

Anthropology 3804, Section 10
Origins of the State and Urban Society
Fall 2013, T & Th 11:10 – 12:25
Duques, Rm. 360

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Office Hours: Tues, 2:30 – 4:30, or by appointment.

Course Description:

Complex societies, particularly the state, comprise the dominant forces in the modern world system, and command a great (some would say disproportionate) amount of the theoretical and empirical discussion in anthropological, sociological, and historical scholarship. The rise of complex societies marks a profound transformation in all aspects of human culture. Since the advent of modern *Homo sapiens*, human have primarily lived in small, mobile groups. Only relatively recently (around 10,000 years ago) have humans undergone the kind of radical transformations that culminated in the urban societies that dominate the world today. The origins and nature of the state and urban civilization are the foci of this class. We first examine early ranked societies (sometime called chiefdoms) before exploring the structure of early states and evaluate competing hypotheses that seek to explain the development of centralized political organization and institutionalized relations of social inequality. Because the phenomenon of “state” encompasses a huge time span, we focus on pre-industrial states.

Archaeology, with its ability to encompass large spans of time, is particularly well suited to explore the origins and processes in the development of complex society. In this class, we will focus on how archaeology informs us on the initial development of social complexity and the state. We examine theories but also look at the nature of the data archaeology generates. Such research is also informed by historical and ethnographic cases, and these sources will further enrich our study. After defining complexity and the formation of chiefdoms, issues to be examined include: trade and interaction, the nature of cities, administration, power, literacy and specialized knowledge, monumental art and social boundaries, and the importance of religion, cosmology, and ideology.

This class balances both anthropological theory and specific case studies and is explicitly comparative. Throughout the class, reference will be made to 6 of the states focused on in the Trigger text: Aztec, Egypt (Old and Middle Kingdom), Inka, Maya, Mesopotamia (Early Dynastic III to Old Babylonian), and Shang/Western Zhou. In addition, topics that we consider will be exemplified by in-depth lectures and readings on the following civilizations and/or sites: Indus, Hawai’i, Northwest Coast, Olmec, Celts/Iron Age Europe, Bali/Negara, Monte Albán, Chavín, Tiwanaku, Mokaya and Etlatongo. This class will be conducted as a mix between lecture and seminar. Students are expected to come to class prepared and ready to engage in a well-informed discussion.

General Learning Outcomes:

This course will contribute to student competence in:

- critical thinking skills, where critical thinking is defined as analyzing and engaging with the concepts that underlie an argument and in which the logic and evidence underlying an interpretation is evaluated in terms of the conclusions reached. Students will be able

- to analyze and evaluate abstract information; understand and analyze scholarly literature and arguments, and formulate a logical argument based on that analysis.
- written expression and oral communication skills, in which these ideas are communicated in an effective and coherent way.
 - cross-cultural perspectives, where international institutions, practices, and sites are analyzed, compared and contrasted. The importance of cultural knowledge is emphasized as a fundamental aspect of human nature, as students identify and analyze the impact of diverse experiences and/or cultures upon human behavior, thought, and expression, while also using cultural comparison as a tool for understanding how social, cultural, or economic contexts shape understandings and behaviors. We explore how different groups contest and claim the past as well as how different theoretical paradigms have been applied cross-culturally.

Specific Learning Outcomes:

- Students will engage with the primary theoretical literature on the rise of the state and evaluate the different models which account for this transformation.
- Students will compare and contrast pre-industrial states and urban societies, looking at similarities and differences in the rise of socio-politically complex societies. We explore both local and global processes.
- Students will analyze the power bases underlying complex societies, which has relevance to both ancient and modern states.
- Students will be able to critically evaluate how evidence is employed to construct arguments which contribute to high-level archaeological and anthropological interpretation and theory.
- Students will practice oral communication skills by focused summaries and critiques of critical readings as well as a substantial presentation on an ancient civilization.

Prerequisites:

There are no prerequisites for this class. Please see me (or ask in class) if you hear/read about unfamiliar terms or concepts. The *Etlatongo* book is assigned as it describes the kinds of evidence archaeologist employ in order to engage in discussions about complex societies.

Grading:

Grades will be calculated based upon the following weighted distribution:

- State Presentation – 15%
- Midterm – 20%
- Czar Essay – 10%
- Negara Essay – 20%
- Final Paper – 25%
- In-class Discussion/Participation – 10%

Textbooks - 3 required books are at the bookstore:

Understanding Early Civilizations: A Comparative Study, Bruce G. Trigger, 2003. Cambridge University Press. Referred to as Trigger on course schedule.
Etlatongo: Social Complexity, Interaction and Village Life in the Mixteca Alta of Oaxaca, Mexico, Jeffrey P. Blomster, 2004. Wadsworth. Referred to as Blomster on course schedule.
Negara: The Theatre State in Nineteenth-Century Bali, Clifford Geertz, 1980. Princeton University Press. Referred to as Geertz on course schedule.

The remainder of the readings for this course will be available on Blackboard.

Course Schedule and Readings:

NOTE: only numbered readings will be discussed in class!

- Date Topic, Readings, and Assignment** (complete each reading by the date on which it is listed!)
- 8/27 **Why Study States? Anthropological and Archaeological Perspectives.**
T Blomster, Chap. 1 and 2; Trigger, Chap. 1.
- 8/29 **Concepts of the State and Civilization: Introduction, Disclaimer and Comparative Studies.**
Th Trigger, Chap. 2.
1. Patterson, T. 1997. Civilization and its Boosters. In *Inventing Western Civilization*, pp. 27-55. Monthly Review Press, New York.
2. Kohl, P. 1987. State Formation: Useful Concept of Idée Fixe? In *Power Relations and State Formation*, edited by T. Patterson and C. Gailey, pp. 27-34. American Anthropological Association, Washington, DC.
- 9/03 **Equality, Stratification and Social Rules. Case Study: Çatalhöyük.**
T 1. Fried, M. 1960. On the Evolution of Social Stratification and the State. In *Culture in History: Essays in Honor of Paul Radin*, edited by S. Diamond, pp. 713-731. Columbia University Press, New York.
2. Hodder, I. and C. Cessford. 2004. Daily Practice and Social Memory at Çatalhöyük. *American Antiquity* 69(1):17-40.
- 9/05 **Emerging Complexity, Competitive Displays and Pathways to Inequality. Case Studies: Mokaya and Northwest Coast.**
Th 1. Clark, J. 2000. Towards a better explanation of hereditary inequality. In *Agency in Archaeology*, edited by M. Dobres and J. Robb, pp. 92-112. Routledge, New York.
2. Helms, M. 1994. Chiefdom Rivalries, Control, and External Contacts in Lower Central America. In *Factional Competition and Political Development in the New World*, edited by E. Brumfield and J. Fox, pp. 55-60. Cambridge University Press, New York.
- 9/10 **Archaeological Approaches to Chiefdoms and Transegalitarian Societies. Case Study: Longshan and Hawai'i.**
T 1. Kirch, P. 1990. Monumental Architecture and Power in Polynesian Chiefdoms: A Comparison of Tonga and Hawaii. *World Archaeology* 22(2):206-222.
2. Earle, T. 1990. Style and Iconography as Legitimation in Complex Chiefdoms. In *The Uses of Style in Archaeology*, edited by M. Conkey and C. Hastorf, pp. 73-81. Cambridge University Press, New York.
- 9/12 **An Archaeological Study of Complexity – Etlatongo, Oaxaca.**
Th 1. Blomster, Chaps. 3-6.
- 9/17 **Origins of the State: Basic Concepts, Theories and Classic Approaches.**
T Trigger, Chaps. 3 and 4.
1. Childe, G. 1974 [original 1950]. The Urban Revolution. In *The Rise and Fall of Civilizations*, edited by J. Sabloff and C.C. Lamberg-Karlovsky, pp. 6-14. Cummings Publishing Company, Menlo Park, CA.
2. Carneiro, R. 1970. A Theory of the Origin of the State. *Science* 169(3947): 733-738.

- 9/19 **Origins of the State and Social Evolution: Unilinealism and Myths of the Early State.**
 Th 1. Flannery, K. 1972. The Cultural Evolution of Civilizations. *Annual Review of Ecology and Systematics* 3:399-426.
 2. Yoffee, N. 2005. Dimensions of Power in the Earliest States. In *Myths of the Archaic State*, pp. 22-41. Cambridge University Press, New York.
- 9/24 **Recognizing a State (or: Is it a State Yet?): From Settlement Patterns to Palaces.**
 T **Case Study: The Olmec.**
 Blomster, Chap. 8.
 1. Flannery, K. 1998. The Ground Plans of Archaic States. In *Archaic States*, edited by G. Feinman and J. Marcus, pp. 15-57. SAR Press, Albuquerque.
- 9/26 **Old World States.**
 Th Liu, L. 1996. Settlement Patterns, Chiefdom Variability, and the Development of Early States in North China. *Journal of Anthropological Archaeology* 15:237-288.
Assignment: Presentations on Trigger's case studies: Southern Mesopotamia (Early Dynastic III to Old Babylonian); Egypt (Old and Middle Kingdoms), and Shang/Western Zhou.
- 10/01 **New World States.**
 T Stanish, C. 2001. The Origin of State Societies in South America. *Annual Review of Anthropology* 30:41-64.
Assignment: Presentations on Trigger's case studies: Inka, Aztec and Classic Maya.
- 10/03 **Origins of Urbanism and Types of States: Territorial and City-States. Case Studies: Uruk and Ur.**
 Th Trigger, Chap. 6.
 1. Adams, R. 1976 [original 1960]. The Origin of Cities. In *Avenues to Antiquity*, pp. 185-191. W.H. Freeman and Company, San Francisco.
- 10/08 **Comparative Ancient Urbanism. Case Studies: Inka and Shang/Western Zhou.**
 T Trigger, Chap. 7.
 1. Kolata, A. 1997. Of Kings and Capitals: Principles of Authority and the Nature of Cities in the Native Andean State. In *The Archaeology of City-States: Cross-Cultural Approaches*, edited by D. Nichols and T. Charlton, pp. 245-254. Smithsonian Institution Press, Washington, DC.
 2. Yates, R. 1997. The City-State in Ancient China. In *The Archaeology of City-States: Cross-Cultural Approaches*, edited by D. Nichols and T. Charlton, pp. 71-90. Smithsonian Institution Press, Washington, DC.
- 10/10 **Kingship, Order, and Administration: Egypt and Mesopotamia.**
 Th Trigger, Chaps. 5 and 10.
 1. Baines, J. & N. Yoffee. 1998. Order, Legitimacy and Wealth in Ancient Egypt and Mesopotamia. In *Archaic States*, edited by G. Feinman and J. Marcus, pp. 199-260. SAR Press, Albuquerque.
- 10/15 **Sociopolitical Organization and Incorporation: Family, Class and Gender Roles. Case Study: Inka.**
 T Trigger, Chaps. 8 and 9.
 1. Silverblatt, I. 1988. Imperial Dilemmas, the Politics of Kinship, and Inca Reconstructions of History. *Comparative Studies in Society and History* 30(1):83-102.
- 10/17 **Religion, Concepts of the Supernatural and Divine Kings. Case Study: Maya.**

- Th Trigger, Chap. 19.
 1. Coe, M. 1981. Religion and the Rise of Mesoamerican States. In *The Transition to Statehood in the New World*, edited by G. Jones and R. Kautz, pp. 157-171. Cambridge University Press, New York.
 2. Houston, S., and D. Stuart. 1996. Of gods, glyphs and kings: divinity and rulership among the Classic Maya. *Antiquity* 70:289-312.
- 10/22 **Cosmology and Cosmogony: Political Manipulation and Displays of Power. Case Study: Shang.**
 T Trigger, Chap. 20.
 1. Keightley, D. 1983. The Late Shang State: When, Where, and What? In *The Origins of Chinese Civilization*, edited by K. Keightley, pp. 523-564. University of California Press, Berkeley.
- 10/24 **Cult, Sacrifice and Incorporation. Case Study: Chavín.**
 Th Trigger, Chap. 21.
 1. Rick, J. 2005. The Evolution of Authority and Power at Chavín de Huántar, Peru. In *Foundations of Power in the Prehispanic Andes*, edited by K. Vaughn, D. Ogburn, and C. Conlee, pp. 71-89. American Anthropological Association, Washington, DC.
 2. Burger, R., and R. Matos 2002. Atalla: A Center of the Periphery of the Chavín Horizon. *Latin American Antiquity* 13(2):153-177.
Assignment: Paper Topics Due!
- 10/29 **Case Study: Were there States and Urbanism in Iron Age Europe?**
 T **Guest Lecture: Dr. S. Johnston**
 1. Thurston, T. 2009. Unity and diversity in the European Iron Age: out of the mists, some clarity? *Journal of Archaeological Research* 17(4): 347-423. **Only read excerpt, pp. 359-367.**
 2. Thurston, T. 2010. Bitter Arrows and Generous Gifts: What Was a King in the European Iron Age? In *Pathways to Power New Perspectives on the Emergence of Social Inequality*, edited by T. Price and G. Feinman, pp. 193-254. Springer, New York. Only read excerpt, pp. 220-227.
- 10/31 **Midterm!**
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- 11/05 **Public Rituals and the State. Case Study: Bali.**
 T Trigger, Chap. 22.
 1. Geertz, Chaps. 1 - 3.
- 11/07 **Negara: The Theater State - a Model? Case Studies: Bali and Maya.**
 Th 1. Geertz, Chap. 4 and Conclusion.
 2. Demarest, A. 2000 [original 1992]. Ideology in Ancient Maya Cultural Evolution: The Dynamics of Galactic Polities. In *The Ancient Civilizations of Mesoamerica: A Reader*, edited by M. Smith and M. Masson, pp. 278-299. Blackwell Publishers, Malden, Massachusetts.
- 11/12 **Exchange, Craft Specialization and Interaction. Case Study: Uruk Expansion.**
 T Trigger, Chap. 16.
 1. Algaze, G. 1989. The Uruk Expansion: Cross-cultural Exchange in Early Mesopotamian Civilization. *Current Anthropology* 30(5):571-591.
 2. Stein, G. 1998. World System Theory and Alternative Modes of Interaction in the Archaeology of Culture Contact. In *Studies in Culture Contact: Interaction, Culture Change and Archaeology*, edited by J. Cusick, pp. 220-255. Southern Illinois University, Carbondale.

- 11/14 **Warfare, Military Organization and the State: from Longshan to Qin in Northern China.**
 Th Trigger, Chap. 12.
 1. Underhill, A. 2006. Warfare and the Development of States in China. In *The Archaeology of Warfare: Prehistories of Raiding and Conquest*, edited by E. Arkush and M. Allen, pp. 253-285. University Press of Florida, Gainesville.
Assignment: Negara essay due!
- 11/19 **Monumental Art, Style and Social Boundaries in the Rise and Expansion of the State.**
 T **Case Study: Tiwanaku.**
 Trigger, Chap. 24.
 1. Willey, G. 1962. The Early Great Style and the Rise of the Pre-Columbian Civilizations. *American Anthropologist* 64(1):1-14.
 2. Goldstein, P. 1993. Tiwanaku Temples and State Expansion: A Tiwanaku Sunken-Court Temple in Moquegua, Peru. *Latin American Antiquity* 4(1):22-47.
- 11/21 **Literacy, Specialized Knowledge and Ideology. Case Study: Monte Albán.**
 Th Trigger, Chap. 25.
 1. Joyce, A. and M. Winter. 1996. Ideology, Power, and Urban Society in Pre-Hispanic Oaxaca. *Current Anthropology* 37(1):33-47. (plus, skim Comments).
- 11/26 **Urbanism and Ideology without the State? Case Study: Indus.**
 T Trigger, Chap. 13.
 1. Possehl, G. 1998. Sociocultural Complexity without the State. In *Archaic States*, edited by G. Feinman and J. Marcus, pp. 261-291. SAR Press, Santa Fe, New Mexico.
- 11/28 **No class.**
 Th
- 12/03 **No class. GW make up day.**
 T
- 12/05 **Conclusions and Comparisons: Resistance to the State?**
 Th Trigger, Chaps. 27-29.
 1. Gailey, C. 1987. Culture Wars: Resistance to State Formation. In *Power Relations and State Formation*, edited by T. Patterson and C. Gailey, pp. 35-56. American Anthropological Association, Washington, DC.
- 12/12 **Final Paper due in Anthro Dept by 4:30!**
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