

## **Peruvian Archaeology: The Inkas and their Ancestors (ANTH 490)**



### **Course Description**

Famous for the Inka site of Machu Picchu, Peru has a fascinating prehistory that goes deeper in time from the origins of animal and plant domestication to the development of early states like the Moche and the Wari. This course is a survey of the ancient cultures and main archaeological sites of the central Andes including Chavín de Huántar and its religious center, Nazca and its famous lines, Huacas de Moche and its hyper-realistic ceramics, Huari and Pikillaqta and their high walled compounds, Chan Chan and its adobe citadel, and Macchu Picchu and Sacsayhuaman and their fine stone architecture. Topics will include the origins of plant and animal domestication, ceremonial and domestic architecture, ritual and religion, and the formation of state and empires. While we will mainly discuss the material culture (architecture, ceramics, human and animal bones, stone tools) excavated from archaeological sites ethnohistoric and ethnographic sources (maps, manuscripts, drawings, folklore, oral traditions) will also be incorporated when appropriate. The course will also include guided visits to museums and archaeological sites in and nearby Lima.

### **Learning outcomes**

After taking this course students should be familiar with the sites, chronology, and major debates of Peruvian archaeology and more specifically, they should be able to:

- Describe the ecological diversity and the adaptation of the diverse prehispanic cultures of Peru
- Explain the origins of agriculture, animal domestication, and social complexity-including states and empires that took place in Prehispanic Peru.
- Identify some of the material culture of the most recognizable prehispanic groups of Peru
- Demonstrate spatial and chronological knowledge of the Prehispanic cultures of Peru.

### **Course Information**

May 29-June 11, 2017

Universidad Antonio Ruiz de Montoya, Lima, Peru

Monday- Saturday 9:00-12:00 pm + 3 visits to local archaeological museums in the afternoon

Sundays: day trips (2) to archaeological sites

Instructor: Dr. Silvana A. Rosenfeld [Silvana.Rosenfeld@usd.edu](mailto:Silvana.Rosenfeld@usd.edu)

**Required Books:**

D'Altroy, Terrence N.

2014 *The Incas*. Blackwell Publishing, Malden, MA. (Second edition)

Moseley, Michael E.

2001 *The Incas and Their Ancestors: The Archaeology of Peru* (Revised Edition). Thames and Hudson, New York.

Optional

Starn, Orin and Ivan DeGregor

2005 *The Peru Reader: History, Culture, Politics*. Duke University Press

Additional readings will be assigned and made available through the coursework site for the class on D2L. All readings are in English; a knowledge of Spanish is not required for the class.

***Please, respect your instructor and classmates. Turn off your cell phones. No texting, checking email, or surfing the web during class.***

**Assessments and Grading:**

Class Participation	10%
Field trip essay (4)	40%
Quizzes (2)	50%

Grades:

100 - 90 = A	89 - 80 = B	79 - 70 = C	69 - 60 = D
59 - 0 = F			

# It is expected that you will attend all classes and that you will be ready to discuss the readings assigned for that day

# You are required to take notes during the field trips. You will submit four 500 words essay that will include a description of what you saw and what you learned and a reflection of the visit. These essays need to be submitted within 48 hours after the completion of the trip

# There will be 2 quizzes on the material discussed in class and the assigned readings. The quizzes will include maps, multiple-choice questions, and short-answer questions.

## Schedule

Readings should be completed before class.

Abbreviations: DAL= D'Altroy, The Incas. MOS= Moseley, The Incas and their Ancestors

1-Monday 5/29 Introduction The Andes as a physical and cultural environment. Read

DAL Chap. 1,2 MOS Chap. 1, 2

2-Tuesday 5/30: Earliest inhabitants: hunters, gatherers and fishers of the coast and highlands.

Read MOS Chap. 4,

Pachamachay and Panalauca website:

<http://www.stanford.edu/~johnrick/preceram/>

The foundations of Andean civilization: the Cotton Preceramic and early Initial Period. Read MOS Chapter 5

3- Wednesday 5/31: The Initial Period and Early Horizon: interaction spheres, religious traditions.

Read MOS Chap. 6

Rick – The Evolution of Authority and Power at Chavín de Huántar

Rosenfeld and Sayre – Llamas in the Land

4-Thursday 6/1: The Early Intermediate Period : Developing complexity and diversity.

Moche, Recuay, Lima, Nazca.

Read MOS Chap. 7

Chapdelaine 2002 - *Out in the Streets of Moche*

Verano 2001 – *War and Death in the Moche World: Osteological Evidence and Visual Discourse*

<http://www.huacas.com/>

<http://ngm.nationalgeographic.com/ngm/0103/feature3/index.html>

**Visit to MALI museum in the afternoon [www.mali.pe](http://www.mali.pe)**

5- Friday 6/2: The Middle Horizon empires: Wari.

Read MOS Chap. 8

Isbell, William and Gordon McEwan (editors)

1991 *Huari Administrative Structure. Prehistoric Monumental Architecture and State Government*. Dumbarton Oaks Research Library and Collection, Washington, DC.

McEwan, Gordon 1996 Archaeological Investigations at Pikillacta, a Wari site in Peru. *Journal of Field Archaeology* 23:196- 186.

6- Saturday 6/3: The Middle Horizon empires: Tiwanaku.

Read MOS Chap. 8

Janusek, John W 2004 Household and City in Tiwanaku. In *Andean Archaeology*, edited by H. Silverman, pp. 183- 208. Blackwell Publishing.

Williams, Patrick Ryan 2001 Cerro Baul: A Wari Center on the Tiwanaku Frontier. *Latin American Antiquity* 12(1): 67-83.

### Quiz 1

7-Sunday 6/4: **Day trip to the archaeological site of Caral**

<http://whc.unesco.org/en/list/1269>

8-Monday 6/5: The Late Intermediate Period: Regionalism resurgent.

Read MOS Chap. 9

Kolata 1990 - *The Urban Concept of Chan Chan*

Shimada 1991 - *Pachacamac Archaeology: Retrospect and Prospect*

OPT: <http://www.sican.org/>  
<http://www.pachacamac.net/>

9-Tuesday 6/6: The Late Horizon: The formation, expansion, and fall of the Inka empire.

Read MOS read Chap. 3

Read DAL Chap. 3-4

**Visit to Museo Larco in the afternoon** <http://www.museolarco.org/>

10-Wednesday 6/7: The Late Horizon: The formation, expansion, and fall of the Inka empire.

Read DAL Chap. 5-9

11- Thursday 6/8: The Late Horizon: The formation, expansion, and fall of the Inka empire.

Read DAL Chap. 10-13

Burger, Richard and Lucy Salazar (editors) 2008 *Machu Picchu. Unveiling the Mystery of the Incas*. Yale University Press. Selected pages

**Museo Nacional de Antropologia** <http://mnaahp.cultura.pe/>

12- Friday 6/9: Conquest and Colonial Period

READ DAL Chap. 14

13- Saturday 6/10: Wrap up **and**

**Quiz 2**

14- Sunday 6/11: **Visit to the archaeological site of Pachacamac**

<http://pachacamac.cultura.pe>

**Academic Integrity**

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

**Disruptive Behavior**

Disruptive behavior in class is a violation of the student code of conduct. Students will be held accountable if they are disruptive. Definition of disruptive behavior according to BOR Policy 3:4:

*Disruption or obstruction of teaching, research, administration, conduct proceedings, other institutional activities, including its public service functions on or off campus, appearances by speakers or presenters, whether invited by the institution, by recognized organizations or by authorized facility users, or other authorized non-institutional activities.*

**Fair Evaluation**

Each student is entitled to a fair grade in each course in which he or she is enrolled. It is the right and the responsibility of an instructor to establish criteria for evaluation for

each course which he or she teaches, and to determine the degree to which an individual student has fulfilled the standards set for the course.

Students should be apprised that extraneous factors, such as eligibility for sorority or fraternity membership, for scholarship or financial aid awards, for athletics, for timely graduation, or for admission to graduate or professional schools, have no bearing on the determination of grades. The quality of the student's overall performance with respect to standards for evaluation will be the only basis for judgment.

### **Resolving Complaints about Grades**

The first step in resolving a complaint about grades is ordinarily for the student to attempt to resolve the problem directly with the course instructor. If that attempt is unsuccessful, the student may bring the matter to the Department Chair, who will assist the instructor and the student in reaching a resolution. Grade appeals not resolved with the assistance of the Department Chair may be directed to the Office of the Dean of the College of Arts and Sciences (for undergraduates) or to the Dean of the Graduate School (for graduate students), provided that the grading decision at issue would affect the student's final course grade. The student initiating the grade appeal should be prepared to show that the grade was decided unfairly. According to South Dakota Board of Regents Policy 2:9, any academic appeal must be initiated within thirty calendar days from the date that the student received notification of the grade, unless the grade is assigned within fifteen calendar days of the end of the term. In that case, any appeal must be initiated within fifteen calendar days after the start of the next term (fall, spring, or summer).

### **Statement on Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

### **Assessment Disclaimer**

Any written work submitted for this course may be used for purposes of program review and/or faculty development.

### **Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after

the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director  
Disability Services, Room 119 Service Center  
(605) 677-6389  
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)  
E-mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

### **Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

***GR Goal 3, Social Sciences: Students will understand the organization, potential, and diversity of the human community through study of the social sciences. As a result of taking courses meeting this goal, students will:***

Student Learning Outcome	Assessment(s)
1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts;	Quizzes and class activities
2. Apply selected social sciences concepts and theories to contemporary issues;	Quizzes and class activities
3. Identify and explain the social or aesthetic values of different cultures.	Quizzes and class activities