

# **DEVELOPMENT OF WORLD CIVILIZATION (ANT-3141)**

**Fall 2021**

Instructor: Dr. Michael Heckenberger, Anthropology

T | Period 5 (11:45 AM – 12:35 PM); Fine Arts B (FAB), Room 105

R | Period 4-5 (10:40 AM – 12:35 PM); Fine Arts B (FAB), Room 103

Online Office Hours (In-person Turlington B360 and remote: T: 12:45-2:30 pm; TH: 9:30-10:30 am, or by appointment for remote non-office hours.

Contact Email: [mheck@ufl.edu](mailto:mheck@ufl.edu)

## **I. Course Summary**

This is a survey course of the major world traditions and periods of pre-Industrial urban civilization from the earliest examples to recent times. The course considers the origin and development of preindustrial urban civilizations across the globe, how they are portrayed and compared in Western scholarship, and the influences that affected their trajectories, including collapse, such as environment, climate, commerce, and religion. Specific topics include the domestication of plants and animals, the consequences of agriculture, architecture and technology, politics and state formation, ideology and other key aspects of the transition and variation of urban life in the ancient world. It promotes the approach of anthropological archaeology, including Western and Indigenous histories. Throughout the course, you will gain knowledge and skills critical to understanding the processes and debates surrounding the emergence and variation of human civilization in pre-modern (non-Western) varieties from based on case materials from across the globe. This provides the point of departure to consider broader global forces and change, including the climate, imperialism, pandemics, the Industrial Revolution, twentieth century globalization, and the future of human civilization.

## **II. Required Readings**

Required Textbook:

Scarre, Chris, and Brian Fagan, *Ancient Civilizations*, 4<sup>th</sup> Edition (2016),  
Routledge (other editions acceptable but may require adjustment)

Additional required readings are listed below and other materials available on Canvas, including links to videos and other web-materials assigned throughout the semester.

### **III. Course Description:**

This class examines the development of preindustrial urban civilizations from the initial transition to settled town life, agricultural food production and subsequent urbanism in various parts of the world. 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. Using the diverse case materials, the course will examine the nature of urban civilization and civil society, specifically asking: What forms do cities take, in terms of space and architecture, and the movement of human bodies and social groups? What is the ecology upon which urban societies grow and how is nature “domesticated” by human interventions? How do these societies compare across time and space? 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?

The course considers the development of scholarly thinking regarding the emergence and growth of urbanism in the ancient world, emphasizing socio-historical diversity and the conflicting views regarding non-Western peoples. The case studies begin with the earliest urban traditions of southwestern Asia, Egypt, Pakistan and India, and China. Against this backdrop, other non-Western cases in Africa, SE Asia, and elsewhere are then explored to consider the alternative form and content of pre-modern, non-Western cities in these less well-known regions of the global south. The Mediterranean and Europe are considered during the last two millennia, notably Greece and Rome – the classical urban civilizations and the rise of imperialism and globalization. Native American urbanized civilizations are the final examples of preindustrial urban civilizations, some of which seem neatly to conform to Old World definitions, such as in the Andes and Mesoamerica, while other present novel cases, which challenge us to expand our vocabularies and trait lists, open our minds to alternative pathways of urbanism, as well as alternatives to modernity. Finally, these Native American civilizations will be the point of departure to consider changes in society and nature as these are tied to questions of climate, population growth, pandemics and social equality, including how these impact descendant communities and society at large.

### **IV. Course Topical Outline**

#### **History of the City**

Part I: What is Civilization?; Enlightenment: Rationalism and Evolution; Counter-Enlightenment.

Part II: Archaeological Theories & Practice: Cultural Evolution & Deep History; Archaeology and Ancient Cities; Time, Space, and Analogy

#### **Southwest Asia: The “Near East”**

Part I: Domestication of Earth (nature) and Sky (space); “Neolithic Revolution

Part II: Mesopotamia: Bronze Age; Uruk/Sumerian; Mesopotamian Empires

Part III: Egypt: Pre-Dynastic to Old Kingdom; Middle Kingdom; New Kingdom

#### **East Asia: The “Far East”**

Part I: Indus River/Harrapa, Persia and India  
Part II: China: Longshan; Shang; Imperial China  
Part III: Southeast Asia

### **Global South**

Part I: Amazonia: The Last Frontier of the “East”; Lost Cities; Indigenous Histories  
Part II: SE Asia and Pacific: Malay Peninsula, Pacific Islands, Polynesian Kingdoms & Empires  
Part III: Sub-Saharan Africa: Bantu farmers, Late Holocene Kingdoms, Diaspora

### **Classical Urban Civilization** (week 9-11)

Part I: Europe: Neolithic, Bronze Age Aegean, Medieval Towns  
Part II: Classical Civilizations: Phoenicians, Greeks and Rome  
Part III: Empires: Alexander, Rome and the Khans

### **Native American Civilizations**

Part I: Cahokia, Southwest Pueblos, Caribbean  
Part II: Mesoamerica: Pre-Classic to Early Classic; Classic Period; Post-Classic to Contact Period.  
Part III: Early Andean Civilization; Moche; Chimor and Inka

## **V. Course Weekly Outline** (may change slightly during semester)

### In-class (Zoom option)

Week 1 (8/24-26): Intro (AC: chapters 1)

Week 2 (8/31-9/2): Theories about Ancient Urban Civilizations (AC: chapter 2)

*Assignment*: video comment #1

Week 3 (9/7-9): Classical Civilizations: Mesopotamia (AC: chapters 3 and 7)

*Assignment*: reading questionnaire #1

Week 4 (9/14-16): Classical Civilizations: Egypt (AC: chapters 4 and 12)

*Assignment*: video comment #2.

Week 5 (9/21-23): Indus and South Asia (AC: chapter 5 and 13)

Week 6 (9/28-30): China

*Assignment*: reading questionnaire #2

### Remote Zoom (no classroom meeting)

Week 7 (10/5-7): Alternatives: Amazonia Lost Civilizations (experiential with indigenous leaders from Brazil); “Making of Lost Cities”

*Assignments*: videos comment #3; reading questionnaire #3 and 4

Week 8 (10/12-14): Amazonian Deep History (panel with guest speakers at Univ. São Paulo)

*Assignment*: take-home exam 1

### In-class (Zoom option)

Week 9 (10/19-21): SE Asia and Pacific: Migration and Health

*Assignment*: video comment #4

Week 10 (10/26-28): Sub-Saharan Africa

*Assignment: video comment #5*

Week 11 (11/2-4): Aegean Civilizations and Greece (AC: chapters 9 and 10)

Week 12 (11/9): Empire and its Discontents: From Rome to Kublai Khan, Inka & Aztec (AC: skim chapter 8 and 11)

Week 13 (11/16-18): Mesoamerica (AC: chapters 15 and 16)

*Assignment: reading questionnaire #5*

Week 14 (11/23-25): Andes (AC: chapter 17 and 18); video and comment #6

*Assignment: take-home exam 2 (questions derived from textbook)*

Week 15 (11/30- 12/2): PowerPoint presentation project in-class summaries.

Week 16 (12/7): The World in 1492: Climate, Pandemics and Power (no readings)

*Assignment: Final PowerPoint presentation project (due 12/08).*

## **VI. Outline of Readings**

1. 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).
2. McIntosh, Roderick (1991). "Early Urban Clusters in China and Africa: The Arbitration of Social Ambiguity," *Journal of Field Archaeology* 18(2): 199-212.
3. Neves, Eduardo G. & Michael Heckenberger. The Call of the World: Rethinking Food Production in Ancient Amazonia. *Annual Review of Anthropology* 48:371-388.
4. Heckenberger, M. J. 2020, "Xingu Garden Cities: Amazonian Urbanism, or What? In *Landscapes of Preindustrial Urbanism*, edited by Georges Farhat, pp. 225-257. Washington DC: Dumbarton Oaks.
5. Meskell, Lynn, and Joyce, Rosemary (2003). "Hybrids," in *Embodied Lives: Figuring Ancient Maya and Egyptian Experience*, pp. 79-94 (Routledge).
6. 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).

## **VII. Evaluation**

As a lecture class, attendance/participation is required, although students have the option of in-class or synchronous Zoom attendance (10 points). There are five brief comments on videos required (3 points each) and brief questionnaires from five readings (3 points each) to be submitted in advance of week to be discussed (30 points). There are two take home exams (each worth 15 points) that will be distributed at least one week before the due dates. These will each include short answer questions derived from textbook chapters (up to 100 words) and one 500-word synthetic essay. A final PowerPoint project will be developed by each student, with benchmark assignments

required and final product due by the last week of class (total = 30 points). There is a one-week grace period for all assignments but after that missed work or absences must be supported by documentation if not pre-arranged with instructor for full credit.

Evaluation Summary:

1. Attendance: 10%
2. Commentary: 30%  
Video/online comments (5 x 3 points): 15% (videos are announced with links on Canvas)  
Reading questionnaires (5 x 3 points: 15% (available in Canvas)
3. Project: 30%  
Assign 1 (text abstract): 5%  
Assign 2 (text outline): 5%  
Assign 3 (PowerPoint with initial slides with bibliography): 5%  
Assign 4 (draft presentation): no points  
Assign 5 (final): 15%
4. Exams (mid/end-term x 15% each): 30%

Overall Grades assigned as (total of 100 points and potential 1-5 points extra-credit):

A	95-100%	C	73-76.9%
A-	90-94.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	E	0-59.9%

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.

Students with Disabilities: Students requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who then must provide this documentation to the instructor.