



## Semester in Cusco: Option USIL History of the Inca Civilization

### COURSE SYLLABUS

AREA	:	FORMACIÓN BILINGÜE		
COURSE	:	HISTORY OF THE INCA CIVILIZATION		
PRE – REQUISITE:	:	NONE		
CREDITS:	:	3	HRS. THEORY: 3	HRS. PRACTICE:
PERIOD	:	2009-II SC-01		
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#### I. COURSE DESCRIPTION

This course provides a basic survey of the prehistory of civilizations in the Central Andean Region. Topics include the history of Andean archaeology, peopling of the continent, origins and evolution of agriculture, early village life, ceremonial and domestic architecture, prehistoric art and symbolism, Andean cosmology and astronomy, indigenous technology, the historical ecology of landscapes, interregional contacts and relationships, economics and trade, social and political structure, state formation and urbanism, and early contacts with Europeans. It will be focused on the recent archaeological investigations and interpretations combined with appropriate analogies from ethno historical and ethnographical information.

#### II. COMPETENCIES

At the end of this course the students will be able to give a critical and updated opinion about the studied historical periods. At the same time, students are going to have better professional competition on fields that are related with ancient Peruvian history (tourism, cultural resource management, cultural projects, etc.)

#### III. METHODOLOGY

This course has 45 hours including theoretical and practical sessions with mid-term and final evaluations. Classes will consist of lectures, with occasional discussion sessions. Selected readings are used for analysis and comprehension. **Suggested activities are not part of the program, but students may complement their learning by organizing visits to those places.**

#### IV. SCHEDULE AND LEARNING STRATEGIES

Unit I: INTRODUCTION				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
1	3	Introduction to Course: The field of History. The Ancient Peruvian History: problems and approaches. Concepts: culture, period, etc. The concept of "Andean"	Recognize the importance of time and space in the Andean thoughts	Readings and slide presentations.

Unit II: THE ANDEAN AREA AND CHRONOLOGY				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
2	3	Andean area: geographical and cultural Peruvian framework. Andean chronology. The Roots of Prehispanic Andean Society	Learn the processes of adaptation to environment	Readings and slide presentations.

Unit III: PRE INCA CULTURES				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
4	3	Initial Period: the rise of complex society. From Caral to Chavin. Chavin as synthesis of the Formative Period. The consolidation of identities in the Andes: Paracas, Nazca, Moche, Cajamarca, Recuay, etc.	Value the religious structures and understand their functions	<b>FIRST ASSIGNMENT</b>

Unit IV: PRE INCA CULTURES				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
5	3	Wari and the Middle Horizon Period. The climatic break of the VI century and its effects on Andean societies. New political expressions and integrational processes. The Late Intermediate Period: Political and ideological diversity before the Incas. The Chimú and North Coast Kingdoms, Pachacamac, Chinchá, etc	Analyze the Wari phenomenon in the Andes. Acknowledge and value the different Andean identities.	Readings and slide presentations  <i>Visit to Pikillacta (suggested activity)</i>

Unit V:				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
6	3	The sources: knotted strings, histories, Spanish and indigenous documents: chronicles, <i>visitas</i> . Oral tradition and archaeological resources	Know and value the different colonial sources to understand the Inca history	Readings and slide presentations

Unit VI:				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
7	3	The Roots of the Inka Empire. Inkas came to Cusco. The Cusco ethnics and first Inkas	Understand the socio political diversity on Urubamba valley	<b>SECOND ASSIGNMENT</b>

Unit VII: INKA EMPIRE				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
7	3	Pachacutec and the formation of the Inka Empire. Political management: reciprocity. Hereditary rights. Tupac Yupanqui. Conquest and the political organization	Identify the existing formation about the Inca Empire	Readings and slide presentations  <i>Cusco city tour: Pachacutec Palace, Plaza de Armas. (suggested activity)</i>

**Unit VIII: INKAS**

W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
8	3	MID TERM EXAMS:		

Unit II:				
S	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
9	3	Inca Political economy: reciprocity and redistribution. Mita, mita, ayni. Ecology and agriculture. State administrative and productive enclaves.	Recognize the economical and political foundations of Inca Empire	Readings and slide presentations  <i>Visit to Sacred Valley (suggested activity)</i>

Unit II:				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
10	3	Inca Political economy: agriculture and cultivation systems. Livestock and Andean economy. Administration of the Empire: provincial centers, roads, and way stations	Recognize the economical and political foundation of Inca Empire	Readings and slide presentations  <i>Visit to Pisac, Moray and Maras (suggested activity)</i>

Unit II:				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
11	3	Inca Statecraft: weaving, ceramics and metal production. Architecture of power: design, engineering, and aesthetics:	Recognize the economical and political foundation of the Inca Empire	<b>THIRD ASSIGNMENT.</b> <i>Visit to Inca Museum (suggested activity)</i>

Unit II:				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
12	3	Inca society: the family and the common rituals.	Recognize the social foundations of the Inca Empire	Readings and slide presentations

Unit II:				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
13	3	Inca religión: ritual calendar, ceques, and astronomy. The cult of ancestor worship. Pilgrimage and sacred mountains	Distinguish the ideological issues of Inca Empires	Readings and slide presentations  <i>Visit to the Temple of the Sun. (suggested activity)</i>

Unit II:				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
14	3	Spanish conquest of the Incas		<b>FOURTH ASSIGNMENT</b>

Unit II:				
W	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
15	3	The Inka legacy in the contemporary Andes		Readings and slide presentations

S	H	CONTENTS	STRATEGIES AND LEARNING PROCEDURE	ACTIVITIES
16		FINAL EXAM		

## V. EVALUATION

The evaluation will be ongoing and will take in consideration the issues established in the competences and in the use of those competencies by each teacher. The dates for **QUIZZES** are referential for some courses due to the fact that some teacher may change them for oral work or presentations, in projects, case analysis, or debates. Furthermore, **TASKS** may be considered as homework, class work or written reports through Power Point presentations.

At the end of the program, teacher will hand out a record with grades including the grades in the following issues:

- 20% - Participation in class (homework, reports, oral participation, and attitude in class)
  - 10% - Average 1
  - 10% - Average 2
- 30% - Ongoing evaluation (evaluations, exams, quizzes, written work, research, projects, and presentations)
  - 15% - Average 1
  - 15% - Average 2
- 25% - Mid-term exam
- 25% - Final Exam

### 1. Percentage for the final score of the course

N°	Scheme	% percentage
1	Ongoing Evaluation	30%
2	Class Participation	20%
3	Mid Term Exam	25%
4	Final Exam	25%

2. Percentage for the Ongoing Evaluation (evaluations, exams, quizzes, written work, research, projects, and presentations) and Participation in Class (homework, reports, oral participation, and attitude in class)

Evaluation	N°	Detailed percentage (%)	Week
<b>Ongoing Evaluation 30%</b>	1	50%	4
	2	50%	15
<b>Participation in Class 20%</b>	1	50%	4
	2	50%	15

## VI. BIBLIOGRAPHY

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