

The Inca and their Ancestors

ANG5164 / GP51 Class # 28639

Tuesday: 10:40 – 11:30 am

Thursday: 10:40 am - 12:35 pm

Classroom: PUGH 120

Academic Term: Fall 2024

Instructor:

Gabriel Prieto

Email Address: ogabriel.prietob@ufl.edu

Office Hours: Monday 11:40 am-12:40 pm. / Tuesday 3:00-4:00 pm /Thursday 4:00-5:00pm

Office location: B350, Turlington Hall. Also, ZOOM meetings (if needed).

Course Description

Credit Hours: ANT3164: 3-3

Primary General Education Designation: Humanities (H) ([area objectives available here](#))

Secondary General Education Designation: International (N) ([area objectives available here](#))

A minimum grade of C is required for General Education credit.

This class is designed to think critically and learn to identify and to analyze the relevant factors that shape thought. In addition, this class promote the development of students' global and intercultural awareness. In particular, students 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 (Terence D'Atroy).

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

Important Dates:

Tests and Writing Assignments Due Dates

Assignment 1:	Due on September 15 th
Assignment 2:	Due on October 6 th
<u>MIDTERM PAPER:</u>	Thursday, October 10 th
Assignment 3:	Due on October 20 th
Assignment 4:	Due on November 10 th
<u>FINAL PAPER:</u>	Tuesday, December 3 rd

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.

NOTE: In this General Education course, any class topics that touch on identity politics or topics of discrimination will be covered objectively without endorsements of viewpoints, will be observed from multiple perspectives, and will be taught as objects of analysis within the larger course of instruction. All viewpoints will be welcome in class discussions.

Course Schedule

Thursday, August 22nd: 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 27th: 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, August 29th: Early Preceramic Period. The First Settlers in the Andes

Required readings:

Chapter 3, pp. 52-61 Textbook (Quilter 2022); Rademaker et al 2014.

Required Prep work:

n/a

Recommended readings:

Dillehay et al. 2012

Tuesday September 3rd: The Middle Preceramic Period. Adaptation and Emerging Social Complexity

Required readings:

Chapter 3, pp. 62-78 Textbook (Quilter 2022); Beresford-Jones et al. 2022

Required Prep work:

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

Recommended readings:

Beresford-Jones et al. 2021; Mauricio et al. 2021

Look Ahead: Textbook, Chapter 4

Thursday, September 5th: 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 10th: Caral, America's First City?

Required readings:

Shady et al. 2001; Washburn et al. 2020

Required Prep work:

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

Recommended readings:

Shoji et al. 2023; Splitstoser et al. 2016

Look Ahead: Textbook, Chapter 5

Thursday, September 12th: 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 17th: Gramalote: Domestic Aspects of Common People During the Second Millennium B.C in the Central Andean Region : (Recorded Class)

Required readings:

Prieto 2018a

Required Prep work:

n/a

Recommended readings:

Prieto 2018b; Prieto et al. 2016; Prieto 2023. Look Ahead: Textbook, Chapter 6

Thursday, September 19th: The Early Horizon. ONLINE CLASS

Required readings:

Chapter 6, Textbook (Quilter 2022); Burger 2008

Required Prep work:

n/a

Recommended readings:

Contreras 2014; Matsumoto et al. 2013

Tuesday, September 24th: The Great Temple of Chavin de Huantar:

Invited Lecturer: Dr. Daniel Contreras

Required readings:

Chapter 6, Textbook (Quilter 2022); Rick 2008

Required Prep work:

n/a

Recommended readings:

Kembel and Haas 2013

Look Ahead: Textbook, Chapter 7

Thursday, September 26th: After Chavin: Social, Political and Religious re-organization in the Central Andes (Recorded Lecture)

Required readings:

Chicoine 2011; Ghezzi and Ruggles 2007

Required Prep work:

none.

Recommended readings:

Peters and Tomasto 2017; Millaire 2020

Tuesday, October 1st: The Early Intermediate Period

Required readings:

Chapter 7, pp. 173-184, Textbook (Quilter 2022); Billman et al. 2023

Required Prep work:

none.

Recommended readings:

Lau 2010, 2011; Millaire 2010 Look Ahead: Textbook, Chapter 8

Thursday, October 3rd: The Moche Society, Part 1.

Required readings:

Chapter 7, pp. 178-184 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 8th: The Moche Society, Part 2.

Required readings:

Chapter 7, pp. 178-184 Textbook (Quilter 2022); Donnan 1975; Quilter and Koons 2012

Required Prep work:

none.

Recommended readings:

Bawden 1995; Chapdelaine 2000; Billman 2002

Thursday, October 10th: MIDTERM PAPER DUE

Tuesday, October 15th: The Lima and the Nasca Societies. Lecture & Workshop

Ceramic Workshop: What can we learn from Nasca ceramic vessels?

Required readings:

Chapter 7, pp. 188-197 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; Socha et al. 2022

Thursday, October 17th: The Tiwanaku

Required readings:

Chapter 7, pp. 197-203 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 22nd: 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 24th: The Royal Tombs of Castillo de Huarmey

Required readings:

Chapter 8, Textbook (Quilter 2022); Isbell 2004; Sharrat et al. 2009

Required Prep work:

n/a

Recommended readings:

Knudson et al. 2017; Druc et al. 2020 Look Ahead: Textbook, Chapter 9

Tuesday, October 29th: The Late Intermediate Period The Lambayeque Society

Required readings:

Chapter 9, pp. 236-239 / 244-251, Textbook (Quilter 2022); Shimada and Griffin 1994; Pires et al. 2021

Recommended readings:

Prieto 2010; Vogel 2017

Additional resource:

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

Thursday, October 31st: Pachacamac and other Late Intermediate Period Societies

Required Readings:

Chapter 9, pp. 258-268, Textbook (Quilter 2022); Eekhout 2020

Recommended readings:

Eekhout 2000; Sepulveda et al. 2020

Additional resource:

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

Look Ahead: Textbook, Chapter 9 section on Chimú

Tuesday, November 5th: The Kingdom of Chimor (Chimú) and the city of Chan Chan**Required readings:**

Chapter 9, pp. 252-258, Textbook (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; Topic 1990

Thursday, November 7th: Chimú Religion and Sacrificial Practices**Required readings:**

Chapter 9, pp. 252-258, Textbook (Quilter 2022); Prieto et al. 2023

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:

Cutright 2013; Moseley and Deeds 1982; Conrad 1982

Look Ahead: Textbook, Chapter 10

Tuesday, November 12th: 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 14th: 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.

Tuesday, November 19th: Inca architecture, Royal States, Machu Picchu and the Inca Landscape

Required readings:

Chapter 10, Textbook (Quilter 2022); Nair and Protzen 2015; Salazar Burger et al. 2023

Required Prep work:

None.

Recommended readings:

Hayashida 1999; Niles 2015; Salazar 2007

Thursday, November 21st: Inca Economy, Road System and Political Organization

Required readings:

Chapter 10, Textbook (Quilter 2022); Alconini 2008

Required Prep work:

none.

Recommended readings:

Burger et al. 2021; Salazar and Burger 2018

Thanksgiving Break!

Tuesday, December 3rd: Back to the Cajamarca First Encounter: The Beginning of the End and Becoming Christians and Pagans. Concluding Remarks

Required readings:

Damian 1995; Wernke 2011

Required Prep work:

none.

Recommended readings:

Quilter 2010; Covey Ch. 6

FINAL PAPER DUE

Thursday, December 5th: Reading Period began. NO CLASSES

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.

To learn more, please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/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.

Attendance: 20% of final grade

Assignments: 20% of final grade

Midterm Exam: 30% of final grade

Final Exam: 30% of final grade

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%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

For more information, please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Online Course Evaluation Process:

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 at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism and AI use

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to [ChatGPT/AI](#) detection. If there is any evidence of violation of the [Student Honor Code](#), the student will receive a grade of zero for the assignment and be reported to [Student Conduct and Conflict Resolution](#) Office. All assignments should have the following statement: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

Health and Wellness:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601.

Career assistance and counseling services. Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

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Writing Studio: 2215 Turlington Hall, 352-846-1138.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. Writing Studio: 2215 Turlington Hall, 352-846-1138.

Help brainstorming, formatting, and writing papers. Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. On-Line Students.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. On-Line Students Complaints: View the Distance Learning Student Complaint Process.