

DEVELOPMENT OF WORLD CIVILIZATION (ANT 3141)

Spring 2023

Instructor: Dr. Michael Heckenberger, Anthropology (January 6-26)

T | Period 5-6 (11:45 - 1:40 AM), CSE E220

R | Period 6 (12:50 – 1:40), CSE E221

Online Office Hours: Tuesday and Thursday (1:45 to 2:45 pm).

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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 Text: David Graeber and David Wengrow, *The Dawn of Everything: A New History of Humanity*, Farrar, Straus and Giroux, New York, 2021.

Additional required readings with assignments are listed below and posted on Canvas, as are all 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 Weekly Outline & Assignments (Canvas Modules 1-15)

Week 1: Introduction

Week 2: Theories about Civilization

Reading Questionnaire: Graeber & Wengrow, Chapter 1 (due W weekly)

Video Comment: Orientalism & Civilization (due W each week)

Week 3: Evolution, Domestication & the Idea of Civilizations

Reading Questionnaire: D&W-2/3, Harvey

Begin materials to be covered in first take-home test:

Week 4: Classical Civilizations: Mesopotamia

Reading Questionnaire: D&W-4, Ur

Week 5: Classical Civilizations: Egypt

Reading Questionnaire: D&W-5, Meskell

Video Comment: Egypt in time of Rameses II comment

Week 6: Indus and South Asia

Reading Questionnaire: D&W-6, Chase

Activity 1-Problem Statement

Week 7: China

Reading Questionnaire: D&W-7, McIntosh

Take home distributed (covers weeks 4-8)

Week 8: SE Asia and Pacific

Reading Questionnaire: D&W-8, Mudar

Week 9: North Mediterranean States & Empire (not on exam)

First take-home exam due

Begin materials to be covered in second take-home test:

Week 10: Sub-Saharan Africa

Reading Questionnaire: D&W-10, Monroe

Video Comment: Ghana and Mali Empires

Activity 2: Project Abstract

Week 11: Native North America

Reading Questionnaire: D&W-9, Sassaman

Video Comment: Pauketat lecture on Cahokia and religion

Week 12: Mesoamerica

Reading Questionnaire: D&W-11, Chase and Chase

Activity 3: Project Outline

Week 13: Andes

Reading Questionnaire: D&W-12, Prieto

Take-home exam 2 distributed (covers weeks 10-14)

Week 14: Amazonia

Reading Questionnaire: Heckenberger

Video Comment: Lost Cities of the Amazon

Activity 4: PowerPoint presentation draft

End materials covered in second take-home

Week 15: World in 1492, and Beyond: Climate, Pandemics and Power

Activity 5: PowerPoint presentations.

Second take-home test due W after last meeting.

VI. Outline of Weekly Readings

1. 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).
2. 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).

3. Meskell, Lynn (2001). The Practice and Politics of Archaeology in Egypt (ms.)
4. Chase, Brad, et al. (2014). Materializing Harrapan Identities: Unity and Diversity in the Borderlands of Indus Civilization. *Journal of Anthropological Archaeology* 35:63-78.
5. McIntosh, Roderick (1991). "Early Urban Clusters in China and Africa: The Arbitration of Social Ambiguity," *Journal of Field Archaeology* 18(2): 199-212.
6. Mudar, Karen (1999). "How Many Dvaravati Kingdoms?" *Journal of Anthropological Archaeology* 18:1-28.
7. Monroe, Cameron (2013). "Power and Agency in Precolonial African States." *Annual Review of Anthropology*, 41:17-35.
8. Chase, Arlen, and Diane Chase (1998). "Late Classic Maya Political Structure, Polity Size and Warfare Arenas."
9. Sassaman, Ken, et al. (2019). Maritime Ritual Economics of Cosmic Synchronicity: summer solstice events at a civic-ceremonial center in North Gulf Coast of Florida. *American Antiquity*, pp. 1-29.
10. Prieto, Gabriel (2019). Offering Llamas to the Sea: the economic and ideological importance of camelids in Chimú, north coast of Peru. In *The Archaeology of Andean Pastoralism*, J. Capriles and N. Tripanovich, eds, pp. 197-210. Albuquerque: Univ New Mexico Press.
11. Neves, Eduardo G. & Michael Heckenberger (2019). The Call of the Wild: Rethinking Food Production in Ancient Amazonia. *Annual Review of Anthropology* 48:371-388.
12. 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.

VII. Evaluation

Participation (10 points) is expected in classroom discussion, including conducting reading and video assignments on time. We will meet in class, unless synchronous Zoom attendance is announced in some classes. Attendance is required. Four unexcused absences are permitted before up to 2.5 points per/day may be deducted from the final grade (10 points).

Commentaries (30 points): There are 5 brief comments on videos required (video 1 is worth 2 points, videos 2-5 are worth 3 points each; total 14 points). There are also summary questionnaire responses required for 8 reading assignments (these are worth 2 points each; total 16 points). These are generally due on Wednesdays for Thursday classroom discussion.

Exams (30 points): There are two take home exams (each worth 15 points) of material covered in lectures and discussion. Take-home exams are composed of short answer questions (50-100 word) and longer essay questions (250-500 word), one focusing on one region and the other comparing it to one or two others.

Project (30 points): A final PowerPoint project will be developed by each student and presented in class with benchmark assignments for comment required. The project is divided into four assigned activities (no point value and optional), before handing in the final required assignment for full credit.

Note: There is a five-day 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. Reading Questionnaires (16 points) and Video Comments (14 points): 30%
3. Project: 30%
 - Assignment 1: Problem Statement (draft for comment; no points)
 - Assignment 2: Abstract (draft for comment; no points)
 - Assignment 3: Outline with initial sources (draft for comment; no points)
 - Assignment 4: Draft PowerPoint slides (draft for comment; no points)
 - Assignment 5: Final PowerPoint Presentation (30 points)
4. Exams (mid/end-term x 15 points each): 30%

Overall Grades assigned as (total of 100 points):

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 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.