Ancient Civilisations of Andean South America
ARCL 2039
(0.5 Unit, 2nd & 3rd Year Option)
Term I - 2015

Dr. José R. Oliver, course coordinator/lecturer
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This course taught in alternate years
Course Handout

ARCL 2039 Ancient Civilisations of Andean South America

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Dr. José R. Oliver

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Turnitin Class ID: 2970174

Turnitin Password IoA1516

Office Hours: Mondays 11:00-12:30; Tuesdays 3-5 PM or by appointment

Lectures: Tuesdays 9-11 AM in Room B-13

1. BRIEF OVERVIEW

Through archaeology, material culture, and ethnohistory this course examines the rise and fall of complex Pre-Columbian civilisations of the central Andes of South America. These include the origins of monumental public architecture in the Preceramic period, the development of the civic-ceremonial centre of Chavin de Huántar (1000-200 BC) in the highlands, the complex Moche 'multi-polities' (AD 1-650) of the desert coast, and the Tiwanaku state (AD 400-1200) of Lake Titicaca basin in the Bolivian-Peruvian altiplano. It concludes with an examination of the vast Inca Empire (AD 1400-1531) and the consequences of Spanish Conquest. This course is intended as an introductory overview of the archaeology of the Andean region of South America.

Organization of Lecture Themes. This course is divided into seven parts or major themes, as follows: (1) Introduction to the Andean World; (2) The Cotton Pre-Ceramic-Initial Periods: The Foundations of Andean Civilization; (3) The Pre-ceramic in the High Andes: Kotbash Religious Tradition; (4) The Moche-Lambayeque Civilisations of Coastal Peru; (5) The Tiwanaku State of the Titicaca Basin; (6) The Inca Empire; (7) The Spanish Conquest and Its Consequences. The major themes are comprised of lectures on specific topics. A summary of the themes and lectures is found on page 1 below. A detailed syllabus, including references of suggested and required reading materials, can be found from page 6 onward.

Basic Texts (on reserve at IoA-Issue Desk).


2. COURSE AIMS, OBJECTIVES AND ASSESSMENT

a. Aims and Objectives

- To introduce students to the key arguments regarding the nature and the historical development of ancient civilisation in the Andean region.
- To familiarize students with the strengths/weaknesses of the archaeological evidence (and explanatory arguments for the developmental history of selected ancient Andean civilisations.
- To teach students to criticize and evaluate interpretations of archaeological data.
- To provide students with experience in critical assessment of the archaeological evidence.
- To provide students with experience in using essential principles of interpretation that can be applied in their own research (e.g. BA dissertations).
Students will become familiar with the key literature and source materials for each topic of discussion. At the end of this course, the successful student should be able to recognize and understand what are the principal questions and problems that archaeologists have wrestled with in Andean archaeology and critically evaluate how effectively have these been addressed in recent years. That is, students should be able to evaluate whether or not the explanations provided by archaeologists fit the available data. On successful completion of this course students should be able to demonstrate to have developed further skills on:

✓ observation and critical reflection
✓ application of acquired knowledge
✓ oral presentation skills

b. Teaching Methods. This course consists of formal lectures presented in each session assisted with PowerPoint presentations. Hand outs and other materials will be distributed to the students in class when appropriate. Midway through this term, a Tutorial/Review session (student’s questions, queries) will be held. The exact date/time and place will be announced, but will likely take place in Reading Week.

c. Tutorial & Review Session. Individual/personal tutorials can be arranged by prior appointment and will take place in my office. In addition there will be a mid-term tutorial/review session (place/time to be announced).

d. Student Workload. There will be 20 hours of lectures scheduled during regular class meetings. Students are also expected to undertake about 100 hours of reading plus 68 hours preparing for and producing the assessed essay work. The total workload is about 188 hours for this course (the equivalent of 0.5 Unit).

e. Pre-requisites: The course is designed for either 2nd or 3rd yr. students. However, there is no pre-requisites other than having completed the 1st year core courses.

f. Course work Assessment & Delivery. Work will be assessed by means of two essays based on topics covered during the Term (each one worth 50% of the grade). The first essay is due **20 November, 2015** and the second is due on **18 December, 2015**. The essay questions are provided in the last two pages of the detailed syllabus (pp. 11-12). The essay length must fall between a minimum of 2375 words and a maximum of 2,625 words. Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected. The following should not be included in the word-count: title page, contents pages, lists of figures and tables, abstract, preface, acknowledgements, bibliography, captions and contents of tables and figures, and appendices. (For further details on penalties for exceeding word limits and for the granting of essay extensions, see APPENDIX A starting on page iv below.)

On Line Reading Materials & Libraries. Reading materials for this course are available in electronic format (PDFs). Find ‘Go to Explore’ link at [https://www.ucl.ac.uk/library/electronic-resources/about-explore](https://www.ucl.ac.uk/library/electronic-resources/about-explore). Any reference (reading) of a journal article can be downloaded by typing author/article title in the top box, and select for ‘UCL journals’ in the lower box and then click on SEARCH button. Only those readings for which there is no electronic format, (e.g., printed books), will remain on reserve at the Issue Desk. Additionally, other required and/or recommended readings can also be found in the 'Watson' Science Library-UCL in the 'Anthropology', 'History', and 'Geography' sections. Where applicable, your reading lists include the library’s reference code. If you encounter any difficulties in obtaining the reading materials, please let me know in good time so that I can be of help.
APPENDIX A: POLICIES AND PROCEDURES
(PLEASE READ CAREFULLY)

General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources are available in your Degree Handbook and on the following website: http://wiki.ucl.ac.uk/display/archadmin. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course coordinator.

For full information on Institute policies and procedures, see the following website: http://wiki.ucl.ac.uk/display/archadmin

For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual: http://www.ucl.ac.uk/srs/academic-regulations; http://www.ucl.ac.uk/academic-manual/

A. GENERAL MATTERS

ATTENDANCE: A minimum attendance of 70% is required. A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email.

DYSLEXIA: If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

B. COURSEWORK

SUBMISSION PROCEDURES. You must submit a hardcopy of coursework to the Co-ordinator's pigeon-hole via the Red Essay Box at Reception (or, in the case of first year undergraduate work, to room 411a) by stated deadlines. Coursework must be stapled to a completed coversheet (available from IoA website; the rack outside Room 411A; or the Library). You should put your Candidate Number (a 5 digit alphanumeric code, found on Portico. Please note that this number changes each year) and Course Code on all coursework. It is also essential that you put your Candidate Number at the start of the title line on Turnitin, followed by the short title of the coursework (example: YBPR6 Funerary practices).

LATE SUBMISSION. Late submission is penalized in accordance with UCL regulations, unless permission for late submission has been granted. The penalties are as follows: i) A penalty of 5 percentage marks should be applied to coursework submitted the calendar day after the deadline (calendar day 1); ii) A penalty of 15 percentage marks should be applied to coursework submitted on calendar day 2 after the deadline through to calendar day 7; iii) A mark of zero should be recorded for coursework submitted on calendar day 8 after the deadline through to the end of the second week of third term. Nevertheless, the assessment will be considered to be complete provided the coursework contains material than can be assessed; iv) Coursework submitted after the end of the second week of third term will not be marked and the assessment will be incomplete.

GRANTING OF EXTENSIONS. Please note that new UCL-wide regulations with regard to the granting of extensions for coursework have been introduced, starting on this 2015 academic session. Full details will be circulated to all students and will be made available on the IoA intranet. Note that Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a new UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are now acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.
TURNITIN. Date-stamping is via Turnitin, so in addition to submitting hard copy, you must also submit your work to Turnitin by midnight on the deadline day. If you have questions or problems with Turnitin, contact ioa-turnitin@ucl.ac.uk.

**TURNITIN FOR THIS COURSE**  
**ID=2970174----PASSWORD= IoA1516**

**RETURN OF COURSEWORK AND RESUBMISSION:** You should receive your marked coursework within four calendar weeks of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. When your marked essay is returned to you, return it to the Course Coordinator within two weeks. You must retain a copy of all coursework submitted.

**WORD LENGTH:** Essay word-lengths are normally expressed in terms of a recommended range. Not included in the word count are the bibliography, appendices, tables, graphs, captions to figures, tables, graphs. You must indicate word length (minus exclusions) on the cover sheet. Exceeding the maximum word-length expressed for the essay will be penalized in accordance with UCL penalties for over-length work.

**CITING OF SOURCES and AVOIDING PLAGIARISM:** Coursework must be expressed in your own words, citing the exact source (author, date and page number; website address if applicable) of any ideas, information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). Any direct quotations from the work of others must be indicated as such by being placed between quotation marks. Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations: [http://www.ucl.ac.uk/current-students/guidelines/plagiarism](http://www.ucl.ac.uk/current-students/guidelines/plagiarism)

C. **RESOURCES**

**MOODLE.** Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Nicola Cockerton, Room 411a ([nicola.cockerton@ucl.ac.uk](mailto:nicola.cockerton@ucl.ac.uk)).

**INSTITUTE OF ARCHAEOLGY COURSEWORK PROCEDURES**

General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available in your Degree Handbook and on the following website: [http://wiki.ucl.ac.uk/display/archadmin](http://wiki.ucl.ac.uk/display/archadmin). It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course coordinator.
Summary List of Themes and Lectures

I. Introduction to the Andean World
Lecture 1. Introduction to the Course
Lecture 2. Vertical Ecological Zonation and Cultural Adaptation in the Andes

II. The Cotton Pre-Ceramic—Initial Periods: The Foundation of Andean Civilisations
Lecture 3-4. The Early Centers with Monumental Architecture in Coastal Perú Cotton Preceramic Period (Part 1)
Lecture 5. The Early Centers with Monumental Architecture in Coastal Perú Cotton Preceramic Period (Part 2)
Lecture 6. The Maritime-Oasis Hypothesis

III. The Preceramic in the High Andes: The Kotosh Religious Tradition
Lecture 7. The Kotosh Religious Tradition of the Central Andean Highlands
Lecture 8. The Collapse of the Late Preceramic/Initial Period & the Early Horizon "Revolution"

IV. Chavín de Huántar and the Early Horizon in Highland Andes
Lecture 9. Chavín de Huántar: From Village to Civic-Ceremonial Centre
Lecture 10. Chavín Art and Architecture

V. The Moche Civilisation
Lecture 11. The Rise and Expansion of Moche Civilisation
Lecture 12. The Fall of the Moche: The Case of Pampa Grande

VI. The Tiwanaku State in the Lake Titicaca Basin (Altiplano)
Lecture 13. The Rise of Tiwanaku and its Capital Center
Lecture 14. The Tiwanaku Capital Core and its Periphery
Lecture 15. Tiwanaku Economy: Raised Field \( \text{(waru-waru)} \) Agriculture
Lecture 16. The Collapse of Tiwanaku (The Erickson-Kolata Debate)

VII. The Inca Empire
Lecture 17. The Inca Imperial Organisation
Lecture 18. The Inca Capital of Cuzco, Royal Estates & Sacred Landscapes
Lecture 19. Inca Empire & Conquest: The Case of the Wanka (Huanca) in the Mantaro Valley
Lecture 20. The Spanish Conquest & Overview

READING WEEK 9-13 NOVEMBER 2015
Detailed Syllabus
ARCL 2039 Ancient Civilisations of Andean South America
Term I 2015
(0.5 Unit, 2nd & 3rd Year Option)

Dr. José R. Oliver, Coordinator/Lecturer
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ESSAYS DUE ON:
No. 1, 20 November 2015
No. 2, 18 December 2015
Essay Questions are found at the end

PART I. Introduction to the Andean World
The first session discusses the aims and goals of this course and introduces the student to the basic cultural and chronological terminology used in the Andes. The second lecture discusses will introduce the student to the important concept of vertical ecological zonation or, (or 'verticality' as is commonly referred to) and its implications for sociocultural and economic adaptation that gives a distinctive character to the Andean peoples, past and present. The ‘verticality model’ was developed by the late economic-anthropologist John V. Murra for explaining colonial and modern Andean societies, and was quickly co-opted by archaeologists to test its applicability and validity in pre-colonial (Pre-Columbian) times.

Lectures Week 1 (06 OCT)
1. Introduction to the Course
   Required readings

2. Vertical Ecological Zonation and Cultural Adaptation in the Andes
   Required readings:

   Recommended readings
PART II. The Cotton Pre-Ceramic—Initial Periods: The Foundation of Andean Civilisations

The Cotton or Late Preceramic & the Initial Period marked the appearance of large civic-ceremonial centres characterized by monumental architecture which served as models for the organisation of future pan-Andean civilisations. The presence of large-scale, monumental architecture has raised significant questions about the economic bases that sustained the development of complex societies and states. Can complex societies arise in the absence of agriculture? Are such monumental public works the result of stratified and socially complex societies with centralised power or the result of kin-based corporate organization? How well Moseley explanatory model on the 'rise of Andean civilisation' fit the data?

Lectures Week 2 (13 OCT)
3-4. The Early Centers with Monumental Architecture in Coastal Perú (Part 1)

Cotton Pre-Ceramic Period

Required readings


• Haas, Johnathan (2004), Dating the Late Archaic occupation of the Norte Chico region in Peru Nature 432, pp. 1020 - 1023 (23 December 2004); UCL EXPLORE


• Burger, Richard and Robert M. Rosenwig, editors (2012) Early New World Monumentality. University of Florida Press: Gainesville. Read one of the following: Chapter 11 ‘Why do People Build Monuments?’ by Haas & Creamer (pp.289-312) OR Chapter 14 ‘Monumental Public Complexes… on Peru’s Central Coast’ by Burger and Salazar (pp. 399-430). IoA- DE BUR

Recommended readings


Lectures Week 3 (20 OCT)

5. The Early Centers with Monumental Architecture in Coastal Perú (Part 2)
   Cotton Pre-Ceramic to Early Initial Periods

   Finish readings listed for Week 2.

6. The Maritime-Oasis Hypothesis

III. The Preceramic in the High Andes: The Kotosh ‘Religious’ Tradition
The scale and size of monumental sites in the Andean highlands show a contrast with those from coastal Perú during the later Preceramic periods. This lecture focuses on the level of social and organizational complexity in the high central Andes during the Preceramic. We will examine the crucial architectural and material features of the so-called "Kotosh religious tradition" and how this tradition compares with coastal those form coastal Pre-Ceramic sites. The second discusses various arguments about proposed to account for the end (collapse?) of Pre-Ceramic polities and the emergence of a pan-Andean period of integration that marks the Early Horizon. What events/processes led to the collapse of Intial Period societies? What were the causes for the Early Horizon "revolution", and what are the implications of such a pan-Andean distribution?

Lectures Week 4 (27 OCT)

7. The Kotosh Religious Tradition of the Central Andean Highlands
   Required readings

   Recommended readings
8. The Collapse of the Late Preceramic/Initial Period & the Early Horizon
"Revolution"

Required readings

IV. Chavín de Huántar and the Early Horizon in Highland Andes
Chavín is the first major 'ceremonial' centre to have had a major influence throughout the Central Andean region. It marks what is known as the Early Horizon (ca. 900 BC-200 B.C.), a period when many elements of Andean culture were widely shared. Questions revolve around various explanations/models that account for the emergence of Chavín and its subsequent influence throughout the Central Andean region. How it came to have and exert such broad regional influence, how it may have functioned, and what was its subsistence and the nature of its economy. Pilgrimage is suggested by some to account for the creation and maintenance of Chavín de Huántar as a centre of power.

Lectures Week 5 (03 NOV)

9. Chavín de Huántar: From Village to Civic-Ceremonial Centre

Required reading

Recommended readings
‡ Conklin, William J. & Jeffery Quilter, editors (2008) “Chavin: Art Architetecture & Culture” Cotsen Institute of Archaeology-UCLA. IoA-Issue Desk CON [DGF 10 CON] Chapters 1 (J.Rick), 2 (S. Rodríguez Kembel) and 3 (Burger-Salazar) are especially relevant. Others on art/iconography are also useful.
10. Chavín Art and Architecture

**Required readings**


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**READING WEEK BREAK**

9 - 13 November

**ESSAY NO 1 due 20 November**

V. The Moche Civilisation

The Early Intermediate period is marked by rise of regional polities such as Nasca, Moche, Nievería, and Cajamarca, some of which attained high levels of sociopolitical and economic complexity. The Moche have gained notoriety around the world mainly due to their magnificent ceramic art (including a corpus of naturalistic “erotic” ceramic vessels), exquisite craftsmanship, and complex architecture. The first lecture will focus on various theories proposed to explain the rise and expansion of the Moche throughout coastal Peru. The second lecture focuses on the various theories accounting for the demise (collapse) of the Moche by examining the archaeological and palaeoenvironmental evidence from Pampa Grande (Moche V) site in Lambayeque Valley. As Moche civilisation was an agrarian society evolving in a desert/oasis environment, artificial irrigation technology was at the core of the polity's economic success. There remain questions such as: Was their demise and collapse due to catastrophic events (ENSO floods, droughts), internal revolts, or due to the) warfare conquests by Wari (Huari) polities from the Cajamarca highlands?

**Lectures Week 6 (17 NOV)**

11. The Rise and Expansion of the Moche Civilisation

**Required readings**


**Recommended readings**

‡ Pillsbury, Joanne (editor; 2001) *Moche Art and Archaeology in Ancient Peru*, edited by J. Pillsbury. IoA-DGF 300 Qto PIL
12. **The Fall of the Moche: The Case of Pampa Grande**


VI. **The Tiwanaku State in the Lake Titicaca Basin (Altiplano)**

Tiwanaku is one of the most intriguing civilizations of the Andean world, developing one of the very few truly urban centres in the New World. Its capital, Tiwanaku, developed in a seemingly bleak, low potential environmental region and yet it sustained what is regarded as a very large, dense urban complex. At the height of its power, Tiwanaku's influence extended to south coastal Peru, northern Chile and NW Argentina. The character and mode of administrative state control over these far-flung or peripheral regions are still debated: Were these the result of the implementation of a 'vertical archipelago/zonation' economic model? Was control of the peripheral economic resources direct (colonial enclaves) or indirect (patron-client relationships)? How did the locals on the periphery articulate to the Tiwanaku state? What was the economy that sustained Tiwanaku? By the time the Incas conquered the region, the capital was already a ruin. Why did it collapse? Was it because of the climate (the drought in AD 1250 and the consequent lowering of the Lake Titicaca levels) or were there other factors? These and other issues are explored by focusing on three sub-themes: the role of raised field (waru-waru) agricultural technology and what it tells us about centralised political economy; the explanatory power of Murra's "vertical complementarity" along with theories regarding direct versus indirect rule (of client vs. colonised peripheral polities); and neo-environmental deterministic explanations for change (collapse).

**Lectures Week 7 (24 NOV)**

13. **The Rise of Tiwanaku and its Capital Center**

*Required reading*


*Recommended readings*

14. The Tiwanaku Capital Core and its Periphery

**Required readings**

**Recommended readings**

Lectures Week 8 (01 DEC)

15. Tiwanaku Economy: Rasied Field (waru-waru) Agriculture

**Required readings**

**Recommended reading**

16. The Collapse of Tiwanaku: The Erickson-Kolata Debate

**Required readings**

VII. The Inca Empire

The Inca Empire, *Tawantinsuyu* (Land of the Four Quarters), extended from Southern Ecuador to Northern Chile, over 4,000 km in length, and from the Pacific coast to the edges of the Amazonian forest to the east. The Inca were the most complex state civilisation to arise in
South America. The empire was around a couple of centuries old when Francisco Pizarro and 168 Spaniards arrived in 1532. Within a year, following the execution of Atahualpa (Atawalpa) in 1533, the fate of Tawantinsuyu was sealed: the collapse of the empire followed quickly. Many questions arise: How could such an vast Inca Empire was forged in the face hugely diverse indigenous societies and polities, ranging from complex states like Chimor (North Coast) and confederacies like the Aymara 'Kingdom' (Titicaca Basin) to politically autonomous 'tribal' peoples like of the eastern Selva (Peruvian Amazon). How did the Inca built a vast empire in such short time frame? How these 'provincial' populations were incorporated and administered by the Inca State? The Inca’s pre-Spanish history emerges from ethnohistoric documents that have 'coloured' their reconstructions, while the Inca Lords (Sapa Inca) had been busy 're-writing' their history. How archaeology squares with the ethnohistoric and Inca-based 'histories' of the empire. What were the consequences of the Spanish Conquest for Andean peoples?

Lectures Week 9 (08 DEC)

17. The Inca Imperial Organisation

Recommended readings

18. The Capital City of Cuzco, Royal Estates & Sacred Landscapes
Lectures Week 10 (15 DEC)

19. Inca Empire & Conquest: The Case of the Wanka (Huanca) in the Mantaro Valley

Required readings
• D'Altroy, Terence (1992) Provincial Power In the Inka Empire. Smithsonian Institution Press. Read pp. 47-70. IoA- Issue Desk DAL 2 (3 hr. loan, 1 copy); DGF 200 DAL. Be aware that only 1 copy is available if you plan to do Essay 2 question #4. A photocopy of relevant pages should be available as “IoA-Teaching Collection #917”
• D'Altroy, Terence (2002) The Incas. London: Blackwell. Read Chapter 4 (pp. 62-85); and Chapter 9 'The Varieties of provincial Rule' (pp. 249-262). Desk Issue IoA-DAL 1 (1 copy); DGF 100 DAL (3 copies, 1 week loan)

Recommended readings

20. The Spanish Conquest and Its Consequences

Recommended readings

Essay No. 2 due Friday 18 December, 2015
ARCL 2039 Ancient Civilisations of Andean South America

Essay Questions

Dr. José R. Oliver
j.oliver@ucl.ac.uk.

There are two sets of questions. You must choose and answer one question from each set (not two questions from the same set). The first set comprises questions regarding themes II-IV; the second set comprises questions regarding themes IV-X outlined in your course syllabus. Each essay is worth 50% of the total course mark.

FIRST SET OF QUESTIONS

CHOOSE ONE OF THE FOLLOWING for ESSAY No. 1

Due Date: Friday, 20 November 2015

1. Is Michael Moseley’s Maritime-Oasis Hypothesis supported by the archaeological/palaeoenvironmental evidence from the ‘Cotton’ Pre-Ceramic period? Discuss in reference to the Norte Chico region of coastal of Peru.

2. Did the Kotosh Religious Tradition (ca. 3000-1800 BC) ceremonial centers in the Andean highlands develop in isolation and independently from those of the Cotton Pre-Ceramic period on the arid coast of Peru? [Be sure to consider ceremonial architectural patterns and exotic/trade materials.]

3. Based on the archaeological evidence from the Late Preceramic/Initial Periods in Peru, provide a critical evaluation of the following statement: “Not long ago it was widely believed that plant domestication followed agriculture and that sedentarism was a necessary consequence of agricultural dependence. Linked to this view was the idea that high population size and density leading to more complex societies could only arise and be maintained through agricultural economy”.

4. In what ways is the concept of Early Horizon (i.e., 'horizon' and 'horizon style') a useful conceptual/organizational tool for understanding the significance of the Chavín 'phenomenon' in Peru?

5. Donald W. Lathrap, following the lead of Julio C. Tello argued for a tropical Amazonian origin for the rise of Chavin de Huántar in the highlands. Evaluate and discussed the archaeological evidence (including iconography) for and against Lathrap’s hypothesis.

6. Can Robert Carneiro's theory of social and ecological circumscription account for the rise of complex polities and subsequent expansion of the Moche State? Discuss.

7. Is the presence of early monumental architecture in the Pre-Ceramic period sufficient evidence to account for the presence of complex societies in the Andes? Discuss.

8. CHALLENGE QUESTION: What is the role of maize (Zea mays) in the rise of Andean civilisation? If you select this question, you must come and see me as early as possible for additional guidance and reading materials.
ARCL 2039 Ancient Civilisations of Andean South America

SECOND SET OF QUESTIONS

CHOOSE ONE OF THE FOLLOWING for ESSAY No. 2

Due Date: Friday, 18 December 2015

1. Of the various theories have been proposed to account for the collapse of the Moche civilization (Moche V) which ones best explain the archaeological evidence and why? Discuss in reference to the data from Pampa Grande.

2. Using archaeological evidence, can Tiwanaku be considered a ‘State’ and, if so, what ‘kind’ of state?

3. Is the climatic/catastrophic explanation offered by Alan Kolata et al. for the collapse of the Tiwanaku state well supported by the palaeoenvironmental and archaeological evidence, or are there other alternative explanations?

4. In understanding the power and influence of Tiwanaku, authors like Kolata, Berman and Janusek have focused on the concepts of core & periphery. How useful is this approach in understanding the role of Tiwanaku, given the archaeological evidence available?

5. Was the Inca imperial strategy for subjugating other peoples, incorporating new territories and polities, largely based on military conquest and direct rule? Does the archaeological evidence from the Mantaro Valley (Wanka/Huanca) project provide a clear answer to this question?

6. Discuss the evidence to support the view that Machu Picchu functioned as a royal estate of the Inca (Pachakuti Inca Yupanki)? How is Machu Picchu different from Cuzco?

7. Is the khipu (quipu) a ‘writing’ system or merely a ‘mnemonic’ device? What information was encoded and who had access to it? What are the problems surrounding the decipherment of quipus?