

## **Andean Economy: Past and Present**

ANG6930 / A700 Class # 26993

Monday: 11:45 – 1:40 pm

Wednesday: 12:50 – 1:40 pm

Classroom: **MAT 003**

*Academic Term:* Fall 2022

### ***Instructor:***

Gabriel Prieto

Email Address: [ogabriel.prietob@ufl.edu](mailto:ogabriel.prietob@ufl.edu)

Office Hours: Monday 3:00 – 5:00 pm. / Thursday 3:00–4:00 pm

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

### ***Course Description***

This class will explore the past and present economy of the Andean region in South America. By surveying general concepts of economic anthropology and its application to understanding the modes of life of various communities along the Andean mountains and beyond, my goal is to discuss how these traditional societies cope with extreme weather and environmental conditions to survive and successfully create one of the most impressive civilizations of all times. This class will study how Andean societies became one of the cradles of civilization and how its inhabitants domesticated some of the most important plants and animals for the present-day world's economy. Through a combination of readings emphasizing archaeology data and ethnographic research, the students will discuss the Andean economy through the lenses of anthropology.

Credit Hours: ANG6930: 3-3

### ***Course Objectives***

By the end of the semester, the students will be able to:

- Outline proxies for a better understanding of the economic aspects of Andean communities.
- Measure the importance of ritualized behavior and activities among traditional Andean communities.
- Appreciate the value of intra and inter household relationships in the articulation of Andean economy.
- Distinguish the current models explaining ancient and traditional Andean societies.
- Identify the plants, animals and manufactured products that were driven ancient Andean economy.
- Explore the different theoretical anthropological approaches on Andean economy.

### ***Required Textbooks:***

The Articulated Peasant. Household Economies in the Andes, 2002. (Enrique Mayer).

### ***Recommended Books:***

Various books, book chapters and articles are assigned and recommended below.

**Important Dates:  
Test and Writing Assignment Due Dates**

MIDTERM PAPER: October 5<sup>th</sup>  
FINAL PAPER: December 9<sup>th</sup>

***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:**

**Week 1 (August 24<sup>th</sup>):** Class Introduction, description and purpose of the class and goals

**Week 2 (Monday 29<sup>th</sup> – Wednesday 31<sup>st</sup>): Basic Concepts on Economy**

Textbook: Chapter 1.

Godelier, Maurice. The Object and Method of Economic Anthropology, in Rationality and Irrationality in Economics; pp. 249-319. Monthly Review Press (A Marxist view)

Cancian, Frank. Maximization: Norm, Strategy, and Theory. American Anthropologist 1966 (68): 465-470 (A Formalist view)

Polanyi, Karl. The Economy as Instituted Process, in Trade and Market in the Early Empires, pp. 243-269. New York, Free Press. (A Substantivist view)

Mayer, Enrique. "Macro-ethno-economics". Review Essay of Gudeman, Stephen, Economics as Culture: Models and Metaphors of Livelihood, and McCloskey, Donald: The Rhetoric of Economics, in Reviews in Anthropology 14(3): 250-256 (A Culturalist view)

**Week 3: Models for Andean Economy 1: The Vertical Archipelago in the Andes: the model**

**Student Presentation 1: Daniel Hernandez**

Murra, John. (2002). El control vertical de un maximo de pisos ecologicos en la economia de las sociedades andinas. In El Mundo Andino. Población, medio ambiente y economia. John V. Murra, editor, pp. 85-131. Fondo Editorial PUCP and IEP. Original version: Visita de Iñigo Ortiz a la Provincia de Leon de Huanuco (1972).

Murra, John (1985). El Archipelago Vertical Revisited. In Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 3-13. University of Tokyo Press.

Murra, John (1985). The Limits and Limitations of the Vertical Archipelago in the Andes. In Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 15-20. University of Tokyo Press.

#### **Week 4: Models for Andean Economy 1: The Vertical Archipelago in the Andes: discussion and critics**

Mayer, Enrique. 2013. In the Realm of the Incas. In *Merchants, markets and exchange in the Pre-Columbian World*, edited by Kenneth G. Hirth and Joanne Pillsbury, pp. 309-317. *Dumbarton Oaks Research Library and Collection*. Washington, D.C.

Dillehay, Tom. 2013. Economic mobility, exchange, and order in the Andes. In *Merchants, markets and exchange in the Pre-Columbian World*, edited by Kenneth G. Hirth and Joanne Pillsbury, pp. 283-308. *Dumbarton Oaks Research Library and Collection*. Washington, D.C.

Burger, Richard. 2013. In the Realm of the Incas. An Archaeological reconsideration of Household Exchange, long-distance trade, and marketplaces in Prehispanic Central Andes. In *Merchants, markets and exchange in the Pre-Columbian World*, edited by Kenneth G. Hirth and Joanne Pillsbury, pp 319-334. *Dumbarton Oaks Research Library and Collection*. Washington, D.C.

Stanish, Charles. (2011). Chapter 1: Andean Political Economy: A Theoretical Framework. In *Ancient Andean Political Economy*, pp. 1-28. University of Texas Press. Austin, Texas.

#### **Week 5: Models for Andean Economy 2: The Ecological Complementarity**

Morris, Craig. (1985). From Principles of Ecological Complementarity to the Organization and Administration of Tawantinsuyu. In *Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity*, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 477-490. University of Tokyo Press.

Salomon, Frank. (1985). The Dynamic Potential of the Complementarity Concept. In *Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity*, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 511-531. University of Tokyo Press.

Flores-Ochoa, Jorge. (1985). Interaction and Complementarity in Three Zones of Cuzco. In *Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity*, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 251-276. University of Tokyo Press.

Mayer, Enrique. (1985). Production Zones. In *Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity*, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 45-84. University of Tokyo Press.

#### **Week 6: Rituals and Economy in the Andean World**

Salomon, Frank. (2018). At the Mountains' Altar. *Anthropology of Religion in an Andean Community*. Introduction + Ch 1 and Ch 2.

Sallnow, Michael (1987). *Pilgrims of the Andes. Regional Cults in Cusco*. Ch. 8: The Cult of Qoyllur Rit'I, pp. 207-242.

Bolin, Inge (1998). *Rituals of Respect. The Secret of Survival in the High Peruvian Andes*. Ch. 2: Susay Ch'isin – a Night of Secret Rituals, pp. 31-43.

Isbell, Billie Jean (1978). *To Defend Ourselves. Ecology and Ritual in an Andean Village*. Ch. 6: Three Essential

Rituals, pp. 137-165.

### **Week 7: Water and Power in the Andes**

Gelles, Paul. (2000). Water and Power in Highland Peru. The Cultural Politics of Irrigation and Development (Ch. 1, 4, 6 and conclusions). Rutgers University Press. New Brunswick, New Jersey and London.

Trawick, Paul. (2003). The Struggle for Water in Peru; Ch. 3: Huaynacotas. Irrigation and Ethnicity in an Indigenous Community, pp. 71-109

Glowacki and Malpass 2003. Water, huacas and ancestor worship. Traces of a sacred Wari landscape. *Latin American Antiquity* 14(4); 431-448

Hayashida, Frances (2006). The Pampa de Chaparri: Water, Land, and Politics on the North Coast of Peru. *Latin American Antiquity* 17(3): 243-263.

Sikkink, Lynn. (1997). Water and Exchange: The Ritual of "yaku cambio" as Communal and Competitive. *American Ethnologist* 24(1): 170-189

Ramirez, Susan. (1996). The world upside down: cross-cultural contact and conflict in sixteenth century, Peru, Ch. 3.

Santillana, Julian. (2004). Terraces, Canals and Landscape. In *The Incas, Art and Symbols*, edited by Banco de Credito del Peru, pp. 61-107. Banco de Credito del Peru, Lima, Peru.

### **Week 8: Potato and its importance in Andean Economy**

Brush, Stephen, Rick Kesseli, Ramiro Ortega, Pedro Cisneros, Karl Zimmerer and Carlos Quiros. 1995. Potato Diversity in the Andean Center of Crop Domestication. *Conservation Biology* 9(5): 1189-1198

Brush, Stephen, Heath J. Carney and Zosimo Huaman. 1981. Dynamics of Andean Potato. *Economic Botany* 35: 70-88

Ugent, Donald. (1970). The Potato. *Science* 170(3963): 1161-1166.

Zimmerer, Karl. (1991). The Regional Biogeography of Native Potato Cultivars in Highland Peru. *Journal of Biogeography* 18(2): 165-178.

Zimmerer, Karl (1998). The Ecogeography of Andean Potatoes. *BioScience* 48(6): 445-454.

Zimmerer, Karl (2003). Geographies of Seed Networks for Food Plants (Potato, Ulluco) and Approaches to Agrobiodiversity Conservation in the Andean Countries. *Society and Natural Resources* 16: 583-601.

Ugent, Donald and Linda Peterson (1988). Archaeological Remains of Potato and Sweet Potato in Peru. *Circular* 16(3): 1-10.

Ugent, Donald, Shelia Pozorski and Thomas Pozorski (1982). Archaeological Potato Tuber Remains from the Casma Valley of Peru. *Economic Botany* 36(2): 182-192

### **Week 9: Maize Cultivation, Production and Consumption in the Andes**

Grobman, Alexander, Duccio Bonavia, Tom D. Dillehay, Dolores R. Piperno, Jose Iriarte and Irene Holst. (2011).

Preceramic maize from Paredones and Huaca Prieta, Peru. *Proceedings of the National Academy of Sciences* 109(5): 1755-1759.

Burger, Richard and Nikolaas J. Van Der Merwe. Maize and the Origin of Highland Chavin Civilization: An Isotopic Perspective. *American Anthropologist* 92(1): 85-95.

Prieto, Gabriel (2011). Chicha Production during the Chimu Period at San Jose de Moro, Jequetepeque Valley, North Coast of Peru. In *Advances in North Coast Archaeology: State and Empire in the Jequetepeque Valley*, pp. 105-128. Edited by Colleen M. Zori and Ilana Johnson. *British Archaeological Reports (BAR) International Series*, Oxford.

Washburn Eden, Jason Nesbitt, Richard Burger, Elsa Tomasto-Cagigao, Vicky M. Oelze, and Lars Fehren-Schmitz (2020). Maize and dietary change in early Peruvian civilization: Isotopic evidence from the Late Preceramic Period/Initial Period site of La Galgada, Peru. *Journal of Archaeological Science: Reports* 31.

Staller, John. (2021). Maize in Andean Food and Culture: Interdisciplinary Approaches. In *Andean Foodways. Pre-Columbian, Colonial and Contemporary Food and Culture*, edited by John E. Staller, pp. 283-310. Springer.

**Week 10: Coca: Its Sacred and Economic Meaning for Andean Societies. Coca, Cocaine and Modern Challenges. Special guest: Dr. Richard Kernaghan.**

Mayer, Enrique (2002). The Articulated Peasant. Household Economies in the Andes. Ch. 6: Coca as Commodity: Local Use and Global Abuse, pp. 173-203.

Allen, Catherine J. (1981). To Be Quechua: The Symbolism of Coca Chewing in Highland Peru. *American Ethnologist*, 8(1): 157-171.

Boucher, Douglas H. (1991). Cocaine and the Coca Plant. *BioScience* 41(2): 72-76

Gagnon, Celeste, Brian R. Billman, Jose Carcelen and Karl J. Reinhard. (2013). Tracking Shifts in Coca Use in the Moche Valley: Analysis of Oral Health Indicators and Dental Calculus Microfossils. *Nawpa Pacha* 33(2): 193-214.

Morales, Edmundo. (1986). Coca and Cocaine Economy and Social Change in the Andes of Peru. *Economic Development and Cultural Change* 35(1): 143-161.

Kernaghan, Richard (2013). Readings of Time. Of Coca, Presentiment, and Illicit Passage in Peru. In *Times of Security. Ethnographies of Fear, Protest and the Future*. Martin Holbraad and Morten Axel Pedersen, editors, pp. 80-102. Routledge.

Plowman, Thimoty (1984). The Ethnobotany of Coca (*Erythroxylum* ssp., *Erythroxylaceae*). In *Ethnobotany in the Neotropics*, edited by G.T. Prance and J.A. Kallunki, pp. 62-111. The New York Botanical Garden.

**Week 11: The Gold of the Andes: Camelids and Camelid Husbandry. Caravans and camelids as beast of burden.**

Goepfert, Nicolas and Gabriel Prieto. (2016). Offering Llamas to the Sea. The Economic and Ideological Importance of Camelids in the Chimu Society, North Coast of Peru. In *The Archaeology of Andean Pastoralism*, Jose M. Capriles and Nicholas Tripcevich, editors, pp. 197-210. University of New Mexico Press.

Tripcevich, Nicholas. (2016). The Ethnoarchaeology of a Cotahuasi Salt Caravan. In *The Archaeology of Andean Pastoralism*, Jose M. Capriles and Nicholas Tripcevich, editors, pp. 211-229. University of New Mexico Press.

Nielsen, Axel. (2016). Home-Making among South Andean Pastoralists. In *The Archaeology of Andean Pastoralism*, Jose M. Capriles and Nicholas Tripcevich, editors, pp. 231-243. University of New Mexico Press.

Browman, David. (1974). Pastoral Nomadism in the Andes. *Current Anthropology* 15(2): 188-196.

West, Terry. (1981). Llama Caravans of the Andes. *Natural History* 90(12):62-73.

Bolin, Inge (1998). Rituals of Respect. *The Sacred of Survival in the High Peruvian Andes*. Ch. 4: Fertility Rites in the Muyukancha, pp. 58-72.

**Week 12: Minerals, metals and the economy of mining: the sun sweats and the moon's tears.**

Lechtman, Heather. *Andean Metallurgy in Prehistory*.

Lechtman, Heather. (1984). Andean Value System and the Development of Prehistoric Metallurgy. *Technology and Culture* 25(1): 1-36.

Tripcevich, Nicholas and Kevin J. Vaughn, editors. (2013). *Mining and Quarrying in the Ancient Andes. Sociopolitical, Economic and Symbolic Dimensions*. Chapters: 1, 8, 10, 11 and 15.

Shimada, Izumi and John F. Merkel. (1991). Copper-Alloy Metallurgy in Ancient Peru. *Scientific American* 265(1): 80-87.

**Week 13 and 14: Fishing, shell gathering and navigation along the Andean Coast. The Fishmeal Revolution. Fishing at High Altitude Lakes**

Moseley, Michael. (1978). *Pre-Agricultural Coastal Civilizations in Peru*.

Chicoine, David and Carol Rojas (2013). Shellfish Resources and Maritime Economy at Caylan, Coastal Ancash, Peru. *Journal of Island and Coastal Archaeology* 8: 336-360.

Sandweiss, Daniel. (2008). Early Fishing Societies in Western South America. *Handbook of South American Archaeology*.

Santoro, Calogero, Eugenia M. Gayo, Chris Carter, Vivien G. Standen,

Victoria Castro, Daniela Valenzuela, Ricardo De Pol-Holz, Pablo A. Marquet and

Claudio Latorre. (2017). Loco or no Loco? Holocene Climatic Fluctuations, Human Demography, and Community Based Management of Coastal Resources in Northern Chile. *Frontiers in Earth Sciences*.

Wintersteen, Kristin. (2021). *The Fishmeal Revolution. The Industrialization of the Humboldt Current Ecosystem*. University of California Press. Chapters 1, 2 and 3.

Orlove, Benjamin. (2002). Lines in the water: nature and culture at Lake Titicaca.

Beekman, Christopher and Colin McEwan. (2022). Waves of Influence. Maritime Contact Along the Pacific Coast. In *Waves of Influence. Pacific Maritime Networks Connecting Mexico, Central America, and Northwester South America*, Christopher S. Beekman and Colin McEwan, editors, pp. 1-91

**Week 15: Textiles and its role on Andean Economy**

Femenias, Blenda (2005). Gender and the Boundaries of Dress in Contemporary Peru. Chapters 3 and 6.

Pollard-Rowe (1997). Inca Weaving and Costume. The Textile Museum Journal 34-55: 4-30

Splitstoser, Jeffrey, Tom D. Dillehay, Jan Wouters and Ana Claro. (2016). Early Pre-Hispanic use of Indigo blue in Peru. Science Advance 2016:2: e1501623

**(Readings posted in Canvas)**

***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%
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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/](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**