

Draft Syllabus for Public Posting.

Final syllabus with detailed weekly assignments will be distributed to enrolled students on the first day of class and on Canvas.



Art History 6654

Pre-Columbian Art Seminar: Inka Art in Art Historical Terms
Syllabus

Maya Stanfield-Mazzi, Ph.D., Associate Professor
University of Florida, Spring Semester, January 7–April 24, 2019 (3 credit hours)
Thursdays Periods 3–5 (9:35–12:35) in Fine Arts C 116A
Final paper due Wednesday, May 1 at 5:00 pm
Email address: mstanfield@ufl.edu Office telephone: 352-273-3070
Office: Fine Arts C 117 Office hours: Thursdays Periods 7–8 (1:55–3:50 pm)

Course Description

The Inka civilization of ancient Peru (ca. 1350–1530) created highly sophisticated art and architecture within the context of an expansive empire. While the Inkas had a writing system, that system is still largely undeciphered, making their visual record an even more important source for understanding the wider culture. While ethnohistorical and archaeological approaches have provided the foundational paradigms for understanding Inka art and civilizations, recent art historical approaches are offering new pathways to understanding. This course will directly examine these tactics, as a way to not only better understand the Inkas, but to engage with the discipline of art history from a unique vantage point. The class is organized according to various art historical methods and/or concepts, which include iconography, visuality, abstraction, scale, and materiality.

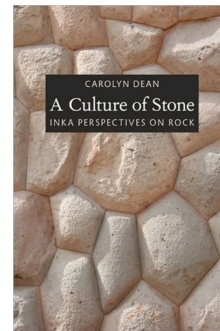
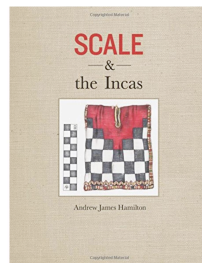
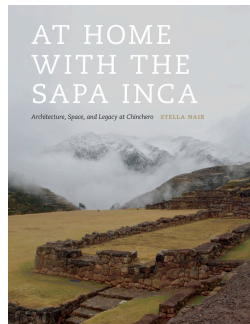
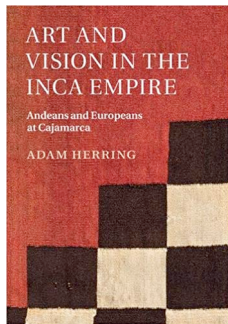
Expected Learning Outcomes

Each student should:

- Gain an understanding of the body of scholarship on the Inkas.
- Critically consider how various art historical methods are applied to Inka art, and distinguish art historical approaches from those of other disciplines.
- In weekly reading summaries, show the ability to synthesize and summarize authors' arguments.
- Identify a feasible research topic in consultation with the professor.

- Hone research and writing skills to produce a substantial paper with the following: a clear thesis, an argument based in large part on visual analyses, and a theoretical position grounded in engagement with existing scholarship.
- Use appropriate search, bibliography, and citation tools in research. Provide properly formatted citations in paper.
- Present the progress of their research to the class in advance of the paper due date, using the standard conference-paper format. Incorporate oral feedback into the final paper.
- Practice the process of peer review by completing a constructive review of a classmate's paper and incorporating a classmate's feedback into own paper.

Assigned Reading



Required for purchase:

- Adam Herring, *Art and Vision in the Inca Empire: Andeans and Europeans at Cajamarca*. Cambridge University Press, 2015. ISBN: 1107094364.
- Stella Nair, *At Home with the Sapa Inca: Architecture, Space, and Legacy at Chinchero*. Austin: University of Texas Press, 2015. ISBN: 1477302506.
- Andrew James Hamilton, *Scale and the Incas*. Princeton University Press, 2018. ISBN: 0691172730.
- Carolyn Dean, *A Culture of Stone: Inka Perspectives on Rock*. Durham: Duke University Press, 2010. ISBN: 9780822348078.

Other required readings are on reserve in the Fine Arts Library and/or on the **Canvas (E-learning)** site for the course, under Files. Visit <https://lss.at.ufl.edu/> to log in. Additional class materials, including a copy of this syllabus, will also be posted there. The texts above will also be on hard copy reserve.

Requirements

Students should plan to attend every class and participate fully in class activities. For each class students should come having read all of the required readings for that day. They should also come with a short written summary of each reading, not to be turned in but to serve the student throughout the semester. Each week specific students will be assigned to read their brief summaries to the class and lead discussions on their selections using questions they have written in advance. Those summaries will be turned in for evaluation, and should be submitted on Canvas the day they are discussed. The class will be discussion-based but will include viewing of artworks and, if needed, the provision of additional content by the instructor.

If they are not already using a bibliographic management program (Refworks, Endnote, or Zotero), students are asked to take a workshop or complete a tutorial on one at Library West early in the semester. They should then use the program to format citations for their papers using Chicago Manual of Style. See http://apps.uflib.ufl.edu/Registration/public_workshops_all.aspx

Dr. Carolyn Dean, the author of *A Culture of Stone*, is a Harn Eminent Scholar this semester and will visit the class on March 28th. She will also deliver a lecture at the Harn at 6:00 that evening. Students are required to attend both events.

Students should complete a roughly 20-page research paper on a topic of their choice related to the course theme, which will be selected in consultation with the professor. In preparation for this, students should meet with the professor to select a topic and submit a brief paper abstract and working bibliography on March 21st. Each student should also present an illustrated summary of their research in class on April 18th. Students will exchange drafts of their papers to serve as each others' peer reviewers. These drafts are due printed out in class April 18th. Peer reviews (completed using a standard questionnaire) are due back to classmates April 24th. Final papers are due May 1 at 5:00 pm.

If illness or another dire event prevents a student from completing any work, they should speak to the professor about making up what was missed. Late written work will not be accepted except in the case of illness or accident. Unexcused absences count against both the attendance and participation grades, and are reflected in the final grade.

Students should arrive to class on time and ready to speak, and should refrain from eating in class. Laptops should NOT be used for taking notes, and can only be used to consult readings in electronic format. During lectures all electronics should be stowed, and notes should be taken on paper. Students are encouraged to bring hard copies of the class readings to the appropriate class sessions. A 15-minute break will be given halfway through the class period.

Details of this syllabus are subject to change as needed. Other important information is at the end of this document in the Appendix.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Communication

The principal form of communication for this course is email, using students' @ufl.edu addresses. Students should be sure to check their UF email often and use it to communicate with the professor, mstanfield@ufl.edu. Emails will be responded to within 48 hours. Any important announcements posted on Canvas will also come to students as emails, but students should not use Canvas to send messages to the professor (use email instead). If you cannot come to office hours but would like to speak to the professor, feel free to call her office number during office hours (Thursdays 1:55–3:50 pm), 352-273-3070. Otherwise ask for an appointment to meet in person.

Grade Breakdown

Class attendance: 5%

Class participation: 15%

Summaries and discussion questions on assigned days: 10%

Project Abstract and Working Bibliography: 10%

Presentation of research: 10%

Peer review of classmate's paper: 10%

Response to revisions suggested by classmate: 10%

Final paper: 30%

SCHEDULE AND ASSIGNMENTS

January 10th

Introductions; discussion of course topic, semester outline, and expectations.

Required reading:

- This syllabus; purchase textbooks.
- Students see final syllabus.

January 17th

Inka Art in Context

Required reading:

- Students see final syllabus.

January 24th

Iconography

Required reading:

- Students see final syllabus.

January 31st

Visuality

Required reading:

- Adam Herring, *Art and Vision in the Inca Empire*.

February 7th

Abstraction vs. Naturalism

Required reading:

- Students see final syllabus.

February 14th

RESEARCH WORKSHOP: FINDING SOURCES (Professor Stanfield-Mazzi will be away at the College Art Association Annual Conference.)

February 21st

Architectural Typology

Required reading:

- Students see final syllabus.
- Stella Nair, *At Home with the Sapa Inca*.

February 28th

Scale

Required reading:

- Andrew Hamilton, *Scale and the Incas*.

March 7th—SPRING BREAK

March 14th

Technology and Materiality

Required reading:

- Students see final syllabus.

March 21st

PAPER ABSTRACT AND WORKING BIBLIOGRAPHY DUE

Center and Periphery

Required reading:

- Students see final syllabus.

March 28th

Ethno-Art History and Embodiment; Visit from Dr. Carolyn Dean

Required reading:

- Carolyn Dean, *A Culture of Stone*.

STUDENTS SHOULD ALSO ATTEND LECTURE BY DR. DEAN AT THE HARN, 6:00 PM

April 4th

Gender

Required reading:

- Students see final syllabus.

April 11th

Historiography

Required reading:

- Students see final syllabus.

April 18th

DRAFT PAPER DUE TO EXCHANGE FOR PEER REVIEW (PRINTED OUT)

Research Presentations

PEER REVIEW FORM AND MARKUP OF PEER'S PAPER DUE APRIL 24TH

FINAL PAPER DUE WEDNESDAY, MAY 1 IN PROFESSOR'S OFFICE BY 5:00 PM (FINE ARTS C 117, SLIDE UNDER THE DOOR OR HAVE IT LEFT IN MAILBOX).

Important Dates

Feb. 14: Research workshop (professor at conference)

March 7: No class—Spring Break

March 21: Paper abstract and working bibliography due

March 28: Carolyn Dean visit; lecture at Harn at 6:00 pm

April 18: Draft paper due to exchange for peer review (printed out)

April 18: Research presentations in class

April 24: Peer review form and markup of peer's paper due

May 1: FINAL PAPER DUE 5:00 pm under professor's door or in mailbox

Appendix

Grading Scale

Grades are tabulated on a 100-point scale and a letter grade is assigned as follows:

93–100 A	90–92 A-	87–89 B+	83–86 B	80–82 B-
77–79 C+	73–76 C	70–72 C-	67–69 D+	63–66 D
60–62 D-	59 and below F			

If you have questions about how grade points are assigned by the University, go to:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Students with Disabilities

I will make every attempt to accommodate students with disabilities. At the same time, anyone requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide you with the necessary documentation, which you must then provide to me when requesting accommodation. Please make your request at least one week before the needed accommodation.

University Counseling & Wellness Center

3190 Radio Road

P.O. Box 112662, University of Florida

Gainesville, FL 32611-4100

Phone: 352-392-1575

Web: <http://www.counseling.ufl.edu/cwc/>