Meeting Place and Time: Robinson Hall A, Room A410, Tuesdays, 4:30 – 7:10 PM

Instructor: Dr. Haagen Klaus
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Phone: (703) 993-6568
Office Hours: T,R: 1:15- 3PM, or by appointment
Web: http://soan.gmu.edu/people/hklaus

- Other readings available on Blackboard as PDFs.

COURSE OBJECTIVES AND CONTENTS

This seminar offers an updated synthesis of the development, achievements, and the material, organizational and ideological features of pre-Hispanic cultures of the Andean region of western South America. Together, they constituted one of the most remarkable series of civilizations of the pre-industrial world. Secondary objectives involve: appreciation of (a) the potential and limitations of the singular Andean environment and how human inhabitants creatively coped with them, (b) economic and political dynamism in the ancient Andes (namely, the coast of Peru, the Cuzco highlands, and the Titicaca Basin), (c) the short and long-term impacts of the Spanish conquest and how they relate to modern-day western South America, and (d) factors and conditions that have affected the nature, priorities, and accomplishments of scientific Andean archaeology.

The temporal coverage of the course span some 14,000 years of pre-Hispanic cultural developments, from the earliest hunter-gatherers to the Spanish conquest. The primary spatial coverage of the course roughly coincides with the western half (coast and highlands) of the modern nation of Peru – with special coverage and focus on the north coast of Peru. However, our coverage will also extend to adjacent coastal Ecuador, central and southern Peru, and the altiplano (high plateau) surrounding Lake Titicaca that lies near the borders of Peru, Bolivia and Chile to foster a broader regional vision of the phenomena we discuss.

Given time constraints and unevenness in the quantity and quality of available
archaeological information, our topical coverage is by necessity selective and uneven. For example, though the earliest phase of the human occupation covers the longest span (thousands of years) of prehistory, relevant and reliable information is minimal and thus our discussion is relatively brief. The converse is true for the Inka Empire (lasting ca. 150 years) due to the abundance of relevant Spanish written documents, good site preservation and the popularity of Inka archaeology. In terms of the archaeological cultures that we examine, the emphasis is placed on those that are unique, innovative, and/or influential, such as the Paijan, Cupisnique, Chavin, Paracas, Nasca, Gallinazo, Moche, Recuay, Tiwanaku, Wari, Cajamarca, Sicán, Chimú, and Inka.

**ORGANIZATION**

The course contains four major themes:

I. Andean Cultural Ecology, Subsistence, and Chronology  
II. History and Characteristics of Andean Archaeology as a Science  
III. Prehistory  
IV. The Destruction of the Inca Empire the colonial transformation of the Andes

About 85 percent of the semester will be devoted to Prehistory. For each meeting, about 120 minutes will be devoted to lecture presentation by the instructor aided by handouts, Powerpoints, and/or sample artifacts or replicas.

The remainder of class time will be allocated for (1) in-class discussion of specific archaeological issues moderated by the instructor and (2) response paper reports by students on specific assigned readings. **Students are expected to actively participate in in-class discussion throughout the semester.**

**GRADING**

Response papers = 50%  
Research Paper = 50%  

Response papers are in-class oral reports on assigned readings that are accompanied by a two page written summary to be distributed to the instructor and other class members.

The research paper (see below) will involve a substantive research project (see Assignment Guidelines handout) relevant to this class. Your proposed research paper topic and a one-page preliminary bibliography containing at least 10 major references must be submitted for the instructor’s approval by 20 September. Your paper must be an original work on a topic pre-approved by the instructor and prepared solely by yourself and exclusively for this course. Late submission will be penalized by a half-grade per day.

The choice of topics is wide open. The preliminary bibliography will contain your research paper topic and a one-page preliminary bibliography containing **at least 10 major references** must be submitted for the instructor’s approval. Sample topics are listed here, but do not feel you must choose one of them. Be creative and thoughtful. Choose a topic that is relatively narrow, manageable, and of interest to you. Scan your readings and the handout bibliography to get a feel for our subject matter and potential research topics.
The paper you produce must be double-spaced – NO LESS THAN 10 pages and NO
MORE than 15 pages in length (NOT counting any maps or illustrations that you may want to
include). Because paper writing is a process that involves critical commentary, revision, and
producing of a revised draft, you will write a paper draft. The draft is due on 04 November, by
5PM via email. A final draft is due 09 December, 5 PM, again via email. The final paper will
not be accepted if a previous draft has not been turned in. Late submission of required papers
will be penalized by a half-grade per day.

All papers must include a bibliography of all sources utilized, and MUST be presented in
SAA (Society for American Archaeology) style. Any paper that does not use SAA style will be
automatically docked TWO letter grades.

READINGS

Principle readings are derived from Jeffrey Quilter’s Andean Prehistory (2014). Each
week, a small set of additional readings (all in .pdf format) are also available to enrich your
learning. These readings are posted on Blackboard available for download. These are designed to
provide grounding in basic issues or provide a jumping off for additional articles from other
scholarly sources that provide either updated or more in-depth perspectives to accompany the
textbook.

COURSE SCHEDULE and READINGS

30 Aug – Course Orientation & The Natural Setting: Human-Environment Interplay

1. Quilter (2014) Chapter 2

2. Shimada, Izumi. 1999 The Evolution of Andean Diversity: Regional Formations, ca. 500
   Frank Salomon and Stuart Schwartz, Pp. 360-387. Cambridge University Press,
   Cambridge.

06 Sept. – History of Andean Archaeology

1. Quilter (2014) Chapter 1

2. Shimada and Vega-Centeno (2011) Peruvian Archaeology: Its Growth, Characteristics,
   Practicem and Challenges.

13 Sept. – Earliest Settlements and Later Emergence of Agrarian Economies and Sedentary
Lifeways

1. Quilter (2014) Chapter 3
2. Quilter (2014) Chapter 4

3. Dillehay (2013). The First Settlers and Societies


20 Sept. – **Emergent Culture Complexity: Caral, Chavín, and Cupisnique**

**PAPER TOPIC AND PRELIMINARY BIBLIOGRAPHY DUE**

1. Quilter (2014) Chapter 5

2. Quilter (2014) Chapter 6

3. Alva Meneses (2013) The Cultural History of the Lambayeque Region on the North Coast of Peru During the Formative Period

4. Rick (2013). Religion and Authority at Chavín de Huantar

27 Sept – **Emergence of Regional Development Cultures – The Moche (North Coast)**


04 October: **NO CLASS – Dr. Klaus is getting married. He ain’t comin’ to class... 😊**

11 October - No class – Monday classes meet on Tuesday

18 Oct - **Characteristics of Moche Political Systems**

1. Shimada, Izumi. 2010- Moche Political Organization: Rethinking the Data, Approaches, and Models


3. Bourget, Steve. 2005. Who were the priests, the Warriors, and the prisoners? A peculiar problem of identity in Moche Culture and Iconography, North Coast of Peru.
25 October - Sacrifice, Violence, and Death in Moche Cosmology


01 November - Emergence of Regional Development Cultures – Paracas and Nasca (South Coast)


2. Proulx (2008) Paracas and Nasca: Regional Cultures on the South Coast of Peru


8 Nov – Wari and Tiwanaku: “Unification” of the Central and South-Central Andes.

1. Quilter (2014) Chapter 8


15 Nov.: Emergence, Evolution, and Decline of the Sicán Culture on the North Coast


3. Klaus and Shimada (2016) Bodies and Blood: Middle Sicán Human Sacrifice in the
Lambayeque Valley Complex


22 Nov – **Late pre-Hispanic Empire: Chimú**


29 Nov: **Late pre-Hispanic Empire: Inka and Collapse**

1. Quilter (2014) Chapter 10


6 Dec: **Spanish Invasion and Pre-Hispanic Legacies in the Colonial World**

1. Jaimeson (2005) Colonialism, Social Archaeology, and lo Andino: Historical Archaeology in the Andes

2. Wernke (2011) Producing Early Colonial hybridity at a doctrina in highland Peru


**RESEARCH PAPER DUE: 9 December 2012, 5 PM, via email**

No class meeting during Finals Week.
Welcome to Peru! The ancient cultures of Peru have long fascinated archaeologists and tourists alike. The 1911 rediscovery of the Inka city of Machu Picchu ignited archaeological imagination about Peru, and this fascination continues today. While Machu Picchu is the best-known Inka settlement, it is but one of tens of thousand of ancient sites still visible on the Peruvian landscape. And while the Inka are the most famous prehistoric Andean culture, they were but one of dozens of diverse complex civilizations that rose and over some 11,000 years of human history in western South America. Prior to the Inka civilization, Peru was also home to the Chavin, Moche, Nazca, Sicán, Wari, and Chimú cultures, among others. Their collective technological, social, political, and economic achievements make the history of Andean civilization a truly unique chapter in the story of humankind. In this study abroad course, you will get to experience firsthand the archaeological remains reflecting the history, cultures, art, and even beliefs systems of Andean prehistory.

As a study abroad course touring key Peruvian archaeological sites and museums, your course begins with the evidence of the first humans to enter South America and the long transition from foraging to farming. Around 2800 B.C., Andeans suddenly began building the largest architectural complexes in the world on the Pacific coast sites such as Caral, and pursued
the development of ‘civilization’ in ways no other human groups had –or could – attempt. In the following millennia, chiefdoms followed, and were then followed by the first states by the first millennium A.D. These include the remarkable Moche culture, whose social and geopolitical structures were so complex that they still elude full understanding. The Moche were master metalsmiths and their royal tombs rival those of ancient Egypt, while their belief system revolved around death, ritual combat, and violent human sacrifice.

By A.D. 1000, the Sicán civilization rose to prominence, ruling more than 1.5 million people not by force, but through the creation of a powerful, unifying economy focused on trade and the near-industrial production of bronze. Yet later still, the Chimú empire embarked on a path of conquest. They created the largest empire of history until the Inka emerged from the Cuzco highlands and vanquished the Chimú. The Inka were then the sole superpower of the Central Andes, until one fateful day – November 16, 1532 – when the worlds of the Inka and the Spanish violently collided, and the path to modern day Peru became set.

Accordingly, this course’s prominent themes revolve around several key questions. How is it possible that complex civilizations arise in hostile ecologies? What are the triggers for the developments of states and empires? Why do some cultures flourish, while others collapse in violence? And, do cultures really ever ‘collapse?’ What were the underpinnings of Andean cultures, which seemed to have held ideas and practices remarkably alien to Western Civilization?

Students will have the opportunity to explore many of the pivotal sites in Andean cultural history that point towards the answers of such questions. Students gain a solid grounding in the achievements, material, organizational and ideological features of pre-Hispanic cultures of the Peruvian Andes. Along these lines, you will additionally gain understandings of: (1) the potential and limitations of the unique Andean ecologies and how human created civilizations in hostile environments; (2) the dynamism of political and economic relationships between the north coast of Peru and the Cuzco region to the south; (3) the short and long-term impacts of the Spanish conquest and how they relate to modern-day western South America, and; (4) factors and conditions that have affected the nature, priorities, and accomplishments of scientific Andean archaeology over the last 115 years.

Our classroom discussion/lecture sessions will take place both on-site and during mandatory morning sessions (prior to our scheduled daily tours). We will visit the sites of Caral, the Moche sites of Huaca de la Luna, Sipán, and El Brujo, the Middle Sicán capital city of the Sicán Religious-Funerary Precinct, Cuzco sites including Sacsayhuaman and the Quorichanca, the nearby Machu Picchu, and Colonial sites from Lima to Lambayeque. Discussions will cover a broad range of topics including: subsistence strategies, religion, politics, social/class structures, warfare, Spanish conquest, ancient technology, settlement patterns, and the connections to contemporary Peruvian society. All assigned readings should be completed prior to the start of the tour. To earn 3 undergraduate credits in ANTH 398, GLOA 480, HIST 398, HNRS 240, NCLC 399 students will be required to read the following texts and complete the assignments.

Required Readings:


**Assignments:**
Students who earn academic credit for this study abroad program must complete the following:

1. Keep a daily journal while on the tour. You will use your journal to write your final paper.

2. Participate in daily on-site and discussion sessions during the tour.

3. Write a 12 – 15 page paper on a topic chosen in consultation with your instructor. Your paper and daily journal will be due approximately three weeks after we return from Peru.

**SAMPLE RESEARCH PAPER TOPICS**

[ ] Changing or competing views of the “Early Man” in South America; Why has the discovery at Monte Verde remained so controversial?
[ ] Critique of the "maritime foundations" hypothesis in light of recent findings at Caral
[ ] Is the claim that Caral constitutes the first city and state in the Americas credible in terms of available data?
[ ] How have the results of the ongoing work at Chavin impacted on our view of the origins of the Chavin cult?
[ ] Was the Nasca culture a state or a chieftdom?
[ ] Why, how and cultural significance of coast-highland relationships in the South-Central Andes Pucará and Tiwanaku
[ ] Significance of "warfare" in the Andean prehistory (e.g., Moche, Chimú, Inka) – Was it ritualized or did it have a secular character?
[ ] Is the claim that Tiwanaku colonized (as opposed to traded with) the Moquegua valley tenable? If so, what lines of evidence do we have?
[ ] Mechanisms and local impacts of the Wari expansion
[ ] Was mold-based ceramic production really for the purpose of efficient mass production?
[ ] Why was cloth so important in the Andes?
[ ] How can we document pre-Hispanic natural disasters and how did pre-Hispanic cultures cope with their adverse effects?
[ ] Critique of the past and present relationship between Andean and Andeanist archaeologists
[ ] Why, how and cultural significance of domestication of Andean camelids/crops
[ ] Andean drug and hallucinogen use (e.g., coca, San Pedro cactus, Anadenanthera snuff).
[ ] The use of gold or other (silver, copper) metalworking in the Andes. What was the social and symbolic significance of metal in the pre-Hispanic world?
[ ] How Andean ceremonialism is manifested archaeologically.
[ ] Status and role of women in pre-Hispanic Andean cultures.
[ ] The “El Niño” phenomenon and its effect on Peruvian sites/cultures.
The Nazca lines on the desert of southern Peru. Critique of approaches to understanding the "desert markings" on the South Coast
Terracing, irrigation, or raised-field cultivation in different areas/times.
Stone working in art and architecture (choose an area or time period or culture).
Moche ceramics and their iconography: critique of various approaches and interpretations
Moche warfare and human sacrifice.
Quipu record-keeping of the Inkas (and earlier).
Andean cosmology, calendars, astronomical observation.
Were Wari and Tiwanaku empires?
Music and musical instruments in the pre-Hispanic Andes.
Burial practices (pick a time period or culture; lots of choices here).
How would you characterize the relationship between the dead and the living in the pre-Hispanic Andes?
Iconographic analysis and interpretation (pick a time period or culture; lots of choices here).
Middle Sicán ideology and economy
What was the nature of interaction between the Sicán and the Chimú?
Chimú architecture and statecraft
Inka religion and cosmology.
Inka ceque (zeque) system of shrines in Cuzco. How did the concept of ceque relate to the organization of the Inka empire?
Inka (or earlier) mummies.
Was the Andean civilization “urban” in character?
Was the Inka Empire ever unified? What were their organizational challenges?
Inka ceramics and their role within the state and empire.
Paracas or Nazca textiles of the south coast of Peru.
Inka textiles and their role within the state and its religion.
Inka architecture (such as religious/ceremonial; public/administrative; household).
Inka military tactics and political integration policies.
Inka administrative centers and storage facilities.
Inka road system.
Inka royal estates (e.g., Machu Picchu, Ollantaytambo).
Early historic texts (Spanish chronicles) for the Andes.
Cultural development in lowland South America.
Choose an ethnohistorically known culture and explore its nature and antecedents. This could be for any area/environment type of South America. Many choices here.

Grading:
A student’s final grade will be calculated using the following scale. The same scale applies for students seeking graduate credit:

Daily Trip Journal 25%
Participation in discussion sessions 25%
12 – 15 page research paper 50%
**Total** 100%

**GRADING SCALE**

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<td>F</td>
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Grading Scale:
ACADEMIC DISHONESTY

In an academic community such as ours, the most valuable things we have are our thoughts and ideas. Academic honesty is fundamental to the activities and principles of a university.

The integrity of the University community is affected by the individual choices made by every one of us. GMU has an Honor Code (http://oai.gmu.edu/honor-code) with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct.

Any effort to gain an advantage not given to all students is dishonest and bears severe consequences. Cheating or plagiarism will not be tolerated and will be dealt with under the most severe penalties allowed under university guidelines. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense.

STUDENTS WITH DISABILITIES

If you have any issues that may impair your ability to successfully complete the course, please contact the Office of Disability Services (SUB 1 Room 2500; http://ods.gmu.edu/). Accommodations are granted for anyone with a qualified documented disability.

Should you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell me.

TRAVEL ITENERARY AND READING SCHEDULE

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td></td>
<td>Proposed Itinerary</td>
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<tr>
<td>Day 1:</td>
<td>Program begins in Lima. Morning Free; afternoon city tour</td>
<td>None</td>
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<tr>
<td>Day 2:</td>
<td>Day excursion to Caral</td>
<td>Shady (2008)</td>
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Day 3: Full day excursion to Chavín de Huántar (Depart no later than 8AM; evening return to Huaraz)

Rick (2013)

Day 4: Morning open; afternoon bus to Trujillo/Huanchaco

None

Day 5: Pyramids at Moche (morning) Chan Chan (afternoon)

Uceda (2001)
Prieto et al. (2015)


Day 6: Ventarrón (morning); Moro de Eten (afternoon)

Elera (2012)

Day 7: Museo Tumbas Reales de Sipán (morning); Museo de Sitio Huaca Rajada (afternoon)

Alva (2001)

Day 8: Museo Sicán (morning); Bosque de Pomac (afternoon)

Shimada (2015)
Klaus and Shimada (2016)

Day 9: Túcume (morning); afternoon free

Heyerdahl (1995)

Day 10: Mórrope (Morning); Eten (night bus to Lima?)

Klaus and Tam 2009

Day 11: Transit to Nasca (bus)

None

Day 12: Museo Didactico Anontoni (morning); Cahuachi, Las Estacas, Puquio wells (afternoon)

Silverman (2009)

Day 13: Nazca Line flyover (morning); bus to Lima (afternoon)

Aveni (1995)

Day 14: Transit to Cuzco

None

Day 15: Rest and acclimatization

None

Day 16: City tour of Cusco incl. Qorichanca (AM); Sacsayhuaman; Qenqo (afternoon)
Day 17: Sacred Valley tour: Chinchero, Moray, Ollantaytambo; evening train to Aguas Calientes
Salazar & Salazar (2005)

Day 18: Machu Picchu
Burger (2012)

Day 19: Travel back to Cuzco
None

Day 20: Colonial period tour – Cuzco Cathedral; churches of La Capilla de la Virgen Purificada
de Canincunca, San Juan Bautista de Huarochurch, San Pedro Apostol Church
Excerpts from
MacCormack (1996)

Day 21: Travel back to Lima and course wrap up; late night/early AM departures for U.S.