HAVC 162B
Advanced Studies in Pre-Hispanic Visual Culture: the Inka
Instructor: Gaby Greenlee
Summer Session II 2017
Porter College Room 245
July 31- Sept. 1

Instructor Office hours:
Wednesdays 2:00 – 3:00 p.m., Thursdays 12:30 – 1:30 p.m.
Location: Porter College 212D

Course Objectives:
Achieving an in-depth understanding of Inka visual culture, focusing on the imperial period. We will study Inka imperial origins and development but also discuss cultural continuity through colonial period and, in some cases, cultural imprint on the present. We will examine the cultural, religious, and socio-political contexts through which the meaning of objects, monuments, and rituals was conveyed, with critical consideration given to the methods frequently used to interpret Inka visual culture: indigenous oral history, ethnohistorical records, and archaeological excavation.

Learning Outcomes (relevant HAVC PLOs*): Through attending lecture, completing the required readings, and passing all assignments and exams, students will be able to demonstrate, at an advanced level, an appreciation for, and foundation in, Inka visual studies grounded in a range of historical, social, cultural, and ideological perspectives.

Students will be able to apply research methods towards a writing project that will culminate in a final, well-revised paper that will also be presented orally in a presentation during the last week of class. The written assignments (reading responses, annotated bibliography, paper outline, paper draft and paper final) will allow students to formulate and address new questions; they will consult current literature and develop independent results through archival, library, or field research. The oral presentation will be an opportunity for students to present an argument and/or idea most effectively according to their own strengths and interests.

GRADING
Reading Response & related in-class participation (posts on CANVAS Discussions board): 15%
Paper concept/thesis: 5%
Bibliography + image selections: 10%
Outline: 5%
Rough draft: 15%
Midterm exam (components will be Slide ID, Key terms, short answer Qs): 20%
Final paper: 15%
Paper presentation: 15%

CLASSROOM ETIQUETTE
Each student should come to class prepared to make comments or ask questions that will contribute to the class discussion. Punctuality is a must. Be respectful of my time and your peers’ time. Turn off any cell phones before coming to class. Web surfing, Facebook, and text messaging are prohibited, as well as any other form of communication and distraction that disrupts the class. The professor reserves the right to ask any student who is disrupting the class to leave at any time.
The use of laptops to take notes is strongly discouraged. If it is necessary for you to use a laptop please sit, you will be asked to sit in the front row of the classroom and keep your screen brightness to a minimum.

ACADEMIC ETHICS
Cheating and plagiarism will not be tolerated. The penalty for a first offense is an automatic failure of the assignment or exam. If a student cheats or plagiarizes a second time, they will fail the course and be referred to the Provost who may penalize the student further, up to and including expulsion from the University of California. The official policy on plagiarism at UCSC can be found here:

https://www.ue.ucsc.edu/academic_integrity. If you are unclear what constitutes plagiarism, consult this link: http://library.ucsc.edu/help/research/what is plagiarism. If you still have questions, please speak to me or to your TA.

Tuesday, August 1

Overview/Introduction: Introduction to the Field and Aspects of Inka Culture: Material Culture, Oral Tradition, Socio-cultural Overview

Readings


*Assignment

- In-class: after lecture, consider the topics for presentation and paper, choosing from one of the offered broad themes.

Re: Topics for papers/presentations.
Choose one broad theme from below and, within, choose subcategories that address gender, class, or political structures:
Inka Expansion and Interethnic Rivalries (for example, reference: Inka administrative practices, Inka predecessors and/or rivals such as Chimú, Chanka, Cañari)

Ceremony and Ritual (for example, reference: agricultural festivities such as **, ancestor veneration, pilgrimage, sacrifice, or cosmology/celestial calendar tributes)

Sacred Landscape (for example, reference: mountain Apus, waterways, nature/culture convergences, wak’a shrines, or the ceque line system)

Economy and Circulation of Goods (for example, reference: textiles, coca leaf, geography, territoriality, networks, infrastructure)

Thursday, August 3

Inka Culture: Ideas of Balance, Hierarchy, Reciprocity

Readings


*Assignment

- Reading response (4 questions and/or comments—1 of these should be a quote from a reading that you liked/appreciated/dwelt on) due day before by 6 p.m.

Tuesday, August 8

Inka Empire: Expansion, Ideology, Incorporation

Readings


*Assignment

- Reading response (4 questions and/or comments—1 of these should be a quote from a reading that you liked/appreciated/dwelt on) due day before by 6 p.m.
- Submit annotated bibliography (printed out)
- Submit 3 main images to anchor your work (printed out)

Thursday, August 10
Inka Religion: Objects, Places, and Moving through the Landscape

Readings


*Assignment

- Reading response (4 questions and/or comments—1 of these should be a quote from a reading that you liked/appreciated/dwelt on) due day before by 6 p.m.
- Submit paper outline (1-2 pages, printed out)

Tuesday, August 15

Inka Infrastructure: Building Empire

Readings


*Assignment

- Midterm Exam

Thursday, August 17

Inka Space: Nature, Culture, and Sacred Space

Readings


*Assignment
- Reading response (4 questions and/or comments—1 of these should be a quote from a reading that you liked/appreciated/dwelt on) due day before by 6 p.m.
- Submit paper rough draft (7 pages)

**Tuesday, August 22**

**Inka Ceremony: Reverence, Feasting, Reciprocity**

**Readings**

*Assignment*
- Reading response (4 questions and/or comments—1 of these should be a quote from a reading that you liked/appreciated/dwelt on) due day before by 6 p.m.

*Paper rough drafts will be returned to you*

**Thursday, August 24**

**Inka Textiles: The Value of Cloth for the Inka**

**Readings**

*Assignment*
- Reading response (4 questions and/or comments—1 of these should be a quote from a reading that you liked/appreciated/dwelt on) due day before by 6 p.m.
- in-class workshop: plot out presentations from your paper “works-in-progress”

**Tuesday, August 29**
Spanish Invasion and Inka Response

Readings


*Assignment

- Reading response (4 questions and/or comments—1 of these should be a quote from a reading that you liked/appreciated/dwelt on) due day before by 6 p.m.
- Presentations will be ‘presented’ today

Thursday, August 31

Inka Visual Culture after Conquest

Readings


*Assignment

- Reading response (4 questions and/or comments—1 of these should be a quote from a reading that you liked/appreciated/dwelt on) due day before by 6 p.m.
- Submit final paper