

# DEVELOPMENT OF WORLD CIVILIZATION (ANT-3141)

SPRING 2019

Instructor: Dr. Michael Heckenberger, Anthropology  
T: Periods 5-6 (11:45-1:40); RNK (Rinker) 0110  
TH: Period 6 (12:50-1:40); RNK (Rinker) 0110  
Office Hours: T: 10:00-11:30; TH: 10:00-11:30, 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. Required Readings:**

Required Textbook:

Scarre, Chris, and Brian Fagan, *Ancient Civilizations*, 4<sup>th</sup> Edition (2016),  
Routledge (3<sup>rd</sup> edition, 2008, is acceptable)

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 outnumbered 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 18<sup>th</sup> 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. 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.

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 and Egypt (segment 2) and then in the areas farther to the east, the Indus River (Pakistan), and China, among the oldest world traditions, and then SE Asia (segment 3). We consider the form, geo-politics, and ecological setting of these early civilizations, focusing on changes in society and nature.

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.

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 (one class period) 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:**

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

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?

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

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

Assignment 1 (2 points): Write 150 abstract that identifies primary interests for individual project, including time/place and conceptual themes (2 points).

**Segment III: Far East**

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

Assignment 2 (3 points): Write an outline of final project (based on 8-10 subheadings and 2-4 items to be incorporated in each); First take-home exam due: 3/2

**Segment IV: Classical Urban Civilization** (six 20 minute segments)

Part I (week 9):

1. Europe
2. Bronze Age Europe

Part II (Week 10):

3. Greece
4. Roman Empire

Part II (week 11):

5. Sub-Saharan Africa
6. Western Africa

Assignment 3 (4 points): Outline of final powerpoint project with 10-15 slides and 8-10 bibliographic citations (3 points);

**Segment V: Other Urbanisms, the Global South** (nine 20 minute segments)

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

Assignment 4 (6 points): draft of final powerpoint presentation (revised from above).

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

Part I (Week 15):

1. Ideas & Urbanism (Hannerz 1986)
2. Rise of Industrial Urbanism (Benjamin 1935)
3. São Paulo (Harvey 2006)

Assignment 5 (15 points): Final powerpoint project and second take-home exam due:  
4/24

### **V. Outline of Readings**

#### Segment 1

1. Ancient Civilizations, Chapter 1
2. Ancient Civilizations, Chapter 2
3. 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.
4. Cowgill, George (2004). "Origins and Development of Urbanism: Archaeological Perspectives," *Annual Review of Anthropology* 33:525-549.

#### Segment 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).

#### Segment 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)

#### Segment 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.

Segment 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).  
 25. 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.

Segment 6

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 19<sup>th</sup> 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).

**VI. Evaluation:**

As noted above, the course includes six segments. Attendance/participation (10 points) is required and includes a sign-up sheet for each lecture and questions submitted questions related to the readings, as follows: each week 3-4 students will submit questions on readings for discussion the following week (Beginning week 3). There are two take home exams (each worth 30 points) that will be distributed one week before the due dates (03/01 and 05/01). These will each include a map quiz, 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 = 30 points). 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%

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.