

**ANTH 252: The Incas and Their Ancestors**  
**Spring 2011; Tues and Thurs 2:00-3:15, SCHU 102**

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**Office: Fitzelle 411**  
**Office Hours: W&F 2:00-2:30 pm,**  
**T&TH 3:30-4:30 pm**  
**or by appointment**

**Course Description**

This course surveys the pre-Columbian history of the Andean region of South America, as well as examining archaeological approaches to understanding that history. As a survey, the course outlines the development of Andean cultures from the initial peopling of the continent up to the time of European conquest. We begin with an in-depth look at the Inca. Then, following the main text, we jump backward in time to the first peoples to enter South America and trace the development of Andean civilization. Along the way, we will address issues of human adaptations to Andean environments, plant and animal domestication, the emergence of inequality, gender, mummies and ancestor worship, art as communication, religion and ideology, and the collapse of states and empires.

**Course Attributes:**

This class counts toward Liberal Arts credit in general education requirements, and fulfills the HO2 attribute. Anthropology minors: This course counts toward Anthropology course credit requirements.

**Course Objectives:**

The goals of this course are to 1) introduce students to a variety of pre-Columbian Andean cultures, 2) examine certain long-standing and culturally unique Andean traditions, and 3) foster critical thinking and analysis. Your learning about how archaeologists have constructed interpretations about the Andean past is a vital aspect of this course.

**Readings:**

A) One **REQUIRED** Textbook:

- The Incas and Their Ancestors: The Archaeology of Peru (Revised Edition), by Michael E. Moseley, 2001. Thames & Hudson, London.

B) One **RECOMMENDED** book: Note that we will read only a few chapters from this book.

- Andean Archaeology, edited by Helaine Silverman, 2004. Blackwell Publishing, Malden, MA.

C) **Additional required readings:** There are additional required readings not found in either textbook. These will be available to registered students as .pdf files via ANGEL.

**Course Format and Requirements**

**Format.** Lectures, readings, videos and discussion combine to bring this course together. The course follows the general organization of the main textbook (Incas, by Moseley), which takes a straightforward chronological approach to Andean prehistory and is highly readable. We will use the secondary text (Andean Archaeology) and additional required readings to examine select cultures and anthropological issues more in-depth and more critically. These readings will be more challenging and theoretical than the main text, and we will devote class time to discussing them. I use in-class videos to help bring specific issues or cultures to life, and your understanding of them is an important part of the course.

**Attendance.** Attendance is necessary to achieve a good grade and I expect you to attend all class meetings. If you miss a class, you are still responsible for the material that was covered. Note that videos shown in class typically are not available at the library. Students who do not attend class on a regular basis will be involuntarily withdrawn. **Absences will be excused ONLY with proper documentation of a valid reason following SUCO policy as stated in the College Handbook** (available online from the SUCO homepage). If, due to serious injury/illness or dire circumstances such as a death in the family, you will be absent for several classes, please communicate with me as soon as possible, and consider calling Student Development (119 Netzer, 436-2513), to advise them, and take advantage of their assistance.

**Expectations.** You must read the assigned materials by class time on the date indicated in the attached Course Schedule. Questions and discussion are welcome at any time, but some class meetings will include time devoted specifically to discussing readings or videos. You must be prepared for and actively participate in designated discussion sessions.

You are part of a class and your behavior affects the other members of the class. Actions that are disrespectful of and disruptive to me or other students will not be tolerated. **Arrive to class on time**, ready to start, and **do not start packing up your belongings before I dismiss class**. Refrain from using cellular phones, iPods, etc. during class. Using these devices during exams will result in a failing grade. **Laptop computers are not allowed unless one is needed for authorized disability**. In-class discussion and comments must be relevant to the course, for all to hear, and respectful, even if you disagree.

#### **Methods of Evaluation:**

Your course grade is based on the following.

% Contribution to Course Grade	
Exam #1	20%
Exam #2	20%
Exam #3	20%
Exam #4	20%
Participation	20%

100%

Course Grade by Total % Earned		
A 93-100%	A- 90-92%	
B+ 87-89%	B 84-86%	B- 80-83%
C+ 77-79%	C 74-76%	C- 70-73%
D+ 67-69%	D 64-66%	D- 60-63%
F below 60%		

**Exams.** There are 4 exams, each worth 20% of your grade. Exams are NOT cumulative; each covers about one quarter of the course and may pertain to any course materials (lectures, videos, readings) since the previous exam. The format of each individual exam varies. Each will, minimally, include a take-home portion consisting of short answer and/or essay questions. Exams may also an objective portion consisting of multiple choice/true-false/matching questions.

Note the following for take-home exams:

- Work that is handwritten or contains excessive (15+) spelling, grammar, capitalization or punctuation errors per page is not accepted, as these are incredibly difficult to read and properly evaluate.
- For essay questions, writing quality (grammar, clarity, style, etc.) affects your grade (although content takes priority).

- **Late exams will be downgraded 10%** (ex: 82% to 72%). Exams more than a week late will not be accepted and automatically graded as an E/0%. The exception is Exam 4, which must be submitted on time.
- All work must be your own. Any cheating or plagiarism will result in, minimally, an automatic E/0% for that exam. Violators will also be reported to the SUCO administration.
- **Exams are graded at an extremely high standard.** To get 100%, your answers must excel in completeness, accuracy, engagement, and writing – as indicated below.

Dimension	Criteria	Ratings
Completeness	Does the writer fully complete the assignment?	Complete - nearly complete - half - less than half
Accuracy	How accurately does the writer's response reflect the assigned reading?	Excellent—Good—Average—Below average
Engagement	How deeply does the writer's response address the questions posed?	Excellent—Deeper—Middle—Surface
Writing	Are the spelling, grammar, structure, and style of high quality?	Excellent—Good—Average—Below average

**Participation.** This is worth 20% of your course grade and is cumulative over the semester. Participation means you are keeping up with the assigned readings according to the course schedule, paying attention during lectures and videos, and contributing to in-class discussions. My evaluation of your participation is based on two components: 1) in-class discussion (12%) and 2) discussion preparation tasks (8%).

**In-class discussion:** is evaluated based on my perception of the quantity and quality of your verbal contributions to discussion of course material, both during and outside of designated discussion times. **Discussion preparation tasks:** There will be a series of “discussion preparation tasks” assigned over the course of the semester. These are designed to help prepare you for designated in-class discussion periods. For select course readings you will be given, in advance, a short writing task to complete. Your response is **due**, as hardcopy (handwritten responses are acceptable), **at the start of class on the day assigned for that task.** The course schedule lists the TENTATIVE days these tasks will be due. The total number of tasks assigned, and their due dates, may vary over the semester. Each task will be graded leniently and simply as: 0= did not submit; 1= unsatisfactory; 2= satisfactory; 3= exceptional, based on my perception of your effort to ATTEMPT to work through the assigned material. **Grading here is more lenient than on exams** because these are your first attempts to work through new material. **Late responses are NOT accepted.**

### **Academic Honesty.**

It is your responsibility to know SUCO's rules on academic honesty (see Code of Student Conduct @ <http://www.oneonta.edu/development/judicial/code.asp#conduct>). I will not accept ignorance of the policy as an excuse for breaking it. Any student found cheating will receive a failing grade and may be reported to the Student Conduct Committee for possible further action consistent with College policy, including possible dismissal from the College.

### **Angel**

Announcements, lecture PowerPoint presentations, study guides, handouts, and some other course material will be available via Angel (<http://angel.oneonta.edu>). It is your responsibility to check Angel regularly for announcements. You need to be officially registered in the class to access to

course content on Angel. If you have problems with any aspects of Angel contact the Information Technology Help Desk (607) 436-4567.

### **Disability Needs**

You must inform me if you require special considerations, either in-class or for exams, due to disability (learning, physical, etc.). Your needs will be accommodated to the extent possible following SUCO policies.

### **Emergency Evacuation/Shelter-in-Place Procedures**

In the event of an emergency evacuation (i.e., fire or other emergency), classes meeting in this building are directed to reassemble at Fine Arts Theater so that all persons can be accounted for. Complete details of the College's emergency evacuation, shelter-in-place and other emergency procedures can be found at <http://www.oneonta.edu/security/>.

### **Additional Required Readings:**

1. Kuznar 2001
  - Kuznar, Lawrence. 2001. An introduction to Andean religious ethnoarchaeology. In: Ethnoarchaeology of Andean South America, edited by Lawrence Kuznar, pp. 38-66. International Monographs in Prehistory, Ethnoarchaeological Series 4; Ann Arbor, MI.
2. Schreiber 1992
  - Schreiber, Katharina. 1992. Wari Imperialism in Middle Horizon Peru. Anthropological Papers, Museum of Anthropology, University of Michigan, No.87. Ch 1, pp. 1-39.
3. Dillehay 1999
  - Dillehay, Tom. 1999. The Late Pleistocene cultures of South America. *Evolutionary Anthropology* 7:206-217.
4. Arriaza 2008.
  - Arriaza and others, 2008. Chinchorro Culture: Pioneers of the Coast of the Atacama Desert. In: *Handbook of South American Archaeology*, edited by Helaine Silverman and William Isbell, pp. 45-58. Springer, NY.
5. Lavallée 2000 (Providential Animals)
  - Lavallée, Danièle. 2000. The First South Americans. The University of Utah Press, Salt Lake City. Ch 4, p. 139-145.
6. Browne 1993.
  - Browne and others, 1993. A Cache of 48 Nasca Trophy Heads from Cerro Carapo, Peru. *Latin American Antiquity* 4(3): 274-294
7. Gero 2004
  - Gero, Joan. 2004. Sex pots of ancient Peru: post-gender reflections. In: Combining the Past and the Present, edited by Terje Oestigaard, Nils Anfinset, and Tore Saetersdal, p. 3-22. BAR International Series 1210.
8. Vogel 2003
  - Vogel, Melissa. 2003. Sacred women in ancient Peru. In: Ancient Queens: Archaeological Explorations, edited by Sarah Nelson, pp. 117-135. Altamira Press, Walnut Creek, California.