

SEMINAR ON ANCIENT ANDEAN MORTUARY PRACTICES

SYLLABUS

ANTH 7909.1, Fall 2022

Updated September 9

Meetings (in person): Mon, Wed, 2.30pm-
3.50pm
Room: Howe-Russell-Kniffen (HRK) 254

Prof: David Chicoine, dchico@lsu.edu
Office: HRK 250, 578.8105
Office hours: Mon, Wed noon-2pm

Seminar Description

Welcome to Ancient Andean Mortuary Practices! This seminar is designed to explore, reflect, and learn about the various ways through which ancient people in the Andes have engaged with death through time and space.

We focus on mortuary archaeology, in other words the analysis of material remains related to mortuary practices or events -- including burials, funerary buildings, funerals, ritual killing, mummification, and ancestor veneration.

Through a series of readings and group discussions, the seminar should allow us to combine our different perspectives and understandings of the literature and empirical reality with the objective of gaining a rich and textured understandings of ancient mortuary practices in the Andes.

Organization

This seminar is oriented towards reading, thinking, discussing, and writing. I will lead initial readings and discussions for the first two months or so to introduce Andean prehistory, and the history of anthropological research on death. Building on these foundations, you will each chair and moderate meetings and discussions on different topics related to Andean mortuary practices and their archaeological study. All of us are required to carefully read the various texts before group meetings, as well as engage actively and constructively to group discussions during our in-person meetings.

You will each have to lead and moderate group discussions in a safe, respectful, and inclusive environment. As session moderator, you will be responsible for summarizing the readings and topics at hand, guiding points of reflections and questions, as well as lead and steer group discussions.

Finally, the seminar is also an opportunity to hone your research, writing, peer-reviewing, and presentation skills through a research essay/paper on a topic or culture of your choosing. Your research will lead to an essay and final presentation. As a group we will support each other in reading and commenting on the outlines and drafts of our fellow seminar participants.

Readings

All the (initial) readings and their citations are posted on Moodle along with .pdf files. You will have to share readings about your specific research topic with the group later on during the semester.

Group Project

Based on your research and review of the literature, you are responsible for elaborating an essay exploring ancient mortuary practices for one "archaeological culture" or "period" in the Andes. I suggest selecting a

“culture” that is fairly well-known archaeologically, art historically and/or ethnohistorically so as to have enough documentary evidence (e.g., Nasca, Moche, Recuay, Lambayeque, Wari, Tiwanaku, Chimú, Inca). Your research should focus on the published literature but could well include delving into the various online archival repositories and databases for Andean art (e.g., Donnan and McClelland archive at Dumbarton Oaks, Mackey archive at Dumbarton Oaks, Larco Museum). This is entirely up to you and the direction you wish to take. Follow your interest and see where your intellectual curiosity takes you!

I suggest framing our collective reflections towards researching and reflecting on “Andean Mortuary Practices Over the Longue Durée.” In other words, each of you should engage in researching an ancient “culture,” and put together your papers should contribute to understanding the diverse and meaningful ways past Andean peoples have engaged with death and developed variegated mortuary practices.

The concept of *longue durée* was coined by French scholar [Fernand Braudel](#) to study historical and social processes beyond the traditional short-term, event-oriented historical perspective (what Braudel called *histoire événementielle*). Embracing this perspective might allow us to collectively reflect on patterns in Andean mortuary practices that transcend particularistic historical accounts.

As part of that project, you are responsible for electing an “archaeological culture” of choice and researching their mortuary practices, including the differential treatment of the dead, beliefs in afterlife and/or visual expressions related to death, ritual violence and killing (i.e., sacrifice), funerary rituals, buildings, and landscapes. Be creative in your data exploration and presentation! You can create visuals, maps, analyses and/or any other outputs to help examining mortuary practices in the culture of your choosing.

The group project will entail various steps including producing an outline, a draft paper, a presentation, and a revised final version of your research paper.

Graded Items

Evaluations this semester will consist of your class participation and performance as moderator, research, writing, and presentation skills, and peer-reviews. The following graded items will be considered:

Graded Item	Due Date	Weight (%)
Leading + Moderating		10
Outline	October 10	10
Draft Paper	November 7	20
Presentation		10
Final Paper	December 5	10
Peer-Reviews (n=4)		20
Participation		20
Total		100

Leading + Moderating

Each of you will lead and moderate one week (i.e., two meetings). During the week assigned to you, you will be responsible to summarize the topic at hand, articulate research questions and discussion items for the group, as well as lead and moderate the discussion. The job of moderator entails steering the conversations, offerings summary items, and bringing back participants when veering too far off topic. To summarize the topics and readings, you are more than welcome to prepare materials, whether a .ppt presentation, handouts, and/or an oral presentation. The leading and moderating is worth 10%.

Outline

Your research outline should include a title, abstract, detailed outline of the sections and a comprehensive annotated bibliography. The outline is due on Moodle on October 10. A .pdf version of your outline needs to be upload to the corresponding forum item on Moodle to facilitate group discussions and the peer review process. The outline is worth 10%.

Draft Paper

Based on the feedbacks and peer reviews on your outline, draft an essay. Your target word count should be between 4,500 and 5,000 words. Please follow guidelines of [Latin American Antiquity](#). The draft is due on Moodle on November 7. A .pdf version of your draft paper needs to be upload to the corresponding forum item on Moodle to facilitate group discussions and the peer review process. The draft paper is worth 20%.

Presentation

In addition to working on a written product, you will share with other seminar participants the results of your research in the form of a group discussion and presentation. For this portion of the group project, you can assign a limited number of select readings from your bibliography for other seminar participants to read and reflect upon. These as well as your work in progress will be discussed during our in-person sessions. A .pdf version of your presentation needs to be upload to the corresponding forum item on Moodle to facilitate group discussions and the peer review process. The presentation is worth 10%.

Final Paper

Based on the feedbacks and peer reviews received, you need to revise your draft essay into a final version. The final version should be as close as possible to the 5,000 words target and can exceed that target, if necessary, based on the comments you have received. Please follow guidelines of [Latin American Antiquity](#). The draft is due on Moodle on December 5. A .pdf version of your final paper needs to be upload to the corresponding forum item on Moodle to facilitate group discussions and the peer review process. The final version of the paper is worth 10%.

Peer-Reviews (n=4)

For each of the outline, draft paper, presentation, and final paper items, you need to review each of the other four seminar participants' products. Your review should take a positive tone, yet provide critical inputs into how to make the research and specific outputs better, clearer, more engaging, etc. Each of the peer review is worth 5% for a total of 20%.

Participation

Twenty percent (20%) will be given for class participation. The 20% is divided into two equal sections: (1) attendance (10%) and (2) performance/activeness/preparedness (10%). You can miss no more than two classes (without proper justification) and earn the full 10%. I will deduct one point for each additional undocumented absence. Your performance/activeness/preparedness will be based on your involvement in the seminar discussions. I will give you an overall grade on 10 at the end of the seminar based on whether you did the readings, came prepared, and engaged in group discussions in a constructive way.

Grading

Final grades will be determined by calculating the total points for the quizzes, exams, and class attendance. 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%	

Code of Student Conduct

Cheating will not be tolerated at Louisiana State University. Please be advised that all instructors are required to report cheating to the University's Committee on Student Conduct ([Code of Student Conduct, 1990, Article 4.1](#)), and all incidents will be reported.

Special Needs

Students with special needs/disabilities should consult with the [Office of Disability Services](#), and then email the instructor as soon as possible about methods for accommodating those needs.

COVID-19

LSU strongly encourages all students, faculty, and staff to get vaccinated for COVID-19. 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 roadmap](#). If you have any questions, please do not hesitate to email your instructor.

Summary of Activities

Week	Topic	Readings	Moderator
1	Introduction		
2-3	Overview of Andean Prehistory	Lau 2015; Quilter 2013; Swenson + Roddick 2017	Chicoine
4	Anthropological Perspectives on death	Bartel 1982; Bloch + Parry 1982; Turner 1964; Van Gennep 1996[1909]	Chicoine
5	Contextualizing Death in the Andes	Allen 2015; Lau 2021; Rowe 1995; Shimada + Fitzsimmons 2015; Sillar 1996	Chicoine
6+7	Methods in Mortuary Archaeology	Donnan 1995; Donnan + McClelland 1979; Flammang 2021; Isbell + Korpisaari 2015; Klaus + Tam 2015; Nelson 1998; Shimada et al. 2004; Tung 2016; Weismantel 2015	Chicoine
8	Space, Architecture, Landscape	Bongers et al. 2012; Epstein + Toyne 2016; Millaire 2015; Swenson 2018	Chicoine
9+10	Ritual Killing, Violence, Sacrifice	Bourget 2001; Hamilton 2016; Hill 2003; Hocqueghem 2008; Klaus + Toyne 2016; Millaire 2016; Prieto et al. 2019; Toyne 2015; Tung 2014; Verano 2008; Verano + Phillips 2016	students
11+12	Bodies, Ancestors, Mummies	Bongers et al. 2022; Browne et al. 1993; Deleonardis + Lau 2004; Hageman + Hill 2016; Hill 2016; Millaire 2004; Proulx 2001; Shimada et al. 2015; Verano 1995; Verano et al. 1999; Whitley 2002	students
13W	Andean Mortuary Practices over the Longue Durée 1	TBD	students
14M	Andean Mortuary Practices over the Longue Durée 2	TBD	students
15M	Andean Mortuary Practices over the Longue Durée 3	TBD	students
15W	Andean Mortuary Practices over the Longue Durée 4	TBD	students