

The Department of Anthropology and Archaeology
ARKY 357 - Winter 2018
NEW WORLD EMPIRES: THE INCA and AZTEC

MWF 12-12:50, ST 141
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Office hours: TuTh 11-12, MW 1-2

In the century prior to European contact, several new civilizations arose in the Americas, especially the Inca in Peru and the Aztec in Mexico. This course is designed to compare and contrast New World empires using archaeological as well as ethnohistorical and art historical data. The course will deconstruct the political definition of 'empire' and compare these new manifestations with earlier polities such as Teotihuacan and Tiwanaku. It will also critically evaluate the kinds of information available from material culture as opposed to textual and visual sources to consider a more holistic approach to the past than that available for interpretations of earlier civilizations. Students will be exposed to multi-disciplinary approaches to cultural reconstructions, together with theoretical dimensions of social identity and cultural complexity.

COURSE REQUIREMENTS AND GRADING:

Students will be responsible for readings in the text, as well as lectures, selected additional readings, and documentary films to be shown in class. The course will be conducted as a lecture, with the expectation that students will participate in discussions of the films and readings. Requirements will include a map quiz (10 points), two midterm exams (25 pts each), and a final exam (40 pts), totaling 100 points. Students interested in writing a research paper, worth 25 pts, can substitute that for the second midterm exam. Individual grades will be based on total points received; it is not necessary for students to pass all exams and assignments to pass the class:

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	60-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	Less than 60 points = F

RESEARCH PAPER

A short research paper (5-7 pages) may be substituted in place of the second mid-term exam. Paper topics should be cleared with the professor in advance. A good place to look for topics is in the textbook, readings, the internet, or in anthropology/archaeology journals. A research paper should involve at least 5 published sources (not including the textbook), and at least one of those should be from a scholarly journal; web sources may be (cautiously!) included in addition to the 5 published sources. Referencing format should follow the example found in *American Antiquity*.

TEXTBOOKS and READINGS:

Aztec Archaeology and Ethnohistory, by Frances F. Berdan. Cambridge University Press, 2014.

The Incas (2nd edition), by Terence D'Altroy. Blackwell-Wiley Press, 2014.

The Lost History of the Incas, by David M. Jones. Hermes House. (Recommended)

Additional readings will be available on D2L

Bonus points are available by presenting on recent discoveries

PLAGIARISM AND CHEATING

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the registrar scheduled final exam requires Registrar approval.

If a deferred exam is administered, the format of the exam may be different than the original exam.

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may

take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate!

Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:
<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act:

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block. Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>

SCHEDULE:

WEEK 1 (1/8-12): Introduction to the Inca

Reading: D'Altroy, chaps. 1-2

WEEK 2 (1/15-19): Introduction to the Aztec

Reading: Berdan, chap. 1-2

WEEK 3 (1/22-26): Incas before Empire

Reading: D'Altroy, chap. 3

MAP QUIZ 1/26

WEEK 4 (1/29-2/2): Inca Histories

Reading: D'Altroy, chaps. 4-5

WEEK 5 (2/5-9): Living on the Land

Reading: Berdan, chap. 3; D'Altroy, chap. 12

FIRST MIDTERM EXAM 2/9

WEEK 6 (2/12-16): Political Organization

Reading: D'Altroy, chap. 6; Berdan, chap. 5

WEEK 7 (2/19-23): READING WEEK

WEEK 8 (2/26-3/2): Heartland of the Empires

Reading: D'Altroy, chap. 7 and 11

WEEK 9 (3/5-9): Militarism

Reading: D'Altroy, chap. 10

WEEK 10 (3/12-16): Social Organization

Reading: Berdan, chap. 6; D'Altroy, chap. 9

SECOND MIDTERM EXAM 3/16

WEEK 11 (3/19-23): Religion

Reading: Berdan, chap. 7; D'Altroy, chap. 8

WEEK 12 (3/26-30): Arts and Crafts

Reading: Berdan, chap. 4; D'Altroy, chap. 13; McCafferty and McCafferty 2016
RESEARCH PAPER DUE 3/30

WEEK 13 (4/2-6): The Integrated Aztec World

Reading: Berdan, chap. 8

WEEK 14 (4/9-13): The End of Empire

Reading: D'Altroy, chap 14; McCafferty 2000, 2012

FINAL EXAM – REGISTRAR'S SCHEDULE TBA