I. Rationale:
When Francisco Pizarro led an expeditionary force into the Andean highlands in 1532, the Incas ruled the largest native empire to develop anywhere in the Americas. The Incas ruled millions of subjects living across one of the most diverse regions of the planet, and they left behind impressive material remains that speak to their organizational and technological abilities. This course will explore how Inca civilization developed, how the Incas grew from a small highland state into a mighty empire, and how a small number of Spaniards and their allies were able to bring the Inca dynasty to an end. We will read accounts of the Incas written in the first years of Spanish colonial rule, and will also review the latest archaeological discoveries.

II. Course Aims and Objectives:

Aims: Required readings and PowerPoint slides are intended to help students prepare for discussion-based class meetings that address Andean diversity, the arc of Inca imperial development, and selected topics about Inca society. Students will learn about the development of social power and statecraft, and will be charged with developing themes about the Inca world that are of their own interest.

Specific Learning Objectives:

By the end of this course, students will:
• demonstrate knowledge and comprehension of key facts surrounding the Incas by successfully completing periodic Monte Carlo quizzes related to required readings.
• develop an in-depth appreciation for the diversity of the Andean region—and of Inca administrative strategies—by organizing a class meeting and preparing an annotated bibliography on a particular provincial region.
• link themes of significance in the Inca world to areas of personal interest, by preparing a thematic class meeting and short paper based on a topic of the student’s choosing.

III. Format and Procedures: There are three important aspects to this course. The first is individual preparation. Each student is expected to complete the required readings prior to attending class, preparing notes in response to knowledge, comprehension, and analysis questions posted in a file of PowerPoint slides for that day. Students are encouraged to work with other students to prepare for class, but each student should prepare notes and questions for their own use. The second aspect of the course is class itself, which is intended to use required readings and PowerPoint images as the basis for a discussion of key material, including answering student questions raised by the readings. The third part of the course is collaborative work, consisting of group efforts to develop class meetings to discuss variation in Inca provincial strategies, as well as two meetings focused on topics of students’ choosing.

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: Introduction
Tuesday, January 19: Who Were the Incas?
   Readings: None
   Materials: January 19 Slides (Canvas)
Thursday, January 21: Ecology of the Inca World
   Reading: D’Altroy, Introduction, Chapter 2 to p. 46
   Materials: January 21 Slides (Canvas)

WEEK 2: Origins
Tuesday, January 26: Andean Civilization before the Incas
   Readings: D’Altroy, Chapter 2, pp. 46-67, Betanzos, Prologue
   Materials: January 26 Slides (Canvas)
Thursday, January 28: The Myth of Ancestral Origins
   Readings: Betanzos, Book 1, Chapters 1-10 (pp. 7-43); Cobo, Book 1, Chapter 1-3
   Materials: January 28 Slides (Canvas)

WEEK 3: The Rise of a Dynasty
Tuesday, February 2: The Andes at the Time of Inca Origins
   Readings: Bauer and Smit 2015
   Materials: February 2 Slides (Canvas)
Thursday, February 4: Archaeological Origins of the Incas
   Readings: D’Altroy, Chapter 3
   Materials: February 4 Slides (Canvas)
WEEK 4: Imperial Expansion, Part I

Tuesday, February 9: The Emergence of an Imperial Heartland  
Readings: Betanzos, Book 1, Chapters 11-17; skim D’Altroy Chapters 5-6  
Materials: February 9 Slides (Canvas)

Thursday, February 11: Campaigns and Reign of Pachacutic Inca Yupanqui  
Readings: Betanzos, Book 1, Chapters 18-26; D’Altroy, Chapter 4, pp. 95-104  
Materials: February 11 Slides (Canvas)

WEEK 5: Imperial Expansion, Part II

Tuesday, February 16: Campaigns and Reign of Topa Inca Yupanqui  
Readings: Betanzos, Book 1, Chapters 27-39  
Materials: February 16 Slides (Canvas)

Thursday, February 18: Campaigns and Reign of Huayna Capac  
Readings: Betanzos, Book 1, Chapters 39-48; D’Altroy, Chapter 4, pp. 104-107  
Materials: February 18 Slides (Canvas)

WEEK 6: Military Power and the Inca Civil War

Tuesday, February 23: The Reign of Huascar and Rebellion of Atahualpa  
Readings: Betanzos, Book II, Chapters 1-16; D’Altroy, Chapter 3, pp. 107-end  
Materials: February 23 Slides (Canvas)

Thursday, February 25: The Arc of Inca Military Power  
Readings: D’Altroy, Chapter 10; cf. Cobo, Book 2, Chapter 9  
Materials: February 25 Slides (Canvas)

WEEK 7: Variations in Provincial Rule, Part I

Tuesday, March 1: STUDENT-LED CLASS (Inca Rule in the Central Highlands)  
Readings: TBD; D’Altroy Chapters 11-12

Thursday, March 3: STUDENT-LED CLASS (Inca Rule in the Pacific Coastal Desert)  
Readings: TBD; D’Altroy Chapters 11-12

WEEK 8: Variations in Provincial Rule, Part II

Tuesday, March 8: STUDENT LED CLASS (Inca Rule in the North)  
Readings: TBD; D'Altroy Chapters 11-12

Thursday, March 10: STUDENT-LED CLASS (Inca Rule in Southern, Eastern Frontiers)  
Readings: TBD; D’Altroy Chapters 11-12

NOTE: NO CLASS MARCH 15 or 17 (Spring Break!)

WEEK 9: Inca Thought and Cosmology

Tuesday, March 22: Getting into the Inca Mind  
Readings: D’Altroy, Chapter 5

Thursday, March 24: Inca Religion and the Andean Pantheon  
Readings: Cobo, Book 1, Chapters 4-7; D’Altroy, Chapter 8

WEEK 10: Inca Sacred Space and Time

Tuesday, March 29: Temples and Sacred Landscapes  
Readings: Cobo, Book 1, Chapters 12-20
Thursday, March 31: Ritual and the Inca Calendar  
Readings: Cobo, Book 1, Chapters 25-32

WEEK 11: Households Noble and Common  
Tuesday, April 5: Royal Families and Factions in Cuzco  
Readings: D’Altroy, Chapter 7, pp. 214-end  
Thursday, April 7: Ordinary Lives  
Readings: D’Altroy, Chapter 9; class will select chapters of interest in Cobo, Book 2

WEEK 12: Imperial Identities  
Tuesday, April 12: The Creation of Special Subjects and Objects  
Readings: D’Altroy, Chapter 13  
Thursday, April 14: Visit to Art Library Andes Collection

WEEK 13: Selected Topics  
Tuesday, April 19: STUDENT-SELECTED TOPIC TO BE DETERMINED  
Thursday, April 21: STUDENT-SELECTED TOPIC TO BE DETERMINED

WEEK 14: Selected Topics  
Tuesday, April 26: STUDENT-SELECTED TOPIC TO BE DETERMINED  
Thursday, April 28: STUDENT-SELECTED TOPIC TO BE DETERMINED

WEEK 15: The End of the Inca Dynasty  
Tuesday, May 3: Spanish Accounts of the Inca Conquest  
Readings: Betanzos, Book 2, Chapters 16-27; D’Altroy, Chapter 14  
Thursday, May 5: Incas under Colonial Rule  
Readings: Betanzos, Book 2, Chapters 28-34

V. My Assumptions
I approach this course with the assumption that most students have no prior background, and that most are taking the course to fulfill a major or minor requirement, or out of a general interest in the Andean region or the Incas. Based on this assumption, I have built flexibility into the course structure so that we can develop topics of interest to students. I have also designed the course to be “flipped,” making lecture slides available prior to class meetings so that students can access readings more readily, and so that class meetings can be more discussion based.

VI. Course Requirements:
1. Class attendance and participation policy:
Punctual attendance in class meetings is required, and students who are not present when attendance is taken will be counted absent. All students are encouraged to participate actively in class activities, and we will engage in a wide range of interactions to facilitate the broadest opportunities for everyone to take part. If there is a particular way that you feel that you could contribute to the course, please let me know!

Respect is a central expectation for our class. This means appropriate use of technology and refraining from distracting or disruptive behavior. Laptops and tablets are permitted in the lecture hall for the purposes of note-taking only—please switch off the wi-fi capabilities of these devices prior to the start of class and limit your use of them for activities in this class. Mobile
phones should be switched off or into silent mode, and should not be used in the classroom. Appropriate use of technology communicates respect for other students and for the instructor; failure to do so may result in a revision of class policies allowing computers and tablets.

**Religious Holy Days.** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

2. **Course Readings/Materials:** Almost all course readings will come from three required books, which should both be available from the Co-op:


In addition to the required books, the following chapter is required readings for the course. I have scanned it and placed it in Canvas in the Readings folder.


3. **Assignments, Assessment, and Evaluation**

Make-ups: There will be NO make-ups for Monte Carlo quizzes or class absences. Students who miss class for serious health reasons or other compelling circumstances may discuss their situation with the professor, but will need to present documentation that they could not attend class. I strongly that students inform me in advance if they anticipate missing class, to the extent possible. For students whose absence is excused, missed classes and work will be excluded from the calculation of final grades. For practical reasons, there will be no make-ups for missed class presentations.

Late Work: There will be NO individual extensions for assignment deadlines. Late work will be penalized 10% for every 24-hour period following the deadline for a given assignment (including weekends), and will only be accepted in the first week following an assignment’s due date.

Final Exam: There is NO final exam for this class.

Grade Issues: If you feel that your work has been evaluated inaccurately or unfairly, it is your responsibility to bring this to my attention within one week after your graded work is returned to you. Please review your graded work when it is returned and let me know if you feel that there are any problems.

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/](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 associated with classes, and readings from sources other than our required books.

VII. Grading Procedures: Grades will be based on:

1. **Attendance:** 10%. Attendance will be taken at the start of class. Only students present at that time will be counted.
2. **Monte Carlo Quizzes:** 40%. At the start of class, it will be determined whether a quiz is to be administered, and if so, which question will be answered. Students will be given five minutes to write their response. A full description of these quizzes will be posted on Canvas.
3. **Student-led class on Inca provincial rule:** 15%. Each student will select a provincial region and work with 2-3 other students to design a class meeting to talk about Inca rule in that region.
4. **Annotated bibliography on Inca provincial rule:** 10%. Each student will prepare an annotated bibliography based on their directed class.
5. **Student-selected topic presentation:** 10%. At the beginning of the course, students will identify several themes of interest to them. The professor will design several thematic class meetings based on these topics, and each student will prepare materials to lead discussion on their topic.
6. **Short paper on student-selected topic:** 15%. Each student will write a short (3-4 page) paper related to the thematic class meeting that they are leading.

*Grade Scale:*

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<tr>
<td>A</td>
<td>93.0+</td>
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<td>A-</td>
<td>90.00-92.99</td>
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<tr>
<td>B+</td>
<td>87.00-89.99</td>
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<td>60.00-62.99</td>
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<td>F</td>
<td>Below 60.00</td>
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*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 some aspects of this course, and it is important to state precisely when collaboration is acceptable, and when it is not. Students are strongly encouraged to work together to prepare for class, and several aspects of the course will involve collaboration among student groups, including group presentations. All Monte Carlo quizzes and individual writing assignments are to be prepared individually, without consultation with other students.

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.

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

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.

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.