

Inca and their Ancestors
ANT3164 / 4G31 Class # 25927
Tuesday: 12:50 – 2:45 pm
Thursday: 12:35-1:40 pm
Synchronous Online
Academic Term: Fall 2020

Instructor:

Gabriel Prieto

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Office Hours: Monday 2:00 – 4:00 pm. / Wednesday 11:00 am – 12:00 pm

Office location: B350, Turlington Hall/ via ZOOM meetings.

Course Description

Credit Hours: ANT3164: 3-3

This class is designed to learn about the ancient societies developed in the Central Andean region of South America from around 12,000-10,000 cal B.C. to the moment of the Spanish Conquest in A.D. 1532 by Francisco Pizarro. The course will move from different cultural periods until the emergence of the powerful Inca civilization, the pinnacle of social complexity and the most “successful” attempt in the ancient Andes to unify vast territories and populations under one single political, religious and administrative order. The course will focus on different themes and topics like the first settlers of South America, the importance of fishing practices along the southern Pacific coastline, the emergence of early urban settlements, the construction of monumental religious buildings, and the drawing of gigantic lines that stretch for miles across the desert.

The class is organized in "Modules" (go to Canvas) with weekly pages, detailing the topics, readings and assignments. Check the "Course Reserve" section. There you will find the documentaries that are crucial for your assignments and the textbook for this class in digital version.

Course Objectives

By the end of the semester, the students will be able to:

- Outline a general overview of Andean prehistory.
- Distinguish the main characteristics as well as cultural and social trajectories of pre-Inca and Inca societies.
- Identify the major social, ideological, and economic transformations of pre-Inca and Inca societies.
- Analyze the diversity of political formations of pre-Inca and Inca societies.
- Measure the degree of cultural development of ancient societies in a broader socio cultural context.
- Appreciate the cultural contributions of ancient Andean societies into the modern world.

Required Textbooks :

The Ancient Central Andes (Jeffrey Quilter). First Edition 2014.

Recommended Books:

The Handbook of South American Archaeology (H. Silverman and W. Isbell, ed).

The Incas (Peoples of the Americas) (Terence D'Atroy).

All the required and recommended readings for this class are uploaded in .PDF format in Canvas (search *Files*)

**Important Dates:
Test and Writing Assignment Due Dates**

Assignment 1: Due on September 6th
Assignment 2: Due on September 13th
Assignment 3: Due on September 20th
Assignment 4: Due on October 11th
Assignment 5: Due on October 18th
Assignment 6: Due on October 25th
MIDTERM: October 15th
Assignment 7: Due on November 8th
Assignment 8: Due on November 22nd
Assignment 9: Due on November 29th
Assignment 10: Due on December 6th
FINAL EXAM: December 15th

Course Schedule

Tuesday September 1st: Introduction. The Inca and the Spanish First Encounter in 1532

Required readings:

- Chapters 1 and 2, Textbook (Quilter 2014).

Required Prep work:

- One minute video introducing yourselves, Who are you and why are you interested in this class? [see assignment with details clustered under module - non graded]

Recommended readings:

- Moseley, 2001, Chapter 1.

Thursday September 3rd: The Environmental Settings: Opportunities and Disadvantages. Animals and Plants in Ancient Andean Art

Virtual Tour: Florida Museum of Natural History with Nicole Cannarozzi (Collection Manager, Division of Environmental Archaeology, Florida Museum of Natural History).

Required readings:

- Chapters 1 and 2, Textbook (Quilter 2014).

Required Prep work:

- Summary of documentary: "The Conquest of the Incas." [see assignment with details clustered under module - graded]

Recommended readings:

- Moseley 2001, Chapter 1.

Look Ahead: Textbook, Chapter 3

Tuesday September 8th: Early Preceramic Period. The First Settlers in the Andes

Required readings:

- Chapter 3, pp. 51-64 Textbook (Quilter 2014); Rademaker et al 2014.

Required Prep work:

- n/a

Recommended readings:

- Benfer 1990.

Thursday 10th: The Middle Preceramic Period. Adaptation and Emerging Social Complexity

- Chapter 3, pp. 64-80 Textbook (Quilter 2014); Sandweiss 2008

Required Prep work:

- Summary of Guinea pigs (AKA cuyes) and Andean camelids [see assignment with details clustered under module - graded]

Recommended readings:

- Benfer 1990.

Look Ahead: Textbook, Chapter 4

Tuesday, September 15th: The Late Preceramic Period. First Evidence of Monumental Architecture and Complex Social Organization

Required readings:

- Chapter 4, Textbook (Quilter 2014); Arriaza 1995.

Required Prep work:

- Summary of documentary on "weaving in the Andes" [see assignment with details clustered under module - graded]

Recommended readings:

- Quilter 1991; Quilter and Stocker 1983.

Thursday, September 17th: Caral, America's First City?

Required readings:

- Shady et al. 2001.

Required Prep work:

- Summary of documentary on "weaving in the Andes" [see assignment with details clustered under module - graded]

Recommended readings:

- Shady 2006

Look Ahead: Textbook, Chapter 5

Tuesday, September 22nd: The Initial Period. The First Ceramic Objects in the Central Andes and Beyond

Required readings:

- Chapter 5, Textbook (Quilter 2014); Burger and Salazar-Burger 2012

Required Prep work:

- n/a

Recommended readings:

- Pozorski and Pozorski 2008; Nesbitt 2016.

Thursday, September 24th: Gramalote: Domestic Aspects of Common People During the Second Millennium B.C in the Central Andean Region

Required readings:

- Prieto 2018a

Required Prep work:

- n/a

Recommended readings:

- Prieto 2018b; Prieto et al. 2016

Look Ahead: Textbook, Chapter 6

Tuesday, September 29th: The Early Horizon.

Required readings:

- Chapter 6, Textbook (Quilter 2014); Burger 2008

Required Prep work:

- n/a

Recommended readings:

- Contreras 2014; Matsumoto et al. 2013

Thursday, October 1st: The Great Temple of Chavin de Huantar

Required readings:

- Chapter 6, Textbook (Quilter 2104); Rick 2008

Required Prep work:

- n/a

Recommended readings:

- Kembel and Haas 2013

Look Ahead: Textbook, Chapter 7

Tuesday, October 6th: After Chavin: Social, Political and Religious re-organization in the Central Andes.

Required readings:

- Chicoine 2011; Ghezzi and Ruggles 2007

Required Prep work:

- Summary of Rapayan documentary [see assignment with details clustered under module - graded].

Recommended readings:

- Peters and Tomasto 2017; Millaire 2020

Thursday, October 8th: The Early Intermediate Period

Required readings:

- Chapter 7, pp. 168-174, Textbook (Quilter 2104)

Required Prep work:

- Summary of Rapayan documentary [see assignment with details clustered under module - graded].

Recommended readings:

- Lau 2010, 2011; Millaire 2010

Look Ahead: Textbook, Chapter 8

Tuesday, October 13th: The Moche Society.

Special Guest: Dr. Jeffrey Quilter (former director of the Peabody Museum of Archaeology and Ethnology, Harvard University. Author of the textbook for this class).

Required readings:

- Chapter 7, pp. 175-182 Textbook (Quilter 2014); Donnan 1975; Quilter and Koons 2012

Required Prep work:

- Summary of The Lady of Cao documentary [see assignment with details clustered under module - graded].

Recommended readings:

- Bawden 1995; Chapdelaine 2000; Billman 2002

Thursday, October 15th: Midterm

Tuesday, October 20th: The Lima and the Nasca Societies.

Required readings:

- Chapter 7, pp. 182-192 Textbook (Quilter 2014); Silverman and Proulx 2002

Required Prep work:

- Summary of Nasca Lines documentary [see assignment with details clustered under module - graded].

Recommended readings:

- Browne et al. 1993

Thursday, October 22nd: The Tiwanaku

Required readings:

- Chapter 7, pp. 192-196 Textbook (Quilter 2014); Janusek and Browen 2018

Required Prep work:

- Summary of Nasca Lines documentary [see assignment with details clustered under module - graded].

Recommended readings:

- Kolata 1991; Golstein 1993

Look Ahead: Textbook, Chapter 8

Tuesday, October 27th: The Middle Horizon

Required readings:

- Chapter 8, Textbook (Quilter 2014); McEwan 1996

Required Prep work:

- n/a

Recommended readings:

- Knobloch 2000; Jennings and Craig 2001

Thursday, October 29th: The Royal Tombs of Castillo de Huarmey

Special Guest: Dr. Milosz Giersz (Institute of Archaeology, University of Warsaw).

Required readings:

- Chapter 8, Textbook (Quilter 2104); Isbell 2004

Required Prep work:

- n/a

Recommended readings:

- Sharrat et al. 2009; Tung and Knudson 2011

Look Ahead: Textbook, Chapter 9

Tuesday, November 3th: The Late Intermediate Period in the Central Coast, Cloud Forest and the Andean Highlands.

Required readings:

- Chapter 9, pp. 230-239, 249-257, Textbook (Quilter 2014); Marcus 2016

Required Prep work:

- Summary of La Joya and the Warriors of the Mist documentary [see assignment with details clustered under module - graded].

Recommended readings:

- Vogel 2017

Thursday, November 5th: The Sacred Sanctuary of Pachacamac**Required readings:**

- Chapter 9, pp. 230-239, 249-257, Textbook (Quilter 2014); Eekhout 2020

Required Prep work:

- Summary of La Joya and the Warriors of the Mist documentary [see assignment with details clustered under module - graded].

Recommended readings:

- Eekhout 2000; Sepulveda et al. 2020

Look Ahead: Textbook, Chapter 9 sections on Lambayeque (Sican) and Chimu

Tuesday, November 10th: The Lambayeque Society**Required readings:**

- Chapter 9, pp. 239-243, Textbook (Quilter 2014); Shimada and Griffin 1994

Required Prep work:

- Watch the Kon-Tiki documentary [see assignment with details clustered under module - non graded].

Recommended readings:

- Prieto 2010

Thursday, November 12nd: Lambayeque Elite Burials**Required readings:**

- Shimada et al. 2004

Required Prep work:

- Watch the Kon-Tiki documentary [see assignment with details clustered under module - non graded].

Recommended readings:

- Mackey and Pillsbury 2007

Look Ahead: Textbook, Chapter 9 section on Chimu

Tuesday, November 17th: The Kingdom of Chimor (Chimu).**Required readings:**

- Chapter 9, pp. 243-249, Textbook (Quilter 2014); Moore and Mackey 2008

Required Prep work:

- Summary of Lost Kingdoms of South America: The Kingdom of the Desert documentary [see assignment with details clustered under module - graded].

Recommended readings:

- Keatinge and Day 1973; Keatinge 1975

Thursday, November 19th: The City of Chan Chan**Required readings:**

- Pillsbury 1996

Required Prep work:

- Summary of Lost Kingdoms of South America: The Kingdom of the Desert documentary [see assignment with details clustered under module - graded]

Recommended readings:

- Moseley and Deeds 1982; Conrad 1982; Topic 1990

Look Ahead: Textbook, Chapter 10

Tuesday, November 24th: The Inca: Social Organization and Statecraft.**Required readings:**

- Chapter 10, Textbook (Quilter 2014); Bauer and Smit 2015

Required Prep work:

- Summary of Cuzco, the City of the Incas documentary [see assignment with details clustered under module - graded].

Recommended readings:

- Covey 2015; D'Altroy 2015

Thanksgiving break!

Tuesday, December 1st: Inca Roads, Architecture and Agricultural Systems.

Required readings:

- Jenkins 2001; Nair and Protzen 2015

Required Prep work:

- Summary of Machu Picchu, Ruined City of the Incas documentary, Burger presentation and Burger and Burger 2007 NYT article. [see assignment with details clustered under module - graded].

Recommended readings:

- Hayashida 1999; Niles 2015

Thursday, December 3th: Machu Picchu and its implications for Inca Archaeology

Special Guest: Dr. Richard L. Burger, Yale University.

Required readings:

- Salazar-Burger 2007;

Required Prep work:

- Summary of Machu Picchu, Ruined City of the Incas documentary, Burger presentation and Burger and Burger 2007 NYT article. [see assignment with details clustered under module - graded].

Recommended readings:

- Burger and Burger 2007; <https://www.nytimes.com/2007/06/24/magazine/24MachuPicchu-t.html?auth=login-google>

Tuesday, December 8th: Back to the Cajamarca Encounter: The Beginning of the End. Concluding Remarks

Required readings:

- Damian 1995; Wernke 2011

Required Prep work:

- n/a

Recommended readings:

- Quilter 2010; Salazar and Burger 2018

Thursday, December 15th: Final Exam

Attendance Policy, Class Expectations, and Make-Up Policy

Communications: via email or zoom meetings (an appointment should be made during office hours)

Class Comportment: It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors.

Security:

- Don't share your password with anyone .
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 9.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

E-mail Netiquette:

When you send an email to your instructor or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.

Message Board Netiquette and Guidelines:

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

Grading in this course takes place within the following parameters.

- Grading in this class is consistent with UF policies available at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> (Links to an external site.)
- *Assignment Values: Point values/percentages for each assignment are available in the List of Graded Work page*
- Policy on Late and Make-up Work: All grades in this course are earned throughout the semester. They are not negotiated individually at the end of the semester. Do not request a grade adjustment based on work other than what is described in this syllabus.
- Grade Return Timing: Grades will be available within two weeks of submission (assignments and exams)
- Point Range for this Class:

Letter Grade	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%

Letter Grade	Range:	
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

This course is aligned with the UF policies below.

- **Contact Hours:** "Contact Hours" refers to the hours per week in which students are in contact with the instructor, excluding office hours or other voluntary contact. The number of contact hours in this course equals the number of credits the course offers.
- **Workload:** As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.
- **Accommodation for Student with Disabilities:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.
- **Statement Regarding Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from [the Gatorevals website \(Links to an external site.\)](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [the evaluation system. \(Links to an external site.\)](#) Summaries of course evaluation results are available to students at the [public results website \(Links to an external site.\)](#).
- **Statement Regarding Course Recording:** Our class sessions may be audio visually recorded for students in the class to refer back to and for use of enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Additional Course Policies and Information

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in

doing this assignment.” The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Additional UF Policies and Resources:

Please, refer to Canvas portal of this course.