

# Week 1 – Monday

## W1

Welcome to the module:  
Introduction and administrative things  
Define civilisation – definitions

HPAR4006

What makes civilisation?

Dr. Katharina Zinn

# Who are WE?

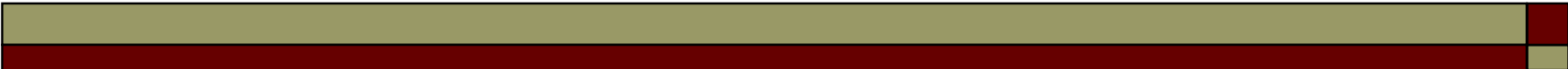
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## → Block 2; Arts 1

**Module convener:** Dr. Katharina Zinn  
office: **Arts Building A110**

| Participating Lecturer | Initial | Office | Culture covered      |
|------------------------|---------|--------|----------------------|
| Errietta Bissa         | EB      | A114   | Ancient Greece       |
| Dr Ros Coard           | RC      | A019   | Indus Valley Culture |
| Dr Matt Cobb           | MC      | A111   | Ancient Rome         |
| Dr Thomas Jansen       | TJ      | A040   | Ancient China        |
| Dr Louise Steel        | LS      | A122   | ANE and Cyprus       |
| Dr Katharina Zinn      | KZ      | A110   | Ancient Egypt, Maya  |

→ For questions concerning specific sessions, please contact the lecturer of the session;  
for general enquiries (attendance etc), please contact module convener Dr Zinn



# Who are you?

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## □ Students from:

- Ancient Civilisations
- Chinese Studies
- Ancient History with Egyptian Culture
- Archaeology with Egyptian Culture
- Archaeology
- Archaeology and Anthropology
- Heritage Studies

## □ What do you have to do?

# Take the following into consideration

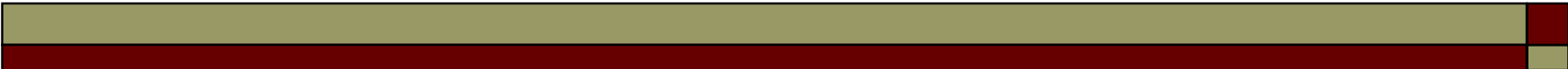
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- This syllabus follows loosely the characterisation of *early civilisations* as given by **Trigger (2003 --> see under Essential Readings)** which you should make yourself familiar with:
  - Socio-political Organization
  - Economy
  - Cognitive and Symbolic Aspects

# Essential Module Readings – Your “sort of” textbooks

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- ❑ Ross, J.C.; Steadman, S.R. 2017. *Ancient Complex Societies*. New York: Routledge.
- ❑ Trigger, B.G. 2003. *Understanding Early Civilizations: A Comparative Study*. Cambridge: CUP.
- ❑ Wengrow, D. 2010. *What Makes Civilization? The Ancient Near East and the Future of the West*. Oxford: OUP.
- ❑ Wenke, R.F.; Olszewski, D.J. 2007 (5<sup>th</sup> edition). *Patterns in Prehistory: Humankind's First Three Million Years*. Oxford: OUP.



# Recommended Module Readings

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- ❑ **Essential for an overview, but not used as textbooks in class**
- ❑ Scarre, C. 2018. *The Human Past: World Prehistory and the Development of Human Societies*. London: Thames & Hudson. 4<sup>th</sup> ed.
- ❑ Scarre, C.; Fagan, B.M. 2016. *Ancient Civilizations*. London: Routledge. 4<sup>th</sup> ed.

# Recommended Module Readings

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- ❑ Brewer, D.J. 2012. A Cultural Transformation: Explaining or Describing the Past. In: Brewer, D.J. *The Archaeology of Ancient Egypt beyond Pharaohs*. Cambridge: CUP. pp. 54-78.
- ❑ Chapman, R. 2003. *Archaeologies of Complexity*. London: Routledge. → especially chapters 1,3,6 and 7.
- ❑ Johnson, M. 1999. Culture as a System. In: Johnson, M. *Archaeological Theory: An Introduction*. Oxford: Blackwell. pp. 64-84.
- ❑ Kemp, B. 1989. *Ancient Egypt. Anatomy of a Civilization*. London: Routledge.
- ❑ Maisels, C.K. 2005 (or any other edition). *The Emergence of Civilisation: From Hunting and Gathering to Agriculture, Cities, and the State in the Near East*. London: Routledge.

# Recommended Module Readings

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- ❑ Renfrew, C.; Bahn, P. 1991 (or any other edition). How Were Societies Organized? Social Archaeology. In: Renfrew, C.; Bahn, P. *Archaeology: Theories, Methods and Practice*. New York: Thames and Hudson. pp. 153-194, chapter 5 (in this edition).
- ❑ Steel, L. 2013. *Materiality and Consumption in the Bronze Age Mediterranean*. Abingdon: Routledge.
- ❑ Wenke, R.J. 2009. The Significance and Character of Ancient Egyptian Civilization. In: Wenke, R.J. *The Ancient Egyptian State: The Origins of Egyptian Culture (c. 8000-2000BC)*. Cambridge: CUP. pp. 1-30.
- ❑ Zinn, K. 2007. Libraries, Archives, and the Organization of Collective Wisdom in Ancient Egypt. In: *Proceedings of the VIIth Current Research in Egyptology Symposium*, ed. by Maria Cannata and Tom Hardwick. Oxford: Oxbow. pp. 169-176.

# Assessments

## 1. Coursework – Portfolio (50% of module mark)

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- ❑ Portfolio of critical evaluation of case studies and phenomena
- ❑ Choose yourself one civilisation which you would like to explore in more detail. You could think about one of the ancient cultures talked about in this module (Ancient Egypt, China, Maya, Persia, Indus Valley Culture) or another one of your choice.
- ❑ Part 1:
- ❑ Develop a timeline for your culture, add milestones in the development which you think will characterise your culture. You can illustrate your timeline with images which visually exemplify your argument. You can work in Word, PPTX, Publisher or any other appropriate programme. The result should be uploaded to Turnitin as PDF file (after being converted).
- ❑ → WORTH 500 words (there might be more or less words on your timeline), **to be submitted Friday 25/10/2019 by latest 23:59**, (equivalent to 20% of overall module mark), Marks and feedback will be released latest Friday 01/11/2019 by 5pm

# Assessments

## 1. Coursework – Portfolio (50% of module mark)

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- ❑ Portfolio of critical evaluation of case studies and phenomena
- ❑ Part 2:
- ❑ Review and evaluate of one of the following chapters of one of the core texts, apply this to your chosen culture → 750 words; **to be submitted Friday 01/11/2019 by latest 23:59**, (equivalent to 40% of overall module mark), Marks and feedback will be released latest Friday 08/11/2019 by 5pm
- ❑ Part 3: Discuss, what makes a civilisation.
- ❑ Use Childe's characteristics of complex societies (Trigger. Defining Early Civilisations, 43), discuss at least one of them by giving examples from your chosen culture.
- ❑ → 750 words; **to be submitted Saturday 09/11/2019**, (equivalent to 40% of overall module mark)
- ❑ → Marks and feedback will be released latest Friday 16/11/2019 by 5pm

# Assessments 2. In class test (50% of module mark)

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- ❑ → **Thursday 14/11/2019**
- ❑ This in-class test will ask you to work with one of the core texts for this module and apply it to the culture of your choice.
- ❑ Students who are eligible for extra-time will be granted 30 min in addition. If you are allowed the use of computer, please bring your own to this class.
- ❑ Marks will be released via Turnitin link on MOODLE page on 21/11/2019 by 5pm.

# IMPORTANT

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- ❑ Attendance is vital – EVERY session
- ❑ All information will be on your MOODLE page
  - → you have to check it every day
- ❑ Further communication comes via (university) email and MOODLE Forum
  - → check DAILY

# If you have questions:



## What makes civilisation?

**HPAR4006**

**2019-2020, Block 2**



**Faculty of Humanities and Performing Arts**  
**University of Wales Trinity Saint David**



## What makes civilisation?

This co-taught module explores the questions what makes civilisation and what makes a civilisation through the analysis of theoretical literature as well as primary sources of chosen examples of civilisations. It explores, through various case studies (taught by staff involved in the programme Ancient Civilisations), the indispensable features of the phenomenon "civilisation" and will enable the student for their comparative studies of ancient civilisations. The module investigates the relevance of social constructs as religion, state, kingship, elite culture, literacy/orality, cultural memory etc. in theory and applied to specific cultures.

→ Credits: 20;

→ Block 2; Arts 1

Module convener: **Dr. Katharina Zinn**

**office:** Arts Building A110

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## AIM(S)

- To examine the characteristics of the terms "civilisation", "society", "culture" in different subjects of humanities (anthropology, archaeology, Egyptology, Chinese Studies, Classics, Religious Studies) and their relevance for the history of the ancient world;
- Explore the various civilisations of the ancient world; looking at their cultural, social, religious and historical context;
- Examine their impact on other societies.

## LEARNING OUTCOMES

By the end of this module students should be able to:

- Demonstrate knowledge and understanding of the taught terminologies;
- Be aware of the distinctions and similarities of particular cultures and societies;
- Demonstrate the ability to apply the learned characteristics to other societies not looked at in case studies;
- Evaluate the necessity to include all characteristics when describing civilisations

# If you have MORE questions:

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- About the module
  - Contact me: [k.zinn@uwtsd.ac.uk](mailto:k.zinn@uwtsd.ac.uk) or come and see me in Arts Building A110, first floor (office hours during Block 2: Tuesday 9-10, Thu 12-1)
- About a specific topic/session:
  - The session lecturer
    - Before/after class
    - In their office hour
    - Via email
- Katharina not on campus
  - 24/10
  - 29/10-06/11 Conference “Women in AE” – AUC, Cairo
  - 15/11 Egypt Exploration Society trustee meeting / AGM, London

A word cloud of terms related to the Bronze Age, with 'Cultural Memory' and 'Bronze Age' being the most prominent. Other visible words include 'writing', 'literacy', 'collapse', 'emergence', 'society', 'village', 'trade', 'knowledge', 'civilization', 'complex', 'kingship', 'religion', 'medicine', 'art', 'gender', and 'empire'.

gender  
writing  
literacy  
collapse  
emergence  
society  
village  
Bronze Age  
trade  
Cultural Memory  
knowledge  
civilization  
complex  
kingship  
religion  
medicine  
art  
empire

# INTRODUCTION

# Definitions? Definitions! – Oxford dictionary

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- ❑ **Civilisation:**
- ❑ the stage of human social development and organization which is considered most advanced
- ❑ the process by which a society or place reaches an advanced stage of social development and organization
- ❑ the society, culture, and way of life of a particular area
- ❑ the comfort and convenience of modern life, regarded as available only in towns and cities

# Definitions? Definitions! – Oxford dictionary

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- ❑ **Society:**
- ❑ the community of people living in a particular country or region and having shared customs, laws, and organizations
- ❑ Origin: mid 16th century (in the sense 'companionship, friendly association with others'): from French *société*, from Latin *societas*, from *socius* 'companion'

# Definitions? Definitions! – Oxford dictionary

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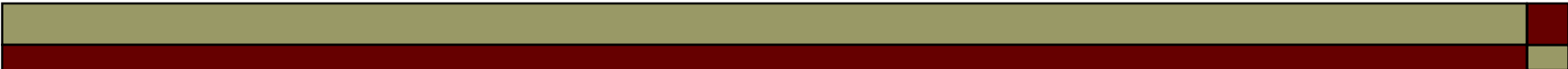
- ❑ **Culture: applicable for Humanities**
- ❑ the arts and other manifestations of human intellectual achievement regarded collectively
- ❑ the ideas, customs, and social behaviour of a particular people or society
- ❑ the attitudes and behaviour characteristic of a particular social group

# Definitions? Definitions! – Oxford dictionary

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## □ **Origin of “culture”:**

- Middle English (denoting a cultivated piece of land)
- noun from French *culture* or directly from Latin *cultura* 'growing, cultivation'
- verb from obsolete French *culturer* or medieval Latin *culturare*
- both based on Latin *colere* 'tend, cultivate'
- late Middle English = 'cultivation of the soil' and from this (early 16th century), arose 'cultivation (of the mind, faculties, or manners)'



# Complex Societies

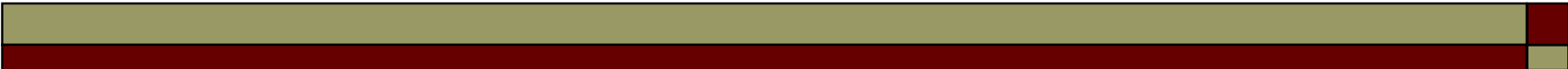
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- ❑ How did human societies evolve?
- ❑ Why develop from small groups based on face-to-face cooperation, to huge anonymous societies of today?
- ❑ Why is there so much variation in the ability of different human populations to construct viable states?
- ❑ Is statehood positively correlated with political stability, institutional quality, and income per capita?

# Culture – society – civilisation

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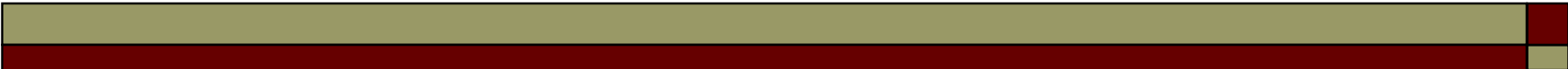
- ❑ Primitive  $\leftrightarrow$  complex society
- ❑ Mandelbaum, 1955 (“The study of complex civilizations”):
- ❑ "civilization" = a culture which includes
  - use of writing
  - presence of cities
  - development of occupational specialization
- ❑ such cultures = usually more complex (more discernible parts) than are cultures without these criteria
- ❑  $\rightarrow$  but the term = a relative one



# Culture – society – civilisation

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- Critique:
- some non-literate societies = maintained complex cultures
  - with cities
  - With occupational specialization
  - many another special adaptation
- some societies in which literacy
  - little in the way of urbanisation
  - or occupational refinements
- LACK IN CONCEPTUALIZATION



# Culture – society – civilisation

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- ❑ Started from idea of a civilisation as a culture with the use of writing, presence of cities, development of occupational specialisation
- ❑ → "complex civilization" carries connotation of cultures which are large in time and space
- ❑ have had many interlocking parts
- ❑ civilizations of Mediterranean, China, of Japan, of India, of the Arab world, South America, Western Europe
- ❑ → not exclusive!!!!

# The emergence of complex societies

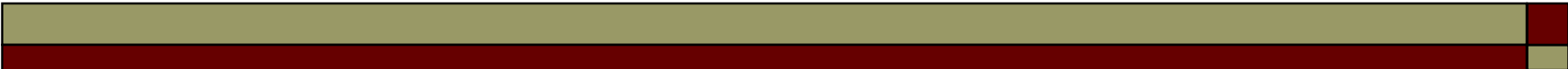
Emergence of Complex Societies



# Complex societies

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- ❑ **complex society** = a social formation
- ❑ sometimes otherwise described as a formative or developed state
- ❑ main criteria of complexity are:
  - Extent of a division of labour
  - Specialisation of members of society (particular activities)
  - Depend on others for goods and services
  - Existence of a system regulated by custom and laws
  - population size of a human community: the larger the population, the more complex the society



# Nature of early complex societies

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- ‘For a comparison between Egypt and Mesopotamia discloses, not only that writing, representational art, monumental architecture, and a new kind of political coherence were introduced in the two countries; it also reveals the striking fact that the purpose of their writing, the contents of their representations, the functions of their monumental buildings, and the structure of their new societies differed completely. What we observe is not merely the establishment of civilized life, but the emergence, concretely, of the distinctive ‘forms’ of Egyptian and Mesopotamian civilization.’  
Henri Frankfort, *The Birth of Civilization in the Near East* (1951)

# Readings for Complexity – to be kept for later!

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- ❑ **Ross, J.C.; Steadman, S.R. 2017. *Ancient Complex Societies*. New York: Routledge. (chapter 1+2)**
- ❑ Brumfiel, E.M. and Earle, T.K. (1987) Specialization, exchange, and complex societies: an introduction, in E.M. Brumfiel and T.K. Earle (eds) *Specialization, Exchange, and Complex Societies*. 1-10. Cambridge: CUP. [available at: [http://www.columbia.edu/itc/anthropology/v3922/pdfs/brumfiel\\_earle.pdf](http://www.columbia.edu/itc/anthropology/v3922/pdfs/brumfiel_earle.pdf)]
- ❑ Chapman, R. 2003. *Archaeologies of Complexity*. London: Routledge.
- ❑ Earle, T. 1989. The Evolution of Chiefdoms. *Current Anthropology* 30(1): 84-8.
- ❑ Marcus, J. 2008. The Archaeological Evidence for Social Evolution. *Annual Review of Anthropology* 37:251-66. [available at <http://www.annualreviews.org/doi/full/10.1146/annurev.anthro.37.081407.085246>]
- ❑ Peebles, C.S. and Kus, S.M. 1977. Some Archaeological Correlates of Ranked Societies. *American Antiquity* 42: 421-8. [JSTOR]
- ❑ Spencer, C.S. 1999. Evolutionary Approaches in Archaeology. *Journal of Archaeological Research* 5(3): 209-64.
- ❑ Stein, G.J. 1998. Heterogeneity, Power, and Political Economy: Some Current Research Issues in the Archaeology of Old World Complex Societies. *Journal of Archaeological Research* 6(1): 1-44.