

## *SYLLABUS*

### **HIST 359**

## **RESISTANCE AND REBELLION IN THE ANDEAN WORLD**

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Office Hours: W 3:00-4:00 pm  
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                  Or by appointment

The course analyzes the traditions of insurrection in the Andean countries, from the Túpac Amaru/Túpac Katari rebellions of the late eighteenth century to the modern-day indigenous movements in Ecuador and Bolivia. Other major movements, such as the role of indigenous peoples in the construction of the Peruvian nation, the 1952 Bolivian Revolution, and the Peruvian Sendero Luminoso guerrilla movements will be studied in comparative perspective. The goal of the course is to familiarize students with the rural history of the Andean region, as well as analyze theories of peasant rebellion and revolution through these case studies.

It is desirable that students already have at least a rudimentary knowledge of Latin American history, but it is not required. Also, knowledge of Spanish is desirable, but not required. [Students will learn some words of Quechua and Aymara in the course.] If there are any problems in regard to general knowledge of Latin American history or Spanish, it is important that the student approach the instructor as soon as possible to catch up with supplementary readings. For many topics, the instructor will provide bibliographies for further study during lecture.

This is an upper-division undergraduate course. This means that the readings are analytically sophisticated and expectations about the analytical abilities of the students are high. The course relies heavily on discussion. Therefore, it is essential that students do all the assigned readings **before class**.

### **Evaluation Methods**

Evaluation of student performance will be based on class participation, quizzes, an essay-based midterm exam, and a final paper (15 pages long) and a presentation to the class on

a contemporary peasant movement in the Andes (from the 1970s onward). For details on the paper and presentation, see section below.

Grades will be calculated according to the following formula:

Quizzes (4) 5% each	20%
Class participation	25%
Presentation	20%
Final Paper	35%

### **Final Paper and Presentations**

For the paper, it will be necessary to begin research relatively early in the semester. Each student will need to find a topic of interest in one of the three Andean countries (Ecuador, Peru, or Bolivia) and have this topic approved by the professor. In addition to the topic itself, each student will have to present on that date a page-length proposal on the topic, detailing the project's significance, the approach to the topic, and the sources to be used. The purpose of the paper is to meld contemporary occurrences with theory and in the Andean context. Thus, it is important to go beyond a simple narration of events, and to use the tools of analysis presented in the course. This proposal is due on **September 13**.

I will be available for consultation with special office hours the week before the proposal is due. It is expected that the students conduct their research in the following month and have a typed outline of several pages (full sentences please!) or a draft finished by **November 8**. Students will present their results in class between **November 15, 29, and December 6**. Each student will have 15 minutes to present their findings and will answer questions in a 10-minute discussion period following their presentation. Papers are due by noon on **December 12** in my mailbox (ICC 6<sup>th</sup> Floor – History Dept.).

### **Readings**

Students are required to purchase the following two books, available in the university bookstore and also easily available online:

Erick D. Langer, Contemporary Indigenous Movements in Latin America

Steve J. Stern, ed., Resistance, Rebellion, and Consciousness in the Andean Peasant World, 18<sup>th</sup> to 20<sup>th</sup> Centuries

Steve J. Stern, ed., Shining and Other Paths: War and Society in Peru, 1980-1995

Charles F. Walker, Smoldering Ashes: Cuzco and the Creation of Republican Peru, 1780-1840

Deborah Yashar, Contesting Citizenship in Latin America: The Rise of Indigenous Movements and the Postliberal Challenge

In addition to the books, to provide adequate information, a number of readings have been assigned (as listed in the class schedule), available on 2-hour reserve in the library

and also on electronic reserve. It is suggested that students either make photocopies or print out these readings and bring them to class.

### **Georgetown University Honor Code**

I expect all students to abide by the Georgetown University Honor Code regarding plagiarism and all other subjects. This is especially important in a class like this, where you are learning to do research in a professional manner and presumably will soon receive a degree from Georgetown University. Please consult with me if you have any questions. I will investigate fully and prosecute any violations of the Honor Code.

## **CLASS SCHEDULE**

August 30

*Introductions*

*Map Quiz Prep*

LECTURE: *The Andean Economic System*

September 6

LECTURE: *The Incas and the Spanish Conquest*

**MAP QUIZ**

September 13

LECTURE/DISCUSSION: *Theories of Peasant Rebellions*

**Read:** Langer, xi-xxix; Theda Skocpol, "What Makes Peasants Revolutionary?" Power and Protest in the Countryside, Robert Wellerman and Scott E. Guggenheim, eds. (Durham: Duke University Press, 1989), 157-179; Yashar, 54-84.

**TOPIC SELECTION FOR PAPER/PRESENTATION DUE**

September 20

DISCUSSION: *Andean Political Culture*

**Read:** Stern, Resistance, 34-93, 148-165

**QUIZ**

September 27

DISCUSSION: *The Túpac Amaru Movement*

**Read:** Stern, Resistance, 110-139, 166-192; Walker, 16-54

October 4

DISCUSSION: *The Aftermath of Rebellion in Peru*

**Read:** Stern, Resistance, 193-210; Walker, 55-120

October 11

DISCUSSION: *Andeans in the Nineteenth Century*

**Read:** Walker, 121-221, Stern, Resistance, 232-279

October 18

LECTURE/DISCUSSION: *Revolutionary Bolivia*

**Read:** Stern, Resistance, 379-419; Langer, 205-211; Yashar, 154-189

**QUIZ**

October 25

DISCUSSION: *The Ecuadorian Indigenous Movement*

**Read:** Langer, 37-80, 195-204, Yashar, 85-151.

November 1

DISCUSSION: *The Shining Path in Peru*

**Read:** Stern, Shining, 84-157, 193-223, 307-338

**QUIZ**

November 8

DISCUSSION: *Peruvian Movements?*

**Read:** Yashar, 224-280

**DRAFT DUE OF FINAL PAPER**

November 15

STUDENT PRESENTATIONS

November 22

**THANKSGIVING**

November 29

STUDENT PRESENTATIONS

December 6

STUDENT PRESENTATIONS

December 12

**FINAL PAPER DUE**