ANCIENT CITIES

ANT3141: Development of World Civilization
Summer A 2014

Course Instructor

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PLEASE NOTE: DIRECT ALL QUESTIONS TO ALL INSTRUCTORS (ADDRESS TO “INSTRUCTORS”)

I. Course Summary

This is a survey course of urban civilizations across the globe, from the earliest roots and variations to modern times. It takes the basic approach of anthropological archaeology, but also includes Western history, urban studies, and cultural studies, as well as other social and ecological sciences. 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 total). Each module is accompanied by readings from the required textbook (*Ancient Civilizations*, 3rd Edition, C. Scarre and B. Fagan, Pearson) and additional readings, with three questions to answer for each. There are 19 activities, also with three questions each. The course will open each module successively, to provide some structure for progression of the course, but within each module the materials are self-paced with the exception of the module quiz that are scheduled for a one-hour period at the end of the module. Quizzes reflect materials that are mainly covered in lectures. As a general rule, each week of the semester would generally include three lecture segments, two readings and one or two activities, but all module assignments are to be turned in at the end of each module.

II. Course Objectives

- Explore 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 discipline of anthropology.

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).

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.

Module 6 provides an overview of 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

This an entirely online course composed of six modules, each with an introduction and 5-10 individual lectures (45 lessons of ≈15 to 25 minutes). There are three questions given from each assigned reading for each module (4-5 readings). There are also 19 activities distributed throughout the modules, each followed by three questions (worth 1 - 2.5 points each). 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 individual responses have a **50 word limit per question**, although can be answered in less. All grades will be given a value of full, half (or rounded up to one decimal; half credit for a 1.5 point assignment would be .8 points), or no credit. To receive full credit the answers should demonstrate clear understanding of reading or activity. In some instances, internet sites related to activities in syllabus become inactive and, in these cases, new sites will be added and students will be informed by the opening of the module or full credit will be given for the associated points.

One quiz is given per each module, composed of 8 multiple choice (.5 points each) and 10 True/False (.25 points each) questions for a total of 6.5 points/per quiz. These questions are derived from lectures so notes should be taken. They are open for a one hour period at the end of each module.

Evaluation is based on the 29 points from reading assignments (29 readings/1 pt. each), 32 points from activity assignments (19 activities/1-2.5 pts each), and 39 points from quizzes (6 quizzes/6.5 pts each) (29%, 32% and 39% of grade, respectively). Full attendance is required, including viewing all audio-visual introductions, lessons and activities (one point reduction per non-participation up to 5 points total reduction, in addition to points not received for assigned questions).

Overall Grades assigned as (total of 100 points):

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

Modules are scheduled for 1 week. All modules open at 8:00 a.m. on Mondays. All modules officially close at **11:55 p.m.** on a Sunday or the last day of regular classes. Special permission is required to turn in assignments after the close of a module.

Module I: History of the City (7 segments; open 05/12-18)

- A. General Introduction of Module
- B. Lessons:
 - Part I:
 - 1. The Enlightenment: Rationalism and Evolution
 - 2. Cultural Evolution & Deep History
 - 3. The Counter-Enlightenment
 - Part II:
 - 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 1-4 (1.0 pt. each)
- D. Activities (Due at the end of the module):
 - Activity 1: Lost Cities (web-based; 1.0 pt.)
 - Activity 2: Rise of Cities (1.5 pt.)
 - Activity 3: Urbanites, Countryside and Wilderness (1.5 pt.)
- E. Quiz 1 (6.5 pts.; answers from lectures only; one-hour to open 05/17)

Module II: Near East (8 segments; open 05/19-25)

- A. General Introduction of Module
- B. Lessons:
 - Part I:
 - 1. Domestication
 - 2. Domestication II
 - 3. The Neolithic Revolution
 - Part II:
 - 4. Mesopotamia
 - 5. Mesopotamia: Uruk
 - 6. Mesopotamian Empires
 - Part III:
 - 7. Ancient Egypt I
 - 8. Ancient Egypt II
- C. Assignments (Due at the end of the module):
 - Reading Assignment 1-5 (1.0 pt. each)
- D. Activities (Due at the end of the module):
 - Activity 4: Göbekli Tepe, Çatal Höyük and Jericho (1.0 pt.)
 - Activity 5: Hierakonpolis (1.5 pt.)

- Activity 6: Thebes (1.5 pts.)
- E. Quiz 2 (6.5 pts. answers from lectures only; open 05/24)

Module III: Far East (8 segments; open 05/26-06/01)

- A. General Introduction of Module
- B. Lessons:
 - Part I:
 - 1. Indus River
 - 2. Mature Harrapa
 - Part II:
 - 3. China
 - 4. Shang
 - 5. Imperial China
 - Part III:
 - 6. Southeast Asia
 - 7. Pacific Islands
 - 8. Pacific Kingdoms & Empires
- C. Assignments (Due at the end of the module):
 - Reading Assignment 1-5 (1.0 pt. each)
- D. Activities (Due at the end of the module):
 - Activity 7: Indus Floods (YouTube; 1.5 pt.)
 - Activity 8: China - Internet and Representation (self-designed internet; 2 pts.)
 - Activity 9: SE Asia and/or Pacific - Internet and Representation (self-designed internet; 2 pts.)
- E. Quiz 3 (6.5 pts.; answers from lectures only; open 05/31)

Module IV: Europe & Africa (6 segments; open 06/2-8)

- A. General Introduction of Module
- B. Lessons:
 - Part I:
 - 1. Europe
 - 2. Bronze Age Europe
 - 3. Greece
 - Part II:
 - 4. Empires
 - 5. Africa
 - 6. Western Africa
- C. Assignments (Due at the end of the module):
 - Reading Assignment 1-5 (1.0 pt. each)
- D. Activities (Due at the end of the module):
 - Activity 10: Greece and Rome (internet; 1.0 pt.)
 - Activity 11: Mazmorras (Scott Hussey; 2.5 pts.)
 - Activity 12: Africa - Internet and Representation (self-designed internet; 2 pts.)
- E. Quiz 4 (6.5 pts.; answers from lectures only; open 06/07)

Module V: The Americas (10 segments; open 06/9-15)

A. General Introduction of Module

B. Lessons:

Part I:

1. North America
2. North American Cities
3. Mesoamerica

Part II:

4. Classic Period
5. Post-Classic
6. Andean Civilization
7. Moche

Part III:

8. Andean Empires
9. Amazon
10. Southern Amazon Garden Cities

C. Assignments (Due at the end of the module):

- Reading Assignment 1-5 (1.0 pt. each)

D. Activities (Due at the end of the module):

- Activity 13: Cerros (Jeffrey Vadala; 2.5 pts.)
- Activity 14: Dubulay, Guyana (self-paced; 2.5 pts.)
- Activity 15: Xingu, Brazil (self-paced; 2.5 pts.)
 - a) Heckenberger, Michael. 2009. Lost Cities of the Amazon. Scientific American.

E. Quiz 5 (6.5 pts.; answers from lectures only; open 06/14)

Module VI: Cities and Urbanism, 1492 and beyond (5 segments; open 06/16-20)

A. General Introduction of Module

B. Lessons:

Part I:

1. Ideas & Urbanism (Cowgill 2004)
2. The Urban Revolution (Hannerz 1986; York et al. 2011)
3. Rise of Industrial Urbanism (Benjamin 1935)

Part II:

4. São Paulo (Harvey 2006)
5. Archaeologies of the Future

C. Assignments (Due at the end of the module):

- Reading Assignment 1-5 (1 pt. each)

D. Activities (Due at the end of the module):

- Activity 16: Violence (YouTube; 1.5 pt.);
- Activity 17: Art of Not Being Governed (YouTube; 1.5 pt.)
- Activity 18: Walter Benjamin (YouTube; reading; 1.5 pt.)
- Activity 19: Global trends (interactive map on web; 1.0 pt.)

E. Quiz 6 (6.5 pts.; answers from lectures only; open 06/18)

VII. Activities

There are 19 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 YouTube 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.

VIII. Required Readings

All readings are required and each has an assignment of three questions 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. The responses are worth 1 point total, so each question is worth 1/3 of a point.

Module I (week 1)

1. Ancient Civilizations, Chapter 1
2. Ancient Civilizations, Chapter 2
3. Southall, Aiden (2000). "Writing the City Under Crisis," in *The City in Time and Space*, pp. 3-22 (Cambridge University Press).
4. 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 (week 2)

5. Ancient Civilizations, Chapter 3
6. Ancient Civilizations, Chapter 7 (skim Chapter 8)
7. Ancient Civilizations, Chapter 4
8. Ancient Civilizations, Chapter 12
9. 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).

Module III (week 3)

10. Ancient Civilizations, Chapter 5
11. Ancient Civilizations, Chapter 6
12. Ancient Civilizations, Chapter 14
13. Ancient Civilizations, Chapter 13
14. 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 (week 4)

15. Ancient Civilizations, Chapter 9
16. Ancient Civilizations, Chapter 10
17. Ancient Civilizations, Chapter 11

18. 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).
19. 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 (week 5)

20. Ancient Civilizations, Chapter 15
21. Ancient Civilizations, Chapter 16
22. Ancient Civilizations, Chapter 17
23. Ancient Civilizations, Chapter 18
24. Meskell, Lynn, and Joyce, Rosemary (2003). "Hybrids," in *Embodied Lives: Figuring Ancient Maya and Egyptian Experience*, pp. 79-94 (Routledge).

Module VI (week 6):

25. Cowgill, George (2004). "Origins and Development of Urbanism: Archaeological Perspectives," *Annual Review of Anthropology* 33:525-549.
26. Hannerz, Ulf (1986). "The City," in *The Social Science Encyclopedia*, second edition, edited by Adam and Jessica Kuper, pp. 86-88 (Cambridge University Press)
27. Benjamin, Walter (1935). "Paris, Capital of the 19th Century," *New Left Review* 48 (1968).
28. 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).
29. 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.

IX. 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.