

ANTHROPOLOGY/INDIGENOUS STUDIES 2234F-650

Andean Prehistory

COURSE OUTLINE

Fall 2020

Instructor: Jordan Downey (he/him)

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Credit value: 0.5 credit

Mode of delivery: For 2020/2021 this course will be conducted online. It is *asynchronous*, meaning that students will be provided with a variety of lesson materials and activities that can be done throughout the week, although there may be tasks that must be completed by specific times.

Calendar Course Description: This course will focus primarily on the prehistory of the Peruvian Andes and Coast, with some overlap into Ecuador, Bolivia, Chile and Amazonia. We will study the area's archaeological record in some detail, touching on a variety of themes that are of general archaeological interest, e.g. agricultural origins, trade, the rise of complex societies, the role of religious ideology, and the interpretation of archaeological evidence.

Antirequisites: Anthropology 2234F/G, Indigenous Studies 2234F/G

Prerequisites: Anthropology 1020 (the former 1020E), or one of Anthropology 1025F/G or Anthropology 1021A/B and one of Anthropology 1026F/G or Anthropology 1022A/B, or Anthropology 2100, or Indigenous Studies 1020E.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Syllabus:

I would like to begin by acknowledging that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

It is important to begin a course outline with a land acknowledgement statement because we all benefit tremendously from inhabiting the land that was taken from Indigenous Nations and this theft has never been reconciled; rather, those Indigenous inhabitants and their descendant communities have been subjected to centuries of genocide and loss that continue to this very day.

This is especially important for a course like Andean Prehistory because we will be learning about millennia of Indigenous history that was all but obliterated through Colonizing wars, displacement, and theft of cultural property. In fact, many Andean peoples were subjected to back-to-back colonization: first by the Inka and then by the Spanish.

Yet in spite of these massive upheavals, Indigenous Andean culture persists today, through religious ceremonies that show clear connections to Prehispanic beliefs, to Quechua communities that maintain the language of the Inka nobility, to ruins that are very much a part of the living, modern landscape despite being hundreds or thousands of years old.

This course is going to do things a little differently from most archaeology courses. Rather than starting early and moving forward in time, we are going to start more recently and move backwards. This will help orient you to see how one time period or cultural expression was based on an earlier one, and to show how one continuous thread weaves throughout Andean history.

We will focus on the coast and highland regions of the Central Andes, which include Peru, Bolivia, and parts of Chile, Argentina, and Ecuador; we will also discuss parts of Amazonia. We will cover a variety of topics including: (a) Spanish colonization and forced resettlement programs; (b) the Inka Empire; (c) the Chimu, Huari, and Tiwanaku states; (d) regional diversification with the Moche, Nazca, and others; (e) the Chavin and Cupisnique cultural expressions; (f) complex early monuments and settlements; (g) the first peoples to inhabit the continent.

We will discuss the similarities and differences between these topics in a variety of realms, including art and architecture, subsistence and the economy, political organization, and the cultural landscape.

Good anthropology is multivocal, meaning that it hears from a wide variety of voices, from different cultural and economic backgrounds. Still, that is an ideal, and one that is rarely recognized. Most anthropologists are well-off and from Western nations or are trained directly in Western ways of doing anthropology. The anthropology and archaeology of the Andes is no different. To this end, we will try to approach the course through various lenses, not just mine. We will use a variety of course materials, including scholarly articles written by both Western and Andean scholars and non-traditional academic voices, including high-quality websites, podcasts, and Youtube videos.

You are also part of this: I would like to include student thoughts and ideas about the topics we cover. Rather than simply learning about the archaeology of the Andes you will be asked to share your thoughts, ideas, and some things you found when researching your assignments. In this way everyone can be an active participant in the course despite us only meeting online.

A full course schedule including a week-by-week breakdown of topics and assigned readings will be available on the course's OWL site before the first day of class.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Summarize the history of the Central Andes from the Sixteenth Century back to the Late Pleistocene.
- Show how various themes persist throughout time in the Andes (artistic and architectural styles, political organization, etc.)
- Explain the influences and biases that guide the way that archaeologists and anthropologists describe the past, especially non-Western pasts.
- Judge sources of knowledge and research and the ways that these are presented to and understood by students, scholars, and the general public.

Course Materials:

All required course materials will be posted before the first day of class along with a weekly schedule of readings. All course materials will be online and will not need to be purchased by the student.

Registered students will be able to access additional course readings through the course site in OWL before the first day of class.

Evaluation:

The following evaluation is tentative and will be finalized before the first day of the class and will be made available in the finalized course outline. The types of evaluations, due dates, and their values may all change.

5 Quizzes – 5% each; 4 best will be counted for a total of 20% of the course grade

- Quizzes will be based on the course readings, lectures, and discussions from the previous one or two weeks (each quiz will specify) and will be due by 11:59 p.m. on Sunday evenings. Quizzes must be completed by the due date & time; missed quizzes cannot be retaken and no extensions will be granted.

Online Participation – 20% of course grade

- You will be asked to regularly submit questions, thoughts, ideas, forum posts, reactions, etc. based on weekly topics and readings.

Assignment 1 - 20% of course grade – Due October 15th

- This will be a creative assignment, quite different from your usual course paper. You will search for an archaeological site on Google Maps, Google Earth, Instagram, or other platforms and will write a blog post or ESRI storymap about your site. A detailed assignment guide with a list of possible sites will be posted early in the course.

Assignment 2 – 20% of course grade – Due December 4th

- Taking the same site as in assignment 1, you will research the site and write about it from the perspective of an archaeologist who has actually worked there. Your paper should

describe the site in some detail, discuss its time period, who lived there, and its wider landscape. Your paper can be in a first-person narrative style but still needs to be well-researched; you should draw from at least 15 sources, and may use a mix of academic and reliable non-academic sources. A detailed assignment guide will be posted early in the course. As this is an essay course, you are required to submit a written paper in order to pass the course.

Final Exam – 20%

- To be held in the December exam period. The final exam will be based on course readings, lectures, and discussions as well as themes and major concepts that ran through the entire course. Final exam questions will be written as short or long answers to questions or as essay questions.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](https://www.turnitin.com).

Course Specific Conditions Required to Pass this Course

In order to pass an essay course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course.

In order to pass this essay course, students must submit and receive a passing grade on their final essay.

Course Specific Statements and Policies:

- Quizzes cannot be retaken if missed; they must be completed by the due date and time.
- The final exam cannot be taken if missed without accommodations.
- Required readings, participation requirements, etc. must be posted by the required date and time; they cannot be submitted late.
- All assignments are due at the date and time indicated. Late assignments will be penalized at a rate of 2% per day (including weekends), but there will be a two-day grace period. Please speak to me **before** a due date if you need accommodations or do not think you will be able to submit it on time; I am very understanding but I will not grant any extensions if you only speak to me on or after an assignment's due date.
- I am available to meet via Zoom and we may be able to set up group meetings or tutorials if there is interest in it.

Statement on Seeking Special Accommodations:

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Institutional Statements and Policies

All students should familiarize themselves with Western's current academic policies regarding medical accommodation, accessibility, plagiarism and scholastic offences in Western's Academic Calendar by clicking on this link:

<http://westerncalendar.uwo.ca/academicPolicies.cfm?SelectedCalendar=Live&ArchiveID=>

This timeline will be the place to look for readings, quiz dates, and other assignments. *It will be populated and finalized before the course begins.*

Week	Dates	Description
Week 1	Sept 9 (Wed) to Sept 13 (Sun)	
Week 2	Sept 14 (Mon) to Sept 20 (Sun)	Sept 17 – Add/Drop deadline
Week 3	Sept 21 (Mon) to Sept 27 (Sun)	
Week 4	Sept 28 (Mon) to Oct 4 (Sun)	
Week 5	Oct 5 (Mon) to Oct 11 (Sun)	
Week 6	Oct 13 (Tues) to Oct 18 (Sun)	Monday, October 12 – Thanksgiving
Week 7	Oct 19 (Mon) to Oct 25 (Sun)	
Week 8	Oct 26 (Mon) to Nov 1 (Sun)	
READING WEEK	Nov 2 (Mon) to Nov 8 (Sun)	FALL READING WEEK
Week 9	Nov 9 (Mon) to Nov 15 (Sun)	November 12 – last day to drop a course without penalty.
Week 10	Nov 16 (Mon) to Nov 22 (Sun)	
Week 11	Nov 23 (Mon) to Nov 29 (Sun)	
Week 12	Nov 30 (Mon) to Dec 6 (Sun)	
Week 13	Dec 7 (Mon) to Dec 9 (Wed)	December 10 – Study Day
Exams	Dec 11 (Fri) to Dec 22 (Tues)	