

**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](https://www.ue.ucsc.edu/academic_integrity). If you are unclear what constitutes plagiarism, consult this link: [http://library.ucsc.edu/help/research/what\\_s\\_plagiarism](http://library.ucsc.edu/help/research/what_s_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*

- Pasztory, Esther. *Excerpts from Inka Cubism: Reflections on Andean Art*. <<http://www.columbia.edu/~ep9/Inka-Cubism.pdf>>, 2010. 78-102.
- Anderson, Chris. Excerpt (Throughline) from *Ted Talks: The Official TED Guide to Public Speaking* (Boston: Houghton Mifflin Harcourt, 2016)

#### *\*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 Chimu, 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*

- Rostworowski, María. “The Incas.” *The Inca World: The Development of Pre-Columbian Peru, A.D., 1000–1534*. Ed. Laura Laurencich Minelli. Norman: University of Oklahoma, Press, 2000. 143-144 & 177-188. (11 pages)
- Stone, Rebecca R. “‘And All Theirs Different from His’: The Dumbarton Oaks Royal Tunic in Context.” *Variations in the Expression of Inka Power*. Ed. R. L. Burger et al. Washington, D.C.: Dumbarton Oaks Research Library and Collection, 2007. 385-422. (37 pages)

##### *\*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*

- Bauer, Brian and Alan Covey, “Processes of State Formation in the Inca Heartland (Cusco, Peru)” in *American Anthropologist* 104 (3) (2002): 846-864. (18 pages)
- Dean, Carolyn. “The Inka Married the Earth: Integrated Outcrops and the Making of Place.” *The Art Bulletin* 89.3 (2007): 502-518. (16 pages)
- Murra, John. “Andean Societies.” *Annual Review of Anthropology* (13) (1984): (only read pp. 119 -124). (5 pages)

##### *\*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*

- Bray, Tamara L. “An Archaeological Perspective on the Andean Concept of Camaquen” *Cambridge Archaeological Journal* 19.3 (2009): 357-366. (9 pages)
- Dean, Carolyn. “Chapter 1: Rock and Remembrance.” *A Culture of Stone*. Durham: Duke University Press, 2010: 25-64. (39 pages)
- Dearborn, David S.P., Matthew T. Seddon and Brian S. Bauer. “The Sanctuary of Titicaca: Where the Sun Returns to Earth” in *Latin American Antiquity*, Vol. 9, No. 3 (Sep., 1998), pp. 240-258. (18 pages)

### *\*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*

- Protzen, Jean-Pierre. “Inca Architecture.” *The Inca World: The Development of Pre-Columbian Peru, A.D., 1000–1534*. Ed. Laura Laurencich Minelli. Norman: University of Oklahoma Press, 2000. 193-217. (24 pages)
- Morris, Craig, and Donald E. Thompson. “Economy, Ritual, and the Politics of Provincial Administration.” *Huánuco Pampa: An Inca City and its Hinterland*. London: Thames and Hudson, 1985. 81-96. (12 pages)

### *\*Assignment*

- Midterm Exam

## **Thursday, August 17**

### **Inka Space: Nature, Culture, and Sacred Space**

#### *Readings*

- Dean, Carolyn. “Inka Water Management and the Symbolic Dimensions of Display Fountains,” *RES: Anthropology & Aesthetics* 59/60 (2011): 22-38. (16 pages)
- Scott, Amy B. “Sacred Politics: An Examination of Inca Huacas and their Use for Political and Social Organization,” *Totem: The University of Western Ontario Journal of Anthropology*, Vol. 17, Issue 1: 23-36. (10 pages)

### *\*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*

- Bray, Tamar. “Inka Pottery as Culinary Equipment: Food, Feasting, and Gender in Imperial State Design.” *Latin American Antiquity*, Vol. 14, No. 1 (2003) 3-28. (20 pages)
- McEwan, Colin, and Maarten van de Guchte. “Ancestral Time and Sacred Space in Inca State Ritual.” *The Ancient Americas: Art from Sacred Landscapes*. Ed. Richard F. Townsend. Chicago: The Art Institute, 1992. 359-373. (14 pages)
- Reinhard, Johan, and María Constanza Ceruti. “The Sacrifice: Ritual and Meaning.” *Inca Rituals and Sacred Mountains: A Study of the World’s Highest Archaeological Sites*. Los Angeles: UCLA Cotsen Institute of Archaeology, 2010. 121-132. (11 pages)

#### *\*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*

- Finley Hughes, Lauren. “Weaving Imperial Ideas: Iconography and Ideology of the Inca Coca Bag” in *Textile*, Vol. 8, Issue 2: 148-178. (30 pages)
- Hogue, Marianne. “Cosmology in Inca Tunics and Tectonics.” *Andean Textile Traditions*. Ed. Margaret Young-Sánchez and Fronia W. Simpson. Denver: Denver Art Museum, 2006. 99-119. (21 pages)
- Oakland Rodman, Amy and Vicki Cassman. “Andean Tapestry: Structure Informs the Surface” in *Art Journal*, Vol. 54, no. 2, Conservation and Art History (Summer, 1995) pp.33-39. (6 pages)

#### *\*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*

- Titu Cusi Yupanqui. "Not Gods but Conquerers [1570]." *First Encounters*. Ed. Howard B. Leavitt. Santa Barbara: Greenwood, 2010. 175-181. (6 pages)
- Herring, Adam. "Caught Looking: Under the Gaze of Inka Atawallpa, 15 November 1532." *Journal of Medieval and Early Modern Studies* 44.2 (2014): 373-406. (33 pages)
- Dean, Carolyn. "The After-life of Inka Rulers: Andean Death Before and After Spanish Colonization." In *Death and Afterlife in the Early Modern Hispanic World*. Ed. John Beusterien and Constance Cortez. *Hispanic Issues Online* 7. Minneapolis: University of Minnesota, 2010. 27-54. (27 pages)

### *\*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*

- Dean, Carolyn S. "Ethnic Conflict and Corpus Christi in Colonial Cuzco." *Colonial Latin American Review* 2.1-2 (1993): 93-120. (27 pages)
- Phipps, Elena J. "Textiles as Cultural Memory." In *Converging Cultures*. Ed. Diana Fane. Brooklyn: The Brooklyn Museum, 1996. 144-156. (12 pages)
- Brett, Guy. "Being Drawn to an Image." *Oxford Art Journal* 14.1 (1991): 3-9. (6 pages)

### *\*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





