

SOUTH AMERICAN PREHISTORY – SYLLABUS
ANTH 7909, Section 001, Fall 2018 (revised October 17, 2018)

Instructor: David Chicoine
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Howe-Russell-Kniffen 250

Lecture hours: Thursday 3-5.50pm
Lecture room: Howe-Russell-Kniffen 254
Office hours: Tuesday 1-4pm or by appointment

Seminar Description

As early as 15,000 years ago, human populations settled in the vast and diverse South American continent. From the Amazonian lowlands to the Andean highlands and the Pacific desert coast, prehistoric societies developed complex and fascinating ways of life and social organization. This seminar 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. Through readings, group discussions, written assignments, peer-review exercises, and oral presentations, seminar participants will examine key questions and topics in South American prehistory. We will cover in detail the different periods of cultural developments, but the topical rubrics will emphasize research themes that will allow us to transcend neo-evolutionary frameworks and tackle issues of broader anthropological, material, artistic and architectural importance. Geographically, readings will be weighed more heavily towards the Central Andes and in particular Peru where, historically, more archaeological research has been carried out.

Organization

This seminar is oriented towards reading, thinking, discussing, and writing. The instructor will lead initial readings and discussion on the history of thoughts on South American prehistory from its geographic settings, culture history, landscapes, subsistence strategies, and early monumentality and artworks (first five weeks). Building on these foundations, pairs of seminar participants will alternatively chair and moderate discussions on different topics (see pp. 3-4). Although all participants are required to carefully read the various texts, each designated pair of discussants will be responsible for presenting their topic, and guiding core questions, discussions, and critiques. Each participant will also realize an independent literature review of a chosen topic related to South America prehistory. The research will lead to an essay on a topic of your choice and a 10 minutes oral presentation during our last meeting of the semester.

Readings

The syllabus indicates what you should read *before* each lecture. Readings from the textbook, journal articles, and book chapters are compulsory.

Required book:

Moore, Jerry D.

2014 *A Prehistory of South America: Ancient Cultural Diversity on the Least Known Continent*.
University Press of Colorado, Boulder, CO. (available [online](#) through LSU libraries)

Learning Objectives

The learning objectives of the graduate programs in Anthropology (and Geography) at LSU are to instill our students:

- 1-Acquire advanced knowledge of subject matter in one of the specialized research areas of anthropology.
- 2-Analyze and synthesize the literature in a specialized research focus.
- 3-Demonstrate the ability to conceptualize and design a research plan with a reasonable theoretical framework.
- 4-Communicate effectively in verbal, written, visual, and/or technological forms.

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

Unavoidable Realities

Evaluations include overall class participation (20%), job as discussant/chair (20%), paper title/outline/bibliography (10%), participation in peer reviews (20%), quality of your paper (20%), oral presentation (5%), and revisions (5%).

Class participation will be evaluated based on attendance (1pt per class), minimal/adequate participation (2pts per class), and superior participation (3pts per class). Points will be added for the 13 classes (including final oral presentation) and prorated to 20% (ie, 39/39pts = 100% of 20pts in final grade). Your job as a discussant for your designated week/topic will be evaluated on the thoroughness of your reading, presentation and organization of research questions, discussions, and critiques, and handling of the class dynamics and discussions. Ten points will be awarded for minimal preparation, 15 for adequate, and 20 for superior. A title, outline and bibliography for your literature review essay will be due on OCTOBER 25 (11pm). Ten points will be awarded for adequate title/outline/bibliography, and five for inadequate (or late). Participants will also be evaluated for their job as reviewers for their peers' work. You will have to post your title/outline/bibliography on Moodle and review the work of at least three other participants. I will send a list of peer reviewers in order to make sure that everyone's work is reviewed by at least three people. You will have one week to read and post your reviews on Moodle. The reviews for the outline will thus be due by NOVEMBER 1 (2pm). The same will hold for the paper which is due on NOVEMBER 27 (11pm). Each set of peer reviews will count for 10pts for a total of 20%. The writing of a coherent, constructive, polite and multi-line review alone guarantees 5pts for each review. Your reviews should adopt a formal, respectful tone, and critically (and constructively) evaluate the content, organization, and sources cited. Finally, your paper will count for 20% and its oral presentation on NOVEMBER 29 for 5%. The final, revised revisions – based on the comments from your peers – will count for 5%. The final revised paper is due on NOVEMBER 20 (11pm), peer-reviews on DECEMBER 1 (11pm), and final revisions on DECEMBER 6 (5pm).

For the paper, please choose a topic related to South American prehistory and review several different references and sources (i.e., journal articles, monographs, edited volumes). You will need to read and analyze a large number of references (most likely several dozens) in order to produce a substantive essay (i.e., the textbooks and other required readings will not suffice). Your essay should critically assess the validity of each source including the research questions asked, the methods employed, the results obtained, and their interpretations by scholars. You should provide a state-of-the-art review of the topic, briefly highlight the history of research, related debates, and future avenues of research. The paper should be typed, double-spaced and count between 7,000 and 9,000 words (28-36 pages) (including the bibliography). Please provide a cover page including the title of your essay, your name, LSU ID, the date, and word count. All essays should be submitted electronically through Moodle (email), as well as physically in class.

If you are not familiar with the writing of essays, please consult with me and/or visit the following online resource (<http://owl.english.purdue.edu/owl/>). 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 or *Current Anthropology* as a guideline (<http://www.chicagomanualofstyle.org/home.html>). The paper will be graded based on content, clarity, organization, coherence, as well as format including spelling, grammar, and overall presentation.

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+ 98-100%	B+ 88-89%	C+ 78-79%	D+ 68-69%	
A 93-97%	B 83-87%	C 73-77%	D 63-67%	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 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.

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 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-sensorial experiences. Therefore, in addition to reading carefully each chapter and taking notes during lectures, write summaries for each article, book, or chapter. Figure out what are the main arguments and the reasons why certain facts are important to them. Be ready to discuss the readings in class. It is not sufficient to sit and expect that the discussants will summarize the reading at hand. This is actually a lack of respect to your colleagues and does not reflect well on your interest and commitment to the seminar. In class, ask questions, participate, and get enthusiastic about the topic.

Please switch off cellular phones or any electronic device that might be disruptive to the class. Use your laptops for taking notes only. When you email the instructor, use a formal tone. Make sure to indicate what class (i.e., ANTH7909) you are emailing about and clearly state the subject matter in the email title.

Timetable for Course Sections, Assigned Readings, and Deadlines (in Red)

Week 1 / August 23 *Introduction, Geography & History of Research*

Required Readings:

Moore 2014
Silverman 2004 + 2008

Week 2 / August 30 *Chronology, Historicity & Temporalities*

Required Readings:

Dulanto 2015
Rowe 1962
Sayre 2017
Swenson & Roddick 2017

Week 3 / September 6 *Landscapes & Subsistence Strategies*

Required Readings:

Lane 2009
Maezumi et al. 2018
Quilter 1992
Sandweiss et al. 2009
Walker 2012

Week 4 / September 13 *Monuments & Artworks*

Required Readings:

Burger 2012
Chicoine et al. 2017
Pozorski & Pozorski 2006 + 2011
Quilter 2001
Trever 2016

Week 5 / September 20 *Shamanism*

Required Readings:

Burger & Salazar 1998
Lathrap 1985
Rick 2008
Small 2001
Urton 1996
Weismantel 2015

Week 6 / September 27 *Everyday Life*

Required Readings:

Bélisle 2015
Guengerich 2017
Hubert 2016
Nash 2009
Vogel & Cutright 2013

Week 7 / October 4 *Fall Holiday*

No Class

Week 8 / October 11 *Warfare*

Required Readings:

Arkush & Stanish 2005
Brown Vega 2016
Ikehara 2016
Topic & Topic 1987 + 2009
Tung et al. 2016

Discussant/Moderator

Fenton + Sutherland

Week 9 / October 18 *Feasting*

Required Readings:

Cutright 2013
Gero 1992
Jennings & Chatfield 2009
Moseley et al. 2005
Vaughn 2004
Vega-Centeno 2007

Discussant/Moderator

Fox + Foster

Week 10 / October 25 *Ritual Killing*

Required Readings:

Jennings & Yopez 2016
Klaus & Shimada 2016
Millaire 2016
Proulx 2001
Verano 2008

Discussant/Moderator

Kerr + Londoño

October 25 (11pm) Title + Outline + Bibliography

Week 11 / November 1 *Ancestor Veneration*

Required Readings:

Hastorf 2003
Hill 2016
Lau 2012
Meddens et al. 2010
Salomon 1995

Discussant/Moderator

Martí Gil + Nicosia

November 1 (2pm) Peer-Reviews of Outline

Week 12 / November 8 *State Formation & Urbanism*

Required Readings:

Isbell & Vranich 2004
Kolata 1997
Millaire 2010
Quilter & Koons 2012
Stanish 2001

Discussant/Moderator

Saenz Llano + Cruzado

Week 13 / November 15 *Record Keeping, Bureaucracy & Empire Building*

Required Readings:

Eeckhout 2012
Kosiba 2015
Topic 2003
Urton 2012
Urton & Chu 2015

Discussants/Moderators

Deluca + Fisher + Taylor

Week 14 / November 22 *Thanksgiving*

No class

Week 15 / November 29 *Oral Presentations*

November 27 (11pm) Papers

December 1 (11pm) Peer-Reviews of Papers

Week 16 / December 6 *Final Exam Week*

December 6 (5pm) Revised Papers

Bibliography (Required Readings in Red)

Acuto, Félix A., Marisa Kergaravat and Claudia Amuedo

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Aldenderfer, Mark

1989 The Archaic Period in the South-Central Andes. *Journal of World Prehistory* 3:117-158.

Allen, Catherine J.

1981 to be Quechua: The Symbolism of Coca Chewing in Highland Peru. *American Ethnologist* 8(1):157-171.

Arkush, Elizabeth N.

2014 "I Against my Brother": Conflict and Confederation in the South-Central Andes in Late Prehistory. In *Embattled Bodies, Embattled Places: War in Pre-Columbian Mesoamerica and the Andes*, edited by A. K. Scherer and J. W. Verano, pp. 199-226. Dumbarton Oaks Collections and Research Library, Washington, DC.

Arkush, Elizabeth N. and Charles Stanish

2005 Interpreting Conflict in the Ancient Andes: Implications for the Archaeology of Warfare. *Current Anthropology* 46(1):3-28.

Bawden, Garth

1996 *The Moche*. Blackwell Publishers, Oxford.

Bélisle, Véronique

2015 Understanding Wari State Expansion: A "Bottom-Up" Approach at the Village of Ak'awillay, Cusco, Peru. *Latin American Antiquity* 26(2):180-199.

Billman, Brian R.

2002 Irrigation and the Origins of the Southern Moche State on the North Coast of Peru. *Latin American Antiquity* 13(4):371-400.

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2005 Embodying borders: human body modification and diversity in Tiwanaku society. *Journal of Anthropological Archaeology* 24(1):1-24.

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2006 *Sex, Death, and Sacrifice in Moche Religion and Visual Culture*. University of Texas Press, Austin, TX.

2016 *Sacrifice, Violence, and Ideology Among the Moche: The Rise of Social Complexity in Ancient Peru*. University of Texas Press, Austin, TX.

Bray, Tamara L.

2013 Water, Ritual, and Power in the Inca Empire. *Latin American Antiquity* 24(2):164-190.

2015 *The Archaeology of Wa'kas: Explorations of the Sacred in the Pre-Columbian Andes*. University Press of Colorado, Boulder, CO.

Bria, Rebecca E. and Elizabeth K. Cruzado Carranza

2015 Making the Past Relevant: Co-Creative Approaches to Heritage Preservation and Community Development at Hualcayán, Ancash, Peru. *Advances in Archaeological Practice* 3(3):208-222.

Brown Vega, Margaret

2016 Ritualized Coping During War: Conflict, Congregation, and Emotions at the Late Pre-Hispanic Fortress of Acaray. In *The Archaeology of Anxiety: The Materiality of Anxiousness, Worry, and Fear*, edited by J. Fleisher and N. Norman, pp. 157-186. Springer Science, New York, NY.

Burger, Richard L.

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2012 The Construction of Values of Formative Peru. In *The Construction of Value in the Ancient World*, edited by J. K. Papadopoulos and G. Urton, pp. 240-257. Cotsen Institute of Archaeology Press, Los Angeles, CA.

2013 In the Realms of the Incas: An Archaeological Reconsideration of Household Exchange, Long-Distance Trade and Marketplaces in the Pre-Hispanic Central Andes. In *Merchants, Markets and Exchange in the Pre-Columbian World*, edited by K. G. Hirth and J. Pillsbury, pp. 321-336. *Dumbarton Oaks Research Library and Collections*, Washington, DC.

Chicoine, David, Hugo Ikehara, Koichiro Shibata and Matthew Helmer

2017 Territoriality, Monumentality, and Religion in Formative Nepeña, Coastal Ancash. In *Rituals of the Past: Prehispanic and Colonial Case Studies in Andean Archaeology*, edited by S. A. Rosenfeld and S. L. Bautista, pp. 123-149. University Press of Colorado, Boulder, CO.

Costin, Cathy L.

2016 Crafting Identities Deep and Broad: Hybrid Ceramics on the Late Prehispanic North Coast of Peru. In *Making Value, Making Meaning: Techné in the Pre-Columbian World*, edited by C. L. Costin, pp. 319-359. *Dumbarton Oaks*, Washington, DC.

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2013 Embedded Andean Economic Systems and the Expansive Tiwanaku State: A Case for a State without Market Exchange. In *Merchants, Markets, and Exchange in the Pre-Columbian World*, edited by K. G. Hirth and J. Pillsbury, pp. 361-388. Dumbarton Oaks, Washington, DC.

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2010 Primary State Formation in the Virú Valley, North Coast of Peru. *Proceedings of the National Academy of Sciences* 107(14):6186-6191.

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