

SYLLABUS

Course information					
Code:	Not applicable		Course:	Inca Architecture	
Coordinating area / program:			International Programs		Mode: Classroom teaching
Credits:	3	Contact hours:	48	Autonomous study hours:	32

Contact hours					
Sum:	48	Theory:	46	Practice:	0
		Laboratory:	0	Evaluation hours:	2

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

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

Instructors
Miguel Angel Landa Sierra

Course overview
In this course students will learn about the evolution of architecture and urban planning among the Incas and other ancient Andean cultures. The course also addresses Andean geography and environment, and how this natural setting influenced Inca architecture. Students will visit archaeological monuments and historic sites undergoing restoration work, and analyze Peruvian and global regulations governing cultural heritage conservation. The classroom for this course is the city of Cusco itself.

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

Course learning outcomes		
General learning outcome	N°	Specific learning outcomes
At the end of the course students will have a fuller understanding of Inca architecture as a product of a certain type of social organization within a specific time period, which must be preserved and protected in our own time.	1.	Students will locate the Inca civilization within the geography and time frame of the Andes, including the most representative pre-Inca civilizations, and discuss their contribution to the establishment of Inca culture.
	2.	Students will review the general ideas upon which the Inca state of Tawantinsuyu and Inca culture in general were founded, focusing upon the work of the emperor Pachakuteq, who made Cusco the political center of an expanding empire.
	3.	Students will analyze the details of Inca architecture and the main types of buildings, in relation to the Inca economy, urbanism and settlement patterns, as well as the importance of the Inca road system (Qhapaq Nan).
	4.	Students will review international restoration and conservation concepts and norms, established by UNESCO and used for assigning a contemporary social value to Inca architectural remains.

Contents and study activity scheduling						
Session	Week	(hrs)	Type	Contents	Study outcomes and study activities	Resources
Unit	1	Andean geography and chronology. Pre-Inca architecture.				
Specific result:	1					
1	1	1	AP	Introduction to the course.	The instructor will discuss the course summary with the class. Students will introduce themselves and share their personal expectations for the course. Students' assignments for the term are defined, including presentations and papers.	PowerPoint presentation with a summary of the contents of the course. A game with the word "metacognition".
1	1	1	AP	Andean geography.	Students will identify the main geographical characteristics of the	PowerPoint presentation.

					Andean region and evaluate the contribution of Javier Pulgar Vidal to the study of the geography of the Andes.	
1	1	1	AP	Pre-Hispanic history: Summary, Periods and Horizons.	Students will review the pre-Hispanic chronology created by John Rowe and recent additions made to that time frame.	PowerPoint presentation.
2	2	1	AP	Introduction to the field trip. Pre-Inca cultures: the architecture of Caral. Inca history: Summary.	Before visiting the Inca Museum, students will review the general timeline of pre-Inca cultures; the architecture of Caral will be emphasized since it is not covered in the museum display.	PowerPoint presentation.
2	2	2	AP	Field trip to the Inca Museum.	Students will analyze those museum exhibits related to architecture.	Field trip: museum display.
3	3	1	AP	Chavin and Moche architecture.	Students will identify the most representative Chavin and Moche architectural characteristics.	A student's PowerPoint presentation.
3	3	1	AP	Kuelap and Nazca architecture.	Students will identify the most representative Kuelap and Nazca architectural characteristics.	A student's PowerPoint presentation.
3	3	1	AP	Wari architecture.	Students will explore the most representative Wari architectural characteristics.	A student's Powerpoint presentation.
3	3	2	AA	Pre-Hispanic timeline.	Students will trace the timeline of pre-Hispanic cultures on paper.	Diagrams produced by students.
4	4	1	AP	Tiwanaku architecture.	Students will identify the most representative characteristics of Tiwanaku architecture.	A student's PowerPoint presentation.
4	4	1	AP	Chimu architecture.	Students will review the most representative characteristics of Chimú / Chan Chan architecture.	A student's PowerPoint presentation.
4	4	1	AP	PRACTICAL 1.	Students will take a test on the topics covered in the first unit.	Evaluation.
Unit	2	14	Tawantinsuyu and Inca culture. Pachakutec.			
Specific result:		2				
5	5	1	AP	Inca political organization. <i>Tawantinsuyu</i> .	Students will discuss how the empire of <i>Tawantinsuyu</i> was organized, gain an understanding of Maria Rostworowski's contribution to Inca history and compare Inca political organization with that of modern countries.	PowerPoint presentation.
5	5	1	AP	Cusco: The Inca Puma City.	Students will analyze the spatial concept used to design the city of Cusco, according to material evidence and historical references; places will be pointed out that will be visited during one of the next field trips.	PowerPoint presentation.
5	5	1	AP	Inca remains in the Cusco Valley.	Students will identify authentic Inca architecture.	PowerPoint presentation.
6	6	1	AP	Introduction to the field trip. The 14 <i>Sapa Incas</i> . Inca Pachakutec. Coricancha and <i>ceques</i> .	Students will identify the period of Inca expansion starting with Pachakutec's (the 9th Inca) reign, and discuss his contribution to Inca architecture. Students will explore the relationship between Inca religion and political organization.	PowerPoint presentation.
6	6	2	AP	Field trip to the Pachakutec Museum.	Students will evaluate the importance of Inca Pachakutec and his reign for the expansion process of <i>Tawantinsuyu</i> .	Field trip, museum display.
7	7	1	AP	Inca social organization.	Students will review how Inca society was organized.	Students will be asked to fill out a questionnaire with true or false statements about Inca society.
7	7	1	AP	Concepts of time and space in the Andes.	Students will review the interpretation of time and space in Inca culture in order to gain a fuller understanding of the basic	A student's PowerPoint presentation.

					principles of architectural geometry.	
7	7	1	AP	The most representative surviving Inca architectural remains.	Students will discuss the most outstanding surviving Inca monuments.	A student's PowerPoint presentation.
7	7	2	AA	Autonomous work with graphic images.	From the images provided as a handout, students will select those which represent Inca architecture.	Handouts: images.
8	8	1	AP	Representative Inca architectural characteristics.	Students will draw representative Inca architectural elements, such as facades, windows or niches, stone walls etc.	Color boards or paper, pencils, pens.
8	8	1	AP	Mid-term review.	All information covered in class will be reviewed and organized before the exam.	PowerPoint presentations and class notes.
8	8	1	AP	MID TERM EXAM	Students will take a one hour written exam.	Evaluation.
Unit	3	14	Inca architecture, urbanism and the road system.			
Specific result:		3				
9	9	1	AP	Inca stonework.	Students will analyze specific technological aspects of Inca buildings, starting with the most representative construction material: stone.	PowerPoint presentation and videos.
9	9	1	AP	Construction systems.	Students will review the labor, tools and materials involved in the construction process, as well as the different functions of Inca buildings.	A student's PowerPoint presentation.
9	9	1	AP	<i>Tambos and qolqas.</i>	Students will discuss the most representative structures associated with Inca agriculture and storage.	A student's PowerPoint presentation. Architectural drawings will be shared.
10	10	1	AP	Introduction to the field trip. Agricultural terraces. Machu Picchu architecture and its preservation.	Students will examine Inca terraces and their relationship to topography. Students will identify the sectors of Machu Picchu and analyze the settlement concept.	PowerPoint presentation.
10	10	2	AP	Field trip to the Casa Concha (Machu Picchu) Museum.	Through the museum display, students will review the history of Machu Picchu, its urban layout and the policies employed today in its management.	Field trip: museum display.
11	11	1	AP	The architecture of Choquequirao.	Students will compare the architecture of Choquequirao with that of Machu Picchu.	A student's PowerPoint presentation.
11	11	1	AP	The architecture of Ollantaytambo and Pisaq.	Students will compare the architecture of Pisaq and Ollantaytambo with that of Machu Picchu and other Inca monuments	A student's PowerPoint presentation.
11	11	1	AP	Common settlement patterns.	Students will identify common Inca settlement patterns.	Workshop / class discussion.
11	11	2	AA	Autonomous work: compiling an Inca architecture file.	Students will build a file of 40 pictures with brief written explanations, selected from the texts provided and/or online resources. The file will be presented in digital form.	Images from readings provided by the instructor and online resources.
12	12	1	AP	Qhapaq Ñan: the Inca road system.	Students will review the Inca road system in the six Andean countries included in the Qhapaq Ñan Project.	PowerPoint presentation.
12	12	1	AP	The Qhapaq Ñan Project in Cusco.	Students will examine the procedures for the identification, technical documentation, restoration and conservation of architectural heritage in the Cusco region within remit of the Qhapaq Ñan Project.	PowerPoint presentation.

12	12	1	AP	PRACTICAL 2.	Students will take a test on the topics covered after the mid-term exam.	Evaluation.
Unit	4	14	Restoration and conservation of Inca architecture.			
Specific result:		4				
13	13	1	AP	Institutions in responsible for cultural heritage protection.	Students will identify private and public institutions involved in the restoration and conservation of Inca architecture.	PowerPoint presentation.
13	13	1	AP	Cusco Historic Center.	Students will identify the protected area of Cusco, its limits and the regulations applied to its management.	A student's PowerPoint presentation.
13	13	1	AP	Construction licenses for conservation procedures involving Inca architectural remains.	Students will review the administrative process followed to obtain a license to preserve and restore Inca architecture.	A student's PowerPoint presentation.
14	14	1	AP	Introduction to the field trip. Authenticity and originality in restoration and conservation. Restitution, recomposition and consolidation techniques. Contemporary use of ancient Inca buildings.	Students will identify specific technical aspects of the restoration and conservation process, its legal aspects and social context.	PowerPoint presentation.
14	14	2	AP	Walking field trip to the Historic Center of Cusco.	Students will identify good and bad examples of Inca architecture restoration and conservation.	Field trip: Inca buildings in the Historic Center of Cusco.
15	15	1	AP	UNESCO and the World Heritage List.	Students will gain an understanding of the general concepts underpinning the concept of world cultural heritage, universally validated by UNESCO.	UNESCO web page will be visited to review Qhapaq Ñan as a World Heritage Site.
15	15	1	AP	International conservation charters.	Students will review the most important restoration and conservation charters promoted by the UNESCO.	A student's PowerPoint presentation.
15	15	1	AP	Restoration and conservation policies and techniques applied to the local context.	Students will identify specific instructions from international conservation charters used in ongoing local projects.	A student's PowerPoint presentation.
15	15	2	AA	Exercise on the World Heritage List.	Students will make a list of sites from their respective countries included in the World Heritage List and choose one of them upon which to base an opinion concerning the policies employed in its preservation.	Students' PowerPoint presentations.
16	16	1	AP	Inca architecture: drawing exercise.	Applying all the information covered in the course, each student will draw an Inca building which he/she considers the most representative example of Inca architecture.	Color boards or paper, pens, pencils.
16	16	1	AP	Wrap-up.	Students will revise and organize all the information covered in class in preparation for the final exam.	PowerPoint presentations, students' notes.
16	16	1	AP	FINAL EXAM	Students will take a one hour written exam.	Evaluation.
Basic and supplemental mandatory reading:					[1], [2]	

AA: autonomous learning
AP: contact learning

Methodology

Students' active participation will be required during all classes. The course will be adapted to students' suggestions in order to meet their individual expectations. In addition to the standard readings and slide presentations, other teaching strategies will be applied to make classes more dynamic: field trips, videos and students' presentations.

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	70%
2	Mid-term exam	15%
3	Final exam	15%

Continuous assessment (*)					
Type of evaluation	Percentages	Weighted description per type of evaluation		Week	Make-up evaluation
		Nº	Description	%	
Type 1: Participation in class	25%	1	Participation in class	100%	15
		TOTAL		100%	
		Comments:			
Type 2: PowerPoint presentations	25%	1	PowerPoint presentations	100%	15
		TOTAL		100%	
		Comments:			
Type 3: Practical	25%	1	Practical 1	50%	4
		2	Practical 2	50%	12
		TOTAL		100%	
		Comments:			
Type 4: Written report	25%	1	Written report	100%	15
		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.	Attendance to all classes is expected.
2.	The term planning will be set the first day of classes with direct students' participation; during the term this planning will be followed strictly.

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. GUZMAN, Carlos. 2016. <i>Llactas Incas. Inca cities. Urban planning conception and interaction with the environment</i> . Instituto de Investigación. Facultad de Arquitectura, Urbanismo y Artes. Universidad Nacional de Ingeniería. INIFAUA. 2. VON HAGEN, Adriana & Craig MORRIS. 1998. <i>The Cities of the Ancient Andes</i> . Thames and Hudson Ltd. London.	
Supplemental mandatory reading: 1. GASPARINI, Graziano & Luise MARGOLIES. 1977. <i>Arquitectura Inka</i> . Centro de Investigaciones Históricas y Estéticas. Facultad de Arquitectura y Urbanismo. Universidad Central de Venezuela. 2. ALFARO, Crayla et al. (eds.) 2014. <i>El Urbanismo Inka del Cusco. Nuevas Aportaciones</i> . Municipalidad del Cusco, Smithsonian Institution, Universitat Rovira i Virgili. 3. BAUER, Brian. 2000. <i>El Espacio Sagrado de los Incas. El Sistema de Ceques del Cuzco</i> . Centro de Estudios Regionales Andinos "Bartolomé de Las Casas".	

Con formato: Inglés (Estados Unidos)

Supplemental optional reading	
1. CHARA, Oscar. 2006. <i>Notes on Inca Architecture</i> . Centro de Estudios Regionales Andinos "Bartolomé de Las Casas". 2. GUAMAN POMA DE AYALA, Felipe. 2009. <i>The Drawings of the Indian Chronicler. New Chronicle and Good Government</i> . Editorial Piki. 3. CUBA GUTIÉRREZ, Cosme. 2007. <i>Machupicchu in Inka History</i> . Lima: Gráfica Press. 4. BAUER, Brian. 2004. <i>Ancient Cuzco: Heartland of the Inka</i> . University of Texas Press.	

Approved by:	Validated by:
	Office of Curriculum Development

Date:	Date:
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