

McGILL UNIVERSITY, DEPARTMENT OF ANTHROPOLOGY
ANTH 307 ANDEAN PREHISTORY
FALL 2020 T-TH 1:05 - 2:25 p.m.

Course syllabus updated August 27, 2020. In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Course Instructor: Prof. Nicole C. Couture

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Office Hours: via Zoom on Mondays 3-4 p.m. and Wednesdays 9-10 a.m. Students should email the instructor beforehand to make an appointment.

Communication and Email Policy:

Students should include "ANTH 307" in the subject field of their emails, followed by a brief description of the content of their message (for example, "ANTH 307: appointment request", "ANTH 307: Annotated Bibliography"). Students can usually expect a response within two working days. Students with questions about the course content or assignments should first take a few moments to check that the information they need isn't already provided on the course syllabus, a discussion board, or another document posted on myCourses.

COURSE DESCRIPTION:

This course explores the archaeological past of the central Andean region of South America over the course of three millennia, from the appearance of the first cities in the third millennium BCE to the end of the Inka Empire in the Sixteenth Century. Students will have the opportunity to discover the methodological and theoretical tools used by archaeologists to reconstruct and interpret the material remains and lifeways of ancient Andean peoples, from the palaces and monuments of divine kings to the dwellings, foodways, garbage, burials, and ritual practices of other social groups. Rather than attempting to present a complete, comprehensive review of all of Andean Prehistory, this course will focus on a series of cases studies, including the rise of "early complex societies" during the Late Preceramic Period, followed by Chavín de Huantar, the Nazca, the Mochica, Wari, Tiwanaku, and Inka.

PREREQUISITES: ANTH 201 or ANTH 210. Open to returning U1, U2, and U3 students.

LEARNING OUTCOMES:

- 1) Through class lectures, assigned readings, and class discussion, students will acquire foundational knowledge related to the prehistory of Andean South America, including both the "culture history" of the ancient Andes and the history of archaeological research of this region.

- 2) They will learn to think critically about how interpretations of the archaeological past are shaped by different theoretical approaches (e.g. culture history, neo-evolution, processual and post processual archaeologies, and post-humanism), as well as the historical, political, and intellectual contexts in which the research takes place.

3) They will learn how different research methods and technologies, in both the field and laboratory, can be used to address questions about the archaeological past.

4) Through their Annotated Bibliographic project, students will hone their research and writing skills in archaeology including: i) identify and define a viable research topic; ii) recognize and locate key scholarly publications in archaeology; iii) critically read, evaluate, and summarize publications in archaeology; iv) conduct a peer review; and v) pursue a topic, theme, or case study that is of particular interest to them.

REMOTE LEARNING:

This course has been designed for remote delivery and will use a combination of flexible (asynchronous) and fixed (synchronous) methods. All course lectures and class meetings will be recorded and posted on myCourses. The dates and times of fixed Zoom meetings are listed under the Course Schedule section of this syllabus. Students will be sent invitations to the Zoom meetings ahead of time, using their official McGill email addresses.

The course content is divided into a series of 10 modules. Modules 1 and 3 are brief (the equivalent of one class meeting each) and will take place using a combination of flexible (pre-recorded) lectures and fixed (live) Zoom meetings.

The remaining 8 modules will be divided into three parts (roughly the equivalent of 3 class meetings), with each module taking a week and a half to complete. The first and second parts of each module will use a flexible format and consist of a series of pre-recorded lectures lasting approximately 15 minutes each, plus assigned readings. The third and last part of each module will use a fixed format with a “live” Zoom class meeting, composed of some lecture, discussion of the assigned readings using break out groups, and open Q&A. Fixed Zoom class meetings will be recorded for students who are unable to attend. Students who are unable to attend the Zoom sessions are expected to post comments and questions on the designated discussion boards on myCourses

Copies of lecture slides will be made available in advance on myCourses. The instructor will also post a series of questions and prompts at the beginning of each module to guide students through the assigned readings, attune them to key archaeological features and arguments covered in the readings and lectures, and prepare them for the live Zoom meetings.

GROUP WORK:

Following the end of the add/drop period, the class will be divided into “student teams”, each composed of 5 or 6 students. Team members should communicate with each other on a regular basis throughout the semester to go over course material. They may communicate using a range of platforms, including chat software (e.g. Microsoft Teams), regular email, Microsoft OneDrive (or Dropbox) to exchange notes and other documents, and/or social media. Individual teams will be called upon to address questions related to the assigned readings, either during a live Zoom session or on a discussion board on myCourses.

Team membership will be assigned by the course instructor, who will take into account the circumstances of individual students (e.g. time zone, ability to participate in fixed Zoom classes,

technological challenges, etc.). Students who already know each other may submit a written request to form a group, but final group membership will be determined by the instructor.

RECORDING POLICY:

Students must consent to being recorded if they are attending a lecture or participating in a component of the course that is being recorded. Students will be notified through a pop-up box in Zoom if a lecture or portion of the class is being recorded. If they are not comfortable being in a class that is recorded, students may decide to not take part by logging off of Zoom. The instructor will make these class video recordings available in myCourses so that students who log off will be able to later watch the recordings.

INTELLECTUAL PROPERTY:

Instructor-generated course materials (e.g., handouts, slides, video recordings, notes, summaries, exam questions, assignment instructions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

ASSIGNMENTS AND ASSESSMENTS:

Student work will be evaluated and graded according to the assignments and exams listed below. All assignments and exams should be uploaded directly to myCourses according to the dates and times specified (following local Montreal time). More detailed information and instructions for individual assignments and exams can be found on myCourses under the module “Assessment Instructions and Resources”.

A) Mapping Assignments (20% total of final course grade)

Map Assignment 1 (10%) Produce a map (by hand) of the Central Andean region, showing the main geographic features and landmarks. See the Assessment folder for a map template, list of required features, and instructions for submitting a copy online. Due Wednesday September 9, 10:00 a.m.

Map Assignment 2 (10%) Produce a map and table that identify the chronological period and location of key archaeological sites and ancient societies in the Central Andean region. See the Assessment folder for a map template and list of sites and societies to be included. Due Monday September 21, 10:00 a.m.

B) Annotated Bibliography Project (35% of final course grade)

This independent project will give students the opportunity to pursue research on a topic of their choice related to Andean archaeology. Students may choose to focus on a specific archaeological site or, alternatively, a research problem that may or may not be site specific. See the Assessment folder for a list of possible topics, research resources, and more detailed instructions. Time will also be made during the September 29 Zoom session to discuss the assignment.

Part 1. Topic and Preliminary Bibliography (10%) Submit a one-page document in which you briefly identify and define your research topic and provide a list 5 scholarly publications on this

topic. All publications must be either journal articles or chapters from edited books. No references to book monographs will be accepted. Due Friday October 16, 10:00 a.m.

Part 2. Peer Review (5%) Upload a completed draft of the assignment to myCourses by Monday, November 9 at 10:00 a.m. The paper will be assigned to a second (anonymous) student, who has one week to read and comment on the paper. Students must return their peer reviewed papers via myCourses by Monday, November 16 at 10:00 a.m.

Part 3. Final Assignment (20%) Upload final revised assignment to myCourses by Monday, November 23 at 10:00 a.m.

C) Mid-Term and Final Exams (45% total of final grade)

Open Book “Take-Home” Mid-Term Exam (20%) covers Modules 2, 4, 5, and 6.

The format will be written short answer and essay questions. Students will have the option to include illustrations. The exam questions will be released on Tuesday October 20. Exam papers must be submitted on myCourses no later than Monday October 26, 10:00 a.m.

Open Book “Take-Home” Final Exam (25%) covers Modules 7, 8, 9, and 10. The format will be written short answer and essay questions. Students will have the option to include illustrations. The date of the final exam will be set by the university during the formal examination period. Students will be given 72 hours to complete the exam.

LATE PENALTIES AND SPECIAL ACCOMMODATIONS:

The late penalty for all assignments and exams amounts to 1% of the final course grade per day, including weekends and holidays.

Students requesting special accommodation due to exceptional circumstances are expected to provide relevant supporting documentation (e.g. medical note with the date and duration of the recommended accommodation). Students requesting accommodation should contact the instructor by email as soon as possible (preferably before the deadline) to arrange for an extension.

In the case of last-minute technical difficulties, students should contact IT Services for assistance and keep copies of supporting documentation (e.g. “Incident Tickets”).

STUDENT RIGHTS, ACADEMIC INTEGRITY, & OTHER REGULATIONS

1. McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).

2. In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

3. The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

4. Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching).

COURSE CONTENT AND SCHEDULE

TEXTS AND READINGS:

There is one textbook for this course, which is available online through the McGill library. The text book is intended primarily for general background knowledge.

Quilter, Jeffrey 2013 *The Ancient Central Andes*. Routledge University Press.

Students are also assigned two or three required readings per module, normally articles from academic journal or chapters from edited books. The required readings are posted on myCourses, according to module. ***The overwhelming emphasis in this course, including lectures and exams, will be on the assigned readings, not the textbook.*** Students should focus their time and energy accordingly.

Each module also contains 1-4 recommended readings, which students may wish to consult for additional background research, to gain more in-depth knowledge of a topic mentioned in class, or to read up on current research activities.

ILLUSTRATION AND ART SUPPLIES:

Students will need a few basic drawing supplies to complete the two map assignments. These include: a few sheets of paper (printer paper is fine), a pencil and eraser, and a fine point marker with black or dark blue ink. Fine point Sharpie, Micron, and Uniball pens are all fine, or even something from the Dollar store – as long as the point is fine enough to write labels clearly and the ink is dark enough to show up on a scanned image or digital photo. A ruler may be useful.

Students will need access to a scanner or a digital camera (a smart phone camera is fine) to make a copy of their map assignments and submit them online.

Students are also strongly encouraged to make informal drawings and conceptual sketches related to class content over the course of the semester to improve their skills in visual thinking and representation – which are essential to being an archaeologist. While by no means mandatory, students will be given the opportunity to include some illustrations on their mid-term and final exams to complement or support their written answers. These might include, for example, a sketch locating the main buildings or residential sectors of an archaeological site, a plan or profile of an excavation area, art and iconography, the form of a common ceramic vessel, an iconic building, maps of settlement patterns, or conceptual maps of ritual events. Students who intend to make drawing a more habitual part of their studies may wish to invest in a few more art supplies, including some colour pencils or pens and a bound sketchbook or notebook with blank pages. More ambitious or artistically inclined students are welcome to use art supplies they already own.

MODULE 1. INTRODUCTION TO ANTH 307: NUTS & BOLTS OF REMOTE LEARNING; MEET & GREET; COURSE CONTENT & LEARNING OUTCOMES; ASSESSMENTS & GRADING; OPEN Q&A.

SEPTEMBER 3 ZOOM MEETING AT 1:05 PM + some pre-recorded lectures

Required Readings:

Quilter text: Chapter 1

Map Assignment #1 due Wednesday September 9 at 10:00 a.m.

MODULE 2. FOUNDATIONS OF THE ANDEAN WORLD: ENVIRONMENT, KINSHIP, AUTHORITY, AND ONTOLOGY

SEPTEMBER 8 & 10 FLEXIBLE; SEPTEMBER 15 ZOOM AT 1:05 PM

Required Readings:

Quilter text: Chapter 2

Jennings, Justin 2004 La Chichera y El Patrón: Chicha and the Energetics of Feasting in the Prehistoric Andes. In *Foundations of Power in the Prehispanic Andes*, edited by C. Conlee, D. Ogburn, and K. Vaughn, pp. 241-359. Archaeological Publications of the American Anthropological Association, Vol. 14. American Anthropological Association, Washington, DC.

Bastien, Joseph 1991 The Mountain/Body Metaphor Expressed in a Kaatan Funeral. In *Tombs for the Living: Andean Mortuary Practices*, edited by Tom Dillehay, pp. 335-78. Dumbarton Oaks, Washington, D.C.

Recommended Readings:

Bray, Tamara 2009 An Archaeological Perspective on the Andean Concept of *Camaquen*: Thinking Through Late Pre-Columbian *Ofrendas* and *Huacas*. *Cambridge Archaeological Journal* 19(3):357-66.

Kosiba, Steve 2020. The Nature of the World, the Stuff of Politics: Exploring Animacy and Authority in the Indigenous Americas. In *Sacred Matter: Animacy and Authority in the Indigenous Americas*, edited by Steve Kosiba, John W. Janusek, and Thomas B.F. Cummins, pp. Dumbarton Oaks Research Library and Collection, Washington DC.

Weismantel, Mary 2005 The Ayllu, real and imagined: the romance of community in the Andes. In *The Seductions of Community: Emancipations, Oppressions, Quandaries*, edited by G. Creed, pp. 77-99. School of American Research Press, Santa Fe, NM.

Murra, John V. 1968 An Aymara Kingdom in 1567. *Ethnohistory* 15(2):115-51.

**MODULE 3. CONCEPTS OF TIME AND CHANGE IN ANDEAN ARCHAEOLOGY
SEPTEMBER 17: WATCH PRE-RECORDED LECTURES FIRST, THEN JOIN Q&A
ON ZOOM AT 1:55 P.M (this time is tentative please check myCourses for updates)**

Required Readings:

Quilter text: Chapter 2 (review pp. 33-38)

Recommended Readings:

Childe, V. Gordon 1972 The Urban Revolution. *Town Planning Review* 21(1):3-7

Rowe, John Howland 1962 Stages and Periods in Archaeological Interpretation. *Southwestern Journal of Anthropology* 18 (1): 40-54

Uhle, Max. Types of Culture in Peru. *American Anthropologist* 4(4): 753-59.

Map Assignment #2 due Monday September 21 at 10:00 a.m.

**MODULE 4. LATE PRECERAMIC PERIOD AND “EARLY COMPLEXITY”
SEPTEMBER 22 & 24 FLEXIBLE; SEPTEMBER 29 ZOOM AT 1:05 PM**

Required Readings:

Quilter text: Chapter 4

Feldman, Robert A. 1982 Preceramic Corporate Architecture: Evidence for the Development of Non-Egalitarian Social Systems in Peru. In *Early Ceremonial Architecture in the Andes*, edited by Christopher Donnan, pp. 71-92. Dumbarton Oaks. Washington DC.

Shady Solis, Ruth, Jonathan Haas, and Winifred Creamer 2001 Dating Caral, a Preceramic Site in the Super Valley on the Central Coast of Peru. *Science* Vol. 292 (April): 723-26.

Haas, Jonathan and Winifred Creamer 2014 Why Do People Build Monuments? Late Archaic Platform Mounds in the Norte Chico. In *Early New World Monumentality*, edited by Richard L. Burger and Robert M. Rosenswig, pp. 289-312. University of Florida Press.

Recommended Readings:

Moseley, Michael 1992 Maritime Foundations and Multilinear Evolution: Retrospect and Prospect. *Andean Past* 3: 5-42

Charles R. Ortloff and Michael E. Moseley 2013 2600–1800 BCE Caral Environmental Change at a Late Archaic Period Site in North Central Coast Peru. *Ñawpa Pacha* 32(2):189-206

MODULE 5. CHAVIN DE HUANTAR

OCTOBER 1 & 6 FLEXIBLE; OCTOBER 8 ZOOM AT 1:05 PM

Required Readings:

Quilter text: Chapter 6

Burger, Richard L. 2008 Chavín de Huantar and Its Sphere of Influence. In *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell, pp. 681-703. Springer, New York.

Rick, John W. 2005 The Evolution of Authority and Power at Chavin de Huantar, Peru. In *Foundations of Power in the Ancient Andes*, edited by Kevin Vaughn, Denis Ogburn, and Christine Conlee, pp. 71-89. Archaeological Papers of the American Anthropological Association, No. 14, Washington, DC.

Weismantel, Mary 2013 Inhuman Eyes: Looking at Chavín de Huantar. In *Relational Archaeologies: Humans, Animals, Things*, edited by C. Watts, pp. 21-41. Routledge Press, London.

Recommended Readings:

Burger, Richard L. 2011 What Kind of Hallucinogenic Snuff Was Used at Chavín de Huántar?: an Iconographic Identification. *Ñawpa Pacha* 31(2):123-40.

Kolar, Miriam A (2017) Sensing sonically at Andean Formative Chavín de Huántar, Perú. *Time and Mind* 10(1): 39-59.

Tello, Julio C. 1943 Discovery of the Chavin Culture in Peru. *American Antiquity* 9(1):135-160.

Weismantel, Mary 2015 Seeing like an archaeologist: Viveiros de Castro at Chavín de Huantar. *Journal of Social Archaeology* 15(2):139-159.

Annotated Bibliography Part 1 due Friday October 16 at 10:00 a.m.

MODULE 6. THE NAZCA

OCTOBER 13 & 15 FLEXIBLE; OCTOBER 20 ZOOM AT 1:05 PM

Required Readings:

Quilter text: Chapter 7 (focus on pp. 186-192)

Reinhard, Johan 1992 Interpreting the Nazca Lines. In *Ancient Americas: Art from Sacred Landscapes*, edited by Richard Townsend, pp. 291-301. Art Institute of Chicago.

Silverman, Helaine 2001 The Ethnography and Archaeology of Two Andean Pilgrimage Centers. In *Pilgrimage in Latin America*, edited by N.R. Crumrine and A. Morinis, pp. 215-228. Greenwood Press, New York.

Vaughn, Kevin J. 2004 Households, Crafts, and Feasting in the Ancient Andes: the Village Context of Early Nasca Craft Consumption. *Latin American Antiquity* 15(1):612-88.

Recommended Readings:

Conlee, Christina A. Decapitation and Rebirth: A Headless Burial from Nasca, Peru *Current Anthropology* 48(3):438-445

Mid-Term Exam due Monday October 26 at 10 a.m.

MODULE 7. OCTOBER 22 & 27 FLEXIBLE; OCTOBER 29 ZOOM AT 1:05 PM

THE MOCHICA

Required Readings:

Quilter text: Chapter 7 (focus on pp. 174-182).

Chapdelaine, Claude 2009 Domestic Life in and around the Urban Sector of the Huacas de Moche Site, Northern Peru. In *Domestic Life the Prehispanic Capitals: A Study of Specialization, Hierarchy, and Ethnicity*, edited by Linda R. Manzanilla and Claude Chapdelaine, pp. 181-96. *Memoirs of the Museum of Anthropology, University of Michigan*, no. 46.

Verano, John 2008 Communalism and Diversity in Moche Human Sacrifice. In *The Art and Archaeology of the Moche: An Ancient Andean Society of the Peruvian North Coast*, edited by Steve Bourget and Kimberly Jones, pp. 195-213. University of Texas Press, Austin.

Weismantel, Mary 2004 Moche Sex Pots: Reproduction and Temporality in Ancient South America. *American Anthropologist* 106(3):495-505.

Recommended Readings:

Quilter, Jeffrey, and Michele L. Koons 2012 The Fall of the Moche: A Critique of Claims for South America's First State. *Latin American Antiquity* 23(2):127-43.

Swenson, Edward 2012 Warfare, Gender, and Sacrifice in Jequetepeque, Peru. *Latin American Antiquity* 32(2):167-193.

Annotated Bibliography Part 2.1 (Peer Review) due Monday November 9 at 10:00 a.m.

MODULE 8. TIWANAKU

NOVEMBER 3 & 5 FLEXIBLE; NOVEMBER 10 ZOOM AT 1:05 PM

Required Readings:

Quilter text: Chapter 8

Kolata, Alan 2004 The Flow of Cosmic Power: Religion, Ritual, and the People of Tiwanaku. In *Tiwanaku: Ancestors of the Inca*, edited by Margaret Young-Sanchez, pp. 96-125. Denver Art Museum and the University of Nebraska Press, Lincoln.

Couture, Nicole C. 2004 Monumental Space, Courtly Style, and Elite Life at Tiwanaku. In *Tiwanaku: Ancestors of the Inca*, edited by Margaret Young-Sanchez, pp. 126-149. Denver Art Museum and the University of Nebraska Press, Lincoln.

Goldstein, Paul 2000 Communities without Borders: The Vertical Archipelago and Diaspora Communities in the Southern Andes. In *The Archaeology of Communities: a New World Perspective*, edited by M.A. Canuto, and J. Yaeger, pp. 182-209. Routledge, New York.

Recommended Readings:

Blom, Deborah E. and Nicole C. Couture 2018 From Wawa to “Trophy Head”: Meaning, Representation, and Bioarchaeology of Human Heads from Ancient Tiwanaku. In *Social Skins of the Head: Body Beliefs and Ritual in Ancient Mesoamerica and the Andes*, edited by Vera Tiesler and Maria C. Lozada, pp. 205-221. University of New Mexico Press, Albuquerque.

Janusek, John W. 2012 Residence and Ritual in Tiwanaku: Hierarchy, Specialization, Ethnicity, and Ceremony. In *Domestic Life the Prehispanic Capitals: A Study of Specialization, Hierarchy, and Ethnicity*, edited by Linda R. Manzanilla and Claude Chapdelaine, pp. 159-80. *Memoirs of the Museum of Anthropology*, University of Michigan, no. 46.

Janusek, John W. and Alan L. Kolata 2004 Top-Down or bottom-up: rural settlement and raised-field agriculture in the Lake Titicaca Basin, Bolivia. *Journal of Anthropological Archaeology* 23:404-430.

Annotated Bibliography Part 2.2 (Peer comments) due Monday November 16 at 10:00 a.m.

MODULE 9. THE WARI

NOVEMBER 12 & 17 FLEXIBLE; NOVEMBER 19 ZOOM AT 1:05 P.M.

Required Readings:

Quilter text: Chapter 8 (review sections on the Wari)

McEwan, Gordon F. and Patrick Ryan Williams 2012 *The Wari Built Environment: Landscape and Architecture of Empire*. In *Wari: Lords of the Ancient Andes*, edited by S. E. Bergh, pp. 65-81. Thames & Hudson, London.

Runi, Carlos and Louis Tesar 2011 *The Pikillacta 2004 Eastern Gate offering pit*. *Ñawpa Pacha* 31(1):1-44.

Moseley, Michael E., Donna Nash, Patrick Ryan Williams, Susan D. deFrance, Ana Miranda, and Mario Ruales 2005 *Burning Down the Brewery: Establishing and Evacuating an Ancient Imperial Colony at Cerro Baúl, Peru*. *PNAS* 102(48): 17264-17271.

Recommended Readings:

Glowacki, Mary and Michael Malpass 2003 *Water, Huacas, and Ancestor Worship: Traces of a Sacred Wari Landscape*. *Latin American Antiquity* 14(4):431-448.

Isbell, William H. and Amy Goleau 2010. *The Wari Brewer Woman: Feasting, Gender, Offerings, and Memory*. In *Inside Ancient Kitchens*, edited by Elizabeth A. Klarich, pp.191-218. University Press of Colorado.

Nash, Donna 2010 *Fine Dining and Fabulous Atmosphere*. In *Inside Ancient Kitchens*, edited by Elizabeth A. Klarich, pp. 83-109. University Press of Colorado.

Tung, Tiffany A. and Kelly Knudson 2010 *Childhood Lost: Abductions, Sacrifice, and Trophy Heads of Children in the Wari Empire of the Ancient Andes*. *Latin American Antiquity* 21(1):44-66

Final Annotated Bibliography due Monday November 23 at 10:00 a.m.

MODULE 10. THE INKAS

NOVEMBER 24 & 26 FLEXIBLE; DECEMBER 1 ZOOM AT 1:05 P.M.

Required Readings:

Quilter text: Chapter 10

Niles, Susan 1992 Inca Architecture and the Sacred Landscape. In *The Ancient Americas: Art from Sacred Landscapes*, edited by Richard Townsend, pp. 347-357. The Art Institute of Chicago, Chicago.

Niles, Susan 2004 The Nature of Inca Royal Estates. In *Machu Picchu: Unveiling the Mystery of the Incas*, edited by Richard Burger and Lucy C. Salazar, pp. 49-68. Yale University Press, New Haven.

Kosiba, Steven 2015 The Blood and Soil: Tombs, Wak'as, and the Naturalization of Social Difference in the Inka Heartland. In *The Archaeology of Wak'as: Explorations of the Sacred in the Pre-Columbian Andes*, edited by Tamara Bray, pp. 167-212. University Press of Colorado.

Recommended Readings:

Bauer, Brian S. and Lucas C. Kellett 2010 Cultural Transformations of the Chanka Homeland (Andahuaylas, Peru) during the Late Intermediate Period (A.D. 1000-1400). *Latin American Antiquity* 21(10):87-111.

Wernke, Steven A. 2006 The Politics of Community and Statecraft in the Colca Valley, Peru. *Latin American Antiquity* 17(2):177-208.

Final exam will take place during the formal examination period.

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.”