

SPA 4515 ANDEAN ART, CULTURE AND SOCIETY
AU 2020 – Hybrid Course
T/TH 12:45-2:05
Denny Hall 253

Professor: Michelle Wibbelsman
Office: Hagerty Hall 281
Office Hrs: By appointment
Dept. Phone #: 614-292-7787
E-mail: wibbelsman.1@osu.edu

<http://sppo.osu.edu/>

 Follow us on Twitter @SpanPortOSU

University Policies during COVID-19 pandemic

All students, faculty and staff are required to sign the [Together As Buckeyes Pledge](#) and to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>). This includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

A [daily health check](#) to report body temperature and health status is required for all students, faculty and staff each day they come to campus or work in the community on behalf of the university. Requiring a daily check of all on-campus individuals helps the university to quickly identify any possible outbreaks from those exhibiting symptoms and move quickly to prevent transmission.

This daily check will be reported through the Ohio State mobile app or compass.osu.edu ([link is external](#)). Thermometers are part of the [return-to-campus PPE safety kits](#) provided to students, faculty and staff. The kits include one disposable mask, two reusable masks, a thermometer, disinfectant wipes and hand sanitizer.

COURSE DESCRIPTION

*Please note this semester (AU 2020) this will be a hybrid modality course—Approximately 75% synchronous online and 25% in person sessions. We will start the semester online and transition to inclusion of in-person sessions beginning on Oct. 27 (Week 10).

Welcome to the class! This course on Andean and Amazonian art, culture and society will give you an informed perspective on the variety and diversity of artistic traditions in the Andes and Amazonian from Pre-Columbian times to Contemporary era. We will explore the role art plays in the historical and contemporary formation of the Latin American societies; how art contributes critical social commentary about cultural, social, economic and political reality at the local, regional, national and transnational levels; and how artists, artisans and artistic movements have influenced their respective societies in important ways. We will begin with broad questions about art; art categories and how they speak to power; issues of appropriation, collection,

representation and revalorization of artistic traditions. After that the course will progress along a historical timeline, beginning with a study and appreciation of Pre-Columbian art; Conquest, contact and colonial context; the power of artistic images in the period of nation-building; resurgence of indigenous art; contemporary Andean and Amazonian societies and artists.

We will touch on tri-ethnic artistic heritage; artistic expression, aesthetics and identity; art and culture; symbolism; artistic syncretism; the politics of representation including aspects of museum studies and curatorial practices; art as political and social force; art as alternative literacy and historiography; migration and cosmopolitanism; social change and globalization. Over the course of the semester we will develop an ability to appreciate and analyze Andean and Amazonian artistic traditions in their cultural and historical context.

For those of you interest in continuing your studies in Latin American studies, cultural studies, social science research, arts management, Andean and Amazonian studies, anthropology... this course will provide an introduction to terminology and concepts that will be useful across a range of disciplines. Upon completing the class, students will have grounded knowledge of the subject and a sophisticated vocabulary for articulating and discussing Andean and Amazonian art, culture and society. All students in the course will acquire a comparative and critical perspective societies other than our own and on their complex histories and potential connections with aspects of our own cultures.

Course Goals and Learning Outcomes:

- To develop an analytical approach to Art in relation to culture and society in the Andes and Amazonia as an object of inquiry.
- To demonstrate an understanding of the historical processes related to artistic expression and production in Andean and Amazonian societies.
- To develop independent critical thinking in relation to the course subject matter.
- To learn about and engage in interdisciplinary approaches to the study of Andean art in relation to culture and society as well as develop an appreciation for indigenous epistemologies related to artistic expression and production.
- To understand how artistic practices influence, and are influenced by, the larger social and cultural processes that have shaped Andean culture and society.
- To understand and construct arguments about the ways cultural products, such as art represent identity, conflict, and celebration and relate to overarching social processes such as colonialism, nationalism, globalization, and others that have shaped Andean society and impacted its cultures.
- To develop an awareness of the role art can play in social and cultural development more generally, and an ability to think critically about such relations.
- To discuss the ways in which social issues, including those related to the expression of race, gender, sexuality and class, surface in popular art and, by the same token, discuss how artistic manifestations influence society.

Class Format and Participation:

The course will combine different class formats. In AU 2020 this will be a hybrid modality course with approximately 75% synchronous online and 25% in person sessions. We will begin

the semester online and transition to inclusion of in-person class session on Oct. 27. Zoom sessions will be recorded for flexibility in extenuating circumstances. However, keep in mind that the virtual component of this course is synchronous.

Class sessions will include instructor-centered lectures, class discussions, student presentations on assigned readings, viewing activities, and student presentations of course projects. In addition, we may have some guest lecturers. We will conduct the class in a seminar style for which students are expected to complete readings in preparation for weekly open-format discussions. This means that **all readings, viewing, and web-searching assignments must be finished before the weekly class meetings!** Students are also expected to bring notes and “point of interest” questions, and informed comments to the class meeting. The easiest way to do it is to take notes or jot down questions as they arise in the process of reading or listening, and bring those reflections to class. **Participation is a must;** mere attendance does not count as such.

As the professor, I can offer my experience in guiding an interesting discussion and signaling critical topics for analysis. However, I also expect that we will learn from each other drawing on your diverse academic backgrounds and experiences. This means that in addition to being responsible for your own performance as a student, you will also be accountable to the rest of the class as a good discussion partner and educator. I do not expect you to necessarily agree with me in your interpretations of the material. Your participation will be judged based on your engagement with readings, lectures, films and discussion. I expect you to form your own educated opinion. This also means supporting your position. Feel free to bring in outside readings and musical experiences as the topics we discuss resonate with materials and information you come across outside of this class.

The course will make extensive use of audio-visual materials and participatory examples that relate to the readings. Most readings will be available on Carmen. ***Please note that you will need to purchase a copy of Rebeka Stone’s ART OF THE ANDES | Edition: 3RD, ISBN: 9780500204153, Publication Date: 09/10/2012. This required text is available through the university bookstore or other online vendors.**

Baseline Technical Skills for Hybrid Course:

- Basic computer and web-browsing skills
- Navigating Carmen
- Uploading word, pdf and other files to Carmen assignments

Necessary Equipment:

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection.
- Webcam: built-in or external webcam, fully installed and tested.
- Microphone: built-in laptop or tablet mic or external microphone.

*Many colleges are designating workspaces that students can use to access university wireless. Some space will also be available in University Libraries, but capacity will be limited to allow for appropriate physical distancing. In addition, please see [resources for students related to internet access \(link is external\)](#).

Software requirements: Microsoft Office 365 ProPlus: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones. Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage. Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

COURSE REQUIREMENTS:

Attendance and Participation: (20 %) Students enrolled in this course commit to coming to class prepared to make contributions based on the readings. Attendance and participation will count for 20% of your final grade and will be calculated as follows:

1. Attendance (10%) I will keep track of attendance. Repeated tardy entries and early exits from class will be noted, and eventually marked as absences. **Unexcused absences are subject to a grade-point penalty. No more than two unexcused absences are permitted per semester.** Written validation will be necessary for other absences, i.e. medical emergency or legal appearance.

That said...

COVID-19 special circumstances: When we resume face-to-face classes, if you are sick or have any COVID-19 symptoms **do not come to class.** Please reach out to me for alternatives for completing assignments.

When we resume face-to-face classes, please follow all university safety protocols <https://safeandhealthy.osu.edu>. [return-to-campus PPE safety kits](#) include one disposable mask, two reusable masks, a thermometer, disinfectant wipes and hand sanitizer—PLEASE USE THEM. A [daily health check](#) to report body temperature and health status is required for all students, faculty and staff each day they come to campus or work in the community on behalf of the university. Report daily health check through the Ohio State mobile app or compass.osu.edu ([link is external](#)).

2. Participation (10%) Your active participation in class discussion and attention to/interaction with your peers will earn you 10% of the final grade.

Readings: Assigned readings should be completed prior to coming to class the day for which they are scheduled. Readings are intended to supplement the material presented in class and will serve as a basis for discussions.

Viewing examples are part of the class. You will be responsible for recognizing and identifying elements of art, era, culture, or style on exams.

Student Independent research on given topics: (10%) students will play a lead role in class discussion. Students are expected to come prepared with key points and vocabulary in the

readings, independent research and additional readings on the topic, questions for class discussion, reflections that connect to assigned readings and lectures.

Quizzes: three quizzes each worth 5 percentage points (15%) I will give occasional quizzes in class to gauge reading and engagement with the material as part of this grade. Quizzes will draw on readings, lecture information (which may or may not be included in the assigned readings), class discussions (including your peer presentations).

Critical reflections on readings: five reflection pieces each worth 2 percentage points (10%). ½ page reflection pieces. (four assigned and one floating)

Project Proposal: (5%) 1-2 page proposal and initial bibliography of course project **due Week 9.**

Course Project and Presentation: (40% total)

Course Project (30%). Presentation of course project (10%).

There are several options for course projects:

1. Final course paper – academic 5-7 page paper based on at least 5 sources. Students can choose from an array of sources for their papers:
 - library resources scholarly articles and books
 - films related to Andean art.
 - Attendance (virtual/online) at an Andean/Amazonian art event or workshop.
 - attendance (virtual/online) at a conference panel or speaker event on subjects pertinent to the class
 - other sources—if in doubt, please consult with the professor
2. Final course art project -- If you are doing an art project, you will also need to write a 2-3 page well-written, thoughtful, well-edited paper (not including bibliography). In the case of projects, I will evaluate the thoughtfulness and detail you put into your project. I understand that it may not be completely finished, but I will be attentive to effort invested and how the project resonates with Andean and Amazonian aesthetics and artistic principles we've been studying in class. (In the past, students have carved story gourds, painted, made retablos, embroidered blouses).
3. Final course paper based on participatory/immersive activities—If you opt for these unique opportunities, in addition to participating in events/projects, you will also need to write a 2-3 page well-written, thoughtful, well-edited paper on these experiences (not including bibliography).
 - Involvement with OSU's Andean and Amazonian Indigenous Art and Cultural Artifact Collection (curatorial practices, digital interactive technologies) <https://u.osu.edu/aaac/>
 - Involvement with OSU's Global Arts and Humanities initiative *K'acha Willaykuna: Andean and Amazonian Arts and Humanities Collaboration* <https://globalartsandhumanities.osu.edu/cross-disciplinary-research-focus->

[areas/immobility/kacha-willaykuna](#) . There are several Working Groups under this interdisciplinary project. We also have collaborations with a network of Andean/Amazonian artists *Red de artistas interculturales comunitarios*.

- Involvement in series of virtual workshops sponsored by the *K'acha Willaykuna* GAH initiative this AU 2020: Pachaysana Institute Workshops on Identity and Pacha, Epistemic Justice, Storytelling and Social Change.
- Enrollment in OSU's Andean Music Ensemble (SPA 2208.22, 1 credit course, meets once per week—hybrid modality, mostly virtual this AU 2020)
<https://sppo.osu.edu/undergraduate/andean-music-ensemble> ,
<https://clas.osu.edu/outreach/andean-ensemble>

Final Presentations should be timed to around 7 minutes.

Finalized papers and projects due by our last class on: Dec 3.

If you need ideas and/or guidance on project/paper ideas or sources, I am happy to meet and discuss during office hours. I will post additional project and presentation guidelines on CARMEN.

In addition to being well written, it is critical that these project papers and presentations demonstrate that you understand and can apply concepts and vocabulary explored in class.

*consider using the writing lab for help polishing your paper.

***Student work will be submitted electronically through CARMEN.**

CLASS POLICIES:

Office Hours: This semester I will hold office hours by appointment and via Zoom.

Deadlines: Assignments are due in class on the day specified. Work not turned in on the due date in class is subject to point reduction (2% points off the final course grade per day late).

GRADING POLICY

- 10% - Attendance
- 10% - Participation
- 15% - Quizzes
- 10% - Critical reflection pieces on readings
- 10% - Student independent research sessions
- 5% - 1-2 page project proposal
- 30% - Course project/paper
- 10% - course project/paper presentation to the class

Total* *100%

General Guidelines for Grading:

A= 93-100, A- = 90-92

Demonstrate fluency with the course concepts including independent thought beyond the bounds of the coursework (Range of Good to Excellent)

B+ =88-89, B= 83-87, B- = 80-82

A complete grasp of the concepts and an ability to apply them (Range of Good)

C+ =78-79, C= 73-77, C- = 70-72

Middling grasp of the course material demonstrated by an ability to repeat the material, as by rote (Range of Acceptable)

D+ = 68-69, D = 63-67, D- = 60-62

An incomplete or tenuous understanding of the material (Range of Poor)

E=0-59

Failing

*In addition, there will be several **EXTRA CREDIT opportunities** during the semester based on attendance and brief report (1 page) of campus lectures, films, and activities pertinent to the subject matter of the course. I will announce these opportunities throughout the semester. They will each be worth 2% pts. of the final grade.

Attendance: Regular attendance is expected and critical to completing the course successfully. In addition to material in the readings, students will be responsible for information covered in class lectures **and discussions**. I will document attendance. **Unexcused absences will incur a grade-point penalty. No more than two unexcused absences are permitted per semester.** Excused absences require documentation which must be presented to professor as soon after the absence as possible and at most within two (2) weeks of the absence.

- Keep in mind that if you are not in class, you cannot earn points for participation/attendance.
- Requests for an excused absence due to disability will be evaluated individually.
- **Student-athletes** who anticipate missing class meetings due to participation in competition will need to provide advance notice of absences to their instructor at the beginning of the semester. You will need to present a letter from your coach and a competition schedule, highlighting scheduled class meetings in conflict with competition dates. In addition, as the semester progresses, you will be responsible for reminding me, both by e-mail and in person, of each upcoming absence. Failure to do this will result in penalty per usual for absences. In addition, student-athletes will be responsible for submitting all assignments on time (or early) and for initiating advance arrangements for conflicting tests.
- Please check with me in advance regarding other types of anticipated absences.
- **COVID-19 safety protocols:** When we resume face-to-face classes, you will be required to do a [daily health check](#) to report body temperature and health status is

required for all students, faculty and staff prior to coming to campus. Report daily health check through the Ohio State mobile app or compass.osu.edu (link is external). If you are sick, do not pass the daily health check, or have any COVID-19 symptoms **do not come to class**. Follow all university safety protocols <https://safeandhealthy.osu.edu>. Please reach out to me for alternatives for completing assignments.

- **COVID-19 accommodations:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Classroom Etiquette: I expect your full attention and active participation during class. **Please turn off all cell phones and other electronic devices not for specific class use before coming to class.** Texting, Tweeting, Facebooking, checking e-mail, or navigating on the Internet for purposes not related to the class are activities strictly forbidden. I encourage open discussion and scholarly debate in an atmosphere of respect and consideration for your classmates and the professor.

General student responsibilities: **Students are expected to read the course syllabus carefully, refer to, and heed its policies throughout the term.** Students should also refer to the Student Handbook for OSU policies and procedures. In addition, students are expected to come to class with an open mind, regularly attend class, arrive on time, come prepared, stay in class for the duration of the period, participate actively in class, be considerate of other students, observe deadlines for all assignments, and take advantage of the professor's availability during office hours for additional help.

Regarding Academic Integrity:

- Written Assignments: Your written assignments, including discussion posts, should be your own original work.
- Reusing Past Work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- Use of Translation Programs like Google Translate: while it might seem like these days Google can solve many of our language problems, I would caution you in your use of google.
- Plagiarism and Style Guide: All academic writing (film reactions and final paper) should give credit to your sources (even if you are paraphrasing) to avoid any form of plagiarism. If you are unsure as to how to cite using the MLA style, please check <https://cstw.osu.edu/writing->

resources/citations/MLA-citations-updated-8th-edition If you're unsure about a particular situation in regard to your written work, please feel free just to ask ahead of time.

Professor responsibilities: On my part, as instructor for this course, I commit to treating students fairly and equitably, provide timely, constructive feedback, make myself available during office hours for additional help, advise students about academic support services available to them should they need them, hold students accountable for meeting course requirements as specified, teach this course to the best of my ability to ensure fulfillment of the Course Goals and Learning Objectives outlined.

Important Dates: Please see the Office of the Registrar <http://registrar.osu.edu/> for important dates regarding course adds/drops, etc.

UNIVERSITY POLICIES:

Please take a moment to read through the following university policies:

Communication: E-mail is the official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-sensitive.

ACADEMIC INTEGRITY POLICIES

The Ohio State University Code of Student Conduct: “The code of student conduct is established to foster and protect the core missions of the university; to foster the scholarly and civic development of the university’s students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.” (B/T 4/6/2012)

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

I will strictly adhere to the code of student conduct as defined by the University. Please review <http://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html> for prohibited conduct at OSU. You can also consult the OSU Student Policies and Procedures Handbook for a full range of definitions and penalties. In terms of academic integrity, I expect original work and full credit/citation to be given to works you draw from (including Internet sources). Please consult

with me if you have any doubts. Assignments submitted are further subject to review through online tools that check for plagiarism.

Copyright Disclaimer: The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX : Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Students with Disabilities: The Ohio State University is committed to the full inclusion of all qualified individuals. As part of this commitment, policies and procedures will ensure that persons with disabilities are not subjected to discrimination or denied full and equal access to programs (academic, co-curricular or employment), activities, benefits or services offered by the university on the basis of their disability.

If you require special accommodations, please note that you are responsible for initiating this process. “Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. Student Life Disability Services contact information: slds@osu.edu; 614 -292- 3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Please remind me not more than 5 business days before an exam of any testing accommodations you will need.

COVID-related accommodations: The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable

accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Resources for Learning & Life at OSU: In addition, The Ohio State University has numerous resources for students to provide assistance and support for your learning. I encourage you to use these resources. They are excellent and can make a real difference in the quality of your experience not only for this class but for your student career. The Office of Student Life <http://studentlife.osu.edu/> can direct you to valuable resources including learning centers, writing centers, counseling and mental health assistance, career exploration advisors, and student emergency services.

Student Academic Services: <http://advising.osu.edu/welcome.shtml>.

Student Support Services: <http://ssc.osu.edu>.

YOUR MENTAL HEALTH! As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Course Technology: For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> , and support for urgent issues is available 24x7 at Self-Service and Chat support: <http://ocio.osu.edu/selfservice> •Phone: 614-688-HELP(614-688-4357)•Email: 8help@osu.edu•TDD:614-688-8743

Schedule of Course Readings and Lectures Autumn 2020
(subject to changes or modifications)

WEEK 1 INTRODUCTION

Aug. 25 (ZOOM Session)

Introduction to the course. Student introductions. Review of syllabus and course opportunities and expectations.

Aug. 27 (ZOOM Session)

Read: Wibbelsman, M. “Andean and Amazonian Material Culture and Performance Traditions as Sites of Indigenous Knowledges and Memory” in *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*. 7 (1). <http://escholarship.org/uc/item/5223g28c>

Explore: <https://u.osu.edu/aaac/>

WEEK 2 FROM CHAVIN TO INKA

Sept. 1 (ZOOM Session)

Lecture pre-Hispanic art and culture in the Andean world

Read: Rebecca Stone *Art of the Andes* Preface and Chapter 1: Introduction

Explore: VISTAS <https://vistas.ace.fordham.edu/>

Submit: ½ page critical reflection on reading by 11:00 a.m.

Sept. 3 (ZOOM Session)

Making sense of the pre-columbian

Read: Rebecca Stone *Art of the Andes* Chapter 2: Early and Chavín & Chapter 3: Paracas and Nasca

WEEK 3 FROM CHAVIN TO INKA CONTINUED

Sept. 8 (ZOOM Session)

Read: Rebecca Stone *Art of the Andes* Chapter 4: Moche

Students independent research: on Chavin, Paracas, Nasca, Moche – Focus on one culture or art style that captured your attention and do a little independent

research on it. You can choose an article, book, film, scholarly website to support your class discussion. Brief 3 min presentation to the class on your research.

Sept. 10

(ZOOM Session)

Lecture on Tiwanaku, Wari, Chimú, Chancay and introduction to Inka art, culture and society

Read: Rebecca Stone *Art of the Andes* Chapter 5: Tiwanaku and Wari & Chapter 6: Lambayeque, Chimú, and Chancay.

WEEK 4

INKA ART, CULTURE AND SOCIETY

Sept. 15

(ZOOM Session)

Lecture on Inka art, culture and society

Read: Rebecca Stone *Art of the Andes* Chapter 7: Inca

Submit: ½ page critical reflection on reading by 11:00 a.m.

Sept. 17

(ZOOM Session)

Read: Carolyn Dean *A Culture of Stone*. Introduction “Coming to Terms with Inka Rocks” & Chapter 1 “Rock and Remembrance”

Quiz #1

WEEK 5

INKA ART, CULTURE AND SOCIETY CONTINUED

Sept. 22

(ZOOM Session)

Lecture on Inka textiles and khipus

Read selections from: Denise Arnold’s *The Metamorphosis of Heads*

Sept. 24

(ZOOM Session)

Students’ independent research on Inka, Wari, Tiwanaku, Chimú, or Chancay Cultures --Focus on one culture, art style or aesthetic that captured your attention and do a little independent research on it. You can choose an article, book, film, scholarly website to support your class discussion. Brief 3 min presentation to the class on your research.

WEEK 6

CONTACT—THE WORLD UPSIDE DOWN

Sept. 29

(ZOOM Session)

Lecture on the European Invasion and its Impact on Andean and Amazonian Societies

***Student reports on co-curricular activities/projects or project ideas**

Oct. 1

(ZOOM Session)

Explore : the Guaman Poma de Ayala Website

<http://www.kb.dk/permalink/2006/poma/info/en/frontpage.htm>

Read: Selections of Rolena Adorno's *Guaman Poma: Writing and Resistance in Colonial Peru* "Introduction" & Chapter 4 "Icons in Space: the Silent Orator"

WEEK 7

RECONING WITH MESTIZAJE

Oct. 6

(ZOOM Session)

Quiz #2 (on Guaman Poma de Ayala and Rolena Adorno)

Lecture and Discussion on Cultural Syncretism

Explore VISTAS: <https://vistas.ace.fordham.edu/>

Oct. 8

(ZOOM Session)

The political and religious force of images

Read: Selections from *The Virgin of the Andes*

WEEK 8

RECONING WITH MESTIZAJE continued

Oct. 13

(ZOOM Session)

Read: Selections from Jaime Lara's *Birdman of Assisi: Art and the Apocalyptic in the Colonial Andes*

Submit: ½ page critical reflection on reading by 11:00 a.m.

Oct. 15

(ZOOM Session)

Read: Selections from Barbara Mauldin's *Folk Art of the Andes*

WEEK 9

ARTISTIC PRODUCTION IN THE COLONIAL ANDES

Oct. 20

(ZOOM Session)

Lecture Escuela Quiteña

Explore: VISTAS "Mechanics of the Artworld":

<https://vistas.ace.fordham.edu/>

Submit: ***project proposals due**

Oct. 22 **(ZOOM Session)**
Lecture and Discussion on Nationalism, Modernization, Development and Authentic “Primitive” Art

Read: Selections from Shelly Errington’s *The Death of Authentic Primitive Art and Other Tales of Progress*

WEEK 10 APPROPRIATION, REPRESENTATION, COMMODIFICATION, REVALORIZATION

Oct. 27 **(IN-PERSON CLASS)**

Quiz # 3

General discussion

Read: Selections from Shelly Errington’s *The Death of Authentic Primitive Art and Other Tales of Progress*

Selections from Barbara Mauldin’s *Folk Art of the Andes*

Oct. 29 **(IN-PERSON CLASS)** Lecture and Discussion Tigua Paintings and Retablos

Read: Dorothea Scott Whitten “Actors and Artists from Amazonia and the Andes” in *Millennial Ecuador: Critical Essays on Cultural Transformations and Social Dynamics*. Ed. Norman Whitten (University of Iowa Press, 2003)

Read: Excerpts from *Folk Art of the Andes* – Barbara Mauldin

WEEK 11 STORY GOURDS, MINIATURIZATION, MICRO AND MACROCOSM DYNAMICS, CIRCULAR NARRATIVES

Nov. 3 **(IN-PERSON CLASS)** Lecture and discussion on artistic representations of micro and macrocosm dynamics

Read: Catherine Allen “When Pebbles Move Mountains: Iconicity and Symbolism in Quechua Ritual” en *Creating Context in Andean Cultures*. Ed. Rosaleen Howard-Malverde pgs. 73-84 + Excerpts from *Folk Art of the Andes* –Barbara Mauldin.

Nov. 5 **(IN-PERSON CLASS)** General Reflection and Discussion + Theories of materiality, personhood and agency of things

Submit: ½ page critical reflection on readings by 11:00 a.m.

WEEK 12 FINAL PROJECT PRESENTATIONS

Nov. 10 (IN-PERSON CLASS) Final project presentations

Nov. 12 (IN-PERSON CLASS) Final project presentations

WEEK 13

Nov. 17 (IN-PERSON CLASS) Final project presentations

Nov. 19 (IN-PERSON CLASS) Final project presentations

WEEK 14

Nov. 24 No class

THANKSGIVING BREAK NO CLASS

WEEK 15 CONTEMPORARY ANDEAN ARTISTS

Dec. 1 (ZOOM Session) All classes go online –
Contemporary Andean Artists

Dec. 3 (ZOOM Session) Last day of class –
General discussion, reflection, student evaluations.

Submit: **Final papers/projects Due**

WEEK 16

Dec. 7-11 Finals week OSU
(We have no final exam for our class)