

SYLLABUS

Course information					
Code:	Not applicable	Course:	History and Culture of the Incas		
Coordinating area / program:	International Programs			Mode:	Classroom teaching
Credits:	3	Contact hours:	48	Autonomous study hours:	32

Contact hours					
Sum:	48	Theory:	48	Practice:	0
		Laboratory:	0	Evaluation hours:	0

Course pre-requisites		
Code	Course	Degree
Not applicable	Not applicable	Not applicable

Course coordinators			
Surname and first name	Email	Contact hours	Contact site
Ruelas, Abdí	aruelas@usil.edu.pe	8 a.m. – 6 p.m.	USIL Cusco Center

Instructors
Vera Tyuleneva

Course overview
<p>This course introduces students to the most renowned of all pre-colonial South American societies, enabling them to explore its history in the heartland of the Inca state: the ancient capital city of Cusco. The course covers key aspects of the social structure, political development, economy, technology, religion and spirituality of the Incas. The central aim of the course is to guide students towards a deeper understanding of this extraordinary non-Western culture and its role in world history. Visits to archaeological sites and museums are included in the curriculum.</p>

Course competencies	
Professional competency	Not applicable
Level of professional competency	Not applicable
USIL general competencies	Not applicable

Course learning outcomes		
General learning outcome	Nº	Specific learning outcomes
Students will learn to understand and analyze different aspects of a non-Western culture, connecting historical data with geographical environment, in the context of world history and contemporary reality.	1.	Students will learn to build a theoretical, geographical and chronological framework for the analysis of specific aspects of the Inca Empire, in order to identify the sources of our knowledge about Inca culture and the historical background of the central Andean region where Inca society developed (Unit 1).
	2.	Students will gain an understanding of the main concepts, structures and processes upon which Inca society was based, comparing and correlating different characteristics of Inca culture with analogous features of other societies (Unit 2).
	3.	Students will connect and correlate the historical information obtained in class with specific places and cultural landscapes and evaluate the importance of field studies in history (Unit 3).
	4.	Students will conduct independent research, demonstrating a capacity for the selection, organization and critical analysis of information, in the area of humanities and social sciences (cross-cutting outcome).
	5.	Students will develop the skill of presenting the results of their research in public, structuring their discourse and transmitting a clear and comprehensive message (Unit 4).

Contents and study activity scheduling						
Session	Week	(hrs)	Type	Contents	Study outcomes and study activities	Resources
Unit	1:	INTRODUCTORY FRAMEWORK				
Specific result:	[1]					
1	1	1	AP	Introduction to the course.	Review the general outline and the structure of the course.	PowerPoint, discussion in class, term planning.
1	1	1	AP	Writing a research paper:	Trace general guidelines for a	PowerPoint, discussion in class.

				guidelines.	research project in humanities and social sciences.	
1	1	1	AP	What is history?	Attempt to define history as a field of study and research.	PowerPoint, discussion in class.
	1	2	AA	Autonomous learning: Independent research.	Students will review available sources and choose the topics of their research papers.	USIL library, other libraries, online sources.
	2	1	AA	Autonomous learning: Basic readings [2], [3].	Analysis of basic reading.	PowerPoint files.
2	2	1	AP	Sources of information about pre-Columbian and Inca history.	Name and analyze the main types of sources that can tell us about ancient Andean societies.	PowerPoint, discussion in class, handouts.
2	2	1	AP	Pre-Inca cultures.	An overview of pre-Inca societies in order to understand the background to Inca culture.	PowerPoint, discussion in class, analysis of basic readings in class.
Basic and supplemental mandatory reading:				[2], [3].		
Unit	2:	SPECIFIC ASPECTS OF INCA SOCIETY AND CULTURE				
Specific result:	[2]					
2	2	1	AP	Social structure of the Inca Empire.	Name and describe the main social groups of the Inca Empire and relations between them.	PowerPoint, discussion in class, video.
	2	1	AA	Autonomous learning: Independent research.	Students will review available sources and choose the topics of their research papers.	USIL library, other libraries, online sources.
	3	1	AA	Autonomous learning: Basic readings [4], [5].	Analysis of basic reading.	Pdf files.
3	3	1	AP	Political and administrative structure of the Inca Empire.	Examine the mechanisms used to run the Inca state.	PowerPoint, discussion in class, analysis of basic reading in class.
3	3	1	AP	Myth and history: The origin of the Incas.	Analyze how myths concerning the origin of the Incas represent the past.	PowerPoint, discussion in class, analysis of basic reading in class.
3	3	1	AP	Expansion and crisis of the empire.	Trace the sequence of main events in the development of the Inca state.	PowerPoint, discussion in class.
	3	1	AA	Autonomous learning: Independent research.	Students will revise literature for their research papers.	USIL library, other libraries, online sources.
	4	1	AA	Autonomous learning: Basic readings [6], [7].	Analysis of basic reading.	Pdf files.
4	4	1	AP	Subsistence and food in Inca society.	Name and describe the main sources of subsistence and culinary techniques in Inca society.	PowerPoint, discussion in class.
4	4	1	AP	Inca economy.	Analyze the circulation of wealth in Inca society.	PowerPoint, discussion in class, analysis of basic reading in class.
4	4	1	AP	Inca religion.	Review the belief systems that existed in Inca society.	PowerPoint, discussion in class, analysis of basic reading in class.
	4	1	AA	Autonomous learning: Independent research.	Students will revise literature for their research papers.	USIL library, other libraries, online sources.
	5	1	AA	Autonomous learning: Basic reading [8].	Analysis of basic reading.	Pdf file.
5	5	2	AP	Field trip to the Qorikancha museum.	Synthesize the main religious and architectural aspects of the Inca temple.	Inca architecture at the Qorikancha museum, discussion of basic reading.
5	5	1	AP	Inca arts, crafts and technology.	Name and classify by material, technique and function the main areas of Inca craft production.	PowerPoint, discussion in class.
	5	1	AA	Autonomous learning: Independent research.	Students will revise literature for their research papers.	USIL library, other libraries, online sources.
	6	1	AA	Autonomous learning: Basic reading [9].	Analysis of basic reading.	Pdf file.
6	6	2	AP	Field trip to Museo Inka.	Illustrate with specific examples of material artifacts different aspects of Inca culture.	Museum permanent exhibitions.
6	6	1	AP	Cusco: The Inca capital city.	Recreate the Cusco of the Inca period and identify its surviving vestiges.	PowerPoint, discussion in class, analysis of basic reading in class.
	6	1	AA	Autonomous learning:	Students will revise literature for	USIL library, other libraries,

				Independent research.	their research papers.	online sources.
	7	1	AA	Autonomous learning: Basic reading [10].	Analysis of basic reading.	Pdf file.
7	7	3	AP	Field trip to the historic center of Cusco: how to identify Inca buildings.	Identify the surviving Inca walls among colonial and modern structures.	Inca architecture in the historic center of Cusco; discussion of basic reading.
	7	1	AA	Autonomous learning: Independent research.	Students will revise literature for their research papers.	USIL library, other libraries, online sources.
	8	1	AA	Autonomous learning: Basic readings [11], [12], [13].	Analysis of basic reading.	Pdf files.
8	8	1	AP	Practical and symbolic values.	Give examples of practical and symbolic values in Inca culture.	PowerPoint, discussion in class.
8	8	1	AP	Machu Picchu.	Revise some common clichés about Machu Picchu.	PowerPoint, discussion in class, video, analysis of basic reading in class.
8	8	1	AP	Spanish conquest.	Build a sequence of the main events of the Spanish conquest of the Inca Empire.	PowerPoint, discussion in class, analysis of basic reading in class.
	8	1	AA	Autonomous learning: Independent research.	Students will revise literature for their research papers.	USIL library, other libraries, online sources.
9	9	2	AP	"The Royal Hunt of the Sun" – film and discussion.	Discuss how the Incas are represented in modern popular culture.	Film and discussion in class.
9	9	1	AP	Inca legacy in Peru today.	Identify contemporary cultural elements inherited from the Inca period.	PowerPoint, discussion in class.
	9	2	AA	Autonomous learning: Independent research.	Students will revise literature for their research papers.	USIL library, other libraries, online sources.
Basic and supplemental mandatory reading:				[4], [5], [6], [7], [8], [9], [10], [11], [12], [13].		
Unit	3:	FIELD STUDIES IN INCA HISTORY				
Specific result:		[3]				
	10	1	AA	Autonomous learning: Basic readings [14], [15].	Analysis of basic reading.	Pdf files.
	10	1	AA	Autonomous learning: Independent research.	Students will write their research papers.	USIL library, other libraries, online sources.
10	10	6	AP	Field trip to Maukallaqta and Pumaorqo.	Observe places associated with the Inca origin myths and connect the details of the myths with specific landmarks.	Archaeological sites, discussion of basic readings.
	11	2	AA	Autonomous learning: Independent research.	Students will write their research papers.	USIL library, other libraries, online sources.
	12	2	AA	Autonomous learning: Independent research.	Students will write their research papers.	USIL library, other libraries, online sources.
11	12	6	AP	Field trip to sacred rocks near Cusco.	Discuss the ceque system of Cusco, its connection with Inca religion and surviving ancient religious elements.	Archaeological sites, handouts.
	13	1	AA	Autonomous learning: Basic reading [16].	Analysis of basic reading.	Pdf file.
	13	1	AA	Autonomous learning: Independent research.	Students will write their research papers.	USIL library, other libraries, online sources.
12	13	6	AP	Field trip to the royal residence of Huchuy Qosqo.	Identify the places mentioned in the legends about Inca Pachakuteq and the Chanka war.	Archaeological sites, discussion of basic reading.
	14	2	AA	Autonomous learning: Independent research.	Students will write their research papers and prepare their final presentations.	USIL library, other libraries, online sources.
	15	2	AA	Autonomous learning: Independent research. Research papers deadline.	Students will write their research papers and prepare their final presentations.	USIL library, other libraries, online sources.
13	16	1	AP	Field studies in history.	Explain how field experience can help the historian's work.	PowerPoint, discussion in class.
Unit	4:	FINAL SEMINAR.				
Specific results:		[4], [5].				
	16	2	AA	Autonomous learning: Independent research.	Students will correct their papers based upon the professor's feedback and prepare their final	USIL library, other libraries, online sources.

					presentations.	
13	16	2	AP	Final seminar: students' presentations. Wrap-up: • Highlights of the course • What can be improved?	Students will present the results of their independent research in class. Discussion of the results of the course.	Students' presentations, discussion in class.

AA: autonomous learning

AP: contact learning

Methodology

In the first session, the instructor will give a general presentation of the course, syllabus, content, activities and learning resources, as well as bibliographical references.

The course combines a number of different methods and activities:

- Lectures accompanied by illustrations and videos.
- Discussions in class addressing the lectures' contents.
- Analysis and discussion of basic reading.
- Students' independent research (final paper).
- Final seminar (presentation of research papers and discussion).
- Field trips and the respective students' reports.

Evaluation system

Grades for each type of evaluation and the final grade for the course are rounded to whole numbers. The final grade is the average of the continuous assessment, mid-term exam and final exam grades.

Nº	Type of evaluation	Weight
1	Continuous assessment	100%
2	Mid-term exam	0%
3	Final exam	0%

Continuous assessment (*)

Type of evaluation	Percentages	Description of disaggregated components of the evaluation			Week	Make-up evaluation
		Nº	Description	%		
Type 1: Participation in class discussions and analysis of basic readings.	20%	1	Participation in class discussions and analysis of basic readings.	100%	16	NO
		TOTAL 100%				
		Comments:				
Type 2: Field trip reports.	20%	1	Field trip reports.	100%	16	NO
		TOTAL 100%				
		Comments:				
Type 3: Research papers.	35%	1	Research papers.	100%	16	NO
		TOTAL 100%				
		Comments:				
Type 4: Presentations and discussion at the final seminar.	%	1	Presentations and discussion at the final seminar.	100%	16	NO
		TOTAL 100%				
		Comments:				

(*) Continuous assessment includes independent study activities.

General guidelines

1. Students who arrive more than 10 minutes late will be counted as absent.
2. No food is allowed in class.

Course specific rules

1. Students may, and are encouraged to, use computers or cell phones in class and during field trips for taking notes.
2. The use of internet in class for purposes related to the content of the course is permitted and encouraged.
3. Deadlines for all tasks are announced during the first week of classes, and will not be extended.
4. The order of field trips can be changed according to the schedule of each specific term.
5. The duration of the final seminar can vary according to the number of students in the group. The duration of the lectures will be adjusted to the number of hours of the final seminar.
6. Written assignments should be submitted by students in digital (not printed) form.

Attendance policy

Total percentage of permitted absences in language courses:	20%
Total percentage of permitted absences in other courses:	30%

Basic and supplemental mandatory reading

Basic mandatory reading:

1. MORRIS, Craig & Adriana VON HAGEN. 2011. *The Incas: Lords of the four quarters*. New York: Thames & Hudson.

Supplemental mandatory reading:

2. QUILTER, Jeffrey. 2011. *Treasures of the Incas: The glories of Inca and pre-Columbian South America*. London: Duncan Baird. From chapter 3: Sacred Mountains, Sacred Plains. Pp. 65-91.
3. QUILTER, Jeffrey. 2011. *Treasures of the Incas: The glories of Inca and pre-Columbian South America*. London: Duncan Baird. From chapter 5: The Empire of Chimor. Pp. 154-165.
4. MORRIS, Craig & Adriana VON HAGEN. 2011. *The Incas: Lords of the four quarters*. New York: Thames & Hudson. Chapter 3. The Principles of Inca Statecraft: Feared Warriors, Generous Rulers, pp. 32-47.
5. MORRIS, Craig & Adriana VON HAGEN. 2011. *The Incas: Lords of the four quarters*. New York: Thames & Hudson. From chapter 2. The Birth and Growth of Tawantinsuyu, pp. 25-31.
6. MORRIS, Craig & Adriana VON HAGEN. 2011. *The Incas: Lords of the four quarters*. New York: Thames & Hudson. Chapter 4. The Wealth of the Empire: Land, Labor, and the Worth of Goods. Pp. 48-64.
7. MORRIS, Craig & Adriana VON HAGEN. 2011. *The Incas: Lords of the four quarters*. New York: Thames & Hudson. Chapter 5. Religion and Ideology: The Sun, the Moon, the Oracles, the Ancestors. Pp. 65-76.
8. BAUER, Brian. 2004. *Ancient Cuzco: Heartland of the Inca*. Austin: University of Texas Press. Chapter 11. Coricancha, pp. 139-157.
9. MORRIS, Craig & Adriana VON HAGEN. 2011. *The Incas: Lords of the four quarters*. New York: Thames & Hudson. Chapter 6. Technology and the Arts: Architects, Potters, Weavers, and Smiths, pp. 77-101.
10. BAUER, Brian. 2004. *Ancient Cuzco: Heartland of the Inca*. Austin: University of Texas Press. From Chapter 10. The Plazas of Central Cusco, pp. 111-135.
11. KAUFFMANN-DOIG, Federico. 2006. *Machu Picchu: Inca Treasure*. Lima. Chapters 2-4, pp. 17-32.
12. BINGHAM, Hiram. 2002. *Lost City of the Incas: The Story of Machu Picchu and its Builders*. Lima: Librerías ABC. Part 3, Chapter 1: The Discovery, pp. 147-154.
13. MORRIS, Craig & Adriana VON HAGEN. 2011. *The Incas: Lords of the four quarters*. New York: Thames & Hudson. Chapter 11. The Fall: Bearded Men from Across the Sea, pp. 234-241.
14. SARMIENTO DE GAMBOA, Pedro. 2003 [1572]. *History of the Incas*. Lexington. Inca myth of the foundation of the lineage. Chapters XI-XIII. Pp. 28-36.
15. GARCILASO DE LA VEGA, Inca. 2006 [1609]. *Royal Commentaries of the Incas and General History of Peru*. Translated by Harold V. Livermore. Edited by Karen Spalding. Abridged edition. Indianapolis: Hackett Publishing Company. The Origin of the Inca Kings of Peru, pp. 2-6.
16. ROSTWOROWSKI, María. 2006. *Incas*. Lima: *El Comercio*. Chapter 4. Pachacutec and the Formation of the Inca State. Translated from Spanish by USIL.

Supplemental optional reading

1. BAUER, Brian. 2004. *Ancient Cuzco: Heartland of the Inca*. Austin: University of Texas Press.
2. BETANZOS, Juan de. 2006 [1557-1576]. *Narrative of the Incas*. Austin: Texas University Press.
3. BINGHAM, Hiram. 2002. *Lost City of the Incas: The Story of Machu Picchu and its Builders*. Lima: Librerías ABC.
4. BURGER, Richard L. & Lucy C. SALAZAR. *Machu Picchu: Unveiling the Mystery of the Incas*. Yale University Press.
5. D'ALTROY, Terence. 2015. *The Incas*. Second edition. Wiley Blackwell Publishing.
6. GARCILASO DE LA VEGA, Inca. 2006 [1609]. *Royal Commentaries of the Incas and General History of Peru*. Translated by Harold V. Livermore. Edited by Karen Spalding. Abridged edition. Indianapolis: Hackett Publishing Company.
7. GUAMÁN POMA DE AYALA, Felipe. 2006 [c. 1615]. *The First New Chronicle and Good Government*. Abridged edition. Selected, translated and annotated by David Frye. Indianapolis: Hackett Publishing Company.
8. KAUFFMANN DOIG, Federico. 2006. *Machu Picchu: Inca Treasure*. Lima.
9. QUILTER, Jeffrey. 2011. *Treasures of the Incas: The Glories of Inca and pre-Columbian South America*. London: Duncan Baird.
10. SARMIENTO DE GAMBOA, Pedro. 2003 [1572]. *History of the Incas*. Lexington.

Approved by:	Validated by:
	Office of Curriculum Development
Date:	Date: