

Andean Archaeology and Ethnohistory
Anthropology 326, Spring 2006
Tuesday and Thursday 5:00-6:50
Stevenson 2065
Class page: <http://bruceowen.com/andeanae/326s2006.htm>

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Andean Archaeology and Ethnohistory

The first Spanish *conquistadores* to reach the Andes wrote of cities finer than any in Spain, ruled by a monarchy seemingly like their own that controlled more territory than any nation of Europe. But this Inka empire was not the first in the Andes. Monuments that were built while western civilization was emerging in Egypt and Mesopotamia still stand on the desert coast. Andean sculptors carved intricate reliefs while the Greeks experimented with democracy. Andean engineers designed immense canals, nobles filled tombs with riches, and priests led processions along arrow-straight paths across the desert while Rome declined and Europe sank into the Medieval doldrums. The Andean past was completely independent of the Old World's, similar in some ways and radically different in others. It is full of riddles still to be solved, and offers a wide range of cases, from simple foraging societies to empires, for comparison with societies you may encounter in other courses. Far from a simple narrative, Andean prehistory involves broad anthropological issues, including the nature and origins of hierarchical societies, power, religious beliefs, ideologies, the roles of art, architecture, and ritual, and more.

This illustrated lecture course is an introduction to the cultures of the Andean past, from the initial population of the New World through early Spanish colonial times. It is based not only on extraordinary archaeological evidence, but also on ethnohistory (the anthropologically-aware analysis of historical documents from the first centuries of Spanish rule) and on ethnography (the study of living Andean societies). It shows how integrating approaches from all four anthropological subfields, including archaeology, cultural anthropology, biological anthropology, and even some historical linguistics, helps us shed our culture-bound preconceptions and begin to understand what might otherwise be incomprehensible or misleading relics.

The course begins with an introduction to the historical Inka empire, which is a model that has guided much of the research on the rest of Andean prehistory. Next, we establish some background on the landscape, ecology, and features of traditional Andean social organization, subsistence, and belief systems that have proven useful in interpreting archaeological evidence.

Asking "what led up to the Inka state?", we begin our chronological tour through a series of ancient Andean cultures and the questions that surround them. When did people arrive in South America, and how did they live? What kind of societies built and used the first monumental architecture in this hemisphere? Can eye-witness accounts of the oracle of Pachacamac help us understand the monolith deep in the temple at Chavín? Can a modern shaman explain the designs on Moche pottery? Why did people from the city of Huari build huge, walled compounds in distant lands, and why did the city and state of Tiwanaku violently collapse a few centuries later? How did the Inka empire expand, how could it succumb to Francisco Pizarro and his 260 men, and what was the Spanish colonial aftermath? The objectives of the course are to prepare you to understand the 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.

Reading:

The syllabus indicates what you should read *before* each lecture, so we can discuss it in class. The readings are from two sources:

1. **The Incas and Their Ancestors: The Archaeology of Peru**, (revised edition, 2001) by Michael Moseley: An affordable paperback, available at North Light Books & Cafe, 550 E. Cotati Ave., next to Oliver's Market in the shopping complex at East Cotati (707 792-4300), online, and sometimes in other bookstores. A map to North Light Books is posted on the class website.
2. **Additional readings:** Extracts from articles and books. The readings for each class are shown on the class and reading schedule.

Readings, including the textbook, average around 30 pages per class. We will discuss aspects of the readings in class, and I will also present additional material that is not in the readings.

Class web page:

I post announcements, assignment information, readings, and other stuff you will need on the Anthropology 326 web page. You can click to it from SSU's online list of class pages, or go to:

<http://bruceowen.com/andeanae/326s2006.htm>

Assignments and their weights in grading:

20% **Daily reading quiz** (roughly 1% each). Three multiple-choice questions about the day's reading at the start of each class. No make-ups.

25% **Midterm exam**. Some short essays, some objective questions, some map questions.

25% **Research poster**. A concise research project, presented as a 17 x 22 inch poster. This is a scaled-down version of a format that is becoming popular at professional meetings. Your poster will present a subject of your choice, at a level comparable to that of a research paper, using text, bullet lists, headlines, illustrations, and so on, with a bibliography. The posters will be publicly displayed on bulletin boards outside the Anthropology department office for the last two weeks of the semester. We will discuss them in class, and material from the posters will be on the final exam. I will post examples and provide more details in class. During the semester, there will be interim deadlines for selecting a topic, turning in a proposed bibliography, and submitting a rough draft.

30% **Final exam**. Similar format to the midterm, emphasizing material from the second half of the course, including the research posters.

Disability accommodations and University Policies:

To request academic accommodations due to a disability, please contact the disabled student services (DSS) office in Salazar 1049, or call 664-2677. If you have a letter from DSS indicating that you require academic accommodations, please bring it to me so we can discuss arrangements for this class.

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities and the diversity vision statement. You can see them at:

<http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>

Andean Archaeology and Ethnohistory
Class, Reading, and Assignment Schedule, Spring 2006

Please read the material *before* each lecture, so that you can follow and participate in class discussion.

- 1 Tues Jan 31 **Introduction**
Outline of the course, syllabus, readings, class mechanics, grading, introductions
- 2 Thur Feb 2 **The Inka: The lens through which we see the past**
 1. Moseley Ch. 1, pp. 7-23: Introduction (17 pgs)
 2. Pedro Sancho 1534 (trans. P. Means), *An Account of the Conquest of Peru*, pp. 153-159 (7 pgs)
 3. Cieza de Leon 1553 (trans. H. Onis), *The Incas of Pedro de Cieza de León*, pp. 143-149 (7 pgs)
- 3 Tues Feb 7 **The setting: Geography, ecology, society, and general chronology**
 1. Moseley Ch. 2, pp. 24-50: Land of the Four Quarters (18 pgs of text)
- 4 Thur Feb 9 **Andean thought and society**
 1. Moseley Ch. 3, pp. 51-85: The Inca model of statecraft (27 pgs of text)
 2. Catherine Allen 2002, *The Hold Life Has, Coca and Cultural Identity in an Andean Community*, pp. 22, 25-29, 54-58, 82-87 (17 pgs)
- 5 Tues Feb 14 **The “vertical archipelago” model of Andean economics and settlement**
 1. John Murra 1975, The “vertical control” of a maximum of ecological tiers in the economies of andean societies (translated extracts) (16 pgs)
 2. John Murra 1985, The Limits and Limitations of the “Vertical Archipelago” in the Andes (extract) (2 pgs)
 3. Mary Van Buren 1996, Rethinking the Vertical Archipelago: Ethnicity, Exchange, and History in the South Central Andes, *American Anthropologist* 98(2):338-351 (11 pgs)
- 6 Thur Feb 16 **Peopling of the New World and early occupation**
 1. Moseley Ch. 4, pp. 86-105: Colonization of the Cordillera (19 pgs of text)
 2. Thomas Dillehay 1997 “The Battle of Monte Verde”, *The Sciences* 37(1):28-33 (6 pgs)
- 7 Tues Feb 21 **Seafood and the origins of farming**
 1. Moseley Ch. 5, pp. 106-113: The Preceramic Foundations of Civilization (7 pgs)
 2. Richard Burger 1992, *Chavín*, pp. 26-33 (7 pgs of text)
 3. Heather Pringle 2001, The First Urban Center In the Americas, *Science* 292(5517):621-622 (1 pg text)
 4. Ruth Shady Solis, Jonathan Haas, and Winifred Creamer 2001, Dating Caral, a Preceramic Site in the Supe Valley on the Central Coast of Peru, *Science* 292(5517):723-726. (4 pgs text)
 5. Daniel Sandweiss and Michael Moseley 2001, Amplifying Importance of New Research in Peru, *Science* 294(5547):1651-1652 (1 page text)
 6. Jonathan Haas and Winifred Creamer 2001, Response, *Science* 294(5547):1652-1653 (1 page text)

- 8 Thur Feb 23 **The Late Preceramic period: Massive monuments in simple societies**
 1. Moseley Ch. 5, pp. 114-129: The Preceramic Foundations of Civilization (16 pgs)
 2. Richard Burger 1992, *Chavín*, pp. 33-53 (21 pgs)
- 9 Tues Feb 28 **The Late Preceramic period: Analogy to ethnographic Mapuche ceremonialism**
 1. Tom Dillehay 1990, Mapuche ceremonial landscape, social recruitment and resource rights, *World Archaeology* 22(2):223-241 (17 pgs)
- 10 Thur Mar 2 **The Initial Period: Temple mania**
 1. Moseley Ch. 6, pp. 130-154: The Initial Period (16 pgs of text)
 2. Richard Burger 1992, *Chavín*, pp. 57-58, 60-66 (9 pgs)
- 11 Tues Mar 7 **The Initial Period: The state debate**
 1. Richard Burger 1992, *Chavín* - pp.73-75, 77-84, 87-88 (13 pgs)
 2. Sheila Pozorski and Tom Pozorski 1994, Early Andean Cities, *Scientific American* 270(6):66-72 (7 pgs)
- 12 Thur Mar 9 **The Initial Period and Early Horizon: Chavín de Huantar**
 1. Moseley Ch. 6, pp. 163-171: The Early Horizon (9 pgs)
 2. Silvia Kembel & John Rick 2004, Building Authority at Chavín de Huántar, in H. Silverman, ed., *Andean Archaeology*, pp 51-54, 59-63, 73-75 (11 pgs text)
 3. John Rowe 1967, Form and meaning in Chavin art, pp. 72, 77-103 (11 pgs text)
- 13 Tues Mar 14 **Chavín de Huántar: The Pachacamac oracle analogy**
 * *Poster topic due.*
 1. Miguel Estete 1534, Account of Pachacamac, pp. 81-83 (3 pgs)
 2. Cieza de Leon 1553, Description of Pachacamac, pp. 114-116 (3 pgs)
 3. Maria Rostworowski 1972, Brief essay about the Señorío of Ychma, pp. 1-8 (8 pgs) Skim for a taste of nuts-and-bolts ethnohistoric scholarship.
 4. Richard Burger 1988, Unity and Heterogeneity in the Chavín Horizon, in R. Keatinge, ed., *Peruvian Prehistory*, pp. 111-112, 114-123 (11 pgs)
- 14 Thur Mar 16 **Catch-up, discussion, and review**
 No additional reading.
- 15 Tues Mar 21 **Midterm exam**
- 16 Thur Mar 23 **The Early Intermediate Period: the Moche**
 1. Moseley Ch. 7, pp 172-196, 203-206: The Early Intermediate Period (19 pgs text)
 2. Moseley Ch. 8, pp. 223-230: The Middle Horizon (6 pgs)
- 17 Tues Mar 28 **The Early Intermediate Period: What did the Moche rulers rule?**
 1. Claude Chapdelaine 2002, Out in the Streets of Moche, in W. Isbell and H. Silverman, eds., *Andean Archaeology I, Variations in Sociopolitical Organization*, pp. 53-65, 69-73, 81-83 (18 pgs text)
 2. Garth Bawden 1996, *The Moche* - pp. 184-187, 220-221, 227-236 (16 pgs)

- 18 Thur Mar 30 **The Early Intermediate Period: Eduardo the *curandero* and Moche iconography**
 * *Poster draft bibliography due. I will return it with comments.*
 1. Christopher Donnan 1978, The Ethnographic Record, *Moche Art of Perú*, pp. 124-157 (12 pgs text)
 2. Christopher Donnan 1978, The Presentation Theme, *Moche Art of Perú*, pp. 158-173 (9 pgs text)
 3. Garth Bawden 1996, *The Moche*, pp. 78-79, 80-83, 111-115, 134 (12 pgs)
- 19 Tues Apr 4 **The Early Intermediate Period: Nazca geoglyphs and the empty city**
 1. Moseley Ch. 6, pp. 160-162 (3 pgs)
 2. Moseley Ch. 7, pp. 196-203: The Early Intermediate Period (7 pgs of text)
 3. Helaine Silverman and Donald Proulx 2002, *The Nasca*, pp. 44-49, 97-103, 163-167, 170-175, 249-255 (25 pgs text)
- 20 Thur Apr 6 **The Middle Horizon in the South: Tiwanaku, an altiplano agrarian state**
 1. Moseley Ch. 6, pp. 154-160: The Initial Period and Early Horizon (7 pgs)
 2. Moseley Ch. 7, pp. 208-222: The Early Intermediate Period (6 pgs)
 3. Moseley Ch. 8, pp. 238-243: The Middle Horizon (6 pgs text)
 4. Charles Stanish 2002, Tiwanaku Political Economy, in W. Isbell and H. Silverman, eds., *Andean Archaeology I, Variations in Sociopolitical Organization*, pp. 180-198 (13 pgs text)
- 21 Tues Apr 11 **The Middle Horizon in the North: Wari, an empire or something like it**
 1. Moseley Ch. 7, pp. 206-208: The Early Intermediate Period (3 pgs)
 2. Moseley Ch. 8, pp. 230-238: The Middle Horizon (9 pgs)
 3. Katharina Schreiber 1987, From state to empire: the expansion of Wari outside the Ayacucho Basin, in J. Haas, S. Pozorski, and T. Pozorski, eds., *The Origins and Development of the Andean State*, pp. 91-96 (6 pgs)
 4. Katharina Schreiber 1992, *Wari Imparialism in Middle Horizon Peru*, pp. 266-283 (18 pgs)
- 22 Thur Apr 13 **The Middle Horizon: Comparison and collapse**
 1. Isbell and Vranich 2004, Experiencing the Cities of Wari and Tiwanaku, in H. Silverman, ed., *Andean Archaeology*, pp 167-181 (14 pgs text)
 2. Bruce Owen 2005, Distant Colonies And Explosive Collapse: The Two Stages Of The Tiwanaku Diaspora in the Osmore Drainage, *Latin American Antiquity* 16(1):45-46, 50-74 (22 pgs text)
- Tues Apr 18 Spring break. No class meeting.
 Thur Apr 20 Spring break. No class meeting.
- 23 Tues Apr 25 **The Late Intermediate Period: Warring chiefdoms**
 * *Rough draft of poster due in class! I will return it with comments.*
 1. Moseley Ch. 9, pp. 244-261: The Late Intermediate Period (9 pgs text)
 2. Terence D'Altroy 1992, *Provincial Power in the Inka Empire*, pp. 47, 52-59 (8 pgs text)
 3. Christina Conlee et al. 2004, Late Prehispanic Sociopolitical Complexity, in H. Silverman, ed., *Andean Archaeology*, pp. 229-234 (6 pgs)

- 24 Thur Apr 27 **The Late Intermediate Period: The Kingdom of Chimor**
1. Moseley Ch. 9, pp. 261-275: The Late Intermediate Period (15 pgs)
2. Alan Kolata 1990, The Urban Concept of Chan Chan, in M. Moseley and A Cordy-Collins, eds., *The Northern Dynasties, Kingship and Statecraft in Chimor*, pp. 107-125, 132-142 (18 pgs text)
- 25 Tues May 2 **The origin and expansion of the Inka state**
1. Brian Bauer 1992, *The Development of the Inca State*, pp. 1-14, 140-147 (22 pgs)
2. John Murra 1986, The expansion of the Inka state: armies, war, and rebellions, in Murra, Wachtel, and Revel, eds., *Anthropological History of Andean Polities*, pp. 49-58 (8 pgs)
- 26 Thur May 4 **Organization of the Inka state**
1. Felipe Huaman Poma de Ayala 1613 (1978), *Nueva Corónica y Buen Gobierno* pp. 18-20, 93-102 (13 pgs)
2. John Murra 1962, Cloth and Its Functions in the Inca State, *American Anthropologist* 64(4):710-728 (13 pgs)
- 27 Tues May 9 **Presentation and discussion of research posters**
** Poster due in class! Bring your poster and be prepared to discuss it in class.*
- 28 Thur May 11 **The Spanish Conquest**
1. Warwick Bray 1978, *The Gold of El Dorado*, pp. 18-19 (2 pgs text)
2. Francisco de Jerez 1540, Diego de Trujillo 1579, Agustín Zarate 1555, Garcilaso de la Vega 1609, Alonso de Guzman (no date), Pedro Pizarro 1571, in J. Cohen (trans., ed.), *The Discovery and Conquest of Peru*, pp. 97-109, 127-134 (21 pgs)
3. David Cook 1992, Impact of Disease in the Sixteenth-Century Andean World, in J. Verano and D. Ubelaker, eds., *Disease and demography in the Americas*, pp 207-213 (6 pgs)
- 29 Tues May 16 **Andean people under early Spanish colonial rule**
1. John Rowe 1957, The Incas Under Spanish Colonial Institutions, *Hispanic American Historical Review* 37(2):155-199 (37 pgs)
- 30 Thur May 18 **Synthesis, discussion, and review**
No additional reading.

Final exam: Tuesday, May 23, 5:00-6:50, in the regular classroom, Stevenson 2065.