

HIST/ENVI/LATI 281-01
The Andes: Landscapes of Power
Macalester College, Fall 2018
TR 1:20-2:50 PM; MAIN 001

Professor: Ernesto Capello (ecapello@macalester.edu)
Office: Old Main 302 (x6772)
Office Hours: W 4:00-5:00, R 3:00-4:00 and by appt.

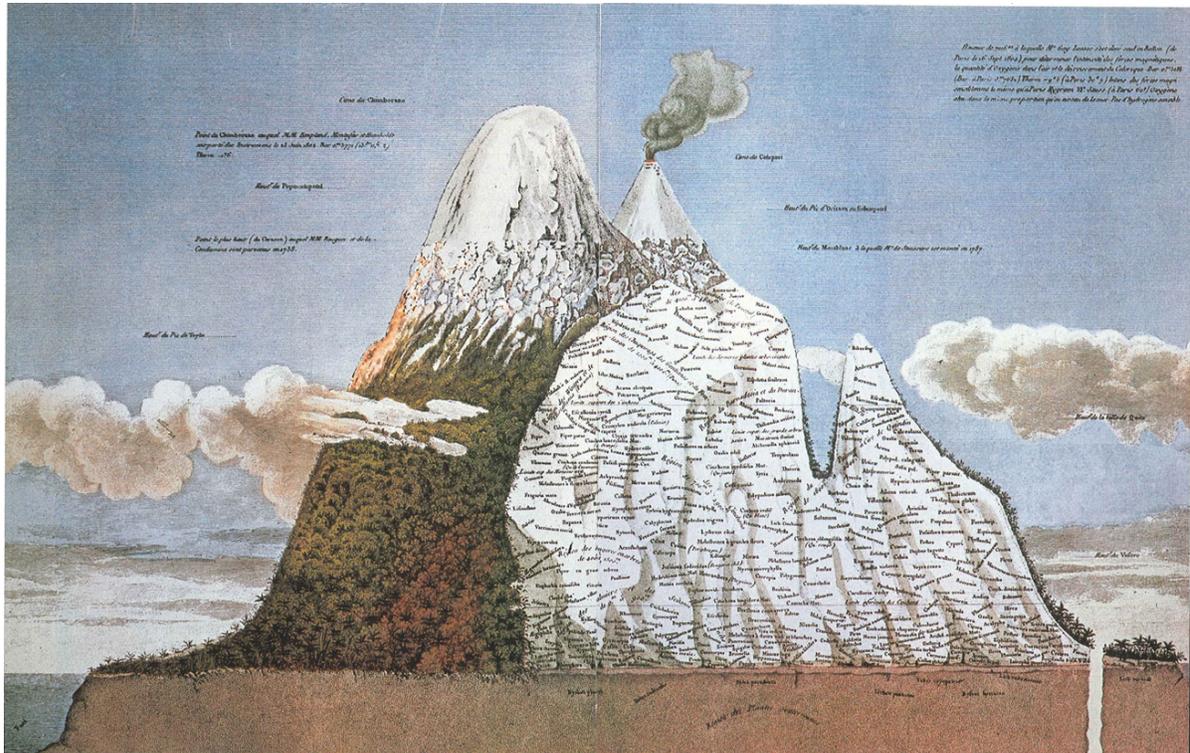


Tableau Physique, from Alexander von Humboldt, *Geographie des Plantes Equinoxiales* (1807)

Overview

This course explores the interaction between landscape and power in the sociocultural history of the Andes from the colonial period to the present day. The dramatic mountains not only inspired reverence but also socioeconomic polities and hierarchies for pre-Columbian indigenous communities, whose “vertical archipelagoes” established supply chains marked by rapid altitudinal shifts. These political-environmental structures impacted subsequent colonial and postcolonial societies, marked increasingly by invented racial typologies amidst an Atlantic and eventually global economy.

This course seeks to unpack the interplay between the landscape and its peoples, incorporating analytical perspectives from cultural and social history, environmental studies, urban studies, gender analysis, race theory, visual culture studies, and cultural geography. It

focuses upon identity formation, on the one hand, and the natural and built environments, on the other. Our discussion will concentrate upon the territory that now encompasses the three “central” Andean republics – Ecuador, Peru and Bolivia – with selective engagement with other Andean examples.

Methodology

The course is organized in a broadly chronological manner. However, instead of presenting a narrative chronology, it will instead emphasize engagement with specific landmarks, texts, objects, or incidents from Andean history. Most weeks, these objects of analysis will be introduced in a short lecture (15-30 minutes) at the end of class on Thursdays, developed through secondary and selected primary sources on Tuesdays, and completed with extensive attention to specific primary source analysis in the first hour of class the following Thursday. As a result, while lectures and the mastery of content will comprise an important element of the course, our main emphasis will be upon discussion and close readings of both primary and secondary sources, analysis of the same, and the development of research projects.

In the Fall 2018 semester, we will also partner with a community organization in Quito, Ecuador. The Machankara collective develops culture and social programming from their base near the Machángara River which snakes through Ecuador’s capital city. Working with Machankara and the Pachaysana Institute, we will be collaborating on an ongoing academic and artistic study of the Andean relationship to water, particularly in urban environments. During this inaugural semester of this tripartite collaboration, oral histories gathered by Machankara, movement, dance, and performance choreographed in collaboration with Pachaysana, and contextual historical research developed by our class will result in a community educational and artistic celebration in December 2018.

Course Materials

Our course materials integrate multiple strains of historical study. As such, they include not only a mixture of primary sources (from the time) and secondary sources (later criticism) but also attempt to provide an exposure to diverse analytical frameworks. There is a general emphasis upon the tools of cultural studies (discourse analysis, close readings of texts, incorporation of visual and aural sources) as well as the historian’s traditional attention to narrative structure, context, contingency and agency. The course seeks an interdisciplinary understanding and thus we shall also be intersecting a series of other schools including environmental history, gender analysis, sociopolitical history, race theory, and critical geography. I encourage you to seek your own niche and point of entry throughout the term – voices of interrogation are always welcome.

While there are no required books for this course, I strongly encourage students to purchase a copy of Peter Henderson’s *The Course of Andean History* (New Mexico 2013) which provides an overview of political and socioeconomic history with selective engagement with gender and cultural history, and easily available from Amazon or other online retailers. The best overview of colonial Andean history is Kenneth Andrian’s *Andean Worlds* (New Mexico 2001), while the most substantive overview of the 19th century is Brooke Larson’s *Trials of*

Nation Making (Cambridge 2004). While these have not been ordered for our class, they have been placed on library reserve and portions will be assigned in class.

The course moodle site includes the course syllabus, acts as a repository for electronic copies of readings and for assignments. Login to Moodle with your Mac username and password at <http://moodle.macalester.edu/>. Once you have logged in, click on the course link in the My Courses section (i.e., History 281-01).

A note on Latin American historical textbooks:

While a familiarity with the general narrative of Latin American history is not required for the course, it is helpful. Students who have not previously taken Latin American history may wish to review or periodically peruse a textbook on the region's history. Perhaps the most readable textbook is John Chasteen's *Born in Blood and Fire*. Other possibilities include Restall/Lane, *The Ridde of Latin America* and Eakin's *The History of Latin America: Collision of Cultures*. For the colonial period see Brown, *Latin America: A Social History of the Colonial Period* or Burkholder/Johnson, *Colonial Latin America*. For the modern period see Skidmore/Smith, *Modern Latin America*. For a general environmental history, see W. Shawn Miller, *An Environmental History of Latin America*.

Assessment

This is a Writing (Practice) course and as such the majority of your assessment will be through both low-stakes writing assignments (Response Essays) as well as higher stakes assignments (Mid-term Exam, Research Project). You will also be assessed on participation.

Your grade will be determined in the following manner:

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|---------------------------|-----|
| 1. Response Essays | 25% |
| 2. Mid-term Exam | 15% |
| 3. Final Research Project | 35% |
| 4. Participation | 25% |

Response Essays 25%

These consist of 1-2 page synthetic essays exploring primary themes of the previous week's topics. They should follow standard essay format (Intro-Body Paragraph(s)-Conclusion), delineate a clear thesis, and provide analysis of a topic of interest to you. They should be uploaded onto Moodle by 11:59 pm on Sundays beginning September 16, except for **(OJO!) October 29 and November 25**.

The essays will be graded on a Distinction/Credit/No-credit basis. There are ten possible essays - you can miss two without penalty and extra credit will be given to those who write all ten. Extra credit to a maximum of 1/3 letter grade also will be given for 3 or more Distinctions. You will lose half a letter grade (on your final course grade) per missed response essay after 2.

OJO! Your final response essay, due in our last class on December 11, is mandatory. It will ask you to choose 2-3 readings over the course of the semester and explain their relevance to your current conceptualization and interpretation of Andean history.

Mid-term Exam 15%

There will be a take-home mid-term essay exam (5-7 pages), distributed by October 18. It should be uploaded to Moodle by 6:00 pm on October 30.

Final Research Project 35%

The final research project will be largely composed of a group project, along with a personal reflective essay. The group project will broadly concern the history of water and the relationship between water and identify in the Andean region. They will likely also be asked to provide contextual historical research regarding oral histories that Machankara is currently developing.

Students will work in groups of three to propose potential research projects that will be vetted by the community members of Machankara. Two or three will be selected to be developed more fully and will be shared in virtual meetings with Machankara as well as in a polished final form.

Besides the development of the proposal, and the final project, each student will also write a personal reflection, due Saturday, December 15 at 3:30.

This project will entail three meetings outside of classtime with our community partners in Ecuador. These will be October 4 (6:45-7:30 pm), November 8 (5:45-6:30 pm), and December 4 (5:00-5:45 pm.)

Further details will be distributed by early October.

Attendance/Participation 25%

1. General Participation (15%)

The success of our class depends upon your regular attendance and participation. Discussions will be one of the driving forces of this class – I expect you to have done the reading and be ready to courteously discuss the issues raised in readings. No cell phones, no loud foods, no laptops. If you are chronically absent, no matter how good you do on your papers, you will not pass the course.

2. Class Facilitation (5%)

Each student will be expected to facilitate discussion on one reading over the course of the semester. This will require you to summarize the reading for the day, drawing out its main points, and providing a series of questions that may serve to spark class discussion. The week before you are supposed to facilitate discussion, you must arrange to meet with Professor Capello regarding your thoughts on the class. These will then be emailed to the class list (Hist-281-01@lists.macalester.edu) by Sunday (for Tuesday classes) or Tuesday night (for Thursday classes). A sign-up sheet will be circulated at the end of the second week of classes.

3. Contemporary History Briefing (5%)

The relevance of the historical to the contemporary is paramount. In order to help draw out the legacies and inflections of the past in the present day and to supplement the syllabus' emphasis on the 16th-mid-20th centuries, you will be asked to present an oral report on an issue of relevance to the contemporary history of the Andes. Your briefings may incorporate multi-media presentations, powerpoints, or simply consist of writing a few notes on the board. Please restrict yourself to no more than five-ten minutes. Further guidelines and suggested topics – which will focus on environmental, political, and global themes – as well as a sign-up sheet, will be distributed in late September. (5%)

Writing Assignment Format

All your writing assignments must be formatted properly – double-spaced, medium-sized 12 point font (Times New Roman is the college suggestion), page numbers. You should cite your sources using Chicago Style, guidelines for which can be found through the library's online resources. The response essays do not require bibliographic information.

Lateness Policy

Papers should be uploaded to the course Moodle Site by 6:00 pm on their due date. Response papers can also be handed in during class but cannot be turned in after their due date. Emailed papers will **NOT** be accepted. Both the midterm and final papers can be turned in late but you will be penalized 1/3 of a letter grade per day late. Under extraordinary circumstances I will consider extensions if contacted in advance.

Academic Integrity

Plagiarism in any form will not be tolerated. Be sure that your written work reflects your own ideas and be sure to properly attribute the work of others. For guidelines on how to avoid plagiarism, see <http://www.macalester.edu/max/writinghandbook/plagiarism.html>.

Disability Accommodations

In some circumstances, course design may pose barriers to a student's ability to access or demonstrate mastery of course content. Reasonable academic accommodations can be

implemented in such circumstances. If you think you need an accommodation for a disability, please contact the Office of Student Affairs at your earliest convenience. Josie Hurka, Disability Services Coordinator, is the usual first person to contact. Stop by Kagin 125 or email jhurka@macalester.edu or disabilityservices@macalester.edu.

Moodle and Assignments

The course moodle site includes the course syllabus, paper prompts and guidelines, and course readings. Go to <http://moodle.macalester.edu/> to access moodle, and login with your Macalester username and password. Once you have logged in, click on the course link in the My Courses section (please use the History 281 link).



Sanity Clause: This syllabus represents an amendable document, which is ultimately responsive to student interest as well as the framer's intent. Changes in assignments, including cancelled, or added readings will be announced in class and by email.

Reading Assignments

Week I: Andes: Race, Region, Nation?

9/4 – Andean Worlds

9/6 – Race and Cosmopolitics, from Colony(s) to Nation(s)

- Weismantel/Eisenman, "Race in the Andes"
- de la Cadena, "Indigenous Cosmopolitics in the Andes"

9/11 – Landscapes, Peoples, and Power

- Murra, "Andean Societies," 119-130
- Larson, "Landscapes: Real and Imagined", in *Trials of Nation Making*, 20-33
- Lecture: Encounter and Conquest

9/13 – Machankara class one: water

- Readings TBA
 - o First Reflective Essay Due 9/16

Week II: Agency in the “Conquest”

9/18 –Economics & Orders

- Andrien, “The Colonial Socioeconomic Order”
- Mumford, “Aristocracy on the Auction Block”

9/20 – Narrating the Conquest

- Cieza de León, *The Discovery and Conquest of Peru* (selections)
- Titu Cusi Yupanqui, *An Inca Account of the Conquest* (selections)
- Lecture: From Conquistadors to Viceroy

Week III: Transculturation and Guaman Poma

9/25 – Transculturation

- Pratt, “Arts of the Contact Zone,” 1-4
- Taylor, “The Mulatto Gentlemen of Esmeraldas”
- Cushman, “The Environmental Contexts of Guaman Poma”

9/27 – Guaman Poma

- Guaman Poma, *La nueva corónica* (selections)
- Lecture: Urbs and Civitas

Week IV: The Urban Environment

10/2 – The Great Cities

- Mangan, “A Market of Identities”
- Kagan, “Cusco” and “Potosí”
- Guaman Poma (Selections)

10/4 – Machankara Day Two: Quito

- Readings TBA
- Lecture: The Bourbon Reforms
- **Evening session with Machankara, 6:45-7:30 pm**

Week V: Envisioning Andean Enlightenment

10/9 – Enlightenment and Image

- Poole, *Vision, Race, Modernity* (selections)
- Berquist, “Bishop Martínez Compañón's Practical Utopia”

10/11 – La Condamine and Humboldt

- Romanowski, “Humboldt’s Pictorial Science”
- La Condamine images
- Humboldt Images
- Lecture: Indigenous Resistance

Week VI: The Great Rebellion

10/16 – The World of Tupac Amaru II

- Stavig, *The World of Tupac Amaru* (selections)
- Areche, “All Must Die”

10/18 – The Words of Tupac Amaru

- Tupac Amaru selections
- Lecture: The Independence Wars

Week VII: Racial Fluidities and the Late Colonial Order

10/23 – Royalists and Racial Fluidity

- Twinam, “Pedro de Ayarza”
- Echeverri, “Popular Royalists, Empire, and Politics”

10/25 – Fall Break

10/30 – Machankara Day

- Readings TBA
- Midterm Due
- Lecture: The Independence Wars

11/1 – From Colony to Nation

- Flores Galindo, “In Search of an Inca”
- Larson, *Trials of Nation Making* (selections)

11/6 – Patriotic Epistemologies

- Castro Klarén, *A Nation in Ruins*
- Appelbaum, *Reading the Past on the Mountainsides*

11/8 – Machankara Project

- Readings TBA
- Lecture: Twentieth-Century Quito
- **Evening session with Machankara, 5:45-6:30 pm**

Week X – The Andean City

11/13 - Modernization and the Past

- Ramón, *The Script of Urban Surgery*
- Capello, “Hispanismo”

11/15 – Machankara Day: Water and the Andean City

- Readings TBA

Week XI – Thanksgiving

11/20 – No class.

- Machankara Project Drafts Due

11/22 – Thanksgiving

Week XII – The View from Abroad

11/27 – Landscape and Imperial Subject

- Poole, “Landscape and the Imperial Subject”
- Manthorne, “The Quest for a Tropical Paradise”

11/29 – Machu Pichu

- Hiram Bingham, “In the Wonderland of Peru”
- Rice, *Making Machu Pichu*

Week XIII – Mariátegui

12/4 – Overview

- Becker, *José Carlos Mariátegui*
- Mariátegui, selections
- **Evening session with Machankara, 5:00-5:45 pm**

12/6 – Seven Essays on Peruvian Reality

- Mariátegui, *Seven Essays* (selections)

Weekend of 12/7-9. Machankara Events. Not required. Details TBA

12/11 - Forum: The Andes: Race, Region, Nation

- o Final (Mandatory) Reflective Essay due in class

12/15 – Final reflection on Machankara project due