

**ANTHROPOLOGY 3FF3:
ÑAWPA PACHA: KEY DEBATES IN ANDEAN ARCHAEOLOGY
Fall 2021**

Instructor: Dr. Andy Roddick
Live (Synchronous) Lecture:
Mon 3:30-4:20 PM (Via Zoom).,
Thurs 2:30-4:20 (Via Zoom). Links
provided on Avenue to Learn.

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Office Hours: Weds 1:30-3:30 via
Zoom (or by Calendly app on A2L)

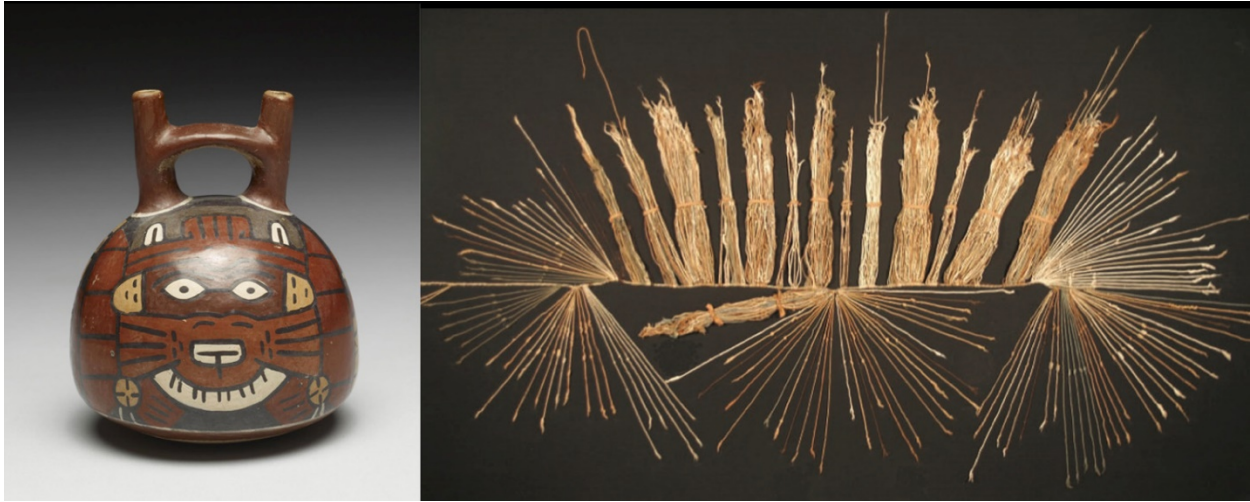
Recorded (Asynchronous) Lectures:
*Videos posted by end of day on
Mon/Thurs*

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Course Description



A Nazca vessel and an Inca Quipu

In 1532 Francisco Pizarro arrived on the western coast of South America, in what is today Peru, and encountered the most expansive and complex society in the New World: Tawantinsuyu, what we now know as the Inca Empire. The Inca had control over the entire range of the Andes Mountains, from southern Columbia to central Chile. The Inca spoke of *ñawpa pacha* to the Spanish conquistadores, or the ancient times prior to their remarkably successful empire. Scholars have since found that the Inca did not emerge out of a vacuum, and a millennium before-hand Andean South America was home to some of the most complex societies in the Western hemisphere. This combined illustrated lecture and seminar course introduces some of the prehistoric and early historic societies of the South American continent.

Although the course follows a chronological timeline, it is primarily structured around several key areas of debate in Andean archaeology. Our central task will be to discuss these important debates and explore how archaeological evidence is used to address different anthropological questions, including the nature and origins of hierarchical societies, the relationship between power and religious ideologies, the roles of art and architecture, and the tools and techniques of empire. Our narrative will rely on the interplay between both mundane and extraordinary archaeological evidence, ethnohistory (the anthropological analysis of historical documents) and on ethnography (the study of living Andean societies).

Course Objectives

The objectives of the course are to introduce the rich Andean past and the anthropological questions it raises; to evaluate, compare, and begin to explain the variety and development of Andean societies, and to exercise your powers of critical

thinking and rigorous interpretation of real and complex evidence. This class is also structured around methods and aims of the digital humanities and part of a larger digital archaeology. As such, we will be developing skills in digital note-taking and collaborative knowledge building.

Required Materials and Texts

1. Silverman, Helaine (ed) 2004 Andean Archaeology. Blackwell Publishing, Oxford.
2. Stone-Miller, Rebecca, 2012 Art of the Andes: From Chavín to Inca, 3rd Edition. Thames & Hudson, London.
3. Anthropology 3FF3 Course Reader (Posted on A2L)

The assigned readings should be completed the week they are assigned. We will be discussing them in class, and you will be asked about them in your 2 quizzes. To aid your understanding of Andean geography, you might consider getting your hands on one of the following National Geographic Society maps (I will suggest where you might find these in lecture).

1972 Map "South America" National Geographic 142(4) Oct.

1982 Map "Indians/Archaeology of South America" National Geographic 161(3) March.

1992 Map "South America" National Geographic 182(2) August.

2000 Map "The Incas" National Geographic 201(8) May.

This course also is structured around notetaking. A particularly helpful text that you might want to look at is Sönke Ahrens 2017 book, "How to Take Smart Notes".

Course Expectations and Requirements:

Requirements for the course will include reading and engaging in discussion every week; a series of short writing/blogging assignments; 2 quizzes; and a final research paper. The quality of your course experience will depend in large part on your willingness to read thoughtfully and participate actively in class discussions. Come to class and do the reading! At times concepts or issues raised in class might be unclear, so feel free to ask questions. I understand all of you come from a variety of backgrounds and have various strengths and weaknesses. If you have any questions or feel unsure about any class material, see me during office hours as soon as you recognize a problem. We will work together to find a solution. DON'T wait until the end of the semester. Please realize that my goal as an instructor is not just to grade, evaluate, and test, but to help you gain a valuable anthropological perspective to carry outside the class, into whatever discipline you choose.

Course Evaluation – Overview

25% 2 Quizzes

30% Reading synopses/Obsidian Notes (5% annotations)

45 % Final Paper Project (15% research notes, 5% outline, 25% paper)

Course Evaluation – Details

2 Quizzes (25 % of Final Grade)

We will have 2 quizzes in this class. The first quiz, given on October 18th, will focus on the geography and environment of the Andes along with the initial settling of the Andes. Please note that this will include a map quiz, so be prepared to know the names of countries, major river valleys, and the broad culture areas that archaeologists rely upon. This is the only time you will have to memorize anything in this course, but it is essential that you get a handle on this geography! The second quiz, which will be a take home, is due November 22nd. In this quiz, you will answer some questions on the main archaeological cultures discussed in class (Chavín, Paracas/Nasca, Moche, Tiwanaku, and Wari) but also the intellectual debates which frame this research. For this quiz, you are encouraged to take advantage of your readings, lectures, but also our group notes (see below!)

Reading Synopses/Obsidian Notes (30% of Final Grade)

This class is structured around using a program called Obsidian (<https://obsidian.md/>) . This program (available on Mac, PC, and mobile devices) is an ideal place to improve your note-taking skills, and to develop group notes for our class. You are encouraged to download a copy before the class starts. I've posted on A2L the details of how to set up this program, and it is also available at the published version of the class vault here: <https://publish.obsidian.md/anthropology-3ff3-2021/> We will discuss this program, and the approach we will be using for note-taking in our first few classes. I understand that this may initially be a bit overwhelming. If you have any issues after our first few meetings, please do meet with me in an office hour to resolve any technical or content confusion!

The class “vault” will be our key place for developing ideas, exploring the “key debates” in Andean archaeology, and laying the groundwork for in-class discussions. Starting in week 4, you will post 3 notes every week. Each note will be worth 1 point – you will be given full marks if you are showing signs with grappling with an idea, and all required elements are included. One set of notes from a particular week can be dropped. (10 weeks x 3 notes = 30% of your final grade).

**Final Paper: Nov 1st: Research Notes (15%), Nov 15th: Thesis Outline (5%),
December 8th: Final Paper (25%)**

In this class we are presenting lots of details on Andean cultural chronologies, artifacts, and settlement patterns. But we are also learning about the topical and theoretical debates within archaeology. These are not dry academic debates, but are, in fact, the foundation for understanding social life in the past. In the course schedule below, you can see the range of debates we are covering, including:

- How and when should examples from the Andean present be used to understand the deep past? (Or should they never be used?)
- How do might have various Andean societies remembered or understood the past? What was their narrative structure of history?
- Can archaeologists reconstruct ancient ritual practices? Are some methodological or theoretical approaches better than others?
- Should archaeologists concern themselves with different “ontologies” when examining, for instance, ancient bodies?
- Is there value in considering some ancient Andean societies as states?

These are just a few examples. In lectures, class discussions, and our readings you will undoubtedly encounter other important archaeological debates. For your final paper you will choose one of these debates in Andean archaeology and develop a position by drawing on a specific case study.

On November 1st you will post at least 3 literature notes (these must be peer-reviewed) you will be using in your paper and at least 8 permanent notes in our Obsidian vault. Be sure in your literature notes to highlight why a particular reading might be useful (and I encourage you to develop some “zettel” notes from these readings). Use good tags and be sure to link to relevant other notes. We will discuss some of your notes and ideas in class. This part is worth 10 % of your final grade.

On November 15th you will hand in your thesis statement and your paper outline. We will discuss in class the expectations for this part of the assignment. Your final paper, which should be approximately 12-15 pages long (double spaced, and before citations and figures), will be graded on clarity of the issue, and use of the archaeological evidence for your specific case study. A draft of the paper is due on November 29th for peer editing. The final draft due on December 8th and is worth 25% of your final grade.

Weekly Course Schedule and Required Readings

****Please Note:** - I recommend that you read the articles and chapter in the order they are presented. - All readings are found either in the Art of the Andes book (S-M), Andean Archaeology (AA) or the coursepack (CP) available on A2L.

I: INTRODUCTIONS

Week 1 (September 9) Introductions & Class Structure

Our first class! What will we be doing in this class? How can you succeed? In addition to discussing course content, we will also discuss assignments and the digital note-taking system that we will use through the semester. (A handout will be posted on A2L on this system – please try to look at this before our first class).

Read: What is the Zettelkasten?

Watch Lecture 1

Set up Dropbox/Obsidian (and read associated files)

Week 2 (September 13/16) Defining Andean Space

What defines the Andean cultural region and how do we study spatial relationships in this region?

Read: S-M: Preface and Chapter 1

CP: Regional Patterns (Isbell and Silverman)

Study map

Watch Lectures 2 and 3

Week 3 (September 20/23) Considering Time

Just as important as space is time in archaeology. How do Andean archaeologists control for time? What are the strengths and weaknesses of the “Rowe:Menzel” system?

Read: AA: Chapter 1

CP: Stages and Periods in Archaeological Interpretation

**** Your Obsidian Vault should be set up by this week! Add a couple of notes!**

Watch Lectures 4 and 5

II. WAY OF KNOWING PT. 1 ETHNOGRAPHIC UP-STREAMING AND FRAMING THE ANDEAN PAST

Week 4 (September 27/30) Andean archaeology and ethnography

In this FIRST WEEK OF OBSIDIAN NOTE SHARING, we explore how ethnographic findings have been used as direct historical analogies to understand the Andean past. What is Lo Andino? Why might Andean ethnography be a double edge sword?

Readings:

CP: "The Hold Life Has" chapters 1-3, pp. 37-124.

CP: "Using the Present to interpret the past"

Watch Lectures 6 and 7

Upload Weekly Obsidian Notes

Week 5 (October 4/7) Andean archaeology and history

We will explore how Andeanists use ethnohistory in their research, even when it is focused in the deep past. What key sources have been essential in understanding the Inca and pre-Inca past? What have been some of the debates surrounding using accounts of the Inca from early Spanish conquistadores?

Readings:

CP: Introduction to Reading Inca History

Watch Lectures 8 and 9

Upload Weekly Obsidian Notes

Week 6 (October 11/14) READING BREAK

Week 7 (October 18/21) Quiz and Ritual

On October 18th we will have our first quiz, then we turn to Kotosh and Chavín cultures to consider ritual and religion. How do we identify ritual and the "sacred" in the Andean past? What is a ceremonial center, and what are some of the dominant religious places that have been identified in the Andean region? How have archaeologists studied such centers?

Readings:

CP: Ritual reading TBD

Watch: Lecture 10

Upload Weekly Obsidian Notes

III. BODIES, BELIEFS & COSMOLOGIES: ANDEAN RITUALIZATION IN PRACTICE

Week 8 (October 25/28) Ritual practices and religious meaning through artifacts and architecture

This week we focus on Kotosh and Chavín cultures to consider ritual and religion

Readings:

AA: Chapter 4

S-M: Chapter 2

CP: Chavín de Huántar and Its Sphere of Influence

Watch: Lectures 11 and 12

Upload Weekly Obsidian Notes

Week 9 (November 1/4) Debating the living and dead body in the Andes

We turn to the South Coast of Peru, specifically to the Paracas and Nasca cultures, to think about bodies. Why do archaeologists bother thinking about how Andean people conceived of living and dead bodies? How does what we know about Andean peoples (both modern and at the time of the Spanish conquest) complicate the study of burials? What did it mean to "sacrifice" in some parts of the Andean region?

Readings:

AA: Chapter 5

S-M: Chapter 3

CP: Why Sacrifice

CP: Ritual Uses of Trophy Heads in Ancient Nasca Society

Watch: Lectures 12 and 13

Upload Weekly Obsidian Notes

IV. WAYS OF KNOWING PT. 2: ANDEAN ONTOLOGIES & ARCHAEOLOGICAL EPISTEMOLOGIES

Week 10 (November 8/11) Iconography and archaeology

We stay on the Peruvian coast, but also include Moche in our debate around how we might engage with interpreting the complex iconography found on well-preserved media. How have archaeologists studied Andean iconography on pottery, textiles and stone? How can they help us understand prehistoric Andean "ontologies"?

Readings:

S-M: Chapter 4 C

CP: Iconography meets archaeology

Watch: Lectures 14 and 15

Upload Weekly Obsidian Notes

Upload: Research notes for final paper (15% of final grade!)

V. DEBATING THE ANDEAN STATE

Week 11 (November 15/18) What's at Stake in a State

This week we start by handing out Quiz 2, which is due in class next Monday. We then continue to discuss the Moche, but include in our discussion the politically complex highland culture of Tiwanaku. Both of these cultures have been called “states”. What is the definition of a state? What archaeological evidence is used to argue for a state? What do we think life was like within such states?

Readings:

S-M: Chapter 5

AA: Chapter 6

AA: Chapter 10

Watch: Lectures 16 and 17

Upload Weekly Obsidian Notes

Thesis Outline for Final Paper due

Week 12 (November 22/25) Inequality and Violence in States

Many believe that the elites of Tiwanaku and Moche controlled violence. We will include another highland state society, the Wari, to consider conflict and inequality in the past. How do we recognize conflict and violence in the archaeological record?

Readings:

AA: Chapter 13

CP: Interpreting Conflict in the Ancient Andes: Implications for the Archaeology of Warfare.

CP: Violence and Rural Lifeways at Two Peripheral Wari Sites in the Majes Valley

Watch: Lectures 17 and 18

Upload Weekly Obsidian Notes

**Take Home Quiz 2 Due November 22nd.

Week 13 (November 29/December 2) Tools of Empire: “Writing” and Roads

This week we turn to the Inca Empire, to consider their approach to war and diplomacy and their key economic tools of their system of communication and their complex road system. What was the quipu and was it writing? How did their road system function and what role did it have in their system of governance?

Readings:

AA: Chapter 12

S-M: Chapter 7

CP: The Inca Khipu: Knotted-Cord Record Keeping in the Andes

Watch: Lectures 19 and 20

Upload Weekly Obsidian Notes

****Draft of Final Paper due****

VI. GUNS, GERMS & STEEL? HISTORICAL MYTHS AND ARCHAEOLOGICAL REALITIES OF SPANISH CONQUEST

Week 14 (December 6) The myths of conquest

In this last week, we turn to the infamous meeting of Pizarro and Atahualpa, and the impact. What happened when the Spanish arrived in the Andes? How has archaeological data overturned some of the myths of conquest?

Readings:

CP: John Hemming: Cajamarca & Atahualpa Captive Rdr: David Cahill, in Questioning Collapse.

Watch: Lecture 21

Upload Weekly Obsidian Notes

****Final Papers due on December 8th.**

Course Policies

Submission of Assignments

[Insert policy on format of assignments and how to be submitted]

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C

MARK	GRADE
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments take place, and are due, on the day listed in the syllabus; If you fail to upload assignments on time (and do not use an MSAF), a standard late policy of would recommend having a standard late policy, for situations when you have not given an extension, or when the MSAF is not used, a late policy of 10% off per day late (including weekends).

Absences, Missed Work, Illness

If you are absent due to illness, you will receive one extension within a reasonable time-frame (to be worked out with Dr. Roddick). After this one extension, any subsequent missed work will require documentation.

Email

With our transition to online teaching and learning, we are all dealing with a significant increase in email communications. Emails will only be answered on weekdays during business hours. Please understand that we (Dr. Roddick and your TAs) often cannot respond immediately. Dr. Roddick will read and respond to 2PA3 emails twice a day - once in the morning and once in the evening. Emails sent within 24 hours of an assignment deadline or exam may not be answered in time. Sometimes email will not be appropriate to answer a question or work through an issue. In such cases consider schedule an online Zoom office-hour. Other suggestions for e-mailing:

- When you write an email, you should always make sure to review your message before hitting send.
- Remember that emails between students and instructors should always be respectful and, unless otherwise stated, formal. Clearly state why are you writing and what you hope to achieve with your email.
- The subject line of an email is important for conveying the main message of your email. Always be as specific as possible. For emails related to a specific course, it is useful to include the course code in the subject line.

* Please see this website for more on effective e-mail communication with your professors <https://academicpositions.com/career-advice/how-to-email-a-professor>

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

University Policies

Online Elements

This course includes on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Course Modifications

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized

distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.

Improper collaboration in group work.

Copying or using unauthorized aids in tests and examinations.

Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights

& Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. <https://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work>

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.