

**UHON 351:****Tales of Two Empires:**

A Cross-Disciplinary Vision of the Inka Empire and Its Transformation Under the Spanish Rule

Fall, 2020

TTh \_\_\_ or MW\_\_\_\_\_, Faner Hall 3461

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**Office Hours:** \_\_\_\_\_ or by prior appointment. Quick questions can be emailed, but please come see me for more complex questions and problems.

**Course Objectives:**

Between the mid-15<sup>th</sup> and the mid-16<sup>th</sup> century, the so-called Age of Discovery not only set in motion a series of encounters with far-reaching impacts, but also significant cultural changes at both regional and global levels. Indeed, during this period, the 5000-km stretch of the western South America saw the Incas, a minority non-literate ethnic group, establish a vast empire in a span of only a few generations. It became the largest indigenous political system of the New World and was subsequently embroiled in a civil war of imperial succession. At the same time, Spain launched ambitious explorations of new navigational routes. By happenstance, a wave of *Conquistadores* (Spanish conquerors) arrived in Peru toward the end of the Inka civil war (1532), setting off yet another series of transformations, the consequences of which linger on to this day. Broadly speaking, this geo-cultural and historical situation presents a truly unique opportunity to explore challenging questions about human actions and “civilizations” and how the past engenders the present.

More specifically, the course focuses on cultural events and processes in the area known as the Central Andes (Peru, southern Ecuador, northwestern Bolivia, northwestern Argentina and northernmost Chile). Chronologically, the course is concerned primarily with the period between ca.1400 and 1600 CE. The former corresponds to the approximate time when the Inkas established its clear dominance over the Central Andes. The latter time saw devastating impacts of the Spanish colonial administration under Viceroy Francisco de Toledo on millions of Andean natives. The temporal boundary is by no means rigid; we will be exploring long-term impacts of the Spanish conquest as well as the persistent resilience of indigenous practices, beliefs, technologies and institutions that are observable to this day.

The course is unconventional in its cross-disciplinary character; it draws information as well as analytical methods and interpretive/explanatory frameworks from diverse but complementary fields of archaeology, art history, bioarchaeology, ethnography, ethnohistory-history, human ecology and paleoclimatology to answer a handful of basic questions:

- \* What do we mean by a civilization or a civilized society? How could a culture (Inka) without writing, markets, a monetary system, and other features that are commonly thought to be vital in a “civilization” attain the status of a great civilization? In fact, how did the Inkas, a minority non-literate ethnic group establish and govern their vast empire?

- \* How can we compare and study the Inka and Spanish, two totally independent and disparate civilizations? What sources of information can be used and how can we cope with inherent biases in information and our own prejudices?
- \* What short- and long-term consequences, regional and global impacts have resulted from the fateful encounter in 1532?
- \* What are key lessons to be learned from their conflict and acculturation?
- \* What are resilient and surviving indigenous Andean cultural practices, institutions, beliefs and techniques/technologies that are relevant and beneficial to modern life in and out of the Andes?

Overall, the course aims to have students gain a critical appreciation of:

- ❖ Diverse civilizations (cross-cultural similarities and differences) that challenges students' culture-bound logics, values and assumptions - think of, for example, what gold and silver signified to each of these civilizations;
- ❖ Varied cross-fertilization and acculturation that occurs with culture contacts as well as resilience of many traditional cultural practices, institutions, beliefs and techniques/technologies;
- ❖ Long-term, often unpredictable consequences of choices made and policies established, including those of biological, environmental, economic, technological, social and religious nature;
- ❖ Problem-oriented approaches that integrate/cross-cut different traditional disciplines (including scientific analyses for humanistic questions).

Students learning objectives include:

- \* Fostering the ability to differentiate among and critically analyze diverse sources of information and perspectives on the Inka and Spaniards on various levels (social, regional, cultural, historical, etc.);
- \* Becoming more cognizant of personal ethnocentric biases by generating a weekly "insights log"; and
- \* Through participation in in-class discussion and presentation (see below), effectively communicate their ideas, logic, and knowledge in both oral and written forms. **Course**

### **Organization:**

The course combines Powerpoint-assisted lectures by the instructor, video showings, and in-depth classroom discussion of assigned readings and related questions posed above. The first two weeks serve as the introductory session during which the instructor presents a cultural and environmental summary of the two civilizations. Issue and question-based in-class discussion begin in the third week of class. The 2015 book on the Inka Empire and its Spanish transformation that the instructor has published (see below) serve as the main textbook of the course.

### **Prerequisites:**

There are no prerequisites for taking this course. Introductory survey courses in anthropology, sociology, history or another multicultural course would be helpful.

**Readings:**

There is one required text for the course:

Shimada, Izumi (editor)

2015 *The Inka Empire: A Multidisciplinary Approach*. University of Texas Press, Austin. ISBN: 978-0-292-76079-0; ca. \$75.00.

This is an up-to-date, comprehensive synthesis (382 pp.) of the Inka Empire that is comprised of 19 thematical/issue-oriented chapters written by 23 leading scholars from 8 countries. Students will be reading nearly the entire book during the semester.

A supplementary textbook is:

Stern, Steve J.

1994 *Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640*. Second Edition. Madison, University of Wisconsin Press. ISBN 978-0-299-141844. \$21.95.

This is an excellent regional case study that discusses changes and continuities in life and communities in a highland region in Peru during the time period under consideration in this course. It shows that relationships between the Inkas as well as the local native inhabitants, and Spanish colonists were dynamic and by no means one sided, but also involved negotiation and even alliance. Students will be reading selected chapters from the book.

Additional readings are derived from a number of relevant books and journals.

**Grading and Assignments:**

There are three basic requirements:

- (1) A take-home, essay mid-term exam (**around October 15 [Th]**) that covers the first half of the course, primarily dealing with the Inka Empire (30% of grade);
- (2) A 15 to 30-minute in-class professional meeting-level presentation **starting November 12 [Th] to 20 [F]** that focuses on your critical evaluation of a specific issue or possible answers to a specific question (i.e., discussing relative merits of different perspectives or answers and responding to questions and comments from classmates; 30% of grade). **Your presentation should include a written summary (2-5 double-spaced pages) and Powerpoints.** A list of specific research issues and questions for this task will be provided early in the semester; and
- (3) A comparative research paper (**ca. 10 to 15 pages; due on December 7<sup>th</sup> [M]**) that discusses how and why a specific Inka/pre-contact practice, institution, technique/technology or belief/ideology transformed or conversely remained largely unchanged (40% of grade). Detailed guidelines and possible research paper topics will be provided shortly after the mid-term exam. Students are, however, encouraged to formulate topics on their own and/or consult the instructor.

Each student will be **required to turn in a preliminary outline BY November 20 (F)** that describes in one to two paragraphs the specific topic you selected and a minimum bibliography of 5 publications (**excluding** Web sites and your textbook). Your proposed paper topic must be approved by the instructor and the **resultant paper must be original – written by yourself specifically for this course.**

**ALL written assignments must be turned in during the class period on the due date. Late submission will be penalized by a half-grade PER DAY.**

**Lecture Topics, Reading Assignments & Key Dates (TIE = chapter in *The Inka Empire* textbook)**

DISCUSSION TOPIC & KEY ISSUES/QUESTIONS	READ BY	CHAPTER IN TIE
<b>Introduction</b> – Going over the course syllabus; getting acquainted with each other	Aug. 18 (1)	
<b>Concept of “civilization” and Andean cultural ecology and subsistence;</b> Video: <i>Qeros, The Shape of Survival</i> <ul style="list-style-type: none"> <li>- <i>What do we mean by “civilization”?</i></li> <li>- <i>How can we explain such a dense population in the seemingly inhospitable high and rugged highlands and the hyper-arid coast?</i></li> <li>- <i>What is meant by the “verticality”, “horizontality” and “ecological complementarity”?</i></li> <li>- <i>Why is the Pacific so important for Andean people?</i></li> <li>- <i>Is a llama an animal for all seasons?</i></li> </ul>	Aug. 20 (2)-Aug. 27(4)	TIE-1 (Shimada), Shimada 2019; Brush 1982; Murra 1984
<b>Different information sources and approaches:</b> Pros & cons of archaeological, ethnographic, written information <ul style="list-style-type: none"> <li>- <i>How can we study the non-literate Inka Empire?</i></li> <li>- <i>Who wrote about the Incas and why?</i></li> <li>- <i>Who were the Inkas?</i></li> <li>- <i>What can DNA, languages and skeletons tell us?</i></li> </ul>	Sept. 1(5)-Sept. 8 (7)	TIE-2 (Salomon), TIE-3 (Cerrón-Palomino), TIE-4 (Shinoda), TIE-5 (Bauer-Smit)
<b>The Inka Empire: Its organization and administration:</b> Building upon pre-Inka practices and institutions - Andean reciprocity, chiefly generosity, tri-partite resource sharing, labor service as the economic foundation, direct vs indirect administration <ul style="list-style-type: none"> <li>- <i>How were the ethnic minority Inkas able to build their empire so fast and administer it effectively?</i></li> </ul>	Sept. 8 (7) - Sept. 17(10)	TIE-7 (D’Altroy) TIE-6 (Covey) Covey 2009 TIE-17 (Schjellerup)
<b>The Inka Empire: Managing vast information and territory without writing.</b> <ul style="list-style-type: none"> <li>- <i>What are the khipus and how do they work?</i></li> <li>- <i>The road system that was better than that of the Roman Empire?</i></li> <li>- <i>What is meant by art and architecture of power?</i></li> </ul>	Sept. 22 (11) – Sept. 29(13)	TIE-9 (Urton) TIE 12 (Nair-Protzen) Jenkin 2001
<b>Andean-Inkaic cosmology, religious ideology and rituals:</b> Animism, origin myths, ancestor cult and life-death continuum, and mountain worship <ul style="list-style-type: none"> <li>- <i>What are the huaca, apu, and alma and why did the</i></li> </ul>	Oct. 1 (14) – Oct. 8 (16)	TIE-10 (Cummins) TIE-14 (Kaulicke) Classen 1993, Chapt. 2 & 9

<p><i>Catholic church so intensely engaged their eradication?</i></p> <ul style="list-style-type: none"> <li>- <i>How is the human body a model of cosmology?</i></li> <li>- <i>What roles did the mummified Inka emperor play?</i></li> </ul>		
<b>Take-Home Mid-term Exam – given out on Oct. 15 and is due on Oct. 20</b>		
<p><b>Women and Gender in the Inka Empire:</b> An understudied subject.</p> <ul style="list-style-type: none"> <li>- <i>What roles did women play in the Inca Empire besides their household-related activities?</i></li> <li>- <i>Why was cloth so important?</i></li> </ul>	Oct. 13 (17) – Oct. 15 (18)	TIE-11 (Phillips) Costin 1998
<p><b>The social structure and dynamics in the Inka Empire:</b> Hierarchy and heterarchy, social duality; <b>Video:</b> <i>The Ghosts of Machu Picchu</i></p> <ul style="list-style-type: none"> <li>- <i>What are the panakas and Inka moieties?</i></li> <li>- <i>What sorts of major social changes occur during the evolution of the Inka Empire and what were their consequences?</i></li> </ul>	Oct. 15 (18) – Oct. 22 (20)	Shimada 2018
<p><b>War of imperial succession and the arrival of the Conquistadores:</b> <b>Video:</b> <i>Guns, Germs and Steel</i></p> <ul style="list-style-type: none"> <li>- <i>What were the factors underlying the conflict?</i></li> <li>- <i>Who were the conquistadores</i></li> <li>- <i>What brought the conquistadores to Peru when they came?</i></li> <li>- <i>How convincing are the arguments by Jared Diamond in his book <i>Guns, Germs, and Steel</i>?</i></li> </ul>	Oct. 27 (21) – Oct. 29 (22)	TIE-18 (Bray) Lockhart 1972 Hanke 1976
<p><b>The Conquest of the Incas and the unprecedented transformation of the Andes:</b> Inca resistance and Inca-Spanish alliances; <i>encomienda</i> and <i>reducción</i> and the fundamental changes to the social landscape and <i>mita</i> labor tax</p> <ul style="list-style-type: none"> <li>- <i>How does the colonial mita differ from the Inkaic mit'a?</i></li> <li>- <i>How does the reducción differ from the Inkaic mitmacuna?</i></li> <li>- <i>What are the long-term consequences of the demographic collapse of the native Andeans and the Spanish obsession of precious metals?</i></li> </ul>	Nov. 3 (23) – Nov. 12 (26)	Heaney 2016 Fradera 2018 Spalding 1999 Stern 1994 Chapt. 2-4 Cook 2004
<p><b>What the Andes gave the economy of Europe and the broader world and its durable cultural heritage</b></p> <ul style="list-style-type: none"> <li>- <i>How have Andean domesticates changed Old World cuisine?</i></li> </ul>	Nov. 17 (27) – Nov. 19 (28)	Hamilton 1976 Crosby 2003
<b>Thanksgiving Break</b>	Nov. 21 – Nov. 29	
<b>Student In-Class Presentation and Discussion</b>	Dec. 1 (29) – Dec. 5 (30)	
<b>Comparative Research Paper due</b>	Dec. 7	

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# Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full annotated QM Rubric visit [www.qualitymatters.org](http://www.qualitymatters.org) or email [info@qualitymatters.org](mailto:info@qualitymatters.org)

## Standards

## Points

<b>Course Overview Introduction</b>	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
<b>Learning Objectives (Competencies)</b>	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
<b>Assessment and Measurement</b>	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
<b>Instructional Materials</b>	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
<b>Course Activities and Learner Interaction</b>	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
<b>Course Technology</b>	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
<b>Learner Support</b>	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
<b>Accessibility and Usability*</b>	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

\* Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.