ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS
GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.
(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 09/16/09

1. ACADEMIC UNIT: School of Human Evolution and Social Change

2. COURSE PROPOSED:
   ASB 494/591 Andean Archaeology
   (prefix) (number) (title) (semester hours) 3

3. CONTACT PERSON:
   Name: Alissa Ruth
   Phone: 54628
   Mail Code: 2402
   E-Mail: alissa.ruth@asu.edu; kelly.knudson@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE: A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

   Core Areas
   Literacy and Critical Inquiry—L
   Mathematical Studies—MA
   Humanities and Fine Arts—HU
   Social and Behavioral Sciences—SB
   Natural Sciences—SQ
   Awareness Areas
   Global Awareness—C
   Historical Awareness—H
   Cultural Diversity in the United States—C
   (Note: one course per form)

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses:

Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus?

Chair/Director (Print or Type) K. Kintigh
Chair/Director (Signature)

Date: 09/17/09

Rev. 1/94, 4/95, 7/98, 4/00, 1/02
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[H] CRITERIA

**THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>syllabus</td>
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<tr>
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<td>syllabus</td>
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<td></td>
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<td>syllabus</td>
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</tbody>
</table>

|     |    | syllabus                       |

### THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASB</td>
<td>454</td>
<td>Andean Archaeology</td>
<td>H</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>history is major focus</td>
<td>course covers Andean South America from 14,000 years ago to the present day</td>
<td>see attached syllabus</td>
</tr>
<tr>
<td>human development and human institutions</td>
<td>course examines the development of key aspects of human behavior, including the development of social stratification, socio-political complexity, and religion</td>
<td>see attached syllabus</td>
</tr>
<tr>
<td>relationship between events is contextualized</td>
<td>course contextualizes these developments in Andean history, anthropology and geography and, as appropriate, compares these events to other world areas</td>
<td>see attached syllabus</td>
</tr>
</tbody>
</table>
COURSE SYLLABUS: Andean Archaeology (ASB 494/591), Arizona State University, Fall 2009

Day and Time: MW 3:30-4:45
Room Number: TBA
Professor: Kelly J. Knudson, Ph.D.
Email: Kelly.Knounson@asu.edu
Webpage: www.kjknudson.com
Office Phone: 480-727-0767
Office Location: Anthropology Building 312
Office Hours: W 2:00-3:00 pm and by appointment

Course Description
Students will be introduced to the archaeology and prehistory of Andean South America. Andean archaeology will be covered chronologically, beginning with the first inhabitants of the Americas and the controversial site of Monte Verde, and will end with a detailed discussion of the Inka, one of the world’s greatest empires. Within this chronological framework, topics to be covered include Andean worldview, gender, ideology, mortuary ritual including human sacrifice, art and architecture, and imperial strategies. The contributions of Andean ethnohistory and cultural anthropology will be heavily emphasized.

Required Texts (ASB 494)

Required Texts (ASB 591)

Course Prerequisites
The course has no required prerequisites, although students are encouraged to take ASB 233 (Buried Civilizations of the New World) before taking this course.

Course Requirements
The required readings will serve as the main material for the course and will be supplemented by the lectures. Attending lectures without doing the readings will only provide you with a superficial knowledge of the subject. For that reason, it is crucial that you have done the required reading before attending class so that you can participate in class discussions. In addition to readings, students will also be expected to take two exams, complete two assignments, and participate in in-class debates and discussions. Students will also be expected to give one presentation to the class. Finally, students who signed up for ASB 591 will also complete a term paper. Finally, ASB 591 students are also very strongly encouraged to read the recommended books.

Student Evaluation for ASB 494 Students

<table>
<thead>
<tr>
<th></th>
<th>Exams</th>
<th>Presentation</th>
<th>Assignments</th>
<th>Participation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>100 points each</td>
<td>50 points</td>
<td>50 points each</td>
<td>50 points</td>
<td>400 points</td>
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</table>

Student Evaluation for ASB 591 Students

<table>
<thead>
<tr>
<th></th>
<th>Exams</th>
<th>Presentation</th>
<th>Assignments</th>
<th>Participation</th>
<th>Term Paper</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>100 points each</td>
<td>50 points</td>
<td>50 points each</td>
<td>50 points</td>
<td>100 points</td>
<td>500 points</td>
</tr>
</tbody>
</table>

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
</tr>
<tr>
<td>A</td>
<td>92-97%</td>
</tr>
<tr>
<td>A-</td>
<td>90-91%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>82-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-81%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>72-77%</td>
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<tr>
<td>C-</td>
<td>70-71%</td>
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<tr>
<td>D</td>
<td>61-69%</td>
</tr>
<tr>
<td>E</td>
<td>60% or below</td>
</tr>
</tbody>
</table>
Course Policies and General Information

The Writing Center
The Writing Center at Arizona State University is an excellent resource for students who want to improve and refine their writing skills. For more information see the following website: http://www.asu.edu/duas/wcenter/.

Academic Integrity
Each student is responsible for preparing her or his own work. Cheating on exams or quizzes, plagiarizing other sources, or engaging in any form of academic deceit will not be tolerated. To avoid plagiarism, each published or unpublished source you use for your course assignments must be cited and all direct quotes must be identified in quotation marks. Guidelines to proper citations will be included on the assignments. Students who cheat, plagiarize or engage in academic deceit will be subject to full disciplinary action by Arizona State University. The following websites are useful resources if you have questions about the Arizona State University policies on academic integrity or if you have questions about how to avoid plagiarism:
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm
http://owl.english.purdue.edu/handouts/research/r_plagiar.html
http://www.rbs2.com/plag.htm

In-Class Behavior
Students are expected to treat others in the classroom with respect and common courtesy. Cellular phones are not permitted to be used in any way. Laptop computers are to be used only to take notes. Late arrival will not be tolerated and repeated lateness will result in a lower participation grade for the course.

Late Assignments and Late or Missed Exams
Late assignments will be docked 5% of the total points value for each day they are late, and will not be accepted more than five days late (including weekends). Students will be allowed to take missed exams or turn in late assignments without losing points only in the case of medical or family emergencies. In either case, the instructor must be notified before the due date or exam date and a written excuse from an appropriate source must be provided (such as a doctor).

Special Accommodations
If any of the scheduled exams are conflict with the observation of religious holidays, alternative dates or makeup exams can be arranged. If you need special accommodations because of a disability, please notify the instructor within the first two weeks of class. Finally, grades for course assignments and exams will normally be available after one week has elapsed. Extra credit is not available for this course.

Internet Resources on Andean Archaeology
There are a number of useful websites on Andean archaeology, ethnohistory and ethnography, including websites for specific research projects as well as more general resources. Here are a few that you may find particularly helpful.

Culture and Society in the Andes: An Online Reader (list of publications)
http://www.euskalnet.net/sjf/andeanlinks1.htm

Qoyllur Rit'i: In Search of the Lord of the Snow Star (exhibit on Andean ethnography)
http://www-unix.oit.umass.edu/~jespinal/qoyllur_riti/index.html

Runa Simi (list of Quechua websites and publications)
http://www.runasimi.de/links.htm

The Guman Poma Website (online copy of Andean ethnographical text)

Bruce Owen’s Archaeology in Peru (list of websites and publications)
http://bruceowen.com/research/researchperu.htm

Mike Ruggieri’s Ancient Andean World (list of archaeology websites and publications)
http://tinyurl.com/2o79jy
ANDEAN ARCHAEOLOGY: CLASS OUTLINE AND ASSIGNED READINGS
The assigned readings that are listed for each week should be completed
before class each week.

WEEK 1: INTRODUCTION TO THE ANDES: GEOGRAPHY AND CULTURAL ANTHROPOLOGY
WEEK 1, August 24: Course Introduction, Introduction to Andean Geography
WEEK 1, August 26: Video: Ausangate (Heckmen and Fettig 2006, 61 min.)
REQUIRED READINGS (494): Andean Archaeology Chapter 1
The Incas Chapters 1, 2
REQUIRED READINGS (591): Andean Archaeology Chapter 1
The Incas Chapters 1, 2

WEEK 2: ANDEAN WORLDVIEW: ETHNOGRAPHIC AND ARCHAEOLOGICAL APPROACHES
WEEK 2, August 31: Andean Worldview
WEEK 2, September 2: Video: Q’eros: The Shape of Survival (Cohen 1979, 53 min.)
REQUIRED READINGS (494): Andean Archaeology Chapter 1
The Incas Chapters 1, 2
REQUIRED READINGS (591): Andean Archaeology Chapter 1
The Incas Chapters 1, 2

WEEK 3: THE PEOPLING OF SOUTH AMERICA AND THE ARCHAIC AND PRECERAMIC PERIODS
WEEK 3, September 7: Class cancelled (Labor Day)
WEEK 3, September 9: The Peopling of South America and the Archaic and Preceramic Periods
REQUIRED READINGS (494): Andean Archaeology Chapters 2, 3
REQUIRED READINGS (591): Andean Archaeology Chapters 2, 3


**RECOMMENDED BOOKS:**

**WEEK 4: CHAVIN DE HUANTAR AND THE EARLY HORIZON**

**WEEK 4, September 14:** The Site of Chavin de Huantar

**WEEK 4, September 16:** The Early Horizon and the Spread of Chavin-Style Material Culture

- **Student Presentations**

**REQUIRED READINGS (494):** *Andean Archaeology* Chapter 4

**REQUIRED READINGS (591):** *Chavin: Art, Architecture and Culture*


**RECOMMENDED BOOKS:**


**WEEK 5: THE EARLY INTERMEDIATE PERIOD: THE MOCHE AND THE NASCA**

**WEEK 5, September 21:** An Introduction to the Moche and Nasca Polities

**WEEKS 5, September 23:** Guest lecture by Dr. Charles Merbs, "Moche: The Giants of Dos Cabezas" (60 min.)

**REQUIRED READINGS (494):** *Andean Archaeology* Chapters 5, 6
REQUIRED READINGS (591):  
- Andean Archaeology Chapters 5, 6  

RECOMMENDED BOOKS:

RECOMMENDED BOOKS:

WEEK 6: EXAM 1
WEEK 6, September 28:  
Exam Review  
• Bring five questions for discussion and clarification during the exam review

WEEK 6, September 30:  
• In-class exam

REQUIRED READINGS (494):  
Andean Archaeology Chapters 1-4  
The Incas Chapters 1, 2

REQUIRED READINGS (591):  
Andean Archaeology Chapters 1-4  
Chavin: Art, Architecture and Culture  
The Incas Chapters 1, 2  
All assigned articles

WEEK 7: THE MIDDLE HORIZON: WARI IMPERIAL STRATEGIES
WEEK 7, October 5:  
The Wari Heartland and the Development of the Wari Polity  
• Student Presentations

WEEK 7, October 7:  
Guest lecture by Judy Newland, “Textiles of the Andes: The Middle Horizon and Beyond” (60 min.)

REQUIRED READINGS (494):  
Andean Archaeology Chapters 8, 9, 13

REQUIRED READINGS (591):  
Andean Archaeology Chapters 8, 9, 13  


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**RECOMMENDED BOOKS:**

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**WEEK 8: THE MIDDLE HORIZON: THE TIWANAKU POLITY**

**WEEK 8, October 12:**

The Tiwanaku Heartland in the Lake Titicaca Basin

**WEEK 8, October 14:**

The Tiwanaku: The Second Middle Horizon Empire?

**REQUIRED READINGS (494):**

*Andean Archaeology* Chapters 9, 10, 13

Ancient Tiwanaku

**REQUIRED READINGS (591):**

*Andean Archaeology* Chapters 9, 10, 13

Ancient Tiwanaku

*The Tiwanaku: Portrait of an Andean Civilization* Chapters 1-8


**RECOMMENDED BOOKS:**


WEEK 9: THE LATE INTERMEDIATE PERIOD

WEK 9, October 19:
The Late Intermediate Period and the Andean Vertical Archipelago
- Student Presentations

WEEK 9, October 21:
The Late Intermediate Period and the Chachapoyas
- Video: Cliff Mummies of the Andes: Unwrapped (History Channel 2008, 50 min.)

REQUIRED READINGS (494):  
Andean Archaeology Chapter 11
The Incas Chapter 3

REQUIRED READINGS (591):  
Andean Archaeology Chapter 11
The Incas Chapter 3


RECOMMENDED BOOKS:

WEEK 10: THE LATE INTERMEDIATE PERIOD: CHIMU INFLUENCE IN THE ANDES

WEEK 10, October 26:
The Kingdom of Chimor and Chimu Influence in the Andes
- Assignment 1 DUE at beginning of class

WEEK 10, October 28:
Chan Chan and the Kingdom of Chimor
- Student Presentations

REQUIRED READINGS (494):  
Andean Archaeology Chapter 11

REQUIRED READINGS (591):  
Andean Archaeology Chapter 11


**RECOMMENDED BOOKS:**

**WEEK 11: THE INKAS: ORIGINS AND IMPERIAL EXPANSION**

**WEEK 11, November 2:**

**WEEK 11, November 4:**

**REQUIRED READINGS (494):**

- The Origins of the Inka Empire
- Inka Imperial Strategies
  - Student Presentations

- *Andean Archaeology* Chapters 12, 13
- *The Incas* Chapters 4, 5, 6, 9, and 10

**REQUIRED READINGS (591):**

- *Andean Archaeology* Chapters 12, 13
- *The Incas* Chapters 4, 5, 6, 9, and 10
- Native Lords of Quito

**RECOMMENDED BOOKS:**

**WEEK 12: THE INKAS: IMPERIAL EXPANSION AND RITUAL ACTIVITIES**

**WEEK 12, November 9:**

**WEEK 12, November 11:**

**REQUIRED READINGS (494):**

- *Andean Archaeology* Chapters 12, 13
- *The Incas* Chapters 7, 8, 11, 12

**REQUIRED READINGS (591):**

- *Andean Archaeology* Chapters 12, 13
- *The Incas* Chapters 7, 8, 11, 12

**Video: Ice Mummies: Frozen in Heaven (NOVA 1998, 60 min.)**

**Class cancelled (Veteran's Day)**

**RECOMMENDED BOOKS:**

**WEEK 13: INKA RELIGIOUS LIFE AND IDEOLOGY AND THE ARRIVAL OF THE SPANISH**

**WEEK 13, November 16:**

An Introduction to Inka Belief Systems

- Student Presentations

**WEEK 13, November 18**

1532: The Arrival of the Spanish and the Conquest of the Inkas

- Video: *The Great Inca Rebellion* (NOVA/National Geographic 2007, 52 min.)

**REQUIRED READINGS (494):**

- *Andean Archaeology* Chapters 12, 13
- *The Incas* Chapters 7, 8, 11, 12

**REQUIRED READINGS (591):**

- *Andean Archaeology* Chapters 12, 13
- *The Incas* Chapters 7, 8, 11, 12


**RECOMMENDED BOOKS:**

**WEEK 14: THE ARRIVAL OF THE SPANISH AND THE COLONIAL PERIOD**

Page 9 of 11
WEEK 14, November 23: The Colonial Period in the Andes
- Student Presentations

WEEK 14, November 25: The Colonial Period in the Andes
- Work on Assignment 2

REQUIRED READINGS (494):
The Incas Chapter 13

REQUIRED READINGS (591):


WEEK 15: EXAM 2
WEEK 15, November 30:
Exam Review
- Bring five questions for discussion and clarification during the exam review
- Assignment 2 DUE at beginning of class

WEEK 15, December 2:
REQUIRED READINGS (494):
Andean Archaeology Chapters 5, 6, 8-13
The Tiwanaku: Portrait of an Andean Civilization Chapters 1-8

REQUIRED READINGS (494):
Ancient Tiwanaku
The Incas Chapter 3-13
Native Lords of Quito
All required articles

WEEK 16: COURSE SUMMARY
WEEK 16, December 7:
Video: Transnational Fiesta (Gelles 1992, 61 min.)
- Exam 2 DUE at beginning of class

REQUIRED READINGS (494):
Andean Archaeology Chapters 1-6, 8-13
The Tiwanaku: Portrait of an Andean Civilization Chapters 1-8
The Incas Chapters 1-13

REQUIRED READINGS (591):
Andean Archaeology Chapters 1-6, 8-13
The Tiwanaku: Portrait of an Andean Civilization
Native Lords of Quito
The Incas
Chavin: Art, Architecture and Culture