

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

**Fall 2020**

Instructor: Dr. Michael Heckenberger, Anthropology

T | Period 8 - 9 (3:00 PM - 4:55 PM)

R | Period 9 (4:05 PM - 4:55 PM)

Online Office Hours: T: 1:30-3:00; TH: 2:30-4:00, or by appointment

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

NOTE: Due to Covid-19 precautions adopted by the University of Florida, this class will be taught entirely online with Zoom live lectures and group facetime scheduled synchronously with scheduled class periods.

## **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 takes a critical look at the origin and development of civilizations, how they are portrayed and compared in Western scholarship and the influences that affected their trajectories—and eventually their collapse. This includes the domestication of plants and animals, the origins and consequences of agriculture, the influence of religion and technology, and key aspects of village and urban life and state formation. It takes the approach of anthropological archaeology, but also includes Western and Indigenous histories, as well as other social and ecological sciences. Through the course, you will gain knowledge and skills critical to understanding the processes and debates surrounding the emergence and variation of human civilizations, including recent developments, such as the effects of colonialism, pandemics, the Industrial Revolution, twentieth century globalization and global climate. This level of critical thinking will help you to better comprehend our world today and civilization's progression into the future.

## **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 listed below and other materials, including links to videos and other web-materials assigned throughout the semester will be available on Canvas).

### III. Course Description:

In 2006, the population of people living in cities overtook the percentage living in broadly defined rural areas. Urban revolutions entered a new phase with industrial capitalism, beginning in the 18<sup>th</sup> century, which forever changed the face of global society and environment. This class looks at the long development, the initial urban revolution that gave rise to the modern world, from the initial transition to settled town life, agricultural food production and subsequent urbanism in various parts of the world. 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 also 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 is a survey course of major world traditions and periods of urbanism, from earliest examples to modern times. 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.

The course will examine what is the nature of urban civilization and civil society? 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? And, perhaps most importantly, 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.

The course includes six primary segments. In segment 1, we consider the development of scholarly thinking regarding the emergence and growth of urbanism in the ancient and Industrial world and capitalism, in the context of changing urban life of the time, including: views on social progress, from More’s *Utopia* and Hobbes’ *Leviathan* through 19<sup>th</sup> century evolutionists (Darwin, Spencer’s “survival of the fittest,” and Morgan’s three periods, savagery, barbarism, and civilization) and Marx and Engel’s and Weber’s views on the rise of the city and industrial capitalism, which are developed in the 20<sup>th</sup> century thought on the rise and fall of urban civilizations. Critical perspectives that emphasize diversity and multi-culturalism, globalization, and representations and conflicting views regarding non-Western peoples.

The next areas include the early non-Western traditions of early urbanism across the globe, including the Near East (segment 2) and then in the areas in the Far East, such as Pakistan, India and China, among the oldest world traditions, and then the tropical civilizations of SE Asia and the Pacific (segment 3). We consider the form, geo-politics,

and ecological setting of these early civilizations, focusing on changes in society and nature, as well as major drivers, such as climate, overall population and pandemics, themes which are discussed in subsequent segments.

Segment 4 looks at the Mediterranean to consider the emergence of European urbanism and civilization and initial globalization, as well as the 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. It further explores the development in Africa, which like the case of SE Asia, and the Americas, shows radically divergent but equally remarkable achievements in terms of population and resource management.

In segment 5, Native American urbanized civilizations will be discussed, 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. Other non-Western cases in Africa, SE Asia, and elsewhere are then explored to consider the form and content of pre-modern, non-Western cities.

Segment 6 is a brief summation about pre-Modern cities, returning to London, ca. 1500-1750, to consider the onset of the industrial urban revolution in the West. We consider the effect of industrial urbanism on European society and in the imagination at the height of the scientific revolution. Then we explore several 20<sup>th</sup> 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.

#### **IV. Course Outline (weekly schedule of topics may fluctuate slightly):**

##### **Segment I: History of the City**

Part I (Week 1):

1. Enlightenment: Rationalism and Evolution
2. Cultural Evolution & Deep History
3. The Counter-Enlightenment

Part II (Week 2):

4. What is Civilization?
5. Archaeology and Ancient Cities
6. Time, Space, and Analogy
7. Urban Civilization: Climate, Life and Justice

Assignments: Two short videos and comment (week 2).

##### **Segment II: Near East (Week 3-5)**

Part I (week 3):

1. Domestication I: Animals
2. Domestication II: Plants
3. The “Neolithic Revolution: Agriculture

Part II (week 4):

4. Mesopotamia: Bronze Age
5. Mesopotamia: Uruk/Sumer
6. Mesopotamian Empires

Part III (week 5):

7. Ancient Egypt I
8. Ancient Egypt II

Assignments: Three videos and comment. Two reading questionnaires: Write 150 abstract that identifies primary interests for individual project, including time/place and conceptual themes, subject to revision (due week 5).

### **Segment III: Far East** (week 6-8)

Part I (week 6):

1. Indus River
2. Mature Harrapa

Part II (week 7):

3. China
4. Shang
5. Imperial China

Part III (week 8):

6. Southeast Asia
7. Pacific Islands
8. Pacific Kingdoms & Empires

Assignments: three videos and comment; two reading questionnaires (3 points): Write an outline of final project based on 8-10 subheadings and 2-4 items to be incorporated in each (due week 7);

First exam due week 9

### **Segment IV: Classical Urban Civilization** (week 9-11)

Part I (week 9):

1. Europe
2. Bronze Age Europe

Part II (Week 10):

3. Greece
4. Roman Empire

Part III (week 11):

5. Sub-Saharan Africa
6. Western Africa

Assignment: three videos and comment; two readings questionnaires 3. Outline of final powerpoint project with 10-15 slides and 8-10 bibliographic citations (3 points);

Three videos

### **Segment V: Other Urbanisms, the Global South**

Part I (Week 12):

1. North America
2. Mesoamerica: Pre-Classic to Early Classic
3. Mesoamerica: Late Classic to Post-Classic Period
4. Post-Classic

Part III (week 13):

5. Andean Civilization
6. Moche
7. Andean Empires

Part IV (week 14):

8. Amazon
9. Southern Amazon Garden Cities

Assignments: four videos and comment: four reading questionnaires; draft of final powerpoint presentation (revised from above) by week 13; presentation as poster in week 14-15.

### **Segment VI: Cities and Urbanism, 1492 to today**

Part I (Week 15):

1. Ideas & Urbanism (Hannerz 1986)
2. Rise of Industrial Urbanism
3. São Paulo (Harvey 2006)
4. Cities Today

Assignments: Final powerpoint project presentations and  
Second exam due by 12/09.

## **V. Outline of Readings**

### **Segment 1**

1. Ancient Civilizations, Chapter 1
2. Ancient Civilizations, Chapter 2

### **Segment 2**

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

7. 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).

#### Segment 3

8. Ancient Civilizations, Chapter 5
9. Ancient Civilizations, Chapter 6
10. Ancient Civilizations, Chapter 14
11. Ancient Civilizations, Chapter 13
12. Geertz, Clifford (1980). "Political Definition: The Sources of Order," in *Negara: The Theater State in Nineteenth Century Bali*, pp. 11-25 (Princeton University Press)

#### Segment 4

13. Ancient Civilizations, Chapter 9
14. Ancient Civilizations, Chapter 10
15. Ancient Civilizations, Chapter 11
16. 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).
17. McIntosh, Roderick (1991). "Early Urban Clusters in China and Africa: The Arbitration of Social Ambiguity," *Journal of Field Archaeology* 18(2): 199-212.

#### Segment 5

18. Ancient Civilizations, Chapter 15
19. Ancient Civilizations, Chapter 16
20. Ancient Civilizations, Chapter 17
21. Ancient Civilizations, Chapter 18
22. Meskell, Lynn, and Joyce, Rosemary (2003). "Hybrids," in *Embodied Lives: Figuring Ancient Maya and Egyptian Experience*, pp. 79-94 (Routledge).
23. Heckenberger, M. J. 2020, "Xingu Garden Cities: Amazonian Urbanism, or What? In *Landscapes of Pre-Industrial Urbanism*, edited by Georges Farhat, pp. 66-86. Mexico City: UNESCO.

#### Segment 6

24. Hannerz, Ulf (1986). "The City," in *The Social Science Encyclopedia*, second edition, edited by Adam and Jessica Kuper, pp. 86-88 (Cambridge University Press)
25. 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).

### **VI. Evaluation:**

As noted above, the course includes six segments. Attendance/participation is required as are video comment and reading questionnaires submitted in advance of week to be discussed (45 points). There are two take home exams (each worth 15 points) that will be distributed one week before the due dates (09/30 and 12/09). These will each

include short answer questions (up to 150 words) and one 500-word essay. A final powerpoint project is to be developed by each student, with benchmark assignments required at the end of segments 2-5 and final product due 05/01 (total = 45 points). Missed work or absences must be supported by documentation if not pre-arranged with instructor.

**Evaluation Summary:**

1. Commentary: 25% (aim: dialogue, to talk to one another)
  - Video/online comments (1% each x 15): 15% (videos selected weekly and announced on Canvas)
  - Reading questionnaires (1% each x 10): 10% (from fixed reading list above)
2. Project: 45% (aim: make something original)
  - Assign 1 (text abstract): 5%
  - Assign 2 (text outline): 5%
  - Assign 3 (powerpoint 5 slides with bibliography): 10%
  - Assign 4 (presentation): 10%
  - Assign 5 (final): 15%
3. Essay exams (mid/end-term x 15% each): 30% (aim: basic mastery of materials)

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.