The Archaeology of the Andes

REVISED 10/26/2010 – CHANGES ARE HIGHLIGHTED IN YELLOW

ARCH 0335 – Fall 2010
Meeting time: MWF 2:00 – 2:50 pm
Meeting place: 108 Rhode Island Hall
Instructor: Allison Davis (Allison_Davis@brown.edu)
Office hours: Wednesday 3-5 pm
Office: 210 Rhode Island Hall

How could some of the earliest urban societies have been in the Peruvian desert? Who built Machu Picchu and why? How can archaeology in the Amazon help us understand the influence that human actions have on climate change? What is it like to carry out collaborative international research?

This course will provide a basic survey of the archaeology of the Andean region of South America which includes parts of modern-day Peru, Bolivia, Ecuador, Chile, Colombia, and Argentina. Course content will span from the peopling of the Americas to the transformation of indigenous societies under Spanish colonial rule. It will include the most famous civilizations of the Andes such as the Moche, Wari, and Inka as well as lesser known pastoral and fishing societies. A small component of the course will focus on what it is like to conduct archaeological research in the region today including the role of the prehispanic past in modern national identity, the contributions of archaeology to sustainable development, and the effects of looting of archaeological sites.

Although the Inka controlled the largest indigenous empire in the Americas, they never developed a writing system and left no historical record. As an introductory archaeology course, we will learn how scholars use household trash, temple architecture, burial data, modern ethnography, and early colonial documents written by Spaniards to create stories about ancient life in the Andes.

Reading materials and coursework
This course will be lecture based with hands-on activities and opportunities for discussion. There will be two exams with multiple choice and short answer questions, four in-class activities, and two short writing assignments. Required reading should be completed before each meeting and will sometimes include scholarly articles that highlight one important aspect or debate emphasized in lecture. Readings will draw heavily on The Handbook of South American Archaeology. All required reading will be posted on the course wiki (http://proteus.brown.edu/andesarchaeology2010/Home; password: andesprivate).

Writing assignment 1
Students should select a small segment of a Spanish colonial document and examine it to answer the following questions:

- Is this passage useful for thinking about prehistory?
- Does it include descriptions of the material remains of cultural practices that an archaeologist might recover?
• Do you detect anything (such as bias on the part of the author or significant Spanish influence on the practices described) that makes you question the utility of the document?

You will have the opportunity to work through this exercise with peers and the instructor in class. The assignment should be 2-3 pages double spaced. It is due Friday, September 17.

**Writing assignment 2 – REVISED 10/26/2010**

Each student will research two objects that will be acquisitioned into the collection of the Haffenreffer Musem of Anthropology at Brown. Students will select objects and begin research on Nov. 5. Students will **present their findings on Nov. 19 in class**. During this session, students will be able to discuss what they found in their research and compare it with what other students have learned.

A Final report on the objects will be due on Tuesday, Nov. 23.

**In-class activities**

There will be four hands-on activities in class (usually on Fridays!). These activities are designed to reinforce points made in lecture and encourage you to engage with materials – not to evaluate your ability to complete the task perfectly in 50 minutes or less. They will be graded credit/no credit.

**Class participation**

The class participation grade is meant to encourage an atmosphere of respect and active academic engagement. The majority of this grade will be based on attendance and participation in discussions. In order to participate fully, you must come prepared to class. Therefore, this portion of your grade may include pop quizzes based on the readings. In addition, to minimize distractions, you may not use laptops, cell phones, or other devices for personal use during class (facebook, email, video games, reading the newspaper, etc.). If you do, one point will be subtracted from your participation grade for each occurrence.

<table>
<thead>
<tr>
<th>Grading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
</tr>
<tr>
<td>Writing assignment 1: Spanish documents</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Writing assignment 2: Haffenreffer aquisition</strong></td>
<td>10%</td>
</tr>
<tr>
<td>In-class activities</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
Course Schedule

Week 1: Introduction to the course and Andean archaeology

Wednesday, September 1: Introduction to the course
   Required reading

Friday, September 3: Archaeological traditions in the Andes
   Required reading

Week 2: Using Spanish colonial documents and ethnography to study prehistory

Monday, September 6: LABOR DAY – NO CLASSES

Wednesday, September 8: Colonial documents, modern ethnography, and prehistory
   Required reading

Friday, September 10: Writing Assignment 1
   Students will work in small groups and in consultation with the instructor to develop ideas for the first writing assignment.
   Required reading: Choose one of the following and bring a copy to class
   Cieza de León, P. de (1959). Chapter 48: Which deals with the manner in which the Incas carried out their conquests, and how in many places they made arid lands fertile, and the way in which they accomplished this; Chapter 49: Which deals with the manner in which the provinces were taxed, and the equitable fashion in which this was done; Chapter 53: Of how they had chroniclers to keep record of their deeds, and the use of the quipus, and what we see of them now. The Incas of Pedro de

**Or make your own short selection from one of the following sources**

**Week 3: Early Andean settlements**

**Monday, September 13: The first South Americans**

**Required reading**

**Wednesday, September 15: Early cultural complexity on the desert coast**

**Required reading**

**Friday, September 17: Early high altitude herders**

WRITING ASSIGNMENT 1 DUE!

**Required reading**
**Week 4: Ritual and authority in early highland societies**

**Monday, September 20: The early ceremonial center of Chavín de Huántar**

*Required reading*

**Wednesday, September 22: Agro-pastoral societies around the world’s highest navigable lake**

*Required reading*

**Friday, September 24: In-class activity 1: How to find a mummy when the flesh is gone**

*Required reading*

**Week 5: Flamboyant cultures on the coast**

**Monday, September 27: Moche art and the ethics of studying looted material**

*Required reading*

**Wednesday September 29: Moche temples, tombs, and politics**

*Required reading*

**Friday, October 1: Nasca villagers vs. aliens**

*Required reading*
Week 6: The Nasca lines and Exam 1

Monday, October 4: In-class activity 2: Making the Nasca Lines
Class will meet in an outdoor location TBD to recreate the famous Nasca Lines.

Required reading
Instructions to make the Nasca lines.

Wednesday, October 6: Review for Exam 1
No required reading

Friday, October 8: EXAM 1 (IN CLASS)

Week 7: Highland empires Part 1: Wari

Monday, October 11: Fall Weekend Holiday – NO CLASSES

Wednesday, October 13: Processual archaeology and the first highland empire
Required reading

Friday, October 15: Wari territorial expansion and the nature of ancient empires
Required reading
(Pages TBD)

Week 8 Highland empires Part 2: Tiwanaku

Monday, October 18: Ethnicity and migration in the Tiwanaku state
Required reading

Wednesday, October 20: Can ancient technology help modern farmers?
Short film: “Lost empire of Tiwanaku”

Required reading
Friday, October 22: In-class activity 3: How to use iconography to study time and culture

*Required reading*

**Week 9: Collapse and the aftermath**

Monday, October 25: The role of climate change in the collapse of Wari and Tiwanaku

*Required reading*

Wednesday, October 27: The Chimu

*Required reading*

Friday, October 29: Was the ‘vertical archipelago’ an ancient tradition or a colonial invention?

*Required readings*

**Week 10: Inka origins and customs**

Monday, November 1: Inka origins

*Required reading*

Wednesday, November 3: The Inka Empire: no money, no writing, no problem

*Required reading REVISED 10/26/2010*
Friday, November 5: **In-class activity 4: Select an object from the Haffenreffer acquisition**  
*No required reading*

**Week 11: Inka imperial expansion**

Monday, November 8: Inka imperial expansion and local populations  
*Required reading*

Wednesday, November 10: Machu Picchu, an Inka royal estate  
*Required reading*

Friday, November 12: Machu Picchu and modern controversy  
*Required reading*
Peru-Yale memorandum of Understanding (5 pages)
Hoffman, T. L., M. L. Kwas, et al. (2002). "Heritage tourism and public archaeology." The SAA Archaeological Record: 30-32.

**Week 12: The Amazon AND Spanish conquest**

Monday, November 15: Archaeology of the Amazon and environmental conservation  
*Required reading*

Wednesday, November 17: The arrival of the Spanish  
*Required reading*
Friday, November 19: Presentation of object research (Writing assignment 2)

No Required reading

Students will present their findings regarding the objects they researched for the Haffenreffer Museum. During this session, students will be able to discuss what they found in their research and compare it with what other students have learned.

Week 13: Transformations under colonial rule

Monday, November 22: Indigenous people under colonial rule

Required reading


Tuesday, November 23: WRITING ASSIGNMENT 2 DUE

You may hand in your assignment by email to Allison_Davis@brown.edu

Wednesday, November 24 and Friday, November 26 – Thanksgiving NO CLASSES

Week 14: Prehistory and modern politics AND course conclusions

Monday, November 29: Prehistory and modern identity in the Andes

Required reading


Wednesday, December 1: Conclusions and Review for Exam 2

No required reading

Friday, December 3: EXAM 2 (IN CLASS)