

Prof. Chad Black

The University of Tennessee | Fall 2016

Class Meetings: TR, 12:40-1:55

Office: 2626 Dunford Hall

Office Hours: Wednesdays, 1:30-3:30 or by appointment

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History 360: History of Early Latin America

There is only one world, and although we speak of the Old World and the New, this is because the latter was lately discovered by us, and not because there are two.

– Garcilaso de la Vega

With this statement, the famous mestizo chronicler Garcilaso de la Vega claims a difficult allegiance to the cultures of his Spanish conquistador father and to his noble Inka mother. Indeed, the transformation from sophisticated native civilizations to complex multi-racial societies was dramatic and violent, but also gradual and complex. This course examines the history of the Andean region from before the rise of the Inka Empire to collapse of the Spanish Empire. The course provides an introduction to ancient indigenous cultures in the region, to the empire of the Inka, and examines the region's political, economic, and social development under Spanish colonial rule. Students will read, analyze, and discuss both primary and secondary sources to understand how history is conceived and written.

Required Readings

The following books are available from the UT bookstore (as well as many online retailers). Additional readings will be either distributed, or are available via library databases such as jstor, Project Muse, and EBSCO.

1. Andrien, Kenneth J. 2001. *Andean Worlds : Indigenous History, Culture, and Consciousness Under Spanish Rule, 1532-1825*. University of New Mexico Press.
2. Dean, Carolyn. 2010. *A Culture of Stone: Inka Perspectives on Rock*. Duke University Press Books.
3. Gauderman, Kimberly. 2003. *Women's Lives in Colonial Quito : Gender, Law, and Economy in Spanish America*. Austin: University of Texas Press.

4. Stavig, Ward. 2008. *The Tupac Amaru and Catarista Rebellions : An Anthology of Sources*. Indianapolis: Hackett Pub. Co.
5. Walker, Charles F. 2014. *The Tupac Amaru Rebellion*. Belknap Press of Harvard Univ.
6. Yupanqui, Diego De Castro Titu Cusi. 2006. *History of How the Spaniards Arrived in Peru*. Dual-Language Edition. Bilingual. Hackett Pub Co.

Course Requirements and Grading

- Participation: 10%.
- Quizzes (three reading, one map, 5% each): 20%.
- Midterm Exam: 20%.
- Historiography Paper (10-12pp): 25%.
- Tupac Amaru Paper (5-7pp): 25%.

Assignments will be graded on a letter-grade scale (A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; and so on). This grading system corresponds with the UT undergraduate catalog. Please consult it for clarification (<http://catalog.utk.edu/>).

Reading. Each week's assignments must be completed **before we meet**.

Participation. Learning is an interactive process and I strongly encourage students to participate during both lectures and discussion by providing comments and questions based on the readings for the week. We will regularly devote class time to discussion of assigned readings (particularly primary source readings), lectures, and film. Student participation in these discussions, will be the basis for the participation portion of the grade.

The largest part of the course grade comes from the **two papers**. Students will write a historiography (a review of the development of historical literature) on a topic of their choosing related to the Early Andes. Students will need at minimum 10 books and articles for this project. The second paper, due during the exam period for this class, will be an analysis of some aspect of the Tupac Amaru Rebellion using secondary and primary texts from our course materials.

Class policies

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure that your needs are met in a timely manner with appropriate documentation.

Plagiarism: Plagiarism occurs when someone knowingly or unknowingly presents another person's words or ideas as his or her own. Any work turned in for this class must meet University standards for academic honesty

(http://catalog.utk.edu/content.php?catoid=1&navoid=156#hono_stat). Students caught plagiarizing will receive an automatic failing grade for the course and be turned over to Student Conduct and Community Standards. Any students unsure about how to apply these rules are urged to consult with me prior to turning in any written work.

Deadlines: Assignments are due no later than the day and time indicated. If you anticipate problems, please contact me before the assignment is due, not after!

Office Hours: Students are strongly encouraged to speak with me outside of class. I am available during office hours on a first-come, first-served basis. If you cannot come during office hours, please contact me via email or phone to schedule an appointment.

Changes: I reserve the right to change this syllabus as the semester progresses. This is not a contract, but rather a document to guide expectations and clearly communicate weekly assignments. Please bring the syllabus with you to our class meetings.

Course Schedule

Week 1: Introduction

8/18 – Welcome

Week 2: Origins

8/23 – Ecologies

1. Mary Strong, *Art, Nature, and Religion in the Central Andes* (Austin: Univ. of Texas Press, 2012): pp. 17-58. (<http://muse.jhu.edu/book/18199>)
2. Elizabeth Benson, *The Worlds of the Moche on the North Coast of Peru* (Austin: Univ. of Texas Press, 2012): 29-36. (<https://muse.jhu.edu/book/15073>)

8/25 – Early Empires

1. Tiffany Tung, *Violence, Ritual, and the Wari Empire* (Gainesville: Univ. of Florida Press, 2012): pp. 24-55. (<http://muse.jhu.edu/book/17731>)
2. Tiffany Tung, “Violence against Women: Differential Treatment of Local and Foreign Females in the Heartland of the Wari Empire, Peru,” in Debra L. Martin and Ryan P. Harrod, eds. *The Bioarchaeology of Violence* (Gainesville: Univ. Press of Florida, 2012): pp. 180-198. (<https://muse.jhu.edu/book/17751>)

3.

Week 3: Towards an Andean Cultural World

8/30 – Space, Time, Meaning

Read:

1. Mary Strong, *Art, Nature, and Religion in the Central Andes* (Austin: Univ. of Texas Press, 2012): 59-93. (<https://muse.jhu.edu/book/18199>)
2. Carolyn Dean, *A Culture of Stone*, Introduction and Chapter 1.

9/1 – Apparently there’s a football game.

Week 4: The Last Empire

9/6 – The Rise of the Inka.

Read:

1. Carolyn Dean, *A Culture of Stone*, Chapter 2.
2. “The Ancestors of the People Called Indians: A View from Huarochirí Peru (ca. 1598-1608)” in Mills, Kenneth, William B. Taylor, and Sandra Lauderdale Graham, *Colonial Latin America: A Documentary History* (SR Books, 2002): 3-13. (<https://history360.files.wordpress.com/2009/03/gau804.pdf>),

9/8 – Inka Rule.

Read:

1. Carolyn Dean, *A Culture of Stone*, Chapter 3.
2. Murra, John. “Cloth, Textile, and the Inca Empire,” in Starn, et. al. eds., *The Peru Reader* (Durham: Duke University Press, 1995): 55-69. (<https://history360.files.wordpress.com/2009/03/gau805.pdf>)
3. Kenneth Andrien, *Andean Worlds*, Chapter 2.

Week 5: The Riddle of Conquest

9/13 – Spanish Background

9/15 – How the Spaniards Conquered Peru

Read:

1. Patricia. “Failing to Marvel: Atahualpa’s Encounter with the Word,” *Latin American Research Review* 26.1 (1991): 7-32. (jstor)
2. Titu Cusi Yupanqui, pp. 1-143. (Note, half is in Spanish, so it’s not as much as you might think!)

Week 6: Colonialism and its Discontents

9/20 – A Civil War

Read:

1. Titu Cusi, Yupanqui, finish.
2. Betanzos, Juan de. *Narrative of the Incas*. Trans. by Roland Hamilton and Dana Buchanan. (Austin: Univ. of Texas Press, 1996 [1557]). (<https://history360.files.wordpress.com/2009/03/gau206.pdf>)
3. “Views of the Other,” a selection of primary sources.

(<https://history360.files.wordpress.com/2009/03/gau808.pdf>)

9/22 – Legitimizing Conquest

Read:

1. Carolyn Dean, *Culture of Stone*, Chapter 4.
2. Kenneth Andrien, Chapter 3.
3. Father Bernabe Cobo. (<https://history360.files.wordpress.com/2009/03/gau809.pdf>)
4. Garcilaso de la Vega. (<https://history360.files.wordpress.com/2009/03/gau208.pdf>)
5. Guaman Poma de Ayala. (<https://history360.files.wordpress.com/2009/03/gau209.pdf>)
6. Graubart, Karen. “Indecent Living: Indigenous Women and the Politics of Representation in Early Colonial Peru. *CLAR* 9.2 (2000): 213-235.

Week 7: Aguirre, Wrath of God

9/27 – Film, “Aguirre, Wrath of God”

9/29 – Finish film, discussion.

Read:

1. Holloway, Thomas. “Whose Conquest is this Anyway?: Aguirre, the Wrath of God,” in Donald F. Stevens, ed. *Based on a True Story: Latin American History at the Movies* (SR Books, 1997): 29-47. (Available as an ebook in Library’s collection. Search for it!)

Week 8: Mid-Term

10/4 – Midterm Exam

10/6 – Fall Break

Week 9: Organizing the Viceroyalty

10/11 – Judicial Empire

Read:

1. Andrien, Chapters 4.
2. John Leddy Phelan, “Authority and flexibility in the Spanish imperial bureaucracy,” *Administrative Science Quarterly* 5.1 (1960), pp. 47-65.

10/13 – Land and Labor

Read:

1. James Lockhart, “Encomienda and Hacienda: The Evolution of the Great Estate in the Spanish Indies” *HAHR* 49.3 (August 1969), pp. 411-429.
2. James Lockhart, “Trunk Lines and Feeder Lines: The Spanish Reaction to American Resources.”
3. Brown, Kendall. “Workers’ Health and Colonial Mercury Mining at Huanacavelica, Peru,” *The Americas* 57.4 (2001): 467-496.

Week 10: Slaves and Free Africans

10/18 – Yearning to be free.

Read:

1. Special issue of *The Americas* Volume 63, Number 1, July 2006. Read Vinson, Beatty Medina, O’Toole.

10/20 – Variety of Slaves Experiences.

Read:

1. Special issue of *The Americas* Volume 63, Number 1, July 2006. Read Garofalo, Bryant.

Week 11: Evangelization

10/25 – The Spanish Church and Extirpation

Read:

1. Andrien, Andean Worlds, Chapter 6.
2. Griffiths, Nicholas. “Inquisition of the Indians?” the Inquisitorial Model and the Repression of Andean Religion in Seventeenth-Century Peru. *CLAHR* 3.1 (1994): 19-38.
3. Gabriela Ramos, “Pastoral Visitations: Spaces of Negotiation in Andean Indigenous Parishes,” *The Americas* 73.1 (Jan 2016), pp. 39-57.

10/27 – Discussion. **Historiography Paper Due.**

Read:

1. “José de Acosta on the Salvation of the Indians (1588),” in Mills, et. al., *Colonial Latin America*, pp. 134-143.

(<https://history360.files.wordpress.com/2009/03/gau833.pdf>)

2. “Francisco de Avila’s Christmas Eve Sermon (1646),” in Mills, et.al., *Colonial Latin America*, pp. 246-254.

(<https://history360.files.wordpress.com/2009/03/gau832.pdf>)

Week 12: Gender in the Spanish Andes

11/1 – Spanish and Indigenous Women.

Read:

1. Gauderman. Start it, and be finished with it Thursday.

11/3 – Discussion.

Week 13: Regime Change

Read:

11/8 – Enlightenment.

1. Andrien, Chapter 7.
2. Cahill, David. “Popular Religion and Appropriation: The Example of Corpus Christi in Eighteenth- Century Cuzco.” *Latin American Research Review*, 3 1:2 (1996), 67-1 10.

11/10 – Bourbon Reforms.

Read:

Chad Black, *Limits of Gender Domination*, Chapters 1 and 2. (<https://muse.jhu.edu/book/2113>)

Week 14: Rebellions I

11/15 – To Tupac Amaru

Read:

1. Charles Walker, *The Tupac Amaru Rebellion*, Introduction, Chapter 1-2.

11/17 – Cataclysms

Read:

1. Walker, Chapters 3-9.

Week 15: Rebellions II

11/22 – The End of the New Age

Read:

1. Walker, Chapters 10-12.

11/24 – Thanksgiving

Week 16: Independence

11/29 – Napoleonic Crisis

Read:

1. Chad Black, *Limits of Gender Domination*, Chapters 4-5.

12/1 – From Home Rule to Independence

Tupac Amaru Paper Due: Wednesday, December 7th at 12:15pm.