

DEVELOPMENT OF WORLD CIVILIZATION

(ANT-3141/Section 26166)

SPRING 2020

Instructor: Dr. Michael Heckenberger, Professor, Anthropology

M-W-F: Periods 6 (12:50-1:40); Turlington 1208H or other.

Office Hours: M/F: 12:15-12:45; W 1:45-3:00, or by appointment

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I. COURSE SUMMARY:

This is a survey course of major world traditions and periods of urbanism from the earliest examples to modern times. The course focuses on major world civilizations, stopping off at various points across the globe over a broad range of time. From the earliest examples to today, we will analyze specific instances of change and transformation as societies of the past begin to look more similar to our own. 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. It takes the basic approach of anthropological archaeology, but also includes Western and Indigenous histories, and cultural studies, as well as other social and ecological sciences. The main focus will be on cases of pre-colonial era (pre-AD 1500) civilizations around the world centering on change, sustainability, and social inequality. This course also considers more recent developments including the effects of colonialism, disease, the Industrial Revolution, and twentieth century globalization. By taking this course, you will gain knowledge and skills critical to understanding the processes and debates surrounding what has been termed civilization. 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. This level of critical thinking will help you to better comprehend our world today and civilization's progression into the future.

II. TEXTBOOK:

Scarre, Chris, and Brian Fagan, *Ancient Civilizations*, (2016), Routledge (primary)
Feinman, G., and Douglas Price, *Images of the Past* (2012), McGraw-Hill (alternative)

Additional required readings listed below will be available on Canvas.

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 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, asking: 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? The aim is to use our understanding of cities and urban society through time to inform contemporary societies about questions of globalization, climate, social inequality, ecology, public health and security, and policy.

In the introduction, during week one and two, 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 19th 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 20th century thought on the rise and fall of urban civilizations. This promotes critical perspectives that emphasize diversity and multi-culturalism, globalization, and representations and conflicting views regarding non-Western peoples.

The course examines different regions of the world known for early non-Western traditions of urbanism. The first half of the semester focuses on the earliest traditions of urbanism in Mesopotamia and Egypt, or “Near East,” with the earliest traditions of urbanism worldwide. We then move east to the Indus River (Pakistan) and China, also among the oldest world urban civilizations. Finally, the northern Mediterranean, Greece and Rome, are examined to consider the emergence of European urbanism and civilization and early “globalization.” Changes over the past two millennia in human-nature interactions, including climate change, environmental degradation, and conflict over rights to land and property, including people.

The second half of the semester looks at forms and pathways of alternative urbanism distinctive from classical civilizations. These do not share the antiquity or often the urban scale of the classical civilizations, but present novel cultural achievements,

organizing equally large regional populations and intensively managing their landscapes. This begins with examples in Southeast Asia and the Pacific Islands, including urbanized societies emerging due to influences by China and India, as secondary states, or independently in the Pacific. We then discuss the development of other alternative urbanisms in Africa, and their histories into the present, showing again remarkable achievements that have only recently been considered as urban societies. Finally, Native American urbanized civilizations will be discussed, some of which have antecedents and patterns roughly conforming to Old World classical urban civilizations, notably in the Andes and Mesoamerica, but, like African and Pacific examples, present novel pathways to socio-political complexity and urbanism, as well as alternatives to modernity.

In a closing segment, we turn to London, ca. 1500-1750, to consider the onset of the industrial urban revolution in the West, including the imagination at the height of the scientific revolution. We explore several 20th century cities in the Americas, such as São Paulo and New York, to envision the current urban revolution, and what we might call “archaeologies of the future,” which consider questions of justice, security, environment, and global society.

IV. COURSE WEEKLY OUTLINE:

I. Introduction: History of the City & Urbanism

Part I (Week 1):

1. The 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. What is urbanism?

II. The Near East

Part I (week 3):

1. Domestication
2. Domestication II
3. The Neolithic Revolution

Part II (week 4):

4. Mesopotamia
5. Mesopotamia: Uruk
6. Mesopotamian Empires

Part III (week 5):

7. Ancient Egypt I
8. Ancient Egypt II

III. The Far East

Part I (week 6):

1. Indus River

2. Mature Harrapa
- Part II (week 7):
3. China
 4. Shang
 5. Imperial China

IV. Northern Mediterranean

- Part I (week 9):
1. Europe
 2. Bronze Age Europe
- Part II (Week 10):
3. Greece
 4. Roman Empire

V. Southeast Asia, Pacific and Africa

- Part I (week 8): SE Asia & Pacific
1. Southeast Asia
 2. Pacific Islands
 3. Pacific Kingdoms & Empires
- Part II (week 11): Africa
5. Sub-Saharan Africa
 6. Western Africa

VI. Other Urbanisms, the Global South

- Part I (Week 12): North and Mesoamerica
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): Andes
5. Andean Civilization
 6. Moche
 7. Andean Empires
- Part IV (week 14): Amazon
8. Amazon
 9. Southern Amazon Garden Cities

VII. Cities and Urbanism, 1492 to today

- Part I (Week 15):
1. Ideas & Urbanism
 2. Rise of Industrial Urbanism
 3. São Paulo

V. OUTLINE OF REQUIRED TEXTBOOK 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

Segment 3

7. Ancient Civilizations, Chapter 5
8. Ancient Civilizations, Chapter 6

Segment 4

9. Ancient Civilizations, Chapter 14
10. Ancient Civilizations, Chapter 13

Segment 5

11. Ancient Civilizations, Chapter 9
12. Ancient Civilizations, Chapter 10
13. Ancient Civilizations, Chapter 11

Segment 6

14. Ancient Civilizations, Chapter 15
15. Ancient Civilizations, Chapter 16
16. Ancient Civilizations, Chapter 17
17. Ancient Civilizations, Chapter 18

VI. SCHEDULE OF OTHER READINGS & ASSIGNMENTS

Reading Assignments (comment of 100-150 words, not graded):

1. Cowgill, George (2004). "Origins and Development of Urbanism: Archaeological Perspectives," *Annual Review of Anthropology* 33:525-549.
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. 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).
4. Geertz, Clifford (1980). "Political Definition: The Sources of Order," in *Negara: The Theater State in Nineteenth Century Bali*, pp. 11-25 (Princeton University Press).
5. 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).
6. Meskell, Lynn, and Joyce, Rosemary (2003). "Hybrids," in *Embodied Lives: Figuring Ancient Maya and Egyptian Experience*, pp. 79-94 (Routledge).

7. Heckenberger, M. J. 2017, "Xingu Garden Cities: Domesticated Forest of the Southern Amazon," in *Tropical Forest Conservation: Long-term Processes of Human Evolution, Cultural Adaptation and Consumption Patterns*, edited by Nuria Sanz, pp. 66-86. Mexico City: UNESCO.
8. Hannerz, Ulf (1986). "The City," in *The Social Science Encyclopedia*, second edition, edited by Adam and Jessica Kuper, pp. 86-88 (Cambridge University Press)

Final Project (30 points):

1. Due: 02/03: Assignment 1 (3 points): Write 150 abstract that identifies primary interests for individual project, including time/place and conceptual themes (2 points).
2. Due: 03/13: Assignment 2 (5 points): Write an outline of final project (based on 8-10 subheadings and 2-4 items to be incorporated in each);
3. Due: 03/24: Assignment 3 (12 points): final powerpoint project with 10-15 slides and 8-10 bibliographic citations;
4. Due: 04/03 (10 points): Final poster condensed from powerpoint.

Take-home Surveys (50 points):

1. Mid-term: due 03/11
2. End-term: due 4/22

VII. EVALUATION:

As noted above, the course includes six segments. Attendance/participation (10 points) is required. Questions submitted for non-textbook readings (10 points). There are two take home surveys (each worth 25 points) that will be distributed one week before the due date and will ask the student to create a Google-Earth map of selected locations, describe these in short statements (up to 150 words) and construct a 500-word essay. The final project developed by each student, with benchmark assignments required as noted above, is worth 30 points total. Missed work or absences must be supported by documentation if not pre-arranged with instructor.

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%

UF grading policies are available at: <http://catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/>. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Academic Honesty, Student Responsibilities, Student Conduct Code: Students are required to do their own work on exams. The penalty for cheating or plagiarism is to receive no points for that question or assignment and the incident may be reported to the Student Honor Court following mandatory meeting with instructor. The student is responsible to review the UF Student Responsibilities Guidelines, available online.

Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting: <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <http://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <http://ufl.bluera.com/ufl/.html>. Summaries of course evaluation results are available to students at: <http://gatorevals.aa.ufl.edu/public-results/>.