

**Inca and their Ancestors**  
ANT3164 / 4G31 Class # 23175  
Tuesday: 12:50 – 2:45 pm  
Thursday: 12:35-1:40 pm  
Classroom: **MCCB G108**  
**Academic Term:** Fall 2021

***Instructor:***

Gabriel Prieto

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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: ANT3164: 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**

Assignment 1: Due on September 12<sup>nd</sup>  
Assignment 2: Due on October 10<sup>th</sup>  
MIDTERM : October 12<sup>nd</sup>  
Assignment 3: Due on October 24<sup>th</sup>  
Assignment 4: Due on November 14<sup>th</sup>  
FINAL EXAM: December 13<sup>th</sup>

***Course Schedule***

**Tuesday August 24<sup>th</sup>: 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 26<sup>th</sup>: 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 31<sup>st</sup>: 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 2<sup>nd</sup>: 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 7<sup>th</sup>: 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 9<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

**Tuesday, September 14<sup>th</sup>: 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 16<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

**Tuesday, September 21<sup>st</sup>: 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 23<sup>rd</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

**Tuesday, September 28<sup>th</sup>: 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 30<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

**Tuesday, October 5<sup>th</sup>: 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 7<sup>th</sup>: 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 12<sup>nd</sup>: MIDTERM**

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**Thursday, October 14<sup>th</sup>**

Special Lecture: TBA

## **Tuesday, October 19<sup>th</sup>: 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 21<sup>st</sup>: 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 26<sup>th</sup>: 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 28<sup>th</sup>: 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 2<sup>nd</sup>: The Late Intermediate Period The Lambayeque Society**

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**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 4<sup>th</sup>: 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 9<sup>th</sup>: 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 11<sup>st</sup>: 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 16<sup>th</sup>: 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 18<sup>th</sup>: 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 23<sup>th</sup>: 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 30<sup>th</sup>: 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 2<sup>nd</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 7<sup>th</sup>: Final Class. Becoming Christians and Pagans. Concluding Remarks**

## **Tuesday, December 14<sup>th</sup>: 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.

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.***

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- Grading in this class is consistent with UF policies available at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> (Links to an external site.)
- *Assignment Values: Point values/percentages for each assignment are available in the List of Graded Work page*
- Policy on Late and Make-up Work: All grades in this course are earned throughout the semester. They are not negotiated individually at the end of the semester. Do not request a grade adjustment based on work other than what is described in this syllabus.
- Grade Return Timing: Grades will be available within two weeks of submission (assignments and exams)
- Point Range for this Class:

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%

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/>.

## **Campus Resources:**

### **Health and Wellness:**

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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.

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.