

History 176H: The Incas and After

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M 3:00-5:50 p.m.
Graham Memorial 212

This honors seminar provides a close look at one of Latin America's most fascinating and diverse regions, lately much in the news as a site of political as well as geological earthquakes. Popular associations of the Andes with instability run strong, and not without good historical reasons. But the region is also one of deeply-felt continuities and long historical memories. When Evo Morales was sworn in recently as Bolivia's president, for example, he promised an end to "500 years of oppression" of indigenous Bolivians like himself.

The goal of this course is gain historical perspective on what unites and divides Andeans. We'll pay special attention to the deep roots of civilization in the central Andes, and to the history and legacies of Spanish colonial rule. How were the Incas' ancestors able to create a thriving civilization in the midst of a difficult, even inhospitable environment? Why did "Indian" later become a term of opprobrium? How did Spanish colonialism manage to last so long? These are some of the questions we will bear in mind as we examine processes of cultural negotiation and change. In the course's final weeks we will consider the trajectory that connects classic, nineteenth-century liberalism with the neoliberalism of today. We will study powerful popular (and not-so-popular) struggles such as that of Peru's Shining Path, and the nation-making efforts they contest.

Our sources will range from films and paintings to first editions of sixteenth-century chronicles. The course is designed for honors students, especially those interested in Latin America and in colonialism. Spanish is not required but is definitely a plus.

Texts to purchase:

José de Acosta, *Natural and Moral History of the Indies* (Duke, 2002)
William Kelleher Storey, *Writing History: A Guide for Students*, 2nd ed. (Oxford, 2004)

Optional:

Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America* (Oxford, various editions)

Requirements: My most basic expectations are that you (1) do all the assigned reading and writing on time, (2) attend class regularly, and (3) participate constructively in class discussions. The reading load will vary from week to week, but *you should budget at least 5-6 hours of weekly preparation* to get the most from this course. Late work will be marked down (unless special arrangements were made in advance). Please remember that this is your course as well as your instructor's—it will only work if you do!

Graded assignments: There will be an in-class map quiz early in the semester. Practice maps will be posted to Blackboard, along with a list of sites and features to locate.

You'll write two papers, one a short essay (about 6 pp.) due before spring break, the other a longer one due at the end of the semester. Possible paper topics and expectations will be discussed in class, as well as posted to Blackboard.

There will also be occasional, short writing exercises in class (pop quizzes, free writes) to make sure everyone's keeping up with (and getting the most from) our readings.

Grading: Your overall course grade will be based on attendance, participation, quizzes and other in-class exercises, and essays, as follows:

Map quiz	10%
Attendance and class participation	20%
In-class exercises (free writes, pop quizzes)	15%
Short essay (about 6 pp.)	20%
Final essay (about 10-12 pp.)	35%

Honor code: All writing assignments and exams must bear either the full honor code pledge ("On my honor, I have neither given nor received unauthorized assistance on this examination/assignment") or the word "Pledge" followed by your name to indicate your adherence to the UNC Honor Code. No grade will be recorded without the pledge. In signing it, you affirm that the work that bears your name is indeed yours. Unauthorized aid includes all forms of plagiarism.

Please contact Dr. Burns if you're in any doubt about what constitutes improper use of another's ideas or words as your own. More information about UNC's Honor Code is available at <http://instrument.unc.edu> and <http://honor.unc.edu>.

Readings: Be sure you come each week having done the reading carefully. Class will make much richer sense that way! Below is our reading schedule, with some questions to guide reading and class discussions.

Jan. 12: Introductions

We will introduce ourselves, go over the course's goals and requirements, and screen part of "Mirrors of the Heart," a documentary about history, race, and identity in contemporary Latin America.

Jan. 19: Martin Luther King, Jr. Day—no class

Jan. 26: Andean lifeways

Our goal this week is to understand the relationships and resources that sustained Andeans before the rise of the Incas. How did the natural environment shape Andean culture? How did people worship? How did they keep track of their history? And how was their labor power organized? We'll consider the kinds of sources we have to go on, and how we reconcile competing accounts of the deep past.

Read: Spalding, chapter 1 of *Huarochiri*

Feb. 2: Tawantinsuyu

Who were the Incas, and how did they build a far-flung empire so quickly? What was the Inca empire like at its height? What bound “Tawantinsuyu” together?

Map quiz at the beginning of class

Read: Bernabé Cobo, *Inca Religion and Customs*, selected pp.; Garcilaso de la Vega, *el Inca*, selected pp.

Feb. 9: Empires collide

Spaniards invade; what did Andeans think of them and vice versa? Why was Tawantinsuyu vulnerable? What impeded a unified Andean resistance?

Read: Noble David Cook, *Born to Die*, “Deaths of Aztec Cuitlahuac and Inca Huayna Capac”

Feb. 16: A new world?

How does the Jesuit missionary José de Acosta locate the Andes in world history? What issues and resources most interest him, and why? We'll visit UNC's Rare Books Collection in Wilson Library, and curator Libby Chenault will introduce us to some of the Flatow Collection's rich holdings.

Read: Acosta, *Natural and Moral History of the Indies*, Books I-IV (selected chapters)

Feb. 23: Hearts & minds

Acosta was part of a broad missionary effort that sought to change Andeans' hearts and minds: how, and why? What's so threatening about what he calls “idolatry”?

Read: Acosta, *Natural and Moral History of the Indies*, Book V

March 2: A viceroyalty in the Andes

What was Spanish colonialism all about? What were Spaniards' goals, their institutions? Did Andean lifeways change under colonial rule?

First essay due at the beginning of class

Read: an article to be assigned (each student will read & report briefly on what s/he read)

March 9: Spring break—no class

March 16: Insurgency

When Túpac Amaru rose in rebellion in 1780, he set off a massive anticolonial struggle that nearly brought down Spanish rule. What did those inspired by Túpac Amaru, Túpac Catari, and others want, and why were they willing to risk their lives to get it?

Read: selected primary sources from Ward Stavig's new reader

March 23: Independence?

In the 1820s, highland Peru was the very last portion of South America to gain independence from Spain. We'll examine the desires and forces at work in the old viceroyalty, and the consequences of independence from Spanish rule.

Read: David T. Garrett, "His Majesty's Most Loyal Vassals': The Indian Nobility and Túpac Amaru," *Hispanic American Historical Review* 84:4 (November 2004), 575-617 [available on-line]

Additional articles t.b.a.

March 30: Trials of liberal nation-making

Creating independent republics out of old viceregal territory was not simple or easy. We will focus on Peru and Bolivia, examining the complicated aftermath of independence. Who were "liberals" in this context, and what brand of liberalism did they espouse? What other agendas were in play?

Read: Brooke Larson, *Trials of Nation Making in the Andes*, selected pp.

April 6: Trials of liberal nation-making

Prof. Brooke Larson (SUNY-Stony Brook) will visit UNC, give a noon lecture in Hamilton Hall, and meet with us in the afternoon to discuss her work on nineteenth- and twentieth-century Bolivia.

Read: Brooke Larson, *Trials of Nation Making in the Andes*, selected pp.

April 13: Modernidad en los Andes

By the early twentieth century, Peru's leaders were bent on achieving "modernity," and tended to view the indigenous population as an obstacle to progress. Social critics had other interpretations—most famously, José Carlos Mariátegui. How did life change for indigenous Andeans as Peru became more industrial and urban?

Read: José Carlos Mariátegui, *Seven Interpretive Essays on Peruvian Reality*, selected pp.; Marisol de la Cadena, "Women Are More Indian"

April 20: Fire from the Andes

We will screen a film, "La Boca del Lobo," and Dr. Miguel La Serna will join us as we discuss Peru's Shining Path movement in historical context. What made some peasants advocate violent overthrow of the existing order?

Read: t.b.a.

Due in our last class: your term paper (10-12 printed, double-spaced pages).