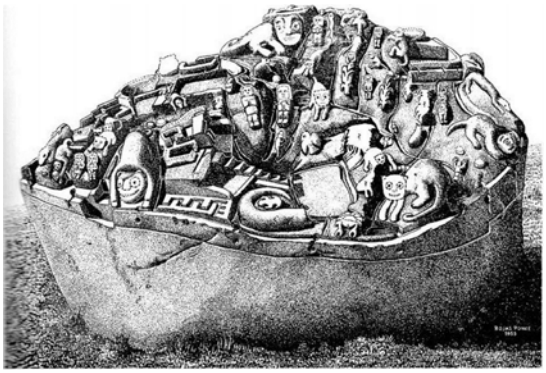
Ancient Incas



ANT 3164—001
Spring 2018

Tuesdays and Thursdays, 9:00-10:15 AM
Business Administration 2, room 207
Dr. John Walker
john.walker@ucf.edu
409o Howard Phillips Hall

Office Hours: Tuesdays and Thursdays, 10:30 AM-12:30 PM, by appointment, or contact me through Webcourses and I will try to reply in 24 hours. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

Course description

This course will introduce you to the ancient Inca civilization and major pre-Inca Andean societies, as well as to selected aspects of the Spanish invasion of the Inca Empire. The Inca peoples created one of the most extraordinary civilizations of all time, which controlled nearly half of South America, but did so in some important ways that differed from other world civilizations. To give just one example, they did not use writing as we know it. We will study the marvels of the Inca state, built among some of the most challenging and diverse environments in the world. In order to study the Inca Empire and its peoples, we will use diverse sources drawn from archaeology, written, and oral history.

Course goals

To examine the cultures and societies of the pre-Columbian Andean region, especially the Inka Empire

To connect the archaeological study of the past to anthropological ideas about society in the present.

To understand how history, archaeology, and laboratory science can work together in the field.

To use new technologies to find, use and critique information.

Textbooks and Software

There are TWO required textbooks for this class.

An Archaeology of South America, by Jerry Moore. University Press of Colorado. Paperback ISBN: 978-1-60732-332-7.

The Incas (2nd Edition), by Terence N. D'Altroy. Wiley Blackwell. Paperback ISBN: 978-1-444-33115-8.

Course readings will also be found on the webcourses site for this course, which

you must monitor. This is not a web-based course, but we will be using the webcourses site for assignments and updates to this syllabus. In addition, there are two resources that you may want to consider:

Google Earth [http://earth.google.com/download-earth.html] Note that you only need to download the free software. You could also try ArcGIS Earth [http://www.esri.com/software/arcgis-earth] which is also free.

Articles and book excerpts may also be assigned, some of which we will use in class discussions. These are listed in a separate section. All of these readings will be made available on the class website, and many of them are available from the UCF Library. Come to every class and stay current with the course website to be informed of changes in the reading schedule.

You are expected to complete the required readings before class on the first day of each unit. Stay informed by coming to class.

Course Requirements

The requirements for this course are weighted as follows:

Class participation	100 points: attendance and participation
Final	200 points: 1 exam
Midterm	200 points: 1 exam
Portfolio	500 points: weekly writing homework
Total	1000 points

Exams—there will be two exams through the semester (one midterm and a final). Exams will consist of identifications, and short essay questions. All the material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend much (if any) time in class reviewing the exams. However, I encourage you to make an appointment to meet with me and I would be glad to go over the exam with you.

The term list that we will be using to study for the midterm and the final will be generated by the students and the professor in consultation. Students will use the list to prepare for the exams, and the professor will use the list to write the exams.

Writing Portfolio— Each week you have written homework. You must choose one of four options, each of which has different expectations and a different point value. Your portfolio grade will be calculated by dividing your total score by 500. Additionally, you must hand in at least 3 of each of the four types of assignment by the end of the semester. Doing well in the course means **completing written work every week**. You may complete more than one assignment in a given week. I will return writing assignments with feedback through webcourses within one week.

The *Finding* assignments use the library to locate an academic article relevant to that weeks topic, and write a 100-word summary of its contents, which could be used by your fellow students to evaluate the article for their own use. These assignments will be evaluated according to two criteria: first, whether the article chosen is a worthwhile

contribution and second, how useful the summary is for other students. [10 points] You will have at least 8 opportunities to hand in this kind of assignment.

The *Mapping* assignments use the library to locate an academic article relevant to that weeks topic, that is linked to a specific location in the Amazon. An example would be an ethnographic account of a particular group of people. The assignment is to use Google Earth to make a placemark that links that location to either the library database or the pdf version of the file. These assignments will be evaluated according to two criteria: first, whether the article chosen is a worthwhile contribution and second, how accurate and useful the placemark is for other students. [10 points] You will have at least 8 opportunities to hand in this kind of assignment.

The *Evaluating* assignments take one of the assigned readings and write a 200 word evaluation of the arguments presented in that text, or an analysis of how that text might be part of an argument about anthropological issues in the Amazon. These assignments will be evaluated according to two criteria: first, how useful the summary of the article is for other students, and second, how much the evaluation engages with the argument of the article. [20 points] You will have at least 10 opportunities to hand in this kind of assignment.

The *Connecting* assignments take one or more of the assigned readings, including at least one formt hat week, and write a 500 word essay that connects the argument of the reading to a larger argument, perhaps an argument that stretches across several weeks of the class. These assignments will be evaluated according to two criteria: first, how well does the essay represent thoughtful reading of the article or articles, and second, how well developed is the argument of the essay (not of the article or articles). [50 points] You will have at least 8 opportunities to hand in this kind of assignment.

Portfolio—At the end of the semester I will review all of the written work of each student. There is no additional grade or points that will be assigned, but every student needs to give consistent effort throughout the semester, completing 3 of each kind of assignment, and show improvement in your writing by responding to instructor feedback.

During the semester we will discuss possibilities for other kinds of assignments that students could complete to add to their writing portfolios for extra credit.

Grading scheme—the +/- system will be used. The point totals correspond to the following letter grades.

A	940-1000	C	740-769
A-	900-939	C-	700-739
B+	870-899	D+	670-699
B	840-869	D	640-669
B-	800-839	D-	600-639
C+	770-799	F	<600

Strategies for studying

Throughout the semester we will be working together, through discussion and in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you do this and earn a good grade:

1) Come to class every day. Don't cut class and expect to be able to make up the work late in the semester. This class is set up to require constant attention, and cramming for exams will only help you with 40% of your final grade (see the "grading" section above).
2) Take notes in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
3) Keep up with the reading assignments—there will be days when we don't get to cover everything that was in the reading, but most likely we will get to it later, or it will be useful in later weeks.
4) Please see me if you have any questions about strategies for studying (or anything else, for that matter).

Classroom decorum

In order for many humans to coexist in a small room, cooperate and learn something, some basic ground rules are necessary.

Seating and engagement—in the event that the room is much larger than the enrollment of the class, students are expected to sit such that they can easily see and hear all of their classmates.

Small electronics—turn off all things that beep, whistle or sing before you come to class.

Tape recorders—it is okay to tape lecture, but please inform me first.

Disruptions—Talking during class, reading newspapers and other disruptive behavior will not be tolerated.

Cheating and Plagiarism—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to your Knights handbook for UCF rules regarding cheating.

Exams—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) before the exam. I will allow a make-up exam only with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is <u>your responsibility</u> to schedule at time for a make-up exam.

Revisions and the syllabus

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed by email or the web, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will happen in the course. If this syllabus does not reflect your expectations, you should feel free to drop the course.

Class Schedule (see also webcourses)

Week	Day	Date	topic	D'Altroy	Moore
January	Tue	9	introductions		ch1
	Thu	11		ch1	
2	Tue	16	geography and archaeology		ch2
	Thu	18		ch2	
3	Tue	23	Peopling of South America		ch3
	Thu	25		ch3	
4	Tue	30	Archaic Adaptations		ch4
February	Thu	1	Origins of Agriculture		ch5
5	Tue	6	Social Complexities		ch6
	Thu	8			ch7
6	Tue	13	Regional Fluoresences		ch8
	Thu	15	States and Empires		ch9
7	Tue	20	Twilight of Prehistory		ch10
	Thu	22	Empire of the Four Quarters		ch11
8	Tue	27			
March	**Thu**	**1**	**Midterm exam**	**-**	**-**
9	Tue	6	The History of the Empire	ch4	
	Thu	8	The Politics of Blood	ch5	
10	*Tue*	*13*		*Spring break*	
	Thu	*15*		*Spring break*	
11	Tue	20	The Heartland of the Empire	ch6	
	Thu	22	Inca Ideology	ch7	
12	Tue	27	Family, Community, and Class	ch8	
	Thu	29	Militarism	ch9	
April	Tue	3	Provincial Rule	ch10	
	Thu	5	Farmers, Herders and Storehouses	ch11	
14	Tue	10	Artisans and Artistry	ch12	
	Thu	12	Invasion and Aftermath		ch12
15	Tue	17	Who owns the Past	ch13	
	Thu	19			
16	Tue	24		study day	

final exam

The “events” in the final column are both University holidays, as well as the midterm and the final. These will change the schedule slightly, and this is why the topics repeat after those events. The schedule could be modified by the interests of the class, in the sense that a topic might be extended if there is sufficient interest. The schedule will certainly be modified in the event of a major hurricane or zombie apocalypse, and so we will remain ready to change our calendar if necessary.

Although this is a face-to-face class, it is a requirement that all students stay in contact with the Canvas (webcourses) site for this course. At that site you will turn in your assignments, and communicate with your fellow studetns and the professor.