

HIST/ANTH 392 (3 credits): Pre-Hispanic Civilizations of Peru

Instructor: Ángela Helmer, Ph.D.

Office: TBA

Office hours: TBA

Email : Angela.Helmer@usd.edu

Place: Universidad Antonio Ruiz de Montoya

Time: Monday through Saturday 11:20am-1:40pm
(plus activities outside the classroom)

Telephone: TBA

Required text:

1. *Peruvian Prehistory: An Overview of Pre-Inca and Inca Society*. Richard W. Keatinge (Editor). Cambridge University Press; 2d ptg. edition (March 25, 1988). ISBN 978-0521275552
2. Students will also receive links to articles related to pre-Hispanic civilizations or will be required to consult texts available in the library of the UARM.

Pre-requisites: None.

Course description and objectives:

This course will offer a general introduction to the archaeology, history, art, and culture of several of the civilizations that developed in Peru before the arrival of the Spaniards, including the Inca civilization.

The principal objectives are to get to know and understand the political, religious, economic, social, and cultural contexts that took place in several regions of Peru before the European arrival.

- We will start by geographically locating the regions in which these cultures developed.
- We will study the great pre-Columbian civilizations in Peru, identifying their most salient cultural achievements.
- We will examine the conquest and we will briefly cover the Spanish colonization in American lands, the contact and cultural shock, as well as *mestizaje* and its influence in Latin America.

Aside from the readings (both from the textbook and assigned articles), we will watch videos and visit museums and sites in which we will be able to observe the structures and artifacts these cultures produced. An important component of the class will be the discussion of texts assigned.

Important note: This is an intensive course due to the brevity of time. It is expected that students do their homework on time and come to class prepared to participate actively in class discussions.

Learning outcomes

At the end of this course students will be able to:

1. Demonstrate knowledge and understanding of the pre-Hispanic cultures of Peru with respect to their place of development, economy, religion, social structure, cultural expressions
 - Class discussions, homework, tests, essay
2. examine, compare and contrast the Pre-Hispanic cultures, including the chronology and their distinctive cultural elements
 - Class discussions, homework, tests, essay
3. analyze and recognize situations of contact (be it symmetrical or asymmetrical) between Amerindian and European groups
 - Class discussions, homework, tests, essay

4. demonstrate knowledge and understanding of the influence of external forces (Spanish) in the Inca society, and identify how these influences historically affected and continue to affect the development of Latin American countries
 - Class discussions, homework, tests, essay

Evaluation:

Homework	25%
Final essay	15%
Participation	10%
Tests (2)	20%
Final Exam	30%

Final grade:

The final grade in this course is based on a percentage system of the points accumulated during the course according to the following scale:

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

Final Essay (Research):

For this course, you will write a research essay on a topic of your choice related to the pre-Hispanic cultures of Peru. The composition is due the last day of class.

- The grade of the composition will be based on the effort made by the student in her/his research and writing style. For each day (including weekends) that the final essay is turned in late, five points will be deducted.
- The composition will have a length of five pages and it will be MLA style, double-spaced in Times New Roman, 12 pts., with a margin of 1". It is imperative to have an extra page where you list the academic sources you used in your essay (bibliography). The text book is **NOT** an academic source for your essay. There will not be a draft, but you can of course consult with me if you need help with your essay. If you use the words of an author *verbatim*, please do not forget to cite them properly, giving credit to the author, otherwise it will be considered **plagiarism** (please see "Academic Integrity" below).

Attendance, homework, and participation:

Because this is an intensive course, no unexcused absences will be allowed. Absences will be excused only in case of a emergency (e.g., medical problems), only if there is written evidence (please see <http://www.usd.edu/~media/files/policies/1004-excused-absence-policy> for other cases in which absences may be excused).

Written homework will be assigned to guide students through the text and prepare them for class discussions. For this reason, homework has to be turned in on time. **NO** late homework will be accepted! In class we will assign homework for the next session.

All students should participate actively in class. Participation will be assessed every day. Under "participation" we understand being an active part of all discussions in class, answering questions, coming prepared to class and helping complete group work. Remember that class participation and group discussions are an integral part of the learning process.

Note:

Remember that the following is expected from you in this class. Please:

- Arrive to class on time;
- Turn off your cell phones;

- If you have laptops in class, please use them ONLY to take notes, not to check your email or to chat online;
- Read the assignments at home. In class we will discuss the texts and any doubts you may have with the materials;
- Notify me if for some urgent reason you need to arrive late or leave early;
- Exchange phone numbers and email addresses with your peers;
- Remember that you are active participants in class and not passive observers! In every session your participation will be assessed.

We are all adults and we treat each other with respect!

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

E-mail: 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.

TENTATIVE PROGRAM

Week 1: Introduction to Latin America. Theories of the origins of the first settlers of the Americas.
Monteverde, Mayas, Aztecs.

Pre-Hispanic Cultures of Peru:

1. Caral
2. Chavín
3. Paracas
4. Moche
5. Nazca
6. Lima

Week 2:

7. Recuay
8. Vicus
9. Tiahuanaco
10. Huari
11. Chimú
12. Inca
13. “Discovery” and conquest
14. Final Exam