

ANT3141 – DEVELOPMENT OF WORLD CIVILIZATIONS

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Course Website: [E-Learning](#)

Fall 2009
Section 7348
Tuesday Period 10 (5:10-6:00 PM) LITTLE-113
Thursday Period 10-11 (5:10-7:05) LITTLE-113

COURSE OVERVIEW

This course examines the emergence and various histories of complex societies as documented through the discipline of Archaeology. This is a topic immense in both its spatial extent (the globe) and temporal depth (from the end of the last ice age [ca. 12,000 years ago] to the present). This empirical breadth is complemented by stereotypes, biases, and preconceived notions of what social complexity, often referred to “Civilization,” means. In a previous era, the descriptor “Civilization” was reserved for so-called advanced or enlightened societies, in opposition to *Un-Civilized*, *barbarous*, or even *savage* peoples. Most notably it was Western societies (European and American Empires) and their perceived antecedents (the Roman Empire, Classical Greece, Dynastic Egypt) who were privileged as more advanced, more evolved, and more “moral” than societies in other regions of the globe. We now recognize that this view of Civilization was ethnocentric and used to justify domination and exploitation of less powerful non-western peoples. Moreover, the emphasis on classical civilizations did much to obscure the variation in cultural traditions, social organization, and processes of change evident through time and across the globe.

Our task in this course is to untangle what we mean by social complexity and civilization, and this discourse will be ongoing throughout the semester. Although we will discuss many of the well-known “classical civilizations,” we will compare these cases with societies throughout the globe. As a means of keeping order to the diversity and immense scale of information, this course is structured around three central themes:

- (1) What do we mean by “Civilization,” and how has archaeology contributed to (or confused) the study of complex societies past and present? How can the complexities of the past inform our knowledge of current and future events?
- (2) What is the historical and political relationship between food production and social complexity?
- (3) Under what conditions did past societies coalesce through centralized political structures? How were such systems reproduced, and what led to their ultimate demise?

Throughout the course we will engage case material through lectures and in-class discussion. The lectures are organized by geographical region, but we will frequently compare and contrast multiple regions and time periods. We will cover such broad topics as food production, social inequality, religion, statehood, ritual, the origins of writing, the significance of monuments, the past in the past, migration and social convergences, and the role of sedentism. We will consider to what extent these and other processes are interrelated, and what this can tell us about social complexity in the past and today. This course is not an introduction to archaeology *per se*. However, the vast majority of materials and interpretations we will encounter are derived from archaeological investigations. As a result, we will throughout the course consider the sources of inference involved, and examine how the residues of past human practices (such as objects, monuments, food remains, etc.) can serve as a proxy for the economies, socio-political organization, religions, and social interactions of past cultures. We will also see how archaeological research is one component of the larger discipline of Anthropology, and discuss how archaeology interrelates with other disciplines such as history, geography, geology, and political science.

COURSE DETAILS AND REQUIREMENTS

Class Format: Because this is a large-enrollment survey course, presentation is chiefly lecture, accompanied by videos, slide shows, and other visual media. However, time is reserved for your questions and commentary, especially during the longer Thursday sessions. Also, you will occasionally be called upon in class to answer questions about the readings, videos, lectures, or online resources. You must attend class religiously, read the assigned material before each class, and prepare to comment on the subject matter.

Reading Assignments: Readings are assigned from chapters in the required text. This material must be read *prior* to the lecture on the date posted.

Online Resources: In addition to the textbook, students will also be provided with links to a variety of online resources. These will be supplemental to lectures and the text, and will include summaries of important archaeological debates, regional maps and interpretations, and site-specific descriptions. In addition to web pages, I will on occasion provide downloadable files containing links to regions and archaeological sites that can be viewed in the Google Earth program. I will provide brief overviews and points to pay attention to within the resources.

Lecture Notes: I will post lecture notes on the course website at the end of the week after lectures have been given in class. These notes are provided as a courtesy, and should not be used in lieu of your own note taking during lecture. If class attendance drops, I will discontinue providing these resources.

REQUIRED TEXT

The Human Past: World Prehistory and the Development of Human Societies (2009). Edited by Chris Scarre. W. W. Norton & Co. Inc./Thames and Hudson, New York. ISBN: 9780500287811.

Online student resources: <http://www.thamesandhudsonusa.com/web/humanpast/>

The textbook website contains a wide range of potentially useful materials, including chapter summaries, practice quizzes, flash cards, external online links, and a glossary for the book. It is highly recommended that you take advantage of this resource.

RECOMMENDED SOFTWARE

Google Earth (<http://earth.google.com/download-earth.html>).

This is a free download, but requires a high-speed connection to effectively use. Throughout the semester I will be posting links of places and tours relevant to the topic of discussion. Archaeology is both a highly visual and spatial discipline, it is thus important for you to understand how archaeologists think.

STUDENT ASSESSMENT AND GRADING

Examinations: Three exams will be administered throughout the semester (see schedule below). The exam questions are objective, and consist of multiple choice, true/false, matching, and map locations. These exams are non-accumulative, and for each exam you will only be responsible for materials relating to that course segment. All materials, including films, lectures, notes, readings, and posted websites are potential sources of exam questions. Each exam is worth 30% of your final grade, for a total of 90%. A study guide consisting of key terms, concepts, archaeological sites, and methods will be provided no less than 1 week in advance of the exam. No in-class review will be provided, but students are encouraged to contact me during my office hours or at any time via email with questions or concerns. No make-up exams will be given without a formal, university-recognized excuse.

Pop-Quizzes: 10 unannounced in-class quizzes will be administered throughout the semester. These quizzes will be based on material from the preceding lecture or weekly readings. No make-up quizzes will be given without a formal, university-recognized excuse. Each quiz is worth 1% of your final grade, for a total of 10%.

Grading:

Final grades will be assessed based on the average of three exams (90%) and 10 quizzes (10%). Failure to present a valid excuse for missing an exam or quiz will result in a “0” for the exam. There will be no makeup exams or quizzes, unless a letter from a health or university official is presented.

Letter grade / Numerical Grade Scale Matrix

		A	92-100 %	A-	90-91.99%
B+	88-89.99%	B	82-87.99%	B-	80-81.99%
C+	78-79.99%	C	72-77.99%	C-	70-71.99%
D+	68-69.99%	D	62-67.99%	D-	60-61.99%
		E	<60%		

UNIVERSITY OF FLORIDA POLICIES

Academic Honesty

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." Full text of the Honor Code is available online: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

UF Counseling Services:

Resources are available on-campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

- *University Counseling Center:* 301 Peabody Hall, 392-1575, personal and career counseling; <http://www.counsel.ufl.edu/>
- *Student Mental Health,* Student Health Care Center, 392-1171; <http://www.shcc.ufl.edu/smhs/>
- *Sexual Assault Recovery Services (SARS),* Student Health Care Center, 392-1161. sexual counseling; <http://www.shcc.ufl.edu/care/>
- *Career Resource Center,* Reitz Union, 392-1601, career development assistance and counseling; <http://www.crc.ufl.edu/>

Computing Requirements and Software Use:

All University of Florida students are required to have ready access to a computer: <http://www.clasnet.ufl.edu/computers/student/>. In addition, all faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Special Classroom Accommodation:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. <http://www.dso.ufl.edu/drc/>

SCHEDULE OF LECTURES AND READING ASSIGNMENTS

The syllabus schedule is subject to minor revisions and amendments as needs arise, with possible extension or shortening of topics. Any significant changes will be discussed in advance. Recommended readings may also be suggested for those interested in further reading. Throughout the semester, required web links will be posted one week in advance of the lecture for which they should be read.

Date	Topic	Assignment
8/25	Class Orientation	None
Topic 1: What do we mean by “Civilization?” How has archaeology contributed to (or confused) the study of complex societies past and present?		
8/27	Archaeology: Past Present Future	Scarre: Chapter 1, 19
9/1	“Civilization” and its Discontents	Scarre: Chapter 13 [Skim]
9/3	Archaeology and the Study of Complexity	Scarre: Chapter 1, 19
Topic 2: What is the historical and political relationship between food production and social complexity?		
9/8	Foragers, Farmers, and Social Types	Scarre: Chapter 5
9/10	New Horizons: Emergence of Modern Humans and Global Colonization	Scarre: Chapter 4, pp. 151-173 Skim Chapters 2, 3, the beginning of 4
9/15	Foragers and Farmers in Southwest Asia (Mesopotamia)	Scarre: Chapter 6
9/17	Later Farmers in Southwest Asia (Mesopotamia)	Scarre: Chapter 6
9/22	Diversity and Expansions in the Pacific Basin	Scarre: Chapter 8
9/24	European Mesolithic/Neolithic in Perspective	Scarre: Chapter 11
9/29	Exam 1	
10/1	“Archaic” Societies of the North America	Scarre: Chapters 9, 18:706-711
10/6	Archaic Monuments	Readings to be posted Online
10/8	The South American Mosaic	Scarre: Chapter 7
10/13	East Asian Alternatives	Scarre: Chapter 9
Topic 3: Under what conditions did past societies coalesce through centralized political structures? How were such systems reproduced, and what lead to their ultimate demise?		
10/15	Cities, States, Empires, and Ritualities	Scarre: Chapters 5, 12
10/20	Later complexities in Southwest Asia	Scarre: Chapter 12
10/22	Harrapa and the Greater Indus Valley	Scarre: Chapter 14
10/27	The emergence of Egyptian Dynasties	Scarre: Chapter 10
10/29	Egypt and other Complexities	Scarre: Chapter 10
11/3	Exam 2	
11/5	Kingdoms and Empires of East Asia	Scarre: Chapter 15
11/10	The Mediterranean World	Scarre: Chapter 13
11/12	Foundations of Mesoamerican States	Scarre: Chapter 16
11/17	Rise and Fall of Mesoamerican States and Empires	Scarre: Chapter 16
11/19	South American Empires	Scarre: Chapter 17
11/24	South America Lowland Complexities	Scarre: Chapter 17
11/26	No Class – Thanksgiving	
12/1	North American States?	Scarre: Chapter 18
12/3	North American Ritualities	Scarre: Chapter 18
12/8	Exam 3	