

**ANT 4930
ANG 6186
Spring 2018**

SOUTH AMERICAN ARCHAEOLOGY

Tuesday, 1:55 pm – 4:55 pm, Rog 0110

Office Hours: Tuesday 10-12 am and by appointment

Instructor: Augusto Oyuela-Caycedo, Ph.D. Associate Professor

Email: caycedo@ufl.edu

The objective of this course is to create a baseline of knowledge on the archaeological heritage found in South America. South America is comprised of environments of coastal deserts, tropical humid forest, and highlands with permanent glaciers even on the Equatorial line. These environments create a mosaic of diversity in which complex forms of indigenous organizations developed. These peoples practiced mummification (Chinchorro culture), collected trophy heads (Nazca), and built complex architectural mounds, temples and pyramids. In the Andes, ancient complex road systems cross from Chile to Colombia and theocratic chiefdoms, such as the Tairona, and state societies and kingdoms arose with exuberant mortuary architecture and temples. It is the place where the empire of the Incas is located and where the mythology of El Dorado was created (Muisca chiefdoms). The Andes is the location in the Americas where pottery and metallurgy were invented and along with the Orinoco and Amazonian Basins is where several plants such as peppers, beans, potatoes, peanuts, manioc, and cotton were domesticated in South America.

In this course, we will examine the early peopling of South America, the collector strategies of the coast, lowlands and highlands, and the origins of pottery production, food production and agricultural technologies. Some of the objectives of the course are to explain the rise of ceremonial centers such as Chavín; the development of chiefdoms in the llanos of Venezuela, on Marajó Island at the mouth of the Amazon River, and the northern Andes and lowlands such as San Agustín, Muisca, and Sinú, and the formation process of Andean states such as Moche, Chimú, Huari, Tiawanaku and the Inka. Finally, we will explore an example of the impetus for the Spanish and other European conquest of South America and how indigenous societies transform and survive up to the present.

REQUIRED READINGS:

Moore, Jerry D. 2014. *A Prehistory of South America: Ancient Cultural Diversity on the Least Known Continent*. University Press of Colorado, Boulder, Colorado. Paper ISBN: 978-1-60732-332-7. Ebook ISBN: 978-1-60732-333-4

Various chapters are also assigned from the following book Silverman, Helaine and William H. Isbell (editors). 2008. *Handbook of South American Archaeology*. Springer, New York. ISBN: 978-0-387-74906-8

Additional book chapters and articles may be assigned.

EVALUATION:

Evaluation will be based on the accumulation of points up to 100 (100 points =100 %).

A. Exams:	First Exam	15
	Second Exam	15
B. Map Assignments:		
	Assignment 1	5
	Assignment 2	5
	Assignment 3	5

Assignment 4	5
C. Doing and Writing Assignments:	
Part 1: Paper	20
Part 2: Presentation	10
D. Participation and Attendance	20
Total	100 points

A. Exam (20%). There will be a mid-term exam with a value of 25 points or 25 % (total of 25%). The exam is based on the lectures of the professor and the books assigned for the class lectures (not the book on San Jacinto 1) as well as on the films presented in the class up to the time of the exam.

B. South American Map Assignments (20 %):

Assignment 1 (5 points) on South American physical geography.

Assignment 2 (5 points) on South American state political divisions.

Assignment 3 (5 points) on South American general linguistic groups.

Assignment 4 (5 points) on South American archaeological sites and/or horizon (culture) areas covered in class.

C. Doing and Writing about South American Archaeology Assignment (35%):

Part 1 (20 points) (written component): Write an 8-page paper by picking a society, plant or animal whose origins of domestication occurred in South America, or any other topic in agreement with the professor. Finish by discussing the importance of the topic today and any future uses that you can envision.

Part 2 (10 points) (oral and visual components): Using PowerPoint, prezi, videos, or some other effective means developed for professional conference meetings, present the information from your research on the origins of domestication of plants/animals in South America. Presentations should be no longer than 15 minutes and will be evaluated by the Professor and other students. Sign-up sheets for the weeks of presentation will be available.

D. Participation and Attendance (20 %) is required. Our intent is to foster a learning community in which we all participate in the learning process. Attendance will be taken randomly and during the student presentations of their papers. One point (1 %) will be deducted for each unexcused absence up to 5 points (5 %). The Professor should be informed of excused absences with verification as soon as possible. Students who are unable to come to class on a regular basis due to special circumstances should see the instructor at the beginning of the term to discuss such circumstances.

Note: Failure to submit an assignment/paper on time will result in a 5%-point reduction based on the value of each assignment for each day it is late. Turn these in on time so they can be graded on time. Finally, please avoid at all costs coming in or walking out of the classroom in the middle of lectures. Students who are absent on the day of the quizzes, assignment due dates, or exams will receive a failing grade for that quiz, assignment or exam. You need a medical excuse or other such pertinent excuse to be able to repeat any evaluation. Please contact the instructor when evaluations are missed.

GRADE SYSTEM:

A= 90-100 %

B= 80-89

C= 70-79

D= 60-69

F= Below 59

The degree-granting college may require a minimum grade of C courses.
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Letter Grade	% Equivalency	GPA Equivalency
A	93-100	4
A-	92-90	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	.67
E, S-U;NG,WF	52-59	0

Changes to the Syllabus may be made during the semester and will be announced in class. Possible extra credit opportunities will be announced during lecture.

SPECIAL ACCOMODATIONS AND ASSISTANCE:

Students requesting accommodation for disabilities 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. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Additionally, the Disability Resource Center is in Reid Hall, Room 101. For more information please visit the DRC office or their website: (<http://www.dso.ufl.edu/drc/>).

The University of Florida also offers several counseling and academic assistance services for students throughout the semester. These include:

- Counseling and Wellness Center, Radio Road, 352-392-1575 - Offers personal and career counseling, as well as health care
- Reading and Writing Center, SW Broward Hall, 352-392-2010
- Offers writing assistance, study skill development, and test preparation help
- Career Resource Center, Reitz Union, 392-1601
- Offers career development assistance and job counseling

Dead Week

No tests or unscheduled assignments will be due during dead week.

Course Policies

1. Attendance: Students who do not attend class regularly will receive low grades for class participation and may be in danger of failing the class.

2. Excused Absences/Verification: The only excused absences are those that result from 1) serious illness, 2) death in the family, 3) University-related trips, or 4) major religious holidays.

3. Makeup Opportunity: If you have an excused absence on a day when a test occurs or an assignment is due, you will be permitted to arrange a make-up opportunity on a case by case basis.

4. Verification of absence: In the case of University-related trips and major religious holidays, an absence will only be excused if the student notifies the Professor/TA **BEFORE** the anticipated absence. A medical absence does not require notification prior to the absence, but will later require medical documentation (a date-stamped form from the University Health Services). Any absence requires paper copies of official documentation. For a death in the family, the appropriate documentation consists of an obituary. For serious medical illness, appropriate documentation consists of a date-stamped statement from University Health Services. Documentation of serious illnesses or deaths in the family must be submitted no later than one week after the day of the missed class. If a single illness causes you to miss more than one class, you need to turn in a note from a doctor explaining this.

5. Submission of Papers/Assignments: Papers/assignments must be submitted with a hard paper copy to the Professor/Teaching Assistant in class on the day in which they are presented.

6. Academic Integrity, cheating, and plagiarism: The paper must be your own work, expressed in your own words, and organized under a plan of your own devising. Quotes from other works should be kept to a minimum or the paper may have to be rewritten in your own words. If you submit work that was copied from another student or from an already published source such as a book or a website and fail to fully acknowledge the source, you will receive an automatic E for the assignment and may suffer broader repercussions.

7. Classroom Behavior, Decorum and Civility.

a) We are all required to respect the rights of others in the classroom. Please come to class on time, and if you must be late, enter the room quietly and take the first available seat. Please do not read the newspaper or other course materials during class time, and do NOT chat with your classmates – this is disruptive to others. Please TURN OFF all cell phones prior to the start of class and store them away, along with any other electronic equipment with one exception (next sentence) during the class period. Students can take notes on a computer rather than on paper if they prefer, but they must refrain from other types of computer activities during class.

b) This instructor, department, college and university respect the dignity of all individuals and we value differences among members of the academic community. We also recognize the importance of discussion and scholarly debate in academic discovery, and understand that differences of opinion will be expressed from time to time, including differences among students and between students and instructor. In this classroom, we will conduct ALL discussions with respect, civility and responsibility. Personal attacks or any other acts of denigration will not be tolerated, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the room. THERE CAN BE NO DEVIATION from this rule. Persistent problems will be reported to the Dean of Students. We are all responsible for creating a safe space for the healthy exchange of ideas, as well as maintaining proper classroom decorum.

8. Professional Preparations: All students must comport themselves as professionals, which means being prepared for every class meeting.

9. Group Work and Student Collaborations: The paper is an individual effort though discussions with other students about sources and topics are allowed. Please consult the section above entitled academic integrity, cheating, and plagiarism for more information.

10. Canvas: Important class announcements will be posted and emailed through Canvas. The Canvas site will also contain the syllabus and other materials. If you have trouble with accessing Canvas, please contact the Help Desk

11. Withdrawal/Incomplete Policy: Official withdrawal from the class is required by the registrar's office to avoid a failing grade for this class. **Note: The instructor cannot automatically withdraw a student from the class simply because he/she stops attending class.**

Course Schedule

Week 1. January 9: Introduction. Review syllabus.

Week 2. January 16: The Diversity of South America: From the Antarctic to the northern tropics of South America.

Read Moore Chapters 1 and 2.

Week 3. January 23: The early human colonization of South America.

Read Dillehay, Tom. 2008. Profiles in Pleistocene History. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 27-43. Springer, New York, New York.

First map assignment on South American physical geography due.

Week 4. January 30: Archaic adaptations: foragers and collectors.

Discussion of paper and presentation dates to be scheduled.

Read Moore Chapter 4.

Optional:

Read Bernardo T. Arriaza, Vivien G. Standen, Vicki Cassman, and Calogero M. Santoro. Chinchorro Culture: Pioneers of the Coast of the Atacama Desert. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 45-58.

Read Daniel H. Sandweiss. Early Fishing Societies in Western South America. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 145-156.

Second map assignment on South American state political divisions due.

Week 5. February 6: Origins and consequences of agriculture and domestication of animals in South America.

Read Moore Chapter 5.

Optional:

Read Pearsall, Deborah. 2008. Plant Domestication and the Shift to Agriculture in the Andes. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 105-120.

Read Peter W. Stahl. Animal Domestication in South America. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 121-130.

Week 6. February 13: Social Complexities: Part 1. Early Pottery Invention and Technological Dispersion in the Neotropics.

Read Moore Chapter 6.

Third map assignment on South American general linguistic groups due.

Optional: Oyuela-Caycedo, Augusto and Renée M. Bonzani. 2005. *San Jacinto 1: A Historical Ecological Approach to an Archaic Site in Colombia*. University of Alabama Press, Tuscaloosa. Cloth ISBN: 0-8173-1450-4. Paper ISBN: 0-8173-5184-1

Week 7. February 20: Social Complexities: Part II. The Rise of Complex Societies in Coastal Brazil and the central Andes.

(Initial Period and Early Horizon): The coast, the montane and the highlands.

Read Moore Chapter 7.

Optional:

Read Maria Dulce Gaspar, Paulo DeBlasis, Suzanne K. Fish, and Paul R. Fish Sambaqui (Shell Mound) Societies of Coastal Brazil. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 319-338. Springer, New York, New York.

Read Shelia Pozorski and Thomas Pozorski. Early Cultural Complexity on the Coast of Peru. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 607-632. Springer, New York, New York.

Read Burger, Richard L. 2008. Chavin de Huantar and Its Sphere of Influence. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 681-703. Springer, New York, New York.

Week 8. February 27, **First Exam**

Regional Florescence. The Rise of Complex Societies in the Amazon Basins.

Read Moore Chapter 8.

Optional:

Read Warren B. Church and Adriana von Hagen, Chachapoyas: Cultural Development at an Andean Cloud Forest Crossroads In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 903-926. Springer, New York, New York.

Read John H. Walker, The Llanos de Mojos. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 927-940. Springer, New York, New York.

Read Michael J. Heckenberger Amazonian Mosaics: Identity, Interaction, and Integration in the Tropical Forest In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 941-962. Springer, New York, New York.

Read Schaan, Denise Pahl. 2008. The Nonagricultural Chiefdoms of Marajo Island. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 339-357. Springer Science+Business Media, LLC, New York.

Week 9. March 3-10: **Spring Break**

Week 10. March 13: Regional Florescence Continued. Chiefdoms of northern South America.

Optional:

Read Drennan, Robert D. 2008. Chiefdoms of Southwestern Colombia. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 381-403. Springer Science+Business Media, LLC, New York.

Read Oyuela-Caycedo, Augusto. Late Pre-Hispanic Chiefdoms of Northern Colombia and the Formation of Anthropogenic Landscapes. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 405-428. Springer

Science+Business Media, LLC, New York.

Read Aad H. Versteeg Barrancoid and Arauquinoid Mound Builders in Coastal Suriname. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 303-318. Springer Science+Business Media, LLC, New York.

Week 11. March 20: Regional Florescence Continued. Development of Complexity on the south coast of Ecuador and Peru (Early Intermediate Period).

Read Colin McEwan and Florencio Delgado-Espinoza, Late Pre-Hispanic Polities of Coastal Ecuador. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 505-526. Springer Science+Business Media, LLC, New York.

Read Proulx, Donald A. 2008. Paracas and Nasca: Regional Cultures on the South Coast of Peru. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 563-585. Springer Science+Business Media, LLC, New York.

Week 12. March 27: Age of States and Empires. Kingdoms and states of the north coast (Early Intermediate, Middle Horizon, through Late Intermediate Periods): Moche, Sicán and Chimú.

Read Moore Chapter 9.

Read Moore, Jerry D. and Carol J. Mackey. 2008. In The Chimú Empire. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 783-807. Springer Science+Business Media, LLC, New York.

Student presentations and discussions (four/five presentations).

Week 13. April 3: Age of States and Empires continued. Early States of the Andean Highlands and Altiplano (Middle Horizon): Huari and Tiwanaku.

Read Moore Chapter 10. Age of States and Empires continued. Early States of the Andean Highlands and Altiplano (Middle Horizon): Huari and Tiwanaku.

Read Isbell William H. 2008. Wari and Tiwanaku: International Identities in the Central Andean Middle Horizon. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 731-759. Springer Science+Business Media, LLC, New York.

Week 14. April 10: The Inca Empire.

Read Moore Chapter 11.

Read Covey, R. Alan. 2008. The Inca Empire. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 809-830. Springer Science+Business Media, LLC, New York.

Student presentations and discussions (four/five presentations).

Week 16. April 17: Historical archaeology of the Spanish conquest, colonial period, and the indigenous people of today.

Read Moore Chapter 12.

Fourth map assignment on South American archaeological sites and horizon (culture) areas due.

Student presentations and discussions (four/five presentations).

Week 17. April 18: **Second Exams.**