

**Inca and their Ancestors**  
ANG5164 / 4G30 Class # 21864  
Tuesday: 12:50 – 2:45 pm  
Thursday: 12:35-1:40 pm  
Classroom: **TUR 2333**  
*Academic Term:* Fall 2022

***Instructor:***

Gabriel Prieto

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Office Hours: Tuesday 3:00 – 5:00 pm. / Wednesday 4:00 pm –5:00pm

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

***Course Description***

Credit Hours: ANG5164: 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" (see 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 main 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). Second Edition 2022.

***Recommended Books:***

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**

MIDTERM PAPER: October 13<sup>th</sup>

FINAL PAPER: December 9<sup>th</sup>

Assignments: optional

***Special Statement:***

*Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.*

***Course Schedule***

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**Thursday August 25<sup>th</sup>: Introduction. The Inca and the Spanish First Encounter in 1532**

**Required readings:**

- Chapters 1 and 2, Textbook (Quilter 2022).

**Required Prep work:**

- none

**Recommended readings:**

- Moseley, 2001, Chapter 1.

**Tuesday August 30<sup>th</sup>: The Environmental Settings: Opportunities and Disadvantages. Animals and Plants in Ancient Andean Art**

**Required readings:**

- Chapters 1 and 2, Textbook (Quilter 2022).

**Required Prep work:**

- none

**Recommended readings:**

- Moseley 2001, Chapter 1.

Look Ahead: Textbook, Chapter 3

**Thursday September 1<sup>st</sup>: Early Preceramic Period. The First Settlers in the Andes**

**Required readings:**

- Chapter 3, pp. 51-64 Textbook (Quilter 2022); Rademaker et al 2014.

**Required Prep work:**

- n/a

**Recommended readings:**

- Benfer 1990.

**Tuesday September 6<sup>th</sup>: The Middle Preceramic Period. Adaptation and Emerging Social Complexity**

- Chapter 3, pp. 64-80 Textbook (Quilter 2022); Sandweiss 2008

**Required Prep work:**

- none

**Recommended readings:**

- Benfer 1990.

Look Ahead: Textbook, Chapter 4

**Thursday, September 8<sup>th</sup>: The Late Preceramic Period. First Evidence of Monumental Architecture and Complex Social Organization**

**Required readings:**

- Chapter 4, Textbook (Quilter 2022); Arriaza 1995.

**Required Prep work:**

- Summary of documentary on "Weaving in the Andes" [see "Assignments" for more details, clustered under module –graded, Assignment 1]

**Recommended readings:**

- Quilter 1991; Quilter and Stocker 1983.

**Tuesday, September 13<sup>th</sup>: Caral, America's First City?**

**Required readings:**

- Shady et al. 2001.

**Required Prep work:**

- Summary of documentary on "Weaving in the Andes" [see "Assignments" for more details, clustered under module –graded, Assignment 1]

**Recommended readings:**

- Shady 2006

Look Ahead: Textbook, Chapter 5

**Thursday, September 15<sup>th</sup>: The Initial Period. The First Ceramic Objects in the Central Andes and Beyond**

**Required readings:**

- Chapter 5, Textbook (Quilter 2022); Burger and Salazar-Burger 2012

**Required Prep work:**

- Summary of documentary on "Weaving in the Andes" [see "Assignments" for more details, clustered under module –graded, Assignment 1]

**Recommended readings:**

- Pozorski and Pozorski 2008; Nesbitt 2016.

**Tuesday, September 20<sup>th</sup>: 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

**Thursday, September 22<sup>nd</sup>: The Early Horizon.**

**Required readings:**

- Chapter 6, Textbook (Quilter 2022); Burger 2008

**Required Prep work:**

- n/a

**Recommended readings:**

- Contreras 2014; Matsumoto et al. 2013

**Tuesday, September 27<sup>th</sup>: 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

**Thursday, September 29<sup>th</sup>: After Chavin: Social, Political and Religious re-organization in the CentralAndes.**

**Required readings:**

- Chicoine 2011; Ghezzi and Ruggles 2007

**Required Prep work:**

- none.

**Recommended readings:**

- Peters and Tomasto 2017; Millaire 2020

**Tuesday, October 4<sup>th</sup>: The Early Intermediate Period**

**Required readings:**

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

**Required Prep work:**

- none.

**Recommended readings:**

- Lau 2010, 2011; Millaire 2010

Look Ahead: Textbook, Chapter 8

**Thursday, October 6<sup>th</sup>: The Moche Society, Part 1.**

**Required readings:**

- Chapter 7, pp. 175-182 Textbook (Quilter 2022); Donnan 1975; Quilter and Koons 2012

**Required Prep work:**

- Summary of “The Lady of Cao” documentary [see “Assignments” for more details, clustered under module – graded, Assignment 2].

**Recommended readings:**

- Bawden 1995; Chapdelaine 2000; Billman 2002

**Tuesday, October 11<sup>st</sup>: The Moche Society, Part 2.**

**Required readings:**

- Chapter 7, pp. 175-182 Textbook (Quilter 2022); Donnan 1975; Quilter and Koons 2012

**Required Prep work:**

- Summary of “The Lady of Cao” documentary [see “Assignments” for more details, clustered under module – graded, Assignment 2].

**Recommended readings:**

- Bawden 1995; Chapdelaine 2000; Billman 2002

**Thursday, October 13<sup>th</sup>: MIDTERM PAPER DUE**

## **Tuesday, October 18<sup>th</sup>: The Lima and the Nasca Societies**

### **Required readings:**

- Chapter 7, pp. 182-192 Textbook (Quilter 2022); Silverman and Proulx 2002

### **Required Prep work:**

- Summary of “Nasca Lines documentary” [see “Assignments” for more details, clustered under module – graded, Assignment 3].

### **Recommended readings:**

- Browne et al. 1993

## **Thursday, October 20<sup>th</sup>: The Tiwanaku**

### **Required readings:**

- Chapter 7, pp. 192-196 Textbook (Quilter 2022); Janusek and Brown 2018

### **Required Prep work:**

- Summary of “Nasca Lines documentary” [see “Assignments” for more details, clustered under module – graded, Assignment 3].

### **Recommended readings:**

- Kolata 1991; Golstein 1993

Look Ahead: Textbook, Chapter 8

## **Tuesday, October 25<sup>th</sup>: The Middle Horizon and the Wari or Huari**

### **Required readings:**

- Chapter 8, Textbook (Quilter 2022); McEwan 1996

**Required Prep work:**

- None.

**Recommended readings:**

- Knobloch 2000; Jennings and Craig 2001

Look Ahead: Textbook, Chapter 8

**Thursday, October 27<sup>th</sup>: The Royal Tombs of Castillo de Huarmey**

**Required readings:**

- Chapter 8, Textbook (Quilter 2022); Isbell 2004

**Required Prep work:**

- n/a

**Recommended readings:**

- Sharrat et al. 2009; Tung and Knudson 2011

Look Ahead: Textbook, Chapter 9

**Tuesday, November 1<sup>st</sup>: The Late Intermediate Period The Lambayeque Society**

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**Required readings:**

- Chapter 9, pp. 230-239-243, Textbook (Quilter 2022); Shimada and Griffin 1994

**Additional resource:**

- The Kon-Tiki documentary (search under “course reserve”).

**Recommended readings:**

- Prieto 2010; Vogel 2017

**Thursday, November 3<sup>th</sup>: Pachacamac and other Late Intermediate Period Societies**

**Required Readings:**

- Chapter 9, pp. 230-239, 249-257, Textbook (Quilter 2022); Eekhout 2020

**Additional resource:**



- The Kon-Tiki documentary (search under “course reserve”).

**Recommended readings:**

- Eekhout 2000; Sepulveda et al. 2020;

Look Ahead: Textbook, Chapter 9 section on Chimu

**Tuesday, November 8<sup>th</sup>: The Kingdom of Chimor (Chimu) and the city of Chan Chan**

**Required readings:**

- Chapter 9, pp. 243-249, Textbook (Quilter 2022); extbook (Quilter 2022); 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 – Assignment 4].

**Recommended readings:**

- Keatinge and Day 1973; Keatinge 1975

**Thursday, November 10<sup>th</sup>: More on Chimu**

- Summary of Lost Kingdoms of South America: The Kingdom of the Desert documentary [see assignment with details clustered under module – graded – Assignment 4]

**Recommended readings:**

- Cutright 2013; Moseley and Deeds 1982; Conrad 1982; Topic 1990

Look Ahead: Textbook, Chapter 10

**Tuesday, November 15<sup>th</sup>: The Inca: Origins and Statecraft**

**Required readings:**

- Chapter 10, Textbook (Quilter 2022); Bauer and Smit 2015

**Required Prep work:**

None.

**Recommended readings:**

- Covey 2015; D'Altroy 2015

**Thursday, November 17<sup>th</sup>: The Inca: Social organization. The role of women (Queens and Acllas).**

**Required readings:**

- Chapter 10, Textbook (Quilter 2022); Bauer and Smit 2015

**Required Prep work:**

None.

**Recommended readings:**

- Covey 2015; D'Altroy 2015; Silverblatt (TBA)

**Tuesday, November 22<sup>nd</sup>: NO CLASS – PLEASE DO THE READINGS**

**Required readings:**

- Chapter 10, Textbook (Quilter 2022); Jenkins 2001; Nair and Protzen 2015

**Required Prep work:**

None.

**Recommended readings:**

Hayashida 1999; Niles 2015

Thanksgiving Break!

## **Tuesday, November 29<sup>th</sup>: Inca architecture, Machu Picchu and the Inca Landscape**

### **Required readings:**

- Chapter 10, Textbook (Quilter 2022); Salazar 2007

### **Required Prep work:**

- none.

### **Recommended readings:**

- Burger et al. 2021; Salazar and Burger 2018

## **Thursday, December 1<sup>st</sup>: Back to the Cajamarca First Encounter: The Beginning of the End**

### **Required readings:**

- Damian 1995; Wernke 2011

### **Required Prep work:**

- none.

### **Recommended readings:**

- Quilter 2010; Covey Ch. 6

## **Tuesday, December 6<sup>th</sup>: Final Class. Becoming Christians and Pagans. Concluding Remarks**

## **Friday, December 9<sup>th</sup>: Final Paper due**

### ***Attendance Policy, Class Expectations, and Make-Up Policy***

Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g. judging trips, field trips, professional conferences), military obligations, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g. jury duty or subpoena) must be excused. Other reasons also may be approved. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

### ***Accommodations for students with disabilities:***

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center (see link below). It is important for students to share their

accommodation letter with me and discuss their access needs, as early as possible in the semester  
Please, visit: <https://disability.ufl.edu/get-started/>

***Grading in this course takes place within the following parameters.***

For more information, please visit: [UF Graduate Catalog](#) / [Grades and Grading Policies](#)

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

### **Students Requiring Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). 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.

### **Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a](#)

[professional and respectful manner](#). 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 [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here](#).

### **University Honesty Policy**

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](#) 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.

### **Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

### **Campus Resources:**

#### ***Health and Wellness***

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

#### ***Academic Resources***

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

## On-Line Students Complaints