

## ARKY 357: The Incas and their Successors

Department of Anthropology and Archaeology, University of Calgary

Spring 2016

Please read the course syllabus carefully. A syllabus is a *learning contract* that contains everything you need to know about the logistic of a course. When you have questions, the syllabus is the **FIRST** place you should look for answers.

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**Course Instructor:** Dejana Nikitovic, PhD ABD  
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**Instructor Office Hours:** Wednesday's, 15:00-16:00, or by appointment  
Room: TBA

**Lectures:** Monday's & Wednesday's, 12:00 – 14:45, Room SA119  
**Map:**  
[http://ucmapspro.ucalgary.ca/RoomFinder/?Building=SA&Room=119&thickbox=1&TB\\_iframe=true&height=600&width=980](http://ucmapspro.ucalgary.ca/RoomFinder/?Building=SA&Room=119&thickbox=1&TB_iframe=true&height=600&width=980)

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### 1. COURSE DESCRIPTION

At the time of the Spanish Conquest in A.D. 1532, the Inca Empire (or *Tawantinsuyu*, "Land of the Four Quarters") was one of the largest in world history, spanning an area over 1 million kilometers and with a population of over 6 million people. This empire was controlled by a small group of related elites from their capital city of Cuzco, without a formal writing system, mechanized tools, or the wheel. How did a small kin group manage to administer such a vast empire? How did about 180 Conquistadores manage to overthrow the Inca Empire in a short period of time? What has happened to the indigenous people since 1532 and what challenges do they face today? These are main topics that will be explored in this course.

Modern views of the Inca Empire are based mainly on 16<sup>th</sup> and 17<sup>th</sup> century chronicles written by Spanish conquerors, administrators, colonists, and indigenous chroniclers. The chronicles are not always in agreement, nor are the modern accounts. The course will also examine these issues. Modern ethnography will be used partly to shed light on some of the ancient practices, as will archaeological and bioarchaeological evidence, and to contrast the values and life ways of the present-day Andean peasant cultures with dominant Western culture of the Central Andes.



## 2. LEARNING OBJECTIVES

- To acquaint students with a general understanding of the Inca Empire, its culture, and the Andean cultures that survived today in Peru, Ecuador and Bolivia.
- To critically examine the controversial interpretations of Inca history, society, political organization, economy, technology, and ideology.
- To evaluate and reflect on the cultural heritage of the present-day Andean peoples and examine the extent to which their customs, beliefs and way of life reflect ancient traditions or have been shaped by their European conquerors.
- To encourage students to think critically and logically, and to communicate effectively.

## 3. COURSE TEXTBOOKS AND REQUIRED READINGS

D'Altroy, Terrence. 2014. *The Incas*. 2<sup>nd</sup> edition. Blackwell Publishing.

Allen, Catherin J. 2002. *The Hold Life Has: Coca and Cultural Identity in an Andean Community*. 2<sup>nd</sup> edition. Smithsonian Institution Press.

- The textbooks are available for purchase from the University of Calgary Bookstore. They are also placed on course reserve in the UofC library. **Additional readings will be posted on the course website on D2L based on the student's recommendations.**
- The library has great online and in-person resources to assist students. They also offer many useful workshops and seminars throughout the year. Our designated librarian is Sandra Lipton ([lipton@ucalgary.ca](mailto:lipton@ucalgary.ca); TFDL 530C).

## 4. ORGANIZATION OF THE COURSE - Please read carefully!

- Class will meet twice a week for 2:45 h long lectures. We will normally take two 5-10 minute breaks during the class. Sometimes, we will take one longer break, depending on the lecture content. In order to succeed in this course, it is essential to attend lectures. While I will post PowerPoint Lecture Handouts on D2L, these are minimal outlines, and are not a substitute for attending the lecture and in-class note taking!
- The lectures and videos will complement readings, although I may often provide a contrasting interpretation or perspectives. Remember to think critically about all that you hear, read and see in this course!
- **Your active participation in discussions and course planning is vital to the success of the course – each of you contributes to our collective learning!** Please come to class on time, and be prepared to contribute to the discussion by having read all required materials. Teaching and learning are shared responsibilities. Being prepared, participating in class discussions and activities, keeping up with weekly readings! Being organized; working diligently, respectfully, and being open to the ideas of others are all integral to your learning and your performance in the course. It will be more intellectually stimulating and fun if we all do our part!
- **NOTE: If you are experiencing difficulties that may affect your performance in the course, please speak to me immediately! Together, we can work out a plan to help you complete your course work.**

- **Statement of Fair Warning:** In this course readings and lectures may contain ideas, information and images that some students may find disturbing or otherwise troubling. Any student not wishing to undertake this work should contact the instructor immediately so that enrolment in an alternative course more in keeping with the student's interests can be facilitated.

## 5. COURSE ADMINISTRATION

- The course is managed on the University of Calgary Desire2Learn platform. Consult the course website regularly for announcements, video assignment information, readings, handouts, lecture outlines and study guides.
- **Use the online Discussion Forums for ALL content-related questions.** While I prefer that you ask any course related question in person (before, during or after the class, or during office hours), you can also use D2L Discussion Forums. This is also a great way to: discuss course content, share information relevant to the course and Inca Archaeology more broadly, and share your ideas with classmates. Also, this way, all students will have access to the same information when preparing for assignments and exams.
- Before posting a question, please make sure that it hasn't already been addressed in the course outline or on D2L (announcements or discussion forums).
- The online Discussion Forums will be moderated by the instructor. Please allow two business days (48 hours) for a response to any posted question.

### HOW TO....

- **Create a new post?**
  1. Select **Discussions** on the red navigation bar.
  2. Select the topic where you want to post the question (e.g., **Assignments Q&A** for assignment related question)
  3. Click **Start a New Thread**
  4. Enter a **Subject** and your **Post**.
  5. Click **Post**.
- **Reply to an existing post?**
  1. Select the post you want to reply to.
  2. Click **Reply to Thread** or **Reply** to reply to a particular post.
  3. Enter your reply in the **Post** field.
  4. Click **Post**.

## 6. EVALUATION AND ASSIGNMENTS

Map Quiz (held in lecture on Monday, May 16 <sup>th</sup> )	10%
Assignments	25%
Leading Class Discussion	10%
Midterm Exam (Due Saturday, June 4 <sup>th</sup> )	25%
Final Exam (to be announced)	30%

**6.1 Map Quiz (Monday, May 16<sup>th</sup>)**

**Worth: 10%**

You are expected to become acquainted with the physical and political geography of the pertinent areas of South America covered in the course. Further information on the map quiz will be provided in the lectures and on D2L.

**6.2 Assignments**

**Worth: 25%**

- Details will be discussed in class and detail instruction will be posted on D2L.

**6.3 Leading Class Discussion**

**Worth 10%**

- By Friday, May 13<sup>th</sup>, each student will select a class topic, and work with the instructor and 2-3 other students (depending on the class enrolment) to lead class discussion on the assigned reading.
- The task will involve:
  - Completing required readings *before* class;
  - Selecting one supplementary reading;
  - Preparing a 1-2 page summary and critical reflection of the selected reading to be posted on D2L in advance of the class.
  - Helping instructor facilitate the class discussion by preparing a few discussion questions and/or small class activities based on the readings.
- **Additional details will be discussed in class and posted on D2L.**

**6.4 Midterm and Final Exams**

**Worth: 55%**

- Both the mid-term exam and the final exam will consist of short answer and essay questions. Questions will be based on assigned readings, lectures, class discussions and videos.
- The **mid-term test is worth 25%**, and will focus on the content covered in the first half of the course. Questions will be posted on D2L on Wednesday, May 25<sup>th</sup>. You will have to upload completed exam to D2L by **Saturday, June 4<sup>th</sup>, 11:59pm**.
- The **final exam is worth 30%**. The final exam will be **cumulative** with a particular focus on content covered after the mid-term exam.

**6.5 Grade Scale:**

- **FINAL grades greater than .5 will be rounded up.**
- No particular course component needs to be passed in order to pass the course as a whole.

A+	97-100%	B	80-83.5%	C-	60-66.5%
A	90-96.5%	B-	77-79.5%	D+	55-59.5%
A-	87-89.5%	C+	74-76.5%	D	50-54.5%
B+	84-86.5%	C	67-73.5%	F	<50%

**7. ASSIGNMENT AND EXAM SUBMISSION PROCEDURE - Please read and follow carefully**

Assignments and Midterm Exam must be submitted online, via D2L, 11:59pm on the due date. The link to upload file will be available until the deadline. Please note, files cannot be submitted after 11:59pm on the due date.

#### HOW TO....

- **Submit Assignment/Midterm Exam?**

1. In the red navigation bar click **Assessments/Midterm Exam**, and select **Dropbox** from the drop menu.
2. Click the assignment you want to submit (e.g., Assignment #1).
3. Click **Add a File**
4. Click **Upload**. Select the assignment from your computer files. Click **Add**.
5. Click **Submit**.

**NOTE:**

- **Name the file?**

Your file **MUST** contain the first 6 (or fewer) letters of your last name and the first 3 letters of your first name followed by the assignment number.

**Example:** Using the name Dejana Nikitovic, Assignment#1: NikitoDej1

**NOTE: Make sure your file name contains only letters and numbers, and is 10 characters or less.**

- **Format of the file**

File must be in .doc/.docx format.

**NOTE:**

- All assignments **MUST** be submitted via D2L. Hard copies of assignments, or assignments sent via email will not be accepted.
- **ALWAYS KEEP A BACKUP OF YOUR WORK** as you are writing and after you submit your assignment/exam!!! Use a memory stick or some other device, Dropbox, Google doc, email, etc. Electronic "disappearance" of assignments is not a valid excuse for failing to submit work on time.

#### 8. MISSED QUIZ OR EXAMS

- A student who is absent from a quiz or an exam for legitimate reasons (illness, religious or spiritual observance, etc), must discuss an alternative course of action with the instructor. **Acceptable documentation will be required.** If you miss an exam due to illness or other critical event, please contact me **as soon as possible after missing the exam.** If you know ahead of time that you have a conflict for the day of an exam, speak to me as soon as possible (at least two weeks) prior to missing an exam so that we can make other arrangements.
- Religious/spiritual observance **does not** preclude a student from having to meet deadlines for submission of written assignments when such deadlines fall on a day of observance and the deadline was determined at the start of the course, as per University of Calgary Academic Regulations.

#### 9. ADDITIONAL CONTENT OF THE COURSE OUTLINE

- **Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

- **Student Accessibility Services Accommodations**

Student Accommodations. Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities available at [http://www.ucalgary.ca/policies/files/policies/procedure-foraccommodations-for-students-with-disabilities\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/procedure-foraccommodations-for-students-with-disabilities_0.pdf).

It is the responsibility of the student to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403)220-8237.

Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. Students are also required to discuss their needs with the instructor no later than fourteen (14) days after the start of the course.

- **Academic Misconduct**

Academic dishonesty is an unacceptable activity at the University of Calgary and students are strongly advised to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as your own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

- **Emergency Evacuation Assembly Points**

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

- **USRI**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate!  
Website: <http://www.ucalgary.ca/usri/>

- **Freedom of Information and Protection of Privacy Act**  
The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/secretariat/system/files/foip%20overview.pdf>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

- **Safewalk Information**  
Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.
- **Faculty of Arts Program Advising and Student Information Resources**  
Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate Programs Office) at (403) 220-5881 or visit them in their new space on the 3<sup>rd</sup> floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**10. LECTURE SCHEDULE**

Topics and readings may change throughout the term. Please check D2L regularly.

Date	Topic	Readings
<b>LECTURE 1:</b> Monday, May 9 <sup>th</sup>	Course Orientation	<b>Allen:</b> Preface, Introduction <b>D'Altroy:</b> Preface
	Natural Settings	<b>D'Altroy:</b> Chapter 2: 33-46
<b>LECTURE 2:</b> Wednesday, May 11 <sup>th</sup>	The Incas Andean Predecessors	<b>D'Altroy:</b> Chapter 2: 46-65
<b>LECTURE 3:</b> Monday, May 16 <sup>th</sup>	<b>MAP QUIZ</b> The Spanish Conquest	<b>D'Altroy:</b> Chapter 14: 449-471
<b>LECTURE 4:</b> Wednesday, May 18 <sup>th</sup>	Studying the Incas: Chronicles, Ethnohistory, Modern Controversies	<b>D'Altroy:</b> Chapter 1
<b>Monday, May 23<sup>rd</sup> NO CLASSES</b>		
<b>LECTURE 5:</b> Wednesday, May 25 <sup>th</sup>	Duality and Reciprocity Midterm Review & Discussion	<b>Allen:</b> Chapters 1&2
<b>Monday, May 30<sup>th</sup> NO CLASSES</b>		
<b>Wednesday, June 1<sup>st</sup> NO CLASSES</b>		
<b>LECTURE 6:</b> Monday, June 6 <sup>th</sup>	The Inca Dynasty & the History of Tawantinsuyu	<b>D'Altroy:</b> Chapter 4
<b>LECTURE 7:</b> Wednesday, June 8 <sup>th</sup>	The Inca Heartland	<b>D'Altroy:</b> Chapter 7
<b>LECTURE 8:</b> Monday, June 13 <sup>th</sup>	Political and Economy Organization	<b>D'Altroy:</b> Chapter 11
<b>LECTURE 9:</b> Wednesday, June 15 <sup>th</sup>	Household, Kinship and the Ayllu	<b>D'Altroy:</b> Chapter 9 <b>Allen:</b> Chapters 3-6
<b>LECTURE 10:</b> Monday, June 20 <sup>th</sup>	Religion & Ideology	<b>D'Altroy:</b> Chapter 8 <b>Allen:</b> Chapters 7-9
<b>LECTURE 11:</b> Wednesday, June 22 <sup>nd</sup>	Andean Technology	<b>D'Altroy:</b> Chapters 12
<b>LECTURE 12:</b> Monday, June 27 <sup>th</sup>	Andean Art	<b>D'Altroy:</b> Chapters 13
<b>LECTURE 13:</b> Wednesday, June 29 <sup>th</sup>	Inca Identity in the 20 <sup>th</sup> and 21 <sup>st</sup> century Concluding Thoughts and Final Exam Review	<b>D'Altroy:</b> Chapter 14: 472-475 <b>Allen:</b> Epilogue & Afterward