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   3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth Phone: 5-4628
   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—G
Historical Awareness—H —APPROVED
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: Keith Kintigh
(Print or Type)
Date: 9/17/09

Chair/Director: ____________________________  (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02
DATE: November 2, 2009

TO: Alissa Ruth- School of Human Evolution and Social Change

FROM: Phyllis Lucie, General Studies Program Office

SUBJECT: GENERAL STUDIES DESIGNATION- REVISE & RESUBMIT

The following courses:

ASB 210  Sex, Marriage, and Evolution
ASB 494  Andean Archeology

were denied the Social and Behavioral Science (SB) General Studies designation at the October 27, 2009 General Studies Council meeting. The subcommittee recommends that these courses be revised with a request to resubmit and provided the following rationale:

ASB 210 Sex, Marriage, and Evolution

This is a well-thought out, well-described course that will be easy to approve when the committee gets a table of contents for the textbooks.

ASB 494 Andean Archeology

This looks like an excellent course which will be easy to approve when the committee gets (1) a more descriptive "detailed checklist," and (2) tables of contents for the textbooks.

If you have any questions, please contact me at 5–0739. Thank you.

SZQ: PL
XC: Alexandra Brewis Slade, Chair/Director- School of Human Evolution and Social Change
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
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<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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<td>- ANTHROPOLOGY</td>
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<td>- ECONOMICS</td>
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<td>- CULTURAL GEOGRAPHY</td>
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<td>- HISTORY</td>
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<td>3. Course emphasizes:</td>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<td>OR</td>
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<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<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>
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<tbody>
<tr>
<td>human interaction</td>
<td>This course focuses on 14,000 years of human interaction in the Andes, including political, economic and ideological developments.</td>
<td>Although human interaction is an aspect of each week of this course, we focus particularly on Andean socio-political interactions in weeks 2, 5, 6, 7, and 11. Economic interactions are a focus of weeks 1, 9, 10 and 14. Finally, religious interactions and belief systems are a focus of weeks 4, 12 and 13.</td>
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<tr>
<td>social and behavioral sciences</td>
<td>This course focuses on anthropological archaeology with an additional emphasis on Andean cultural anthropology.</td>
<td>We focus on the methods of anthropological archaeology throughout the course, but particularly emphasize it in weeks 1, 2, and 3. Methods used in socio-cultural anthropology are emphasize to a lesser extent, but are an important aspect of weeks 1, 2, 3, and 16.</td>
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<tr>
<td>social and behavioral sciences methods and data</td>
<td>This source incorporates anthropological theories and data from archaeology and cultural anthropology. By integrating and evaluating these theories and data, this course encourages critical analysis of both theories and data.</td>
<td>As discussed above, we focus on the methods of anthropological archaeology throughout the course, but particularly emphasize it in weeks 1, 2, and 3. Methods used in socio-cultural anthropology are emphasize to a lesser extent, but are an important aspect of weeks 1, 2, 3, and 16. Major anthropological theories in Andean archaeology are a focus of lecture and critical analysis in small- and large-group discussion in weeks 3, 4, 8, 9, and 11.</td>
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Tables of Contents of Required Texts for ASB 494 (Andean Archaeology)
General Studies Designation Revise and Resubmit

Table of Contents
1. Introduction.
2. The Land and its People.
3. The Incas before the Empire.
4. The History of the Empire: Narrative Visions.
6. The Heartland of the Empire.
8. Family, Community, and Class.
11. Farmers, Herders, and Storehouses.
12. Artisans and Artistry.
13. Invasion and Aftermath.

Table of Contents
1. Unraveling Tiwanaku's mystery
2. Land and people
3. Early complexity and Tiwanaku's ascendance
4. The city of Tiwanaku
5. The rural hinterland
6. Tiwanaku geopolitics
7. Wari and Tiwanaku
8. Collapse and regeneration

Table of Contents
1. Introduction : space and time in the Central Andes
2. The first settlers
3. Cultural transformations in the Central Andean Late Archaic
4. Building authority at Chavin de Huantar : models of social organization and development in the initial period and early horizon
5. Life, death, and ancestors
5. The art of Moche politics
7. Clothing the social world
8. Wari art and society
9. Experiencing the cities of Wari and Tiwanaku
10. Household and city in Tiwanaku
11. Late prehispanic sociopolitical complexity
12. Knowing the Inca past
13. Andean empires
COURSE SYLLABUS: Andean Archaeology (ASB 454/554), Arizona State University, Fall 2009

Day and Time: MW 3:30-4:45  
Room Number: TBA  
Professor: Kelly J. Knudson, Ph.D.  
Email: Kelly.Kudson@asu.edu  
Webpage: www.kjkudson.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 454)

Required Texts (ASB 554)

Course Prerequisites
Undergraduate students must be a junior or senior student to take ASB 454. In addition, before taking this course, ASB 454 students must have taken and received a C or higher in at least one of the following courses: ASB 102 (Introduction to Cultural and Social Anthropology), ASB 222 (Buried Cities and Lost Tribes), ASB 223 (Buried Civilizations of the New World), or ASM 104 (Bones, Stones, and Human Evolution). Finally, ASB 554 is reserved for graduate students.

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, worth 100 points each, and complete two written essay assignments, worth 50 points each. Students are also expected to participate in in-class debates, small group discussions, and large-group discussion. Participation in these in class activities as well as class attendance will be worth 50 points. Students will also be expected to give one presentation to the class, worth 50 points. Finally, students who signed up for ASB 554 will also complete a term paper, and are also very strongly encouraged to read the recommended books.

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<thead>
<tr>
<th>Student Evaluation for ASB 454 Students</th>
<th>Student Evaluation for ASB 554 Students</th>
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Grade Scale

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<td>60% or below</td>
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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/](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 websites below are useful resources if you have questions about the Arizona State University policies on academic integrity or about how to avoid plagiarism:

[http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)
[http://owl.english.purdue.edu/handouts/research/r_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

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 website 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](http://www.euskalnet.net/sjf/andeanlinks1.htm)

Qoyllur Rit'i: In Search of the Lord of the Snow Star (exhibit on Andean ethnography)

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

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

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

Mike Ruggeri’s Ancient Andean World (list of archaeology websites and publications)
[http://tinyurl.com/2o79jy](http://tinyurl.com/2o79jy)
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 Pettig 2006, 61 min.)
REQUIRED READINGS (454): Andean Archaeology Chapter 1
                           The Incas Chapters 1, 2
REQUIRED READINGS (554): 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 (454): Andean Archaeology Chapter 1
                           The Incas Chapters 1, 2
REQUIRED READINGS (554): Andean Archaeology Chapter 1
                           The Incas Chapters 1, 2


RECOMMENDED BOOKS:

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 (454): Andean Archaeology Chapters 2, 3
REQUIRED READINGS (554): 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 (454):
  - Andean Archaeology Chapter 4
REQUIRED READINGS (554):
  - Andean Archaeology Chapter 4
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, September 23:
  - Guest lecture by Dr. Charles Merbs, "Moche: The Giants of Dos Cabezas" (60 min.)
REQUIRED READINGS (454):
  - Andean Archaeology Chapters 5, 6
REQUIRED READINGS (554): *Andean Archaeology* Chapters 5, 6

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 (454): *Andean Archaeology* Chapters 1-4
  *The Incas* Chapters 1, 2
REQUIRED READINGS (554): *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 (454): *Andean Archaeology* Chapters 8, 9, 13
REQUIRED READINGS (554): *Andean Archaeology* Chapters 8, 9, 13
RECOMMENDED BOOKS:


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 (454):

*Andean Archaeology* Chapters 9, 10, 13

*Ancient Tiwanaku*

REQUIRED READINGS (554):

*Andean Archaeology* Chapters 9, 10, 13

*Ancient Tiwanaku*

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


WEEK 9: THE LATE INTERMEDIATE PERIOD
WEEK 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 (454): Andean Archaeology Chapter 11
  The Incas Chapter 3
REQUIRED READINGS (554): 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 (454): Andean Archaeology Chapter 11
REQUIRED READINGS (554): Andean Archaeology Chapter 11
RECOMMENDED BOOKS:


RECOMMENDED BOOKS:


WEEK 11: THE INKAS: ORIGINS AND IMPERIAL EXPANSION

WEEK 11, November 2: The Origins of the Inka Empire
WEEK 11, November 4: Inka Imperial Strategies
• Student Presentations

REQUIRED READINGS (454):

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

REQUIRED READINGS (554):

*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: Video: *Ice Mummies: Frozen in Heaven* (NOVA 1998, 60 min.)
WEEK 12, November 11: Class cancelled (Veteran's Day)
REQUIRED READINGS (454):

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

REQUIRED READINGS (554):

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

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 (454):
Andean Archaeology Chapters 12, 13
The Incas Chapters 7, 8, 11, 12
REQUIRED READINGS (554):
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
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 (454):
The Incas Chapter 13

REQUIRED READINGS (554):


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 (454):
Andean Archaeology Chapters 5, 6, 8-13
The Tiwanaku: Portrait of an Andean Civilization Chapters 1-8
The Incas Chapter 3-13

REQUIRED READINGS (554):
Andean Archaeology Chapters 5, 6, 8-13
The Tiwanaku: Portrait of an Andean Civilization Chapters 1-8
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 (454):
Andean Archaeology Chapters 1-6, 8-13
The Tiwanaku: Portrait of an Andean Civilization Chapters 1-8
The Incas Chapters 1-13

REQUIRED READINGS (554):
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