ARCHEOLOGY OF SOUTH AMERICA

ANTH 4365/6365

SPRING 2016

Time: TR 9:25 – 10:40 am
Class Location: Health Sciences & Human Services West 1.122
Instructor: Dr. Sarah M. Rowe
Office: SBSC 318
Email: sarah.rowe@utrgv.edu
Phone: 956.665.3567
Office Hours: TR 11:00 am – 12:00 pm, or by appointment

COURSE DESCRIPTION

A study of the prehistory of South America, with an emphasis on the Andean area. Cultural development will be traced from the time of the first inhabitants through the Incas. The development of complex societies leading up to the Incas will be emphasized.

Required Texts:

- Additional readings will be posted to Blackboard, and may be required reading for graduate students. These articles will also be useful references as students lead class discussions each week.

“Madre de piedra, espuma de los cóndores.
Alto arrecife de la aurora humana.
Pala perdida en la primera arena.”

– Pablo Neruda, *The Heights of Macchu Picchu*

PURPOSE

The purpose of this course is to introduce you to the diversity and richness of cultures prior to the conquest of South America by Europeans. In addition to this topical content we will also work with several digital data visualization tools to explore new ways of communicating archaeological knowledge to different audiences.
LEARNING OBJECTIVES

ANTHROPOLOGY PROGRAM LEARNING OBJECTIVES: This course meets Anthropology Program goals as it informs you about basic anthropological concepts and anthropological perspectives and teaches you to understand the basic procedures of anthropological research so that you can analyze archaeological data. This Archaeology Course also teaches you to use the tools of anthropology to think and write critically about topics dealing with humankind, enables you to develop a solid base of anthropological knowledge in the area of archaeology, gives you a holistic understanding of individuals and cultures that reflects the multidimensionality of human experience, shows you how to apply appropriate research methodologies to understand cultural phenomena, and demonstrates how to apply anthropological concepts and knowledge.

COURSE LEARNING OBJECTIVES: The objectives of the course are to prepare you to understand the South American past and the anthropological questions it raises; to evaluate, compare, and begin to explain the variety and development of South American societies, and to exercise your powers of critical thinking and rigorous interpretation of real and complex evidence. In particular, we will focus on the influence of the natural environment on subsistence strategies and socio-political developments; the influence of ethnographic and ethno-historical information on interpretation of past societies; the interaction of people between various regions and their hypothesized influence on regional developments. Lastly, this course is intended to introduce you to some of the methods and key issues for interpreting and communicating information to various audiences in the digital age.

COURSE REQUIREMENTS

Quizzes: Four multiple-choice quizzes will be given at the beginning of class on Feb 11, March 3, April 7 and April 21. The purpose of these quizzes is to check your comprehension of class concepts and keep your learning on track.

Reading Notes: Students are required to submit weekly reading notes, and will be graded for 10 out of the 13 weeks of class materials (this means you can submit notes for every week and take the 10 highest scores, or reduce your workload on a few weeks – JUST BECAUSE YOU DON’T TURN IN NOTES DOESN’T MEAN YOU DON’T HAVE TO READ!). These notes should summarize and synthesize the readings assigned for each week. Students should bring two copies of their notes with them each week: one to hand in at the start of class on Tuesdays and the other to retain for class discussions.

Lead Class Discussion: Each student will sign up with a partner to lead class discussions for a particular week. They will be responsible for asking questions related to the material to encourage discussion. Students are encouraged to bring in additional resources to supplement our discussions.

Final Project: We will be utilizing a class website to produce an online exhibit of South American archaeological sites as the final project for the class. Students can

Undergraduate Grades:

Quizzes: 100 pts (25pts each)
Reading Notes: 100 pts
Lead Class Discussion: 25 pts
Project Vision Document: 50 pts
Project Presentation: 25 pts
Final Project: 100 pts

TOTAL: 400 pts

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>360-400</td>
<td>A</td>
</tr>
<tr>
<td>320-359</td>
<td>B</td>
</tr>
<tr>
<td>280-319</td>
<td>C</td>
</tr>
<tr>
<td>240-279</td>
<td>D</td>
</tr>
<tr>
<td>Below 240</td>
<td>F</td>
</tr>
</tbody>
</table>

Graduate Grades:

All of the above PLUS
Final Paper: 100 pts

TOTAL: 500 pts

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>450-500</td>
<td>A</td>
</tr>
<tr>
<td>400-449</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>D</td>
</tr>
<tr>
<td>Below 300</td>
<td>F</td>
</tr>
</tbody>
</table>
select from a number of digital tool to create their final project, which will be linked to from the class webpage. Students are allowed to work in pairs or groups of 3. Additional details of the project will be provided throughout the semester.

**Project Vision Document:** I will distribute a template that you should use to construct a project vision for your final project. The project vision document is the foundational statement about your project. In it you will describe your plans, partners, a timeline for the project, and a specification of who will be responsible for each component. **Due 02/25.**

**Project Presentation:** In the final week of class, project teams will present their work to the class. Details of this presentation (including length and content) will be distributed later in the semester.

**Additional Requirements for Graduate Students:** Frequently, graduate students will be assigned additional readings that should be included in their weekly reading notes. I expect graduate students to discuss these articles within class and convey this information to their undergraduate colleagues. I expect graduate students to take a leadership role within the course, and to model scholarly behavior to undergraduates.

In addition to being leaders in the classroom, graduate students must write a traditional research paper to accompany their digital final project. This paper should be approximately 15 pages long and include proper citation formats. Additional details will be given later in the semester.

---

**COURSE SCHEDULE**

**WEEK 1 01/19 & 01/21 – INTRODUCTION; HISTORY OF SOUTH AMERICAN ARCHAEOLOGY; DIGITAL TECHNIQUES**

This week will introduce you to the structure of the course and key personalities in South American archaeology (past and present). We will also explore some of the digital techniques that we will use this semester, particularly for the final projects (which you will begin thinking about this week).

**Readings:** Moore Ch. 1, www.omeka.net, www.twinery.org,

**WEEK 2 01/26 & 01/28 – ANDEAN WORLDVIEW: ETHNOGRAPHY & ARCHAEOLOGY; ENVIRONMENT & GEOGRAPHY**

South America is a landmass measuring over 17 million square kilometers divided into thirteen national territories. It is one of the most ecologically and culturally diverse places on the planet. Understanding this variation is essential to understand ancient cultural developments.

**Readings:** Moore Ch. 2
WEEK 3 02/02 & 02/04 – PEOPLING OF SOUTH AMERICA; CREATIVE COMMONS & COPYRIGHT

This week we turn our attention to some of the earliest inhabitants of the continent, reviewing the controversial evidence of their arrival. We will also take a close look at creative commons and issues of copyright – themes you will need to keep in mind as you prepare your digital projects.

Readings: Moore Ch. 3, www.creativecommons.org (particularly the “About” section)

WEEK 4 02/09 & 02/11 – ARCHAIC TRADITIONS

What exactly is the Archaic concept? How did Archaic peoples utilize their landscape and set the stage for later social developments? Case studies from across South America highlight the variety of social configurations encompassed under the Archaic concept.

02/11 Quiz 1 – Geography, Ecology, and Chronology

Readings: Moore Ch. 4

WEEK 5 02/16 & 02/18 – ORIGINS OF AGRICULTURE & DOMESTICATION

Many of the crops we eat frequently were originally domesticated in South America. Other food trends have their origins in South American food practices. How did domestication happen? What were the causes and impacts of these developments? What regional and social interactions can we infer from the movement of domesticated plants & animals?

Readings: Moore Ch. 5

WEEK 6 02/23 & 02/25 – SOCIAL COMPLEXITY & DIVERSITY WEEK 1

While the central Andes often receive the most attention by archaeologists, it is actually other regions of South America where we see some of the earliest evidence for settled village life and agriculture. These characteristics, along with the development of ceramic technology, are what define the so-called Formative.

Readings: Moore Ch. 6

02/25 Project Vision Document due

WEEK 7 03/01 & 03/03 – SOCIAL COMPLEXITY & DIVERSITY WEEK 2

While the timing of social complexity in the central Andes may have occurred after other regions, it took off in a big way! This week we will examine the foundations of social complexity in the Andes, and the centrality of religious movements in these developments.

03/03 Quiz 2 – Early Prehispanic Societies

Readings: Moore Ch. 7
WEEK 8 03/08 & 03/10 – REGIONAL CHIEFDOMS

We’ve spoken about the Andean cultural concept, and the impact that ethnographic observations in this region have had on archaeological interpretations. This week we turn our attention to the east and the Tropical Forest Culture trope that impacts interpretation in that region. (We’ll also look at the regional chiefdom Nasca, located in the central Andes, and can have fun discussing why Moore included that case study in this chapter)

Readings: Moore Ch. 8

WEEK 9 03/15 & 03/17 – SPRING BREAK

WEEK 10 03/22 & 03/24 – NORTH COAST STATES & EMPIRES

The north coast of Peru has a long history of complex social configurations, beginning with Caral and the settlements of the Norte Chico. This week we will examine the later states and empires that developed in the region, including the Moche and Chimu. Recent work highlights regional variations among these cultural configurations and highlight the political and social tensions present in the past.

Readings: Moore Ch. 9, pp. 309-337

WEEK 11 03/29 & 03/31 – HIGHLAND STATES & EMPIRES

While the Moche controlled the Peruvian coast, two expansive states controlled and competed for the Andean highlands – Wari and Tiwanaku. The interactions between these two states have been heavily studied in the Moquegua Valley and the fortress site of Cerro Baul, where the territories of these two states overlapped. The bureaucratic techniques developed during this period, particularly among the Wari, set the stage for later Inca expansion.

Readings: Moore Ch. 9, pp. 338-356

WEEK 12 04/05 & 04/07 – LATER SOCIAL COMPLEXITY

This week is all about later social developments outside of the central Andes. We’ll look at the Amazon Basin and earthworks along the Xingu River that may have been the source of legends about the Lost City of El Dorado; at coastal Ecuadorian chiefdoms that coordinated long-distance trade as far north as Mexico; recently discovered complex societies in northern South America, some of which are only accessible by helicopter!

These late prehispanic cultures were also the indigenous groups that European colonizers encountered in the 15th through 18th centuries.

04/07 Quiz 3 – Later Prehispanic Societies

Readings: Moore Ch. 10
**WEEK 13 04/12 & 04/14 – THE INCA**

The expansion of the Inca empire built on managerial strategies implemented by earlier political configurations, most notably the Wari. The Inca expanded upon and perfected these strategies to integrate and control populations throughout western South America, ultimately creating the Empire of the Four Quarters. The Inca created an extensive road system, ingenious record-keeping devices, and a complex cosmological system with landscape features and the city of Cusco as its center. Dynastical disputes and personal dramas ultimately led to its downfall.

**Readings:** Moore Ch. 11

---

**WEEK 14 04/19 & 04/21 – IMPACTS OF COLONIALISM**

When the Spanish arrived in Peru they were able to take advantage of the political instability of the Inca Empire at this key moment. The impacts of this historical contingency on many South American populations is hard to understate, particularly following upon the disruptions wrought by Inca imperialism. This week is all about the impacts on, and resilience of, local populations in the face of colonialism.

04/21 Quiz 4 – Conquest and Colonialism

**Readings:** Moore Ch. 12

---

**WEEK 15 04/26 & 04/28 – ARCHAEOLOGY, PUBLICS & IDENTITY**

Recent years have seen a massive increase in indigenous and community archaeology, cultural heritage and tourism, and popular interest in archaeology. This week we’ll take a look at recent uses of cultural heritage in South America, indigenous movements and their relationship to archaeology, and archaeological projects that aim to change the relationship between archaeologists and local communities.

**Readings:** TBA

---

**WEEK 16 05/03 – FINAL PROJECT PRESENTATIONS**

You’ve spent a lot of time working on your projects, and this is your chance to show them off! In our final class together we will share final projects and discuss methods for archiving and preserving them moving forward.

Final project files and documentation (and research papers for graduate students) are due today.
ADDITIONAL RESOURCES & READINGS

Resources on Reserve at the Library


*Andean Archaeology v. 3: North and South.* Edited by William H. Isbell and Helaine I. Silverman.

*Andean Archaeology.* Edited by Helaine I. Silverman.

*The Incas and Their Ancestors.* By Michael Moseley.


*Chavin and the origins of Andean civilization.* By Richard L. Burger.

CLASSROOM BEHAVIOR

This class may cover controversial topics. All efforts will be made to present information in a respectful manner and to encourage productive dialogue and discussion during class. I expect that we treat each other with respect at all times. No opinions or speech that dis-criminates against or is derogatory towards others on the basis of race, ethnicity, age, gender, religion, sexual orientation, political affiliation, or disability will tolerated. Likewise, you should refrain from unacceptable behavior such as sleeping, using cell phones, or talking with classmates at inappropriate times. You may be asked to leave the class/classroom for repeated violations of these guidelines.

*Attendance* – As adults, you are responsible for ensuring your attendance in class. Because of this there will be no grade for participation or attendance. Material from lectures and films WILL be tested on.

If you miss a class I will happily review the themes with you during my office hours, but I do not share lecture outlines or PowerPoint slides. If you miss a class it is imperative that you get that day’s notes BEFORE you come to see me. Get to know your classmates, they are an important resource!

Name:_________________________ Contact:_________________________

Name:_________________________ Contact:_________________________

TIPS FOR COMMUNICATING WITH YOUR PROFESSOR: By UTRGV’s rules, all email communication between the University and students must be conducted through the students’ official University supplied UTRGV account. This means that I am unable to reply to any email sent from a non-UTRGV account. If you do not hear back from me within a reasonable timeframe (generally 48hrs), please check and ensure that you sent your email from a UTRGV account.

Please do not send me messages through the course Blackboard site. I receive no notification of pending message and check Blackboard only infrequently.
Lastly, please remember that, just like you, I have other obligations outside of the university. I will generally only respond to emails during business hours (9am-5pm) on weekdays. Please keep this in mind and plan in advance for inquiries related to assignments and exams.

Emails are a form of professional communication so be polite and relatively formal. Consider everything you do here at UTRGV as an audition for your work life after graduation. Everything you write leaves an impression so make sure it's a good impression. For example, avoid “Hi there,” “Hey,” or “Hey Prof.” Instead, try “Dear Professor/Dr. Rowe” and be sure to proofread for spelling errors or typos.

UNIVERSITY POLICIES

STUDENTS WITH DISABILITIES: If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD: Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available April 13 – May 4, 2016. Students who complete their evaluations will have priority access to their grades.

SCHOLASTIC INTEGRITY: As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.