

Inca and their Ancestors
ANG5164 / 4G30 Class # 23174
Tuesday: 12:50 – 2:45 pm
Thursday: 12:35-1:40 pm
Classroom: **MCCB G108**
Academic Term: Fall 2021

Instructor:

Gabriel Prieto

Email Address: ogabriel.prietob@ufl.edu

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

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). 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

MIDTERM PAPER: October 12nd
FINAL PAPER: December 9th
Assignments: optional

Course Schedule

Tuesday August 24th: Introduction. The Inca and the Spanish First Encounter in 1532

Required readings:

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

Required Prep work:

- none

Recommended readings:

- Moseley, 2001, Chapter 1.

Thursday August 26th: The Environmental Settings: Opportunities and Disadvantages. Animals and Plants in Ancient Andean Art

Required readings:

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

Required Prep work:

- none

Recommended readings:

- Moseley 2001, Chapter 1.

Look Ahead: Textbook, Chapter 3

Tuesday August 31st: 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 September 2nd: The Middle Preceramic Period. Adaptation and Emerging Social Complexity

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

Required Prep work:

- none

Recommended readings:

- Benfer 1990.

Look Ahead: Textbook, Chapter 4

Tuesday, September 7th: 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 "Assignments" for more details, clustered under module –graded, Assignment 1]

Recommended readings:

- Quilter 1991; Quilter and Stocker 1983.

Thursday, September 9th: 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

Tuesday, September 14th: 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 16th: 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 21st: The Early Horizon.

Invited Lecturer: Dr. Daniel Contreras

Required readings:

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

Required Prep work:

- n/a

Recommended readings:

- Contreras 2014; Matsumoto et al. 2013

Thursday, September 23rd: 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, September 28th: After Chavin: Social, Political and Religious re-organization in the Central Andes.

Required readings:

- Chicoine 2011; Ghezzi and Ruggles 2007

Required Prep work:

- none.

Recommended readings:

- Peters and Tomasto 2017; Millaire 2020

Thursday, September 30th: 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

Tuesday, October 5th: The Moche Society, Part 1.

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 “Assignments” for more details, clustered under module – graded, Assignment 2].

Recommended readings:

- Bawden 1995; Chapdelaine 2000; Billman 2002

Thursday, October 7th: The Moche Society, Part 2.

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 “Assignments” for more details, clustered under module – graded, Assignment 2].

Recommended readings:

- Bawden 1995; Chapdelaine 2000; Billman 2002

Tuesday, October 12nd: MIDTERM

Thursday, October 14th

Special Lecture: TBA

Tuesday, October 19th: The Lima and the Nasca Societies

I will be in Peru this week. On Tuesday, I will connect via Zoom and will stream in class my excavations in Huanchaco. You will have live-streaming archaeological excavation experience! (It will be around 30 minutes max, then class will go on as normal by Ph.D. student Paul Pluta.

Required readings:

- Chapter 7, pp. 182-192 Textbook (Quilter 2014); 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 21st: The Tiwanaku

I will be in Peru this week. On Thursday, the lecture on Tiwanaku will be given by Ph.D. student Jordi A. Rivera.

Required readings:

- Chapter 7, pp. 192-196 Textbook (Quilter 2014); Janusek and Browen 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 26th: The Middle Horizon and the Wari or Huari

Required readings:

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

Required Prep work:

- None.

Recommended readings:

- Knobloch 2000; Jennings and Craig 2001

Look Ahead: Textbook, Chapter 8

Thursday, October 28th: The Royal Tombs of Castillo de Huarmey

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 2nd: The Late Intermediate Period The Lambayeque Society

Required readings:

- Chapter 9, pp. 230-239-243, Textbook (Quilter 2014); Shimada and Griffin 1994

Additional resource:

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

Recommended readings:

- Prieto 2010; Vogel 2017

Thursday, November 4th: Pachacamac and other Late Intermediate Period Societies

Required Readings:

- Chapter 9, pp. 230-239, 249-257, Textbook (Quilter 2014); 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 9th: The Kingdom of Chimor (Chimu) and the city of Chan Chan

Required readings:

- Chapter 9, pp. 243-249, Textbook (Quilter 2014); extbook (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 – Assignment 4].

Recommended readings:

- Keatinge and Day 1973; Keatinge 1975

Thursday, November 11st: NO CLASS – HOLIDAY

- 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 16th: The Inca: Origins and Statecraft

Required readings:

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

Required Prep work:

None.

Recommended readings:

- Covey 2015; D'Altroy 2015

Thursday, November 18th: The Inca: Social organization. The role of women (Queens and Acllas).

Required readings:

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

Required Prep work:

None.

Recommended readings:

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

Tuesday, November 23th: Inca Roads, Architecture and Agricultural Systems**Required readings:**

- Chapter 10, Textbook (Quilter 2014); Jenkins 2001; Nair and Protzen 2015

Required Prep work:

None.

Recommended readings:

Hayashida 1999; Niles 2015

Thanksgiving Break!

Tuesday, November 30th: Machu Picchu and the Inca Landscape

Required readings:

- Chapter 10, Textbook (Quilter 2014); Salazar 2007

Required Prep work:

- none.

Recommended readings:

- Burger et al. 2021; Salazar and Burger 2018

Thursday, December 2nd: 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 7th: Final Class. Becoming Christians and Pagans. Concluding Remarks

Tuesday, December 14th: Final Exam

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](#)

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%

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/. [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 or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: 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.

Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to 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