THE INCA WORLD BEFORE AND AFTER THE EUROPEAN INVASION

ANT 380K
30770

Spring 2015
Meeting: SAC 5.118, Tuesdays, 2-5:00 pm

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Office Hours: F 3-5 pm, and by appointment. Please schedule in advance on Canvas.

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I. Rationale: Tawantinsuyu, the Inca four-fold realm, expanded rapidly in the fifteenth and sixteenth centuries to encompass an unprecedented territory and population in the Andean region of western South America. European expeditions commencing in the 1520s deposed the Inca ruler in 1532, but it took decades for Spanish colonial rule to supplant the Inca dynasty, and elements of Inca material culture and identity persisted into the seventeenth century and beyond. This seminar is intended to create a space to explore different disciplinary approaches and analytical scales for studying the Inca world. As we consider the evidence from geosciences, archaeology, history, art history, and cultural anthropology, we will attempt to trace political and academic discourses about the Incas that followed the fall of the greatest indigenous empire of the Western Hemisphere.

II. Course Aims and Objectives:
Aims: An extensive reading list is intended to give students both structure and flexibility as we discuss the Inca world from the environmental, archaeological, historical, and aesthetic perspectives. Two core aims are to present different approaches for studying the Inca world, as well as to explore the production of knowledge about the Incas in the centuries following the European invasions.

Specific Learning Objectives:
By the end of this course, students will:
• demonstrate a comprehension of the different disciplines contributing to Inca studies by reading extensively, posting critical responses to class topics, and actively discussing course topics during seminar meetings
• show a strong comprehension of current topics and debates in two particular disciplines that contribute to Inca studies, by collaboratively designing a reading list and leading discussion for two class meetings
• possess a stronger critical sense of the debates and underlying values in Inca studies, based on broad readings and seminar discussions

III. Format and Procedures: This is a seminar course, and its success depends on the active participation of each student. Individual preparation is fundamental to the success of the course, so each student is responsible for selecting her/his readings in advance of a class meeting (usually by the Friday before a class), and for posting a reading summary and a critical response by Monday evening. Students should review the postings of classmates prior to the class meeting, so that class time will be driven by discussion of core issues. During the final four weeks of the term, each student will work with two classmates to develop topics and a reading list for two class meetings focusing on disciplinary issues in Inca studies. Each group should meet with the professor at least two weeks prior to the class meeting to discuss the proposed reading list and topics. See below for a description of these graded components.

IV. Tentative Course Schedule: * Required article **This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Week 1 (1/20): Overview of course and introduction of participants
Week 2 (1/27): The Geographic Scale of the Inca World
Week 3 (2/3): Foundations for Historical Archaeologies of the Incas
Week 4 (2/10): Inca Origins
Week 5 (2/17): Diverse Manifestations of Inca Rule: Highlands
Week 6 (2/24): Diverse Manifestations of Inca Rule: Lowlands
Week 7 (3/3): The Fall of the Inca Dynasty
Week 8 (3/10): “Incas” and “Indians” in Colonial Peru
SPRING BREAK (3/17)
Week 9 (3/24): Natural Histories of the Inca World
Week 10 (3/31): The Development of the Contemporary Inca Canon
Week 11 (4/7): The Appropriation of Inca Identity: Nationalism, Indigeneity, Global Heritage
Week 12 (4/14): Student-Directed Discussion of Anthropological Approaches to the Incas
Week 13 (4/21): Student-Directed Discussion of Historical Approaches to the Incas
Week 14 (4/28): Student-Directed Discussion of Art Historical Approaches to the Incas
Week 15 (5/5): Student-Directed Discussion of the Use of the Inca Past in Contemporary Political and Ethnic Discourses

FINAL EXAM: There is no final exam for this course

V. My Assumptions

I approach a graduate seminar with the assumption that students are passionately driven to become working professionals, although probably not with a focus on prehistoric Andean archaeology. I also assume that students divide their time between their other coursework, teaching appointments, and research. I assume that students want to maximize learning, to use
the seminar as much as possible to accentuate individual areas of interest, and to spend time in
class in engaging discussions of topics of relevance to their own work.

VI. Course Requirements:

1. Class attendance and participation policy: Attendance and active participation are
fundamental to the success of this seminar, and attendance at all class meetings is
required unless prior arrangements have been made with me. Everyone is expected to
arrive punctually, prepared for a professional discussion of class topics. Because the
course is discussion-based, there is no reason for laptops, tablets, or phones to be used
during the class, unless arrangements have been made with me.

2. Course Readings/Materials: Students will read from a long list of recommended
readings, posted on Canvas. Most sources are electronic journal articles that are
available free of charge through the UT libraries. Some sources are books that are
available through Google Books, and some sources, if selected, will require a student
to access material at the library or via interlibrary loan.

3. Assignments, Assessment, and Evaluation: Beginning in Week 2, each student will
be evaluated weekly on three aspects of class performance: a reading summary, a
critical response, and attendance/participation in class. The reading summary should
be a ~2 pp summary of a reading selected by the student, intended to provide an
overview of the source for seminar participants who have not read it. The critical
response should be a ~2 pp response to the critical questions posted for the class
meeting, based on all readings done by the student and on the knowledge the student
may already have on the subject. Both of these assignments are to be posted on
Canvas by 5 pm on the Monday prior to a class meeting. NB: Work that is posted
after the 5 pm deadline on Monday and before the start of class on Tuesday (2 pm)
will receive a 10% deduction. Late work will not be accepted after the start of class,
unless prior arrangements have been made.

4. Use of Canvas in class: This class uses Canvas for a number of Web-based course
management functions. Canvas can be accessed at http://canvas.utexas.edu/. The
university provides support and tutorials for interested students—it is your
responsibility to learn and access the site in order to prepare for classes, labs, and
exams. For this course, Canvas will be used primarily as a place to post the course
syllabus, slides from lectures, exam review sheets, required journal articles, and lab
assignments.

VII. Grading Procedures: Grades will be based on:

(a) Attendance/Participation (28%). Starting Week 2, each class meeting will
be worth 2% of the course grade. Punctual attendance and active participation are
necessary to attain a high score.
(b) **Reading Summaries** (28%). Starting Week 2, each student will post a ~2 pp summary of a course reading on Canvas by 5 pm on Monday. Each posting is worth 2% of the total course grade.

(c) **Critical Responses** (28%). Starting Week 2, each student will post a ~2 pp critical response to the week’s discussion questions on Canvas by 5 pm on Monday. Each posting is worth 2% of the total course grade.

(d) **Collaborative Organization of Two Class Meetings** (16%). Each student will work with 1-2 other students to develop a class topic and reading list for two of the final four seminar meetings. Each class meeting will be worth 8% of the final grade, and students will be evaluated based on the clarity of the topic, appropriateness of the reading list, and quality of discussion questions used to structure the class meeting.

With the exception of the collaborative class meeting development, I will attempt to provide each student with grades for their weekly performance by the end of each week. If there are questions about a grade, these must be brought to my attention **within one week of receiving a given grade**.

**Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>93.0+</td>
<td></td>
</tr>
<tr>
<td>A-:</td>
<td>90.00-92.99</td>
<td></td>
</tr>
<tr>
<td>B+:</td>
<td>87.00-89.99</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>83.00-86.99</td>
<td></td>
</tr>
<tr>
<td>C+:</td>
<td>77.00-79.99</td>
<td></td>
</tr>
<tr>
<td>C-:</td>
<td>70.00-72.99</td>
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<tr>
<td>D+:</td>
<td>67.00-69.99</td>
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<tr>
<td>D:</td>
<td>63.00-66.99</td>
<td></td>
</tr>
<tr>
<td>D-:</td>
<td>60.00-62.99</td>
<td></td>
</tr>
<tr>
<td>F:</td>
<td>Below 60.00</td>
<td></td>
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</tbody>
</table>

*Note: Grades will not be rounded*

**VIII. Academic Integrity**

**University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Any work submitted by a student in this course for academic credit must be the student's own work. Collaboration is an important part of this course, and it is important to state precisely when collaboration is acceptable.

**Reading Summaries**: Each reading summary is to be prepared individually by each student on the basis of their own reading of a selected source. The summary should be a page-by-page overview of the source, and it should provide substantially more information than an abstract would.

**Critical Responses**: Critical responses are to be written by each student on the basis of their own reading for a given class. Students are expected to prepare and post their critical responses **prior to** consulting those of other students.

**Class Meeting Development**: Students will collaborate actively with 1-2 other students for this activity, and may consult with other students and the professor while engaged in this work.

**IX. Other University Notices and Policies**

**Excused Absences for University Extracurricular Activities**

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is
the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination lab for making up the work.

Use of E-mail for Official Correspondence to Students

- All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at [http://www.utexas.edu/its/help/utmail/1564](http://www.utexas.edu/its/help/utmail/1564).

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: [http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php](http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php)

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit [http://www.utexas.edu/safety/bcal](http://www.utexas.edu/safety/bcal).

Q drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.