

## Final Exam Study Guide

The final exam focuses on material that we discussed in class during the second half of the course, although concepts from the first half are still relevant. Specifically, the test covers material from "The Initial Period and Early Horizon: Chavín de Huántar" through "The Late Intermediate Period: The Kingdom of Chimor". The test does not include the subsequent readings that we did not get to in class. Information from some of the posters may also be on the test, so you will want to look at them carefully.

Some of the questions below will be on the test, but there may be other questions, as well. They vary in complexity. Most should take a paragraph or two, and a few could take numerous paragraphs to answer well. Questions requiring significantly longer, more complex answers will be worth more points.

For the exam, you will write answers to six questions like the ones below. For each of the six, you will have the choice of either of two questions to address. You will also write ten short descriptions, explanations, or definitions of terms such as the ones on the last page, which you will choose from a list of 14 options. Again, while this is a good start, it may not cover every relevant term.

1. Describe the site of Chavín de Huántar. Explain some interpretations of how it might have functioned, and what sort of society is thought to have built and operated it.
2. Discuss some features of Chavín art, considering both what was represented, and the conventions or style used. What interpretations have been made concerning Chavín ideology and society based on this art, and why?
3. What evidence has led archaeologists to suggest that psychoactive substances were important to ritual and ideology at Chavín de Huántar? Please explain as wide a range of different kinds of evidence as possible.
4. Discuss the ethnohistorically documented role of Pachacamac. How has Burger used this to interpret Chavín de Huántar? What evidence makes his claims plausible?
5. Describe and compare the abandonment and subsequent treatment of coastal Initial Period ceremonial centers (you may combine information from multiple sites), Chavín de Huántar, Cerro Baúl, and Tiwanaku. What does this evidence suggest about the societies before and after the abandonment of the sites, and the social processes involved in each transition? Discuss multiple interpretations where appropriate.
6. Explain the logic of the Early Horizon-Early Intermediate-Middle Horizon-Late Intermediate-Late Horizon chronological scheme. Mention some representative culture(s) of each period and horizon. Discuss any logical and empirical problems with this scheme.
7. Discuss the origins of the Moche style and society in relation to the Gallinazo style and society. How does the concept of a "corporate style" help to explain the evidence?
8. Discuss the use of marked bricks in Moche architecture such as the Huaca del Sol and Huaca de la Luna, and what it might imply about social and economic organization.

9. Describe the site and principal buildings of Cerro Blanco (also called Moche or Huacas de Moche). What are some general interpretations about the different areas of the site and the sort of society that they imply?
10. Describe and compare the sites of Cerro Blanco (also called Moche or Huacas de Moche), Cahuachi, Tiwanaku, Huari, and Chan Chan. Where appropriate, mention the kinds of artifacts found (or not found) in them. In what ways were these sites similar, and in what ways did they differ? Which should be considered cities, and why?
11. Discuss Chris Donnan's concept of "themes" in Moche art, and the evidence that at least one theme represents activities that were actually played out in real life.
12. Discuss some ways in which the Nazca lines and figures have been dated. When were the lines and figures made?
13. Describe the site of Cahuachi, some interpretations about it, and the evidence that supports them.
14. What are filtration galleries, and how were they apparently related to changing settlement patterns and the development of Nazca society? Discuss several different kinds of evidence that seem to support or extend this interpretation.
15. What are raised fields, and how were they apparently related to the development of Tiwanaku society at various stages? What evidence suggests this?
16. Describe some typical features of Chiripa and Pukara ritual architecture and art.
17. Describe the site of Tiwanaku, and some interpretations about its functions.
18. Describe and compare the regional expansion of the Tiwanaku state and the Wari state, giving some specific examples. Since both states did different things in different parts of their spheres of influence, please discuss multiple patterns or examples for each.
19. Discuss the evidence for the use of psychoactive substances by Tiwanaku people, and by Wari people. What suggests that the use of these substances was related to ritual or supernatural beliefs?
20. What does the semi-subterranean temple at Tiwanaku suggest about Tiwanaku's expansion around Lake Titicaca? Explain.
21. Explain Moseley's hypothesis about the role of terraced, steep slope agriculture in the origins and development of the Wari state.
22. Describe some features of Wari architecture and site planning.
23. Describe some features of Wari ritual practices, facilities, and artistic representations. Do the same for Tiwanaku, and note the contrasts and similarities. Make some reasonable speculations about what these different practices might imply about the two societies.
24. Why does the relationship of Tiwanaku and Wari raise puzzling questions? Discuss this relationship, including the two states' similarities, differences, interactions (if any), possible explanations, and so on.
25. What happened as Tiwanaku collapsed, at the capital and in the periphery? Why? Discuss at least two alternative interpretations.
26. Describe the sorts of societies and sites that were typical of the Late Intermediate Period (especially the later part of it) in the highlands. Mention a few examples.
27. At the beginning of the Late Intermediate Period, descendants of the Tiwanaku colonists in Moquegua (who used Tumilaca style pottery) moved both further up into the highlands and down into the coastal valley. Describe and contrast their

experiences in these areas. Were these experiences representative of the LIP in the highlands and on the coast? Explain.

28. How can you tell a "real" fortification from something else? Discuss some features of sites that may indicate use for defense from real threats, and some features of sites that look like fortresses but hint at something different. Give specific examples. What is the trend over time, what might it suggest about the societies involved, and what might have caused this trend?
29. The Sican (Lambayeque, or northern Chimu) people were notable for the scale, organization, and products of their metalworking specialists. Describe this, and the roles they played in the course of two subsequent conquests.
30. Describe the site of Chan Chan, and the society thought to have been centered there.
31. Explain how Kolata and Moseley link climatic events, tectonic uplift, militarism, state finance, and the development of extreme social stratification including divine kingship among the Chimu. What evidence supports their claims?
32. Discuss the possible functions of the ciudadelas at Chan Chan.

Be able to define, describe, or explain terms such as the ones below, with an example if appropriate.

kenning  
 modular width  
 bar hold  
 baffled entry  
 bastion  
 city

Lanzón  
 attached specialist  
 corporate style  
 Yaya Mama  
 raised field  
 sunken field (sunken garden)  
 filtration gallery (pukio)

Gateway of the Sun  
 Staff God  
 chullpa  
 cinche (sinchi)  
 parapet  
 SIAR  
 ciudadela  
 chamber-and-fill architecture  
 tapia  
 audiencia  
 split inheritance  
 dual organization  
*origin center -> civilization horizon model*