

# ANCIENT CIVILIZATIONS OF SOUTH AMERICA – SYLLABUS

ANTH 4022, Section 001, Fall 2021  
Lecture hours: Mon, Wed, Fri, 12:30 -1:20 pm CST  
Lecture room: Howe-Russell-Kniffen (HRK) E131

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Office hours: M + W 2-3.30 pm CST

## Course Description from LSU Catalog

Survey of South American prehistory and the development of human civilizations. Archaeological perspective used to explore the various ways of life and cultural achievements in the various regions of the continent from the Amazon lowlands to the Andean highlands and the Pacific desert coast.

## Course Overview

As early as 15,000 years ago, human populations settled in the vast and diverse South American continent. From the Amazon lowlands to the Andean highlands and the Pacific desert coast, prehistoric societies developed complex and fascinating ways of life and social organization. This course explores the past of this important region through archaeological lenses, tracing back the development of ancient South American civilizations from hunter-gatherers to complex agrarian societies and territorial empires. We will cover in detail the different periods of cultural developments, the social organization of the various social formations and the political dynamics that characterized social changes in ancient South America. Emphasis will be placed on current research trends and recent findings, the distinction and complementarity between different environments, and various ancient social practices, from food collecting to agriculture, trade, ritual life, and the dynamics of political systems.

## Outcomes

Upon completion of this course you should remember basic facts about South American prehistory, understand the history of archaeological research in that particular region, and be in a position to analyze and evaluate archaeological datasets and academic writings. You should also be able to critically review scientific publications on South American archaeology.

## Organization

In order to achieve the aforementioned outcomes, this course includes a series of lectures, readings, written assignments, discussions and feedbacks, and some occasional films. Lectures will present and discuss elements of ancient South American civilizations from different sources. Optional readings in the form of journal articles and websites are highly recommended. Students taking the course are expected to produce a series of written assignments and develop their skills as critical thinkers and academic writers.

## Readings

Readings from the textbooks and articles posted on Moodle are required.

### *Required textbooks:*

Moore, Jerry D. 2014 [\*A Prehistory of South America: Ancient Cultural Diversity on the Least Known Continent\*](#). University Press of Colorado, Boulder, CO. (zero cost via LSU library)

Quilter, Jeffrey 2014 [\*The Ancient Central Andes\*](#). Routledge, London. (zero cost via LSU library)

Additional required readings are listed in the schedule of activities and available as .pdfs on Moodle.

## Learning Objectives

The learning objectives of the Bachelor of Arts major in Anthropology at LSU are to instill our students:

1. A capacity to construct and to evaluate arguments in light of anthropological evidence
2. An understanding of continuity and change in humans and their cultures
3. An awareness of the diversity of humans and their cultures
4. An ability to examine a variety of sources critically and to analyze them in terms of their contexts
5. The capacity to evaluate humans and their culture in light of anthropological evidence
6. An awareness of complexity of humans and their culture

This course supports these learning objectives to the maximum extent possible.

## Evaluations

Evaluations include ten reading summaries (one for each module and each counting for 7% for a total of 70%) and a final take home exam (30%). Specific instructions for each graded item will be on Moodle under the appropriate module.

In addition, graduate students need to write a 1500 words book review on a monograph of their choosing. Please consult with me when making your book selection. I strongly recommend that you select a book dealing with South American archaeology and/or anthropology from this [list](#) and try to publish your review. The review will be assigned a pass/fail grade, and graduate students will need to revise their essay until the pass grade has been obtained.

For all written assignments, grades will be determined based on three equally weighed criteria: (1) how comprehensive the research paper is, (2) how much information is provided in the limited number of pages that demonstrates a mastery of archaeological research, and (3) the quality of the organization and clarity of the writing style. Be critical, imaginative, and include as much information as you can within the word limit. A high level of scholarly effort is expected in order to earn a high grade.

## Grading

Final grades will be determined by calculating the total points for the undergraduate and graduate evaluations, respectively. The final grade scale will go as follow:

|            |           |           |           |                       |
|------------|-----------|-----------|-----------|-----------------------|
| A+ 97-100% | B+ 87-89% | C+ 77-79% | D+ 67-69% |                       |
| A 93-96%   | B 83-86%  | C 73-76%  | D 63-66%  | F Below 60% (failure) |
| A- 90-92%  | B- 80-82% | C- 70-72% | D- 60-62% |                       |

## LSU Code of Student Conduct and Academic Integrity

Students should respect academic integrity in the completion of the exams and the preparation of their written assignments. Improper use of sources and plagiarism will not be tolerated. Please be advised that all instructors are required to report cheating to the University's Committee of Student Conduct (Code of Student Conduct, 1990, Article 4.1), and all incidents will be investigated. If you are unfamiliar with LSU Code of Student Conduct, please consult the following link: <https://www.lsu.edu/saa/students/codeofconduct.php>

## Special Needs

Students with special needs/disabilities should consult with the Office of Disability Services, and then talk to the instructor during the first week of classes about methods for accommodating those needs.

## How to Prepare, Behave, and the Like

Do the readings and be prepared. Articles and chapters from the textbook can be rather dense pieces with a lot of facts which you will have to learn and memorize in order to understand. Learning, memorizing and understanding are multi-sensory experiences. Therefore, in addition to reading carefully each chapter and taking notes during lectures, try to write summaries for each section or chapter. Figure out what are the main arguments and the reasons why certain facts are important to them. Those notes and summaries will be key in producing the written assignments. Ask questions, participate, and get help if you need it!

## Guidelines Written Assignment

If you are not familiar with writing essays, please consult with me. Please make sure to properly cite your sources including citations, quotations, paraphrases, and citation styles. Information on what constitutes plagiarism can be found here (<http://plagiarism.org/>). Please use the **Chicago Manual Style** (use the “**author-date**” style) as a writing guideline (<http://www.chicagomanualofstyle.org/home.html>). The written assignments will be graded based on their content, clarity, organization, coherence, as well as format including spelling, grammar, and overall presentation. Please include a separate, COVER PAGE WITH YOUR NAME, STUDENT ID NUMBER, COURSE NUMBER, AND DATE. Each assignment should be double-spaced (12pt, Times New Roman). For each assignment, it is important that you respect the word count and clearly indicate it on the cover page.

For each of the ten reading summaries, you need to summarize and cite all the readings from each module. The essays should be concise, informative, and between 750-1000 words (3-4 pages). Try summarizing the main hypotheses, discoveries, sites, theories and archaeologists mentioned in the various texts. Make sure to include all the sources of a given module (e.g., for Module 4 that would mean summarizing and citing the three chapters in Moore 2014, Iriarte et al. 2018, and Quilter 2014 Chapter 7). This is very important and critical for a good grade. Each of the reading summaries will be due on the Sunday following the completion of a given module (see timetable on next page).

For graduate students, the book review should critically analyze in detail a book or monograph. The review should count 1,500 words. Your review should provide a critical account of the views, data, methods, arguments, results, and interpretations expressed. You should frame the research in its broader socio-historical context. The review should be much more in depth, detailed and critically than the reading summaries. The book review is due on December 1.

For the final exam, instructions and questions will be posted on Moodle. Please follow the same editorial and stylistic guidelines for the final exam than for the other written assignments. The final exam is due on December 10.

Please upload a .pdf version of each of the assignments in the dedicated graded item on Moodle. Pdf is the preferred format for all assignments.

## Covid-19

LSU strongly encourages all students, faculty and staff to get vaccinated for COVID-19. Visit [www.lsu.edu/roadmap/vaccines/](http://www.lsu.edu/roadmap/vaccines/) to learn how to get vaccinated on campus. Vaccination helps keep our campus community safe and protect those among us who are most vulnerable to COVID-19. It is our path back to more normal operations and the full college experience that our students deserve. In addition, please make sure to acquaint yourself with LSU's Covid-19 mitigations protocol: <https://www.lsu.edu/roadmap/health/symptoms.php>. If you have any questions, please do not hesitate to email your instructor.

## Timetable for Modules, Assigned Readings, and Planned Activities

*Module 1 History of Research, Geographical Setting, and Chronologies (August 23-Sept 1)*

**SUM MOD 1 SEPT 5**

Required Readings:

Moore 2014 Chap 1-2

Quilter 2014 Chap 1-2

*Module 2 First Settlers & Early Occupations (Sept 3-13)*

**NO CLASS SEPTEMBER 6**

**SUM MOD 2 SEPT 19**

Required Readings:

Dillehay et al. 2015

Moore 2014 Chap 3-4

Quilter 2014 Chap 3

*Module 3 Domestication Processes: Plants, Animals, and Subsistence Strategies (Sept 15-22)*

**SUM MOD 3 SEPT 26**

Required Readings:

Moore 2014 Chap 5

Quilter 2014 Chap 4

*Module 4 Continental Variations in Non-State Societies (Sept 24-Oct 1)*

**SUM MOD 4 OCT 3**

Required Readings:

Moore 2014 Chap 6 + 8 + 10

Iriarte et al. 2008

Quilter 2014 Chap 7

*Module 5 Social Complexity and Expansion: The Andean Formative (Oct 4-13)*

**SUM MOD 5 OCT 17**

**Guest lecture by Dr. Kimberly Munro OCT 8**

Required Readings:

Chicoine et al. 2017

Moore 2014 Chap 7

Pozorski + Pozorski 2017

Quilter 2014 Chap 5-6

*Module 6 The Early Intermediate Period (Oct 15-20)*

**SUM MOD 6 OCT 24**

Required Readings:

Lau 2010

Millaire 2010

Quilter 2014 Chap 7

*Module 7 The Moche (Oct 25-Nov 3)*

**SUM MOD 7 NOV 7**

**Guest lecture by Dr. Erell Hubert OCT 29**

Required Readings:

Bourget 2001

Moore 2014 Chap 9 (pp. 309-324)

Quilter 2014 Chap 7

Quilter + Koons 2012

*Module 8 Ancient Imperialism: Wari and Tiwanaku (Nov 5-10)*

**SUM MOD 8 NOV 14**

**Guest lecture by Dr. Véronique Bélisle NOV 5**

Required Readings:

Bélisle 2015

Moore 2014 Chap 9 (pp. 339-365)

Quilter 2014 Chap 8

*Module 9 Late Intermediate Period Polities on the North Coast of Peru (Nov 12-19)*

**SUM MOD 9 NOV 21**

**Guest lecture by Jenna Hurtubise NOV 15**

Required Readings:

Moore 2014 Chap 9 (pp. 324-337)

Quilter 2014 Chap 9

Vogel 2018

*Module 10 The Inca Empire (Nov 22-Dec 3)*

**GRAD BOOK REVIEW DEC 1**

**SUM MOD 10 DEC 5**

**NO CLASS NOVEMBER 24-26**

Required Readings:

Bray 2013

Costin 2018

Moore 2014 Chap 11

Quilter 2014 Chap 10

**FINAL EXAM DEC 1**