

THE OHIO STATE UNIVERSITY

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History 368.02: Native American Peoples of the Andes

Course Description

History 368.02 is an introductory survey of the history the Native American Peoples of the Andes from Pre-Columbian times to the present that assumes no previous study of the region. It will meet twice each week for lecture and for discussion. The course will focus on a series of historical problems including: the rise of the Inca Empire, the European invasion of the Andes, the place of the Native Andean peoples in the new "colonial" society. It will then discuss the Age of Andean Rebellions, the role of Native Andeans in the independence movements, their participation in the nation-building in the nineteenth century, their struggles for full citizenship in the twentieth century; and both radical and democratic attempts to gain political power. The goal is to convey some basic factual knowledge about the Native American peoples during this period and to provide an interpretive framework for understanding the historical changes taking place.

Course Objectives

1. The students will acquire a deeper understanding of the Native American peoples of the Andes and of the factors that have shaped human activity over time in the region.
2. Learning about the expansion of Spanish society to the Americas and the impact of this migration/invasion from Europe on the Native American peoples will demonstrate some of the important forces that help to shape our increasingly global community in the twenty-first century.
3. Through the structured assignments in the course, students will enhance their ability to apply the skills of critical thinking through a historical analysis of primary sources and secondary works.
4. Students will use historical data to develop the ability to analyze and evaluate diverse interpretations of historical events.
5. Through class discussions students will advance their effectiveness in oral communication and in written assignments they will enhance their skills in writing clear, logical historical arguments and in using documentary evidence to support those arguments.

Course Requirements

- I. The classes will consist of both lecture and focused discussions. Class participation is an integral part of the course and will count **15%** towards determining the final grade.
- II. Students are required to complete each assignment for the discussion classes, and they must be prepared to discuss it. Students are expected to attend class, unless the instructor excuses them in writing. In addition, students who must miss a class are responsible for getting the notes from another student in the class. They should also plan to meet with the instructor to discuss any questions that they might have.
- III. There will be a quiz on basic geographical and historical terms in the first two weeks of the term, which will count **5%** of the final grade.

IV. Each student must write a critical review of three to five pages on Birds Without a Nest. The paper will count **20%** of the final grade. **Late papers will be penalized.**

V. There will be a **midterm examination** that will count **25%** of the final grade. It will be composed of a short objective section and an essay question. We will pass out a study sheet with sample essay questions; one or more of the questions from the study sheet **will appear** on the midterm exam. The same general format applies to the **final examination**, which will compose **35%** of your final grade and be taken on the officially assigned date and time set by the University. Any students unable to appear on the examination dates must present a written excuse and receive clearance from the course instructor, not their Graduate Teaching Associate, before the scheduled examination date. Without such clearance, a student can not expect to take a make-up examination. Make-up exams may be either written or oral, and they must be taken during one of the department's scheduled dates.

Grading Policy

A: 92 and above; A-: 90-92; B+: 88-89; B: 82-88; B-: 80-81; C+: 78-79; C: 72-77; C-: 70-72; D+: 68-69; D: 60-67; E: below 60

Required Readings

Kenneth J. Andrien, Andean Worlds: Indigenous History, Culture, and Consciousness Under Spanish Rule (text)
Brooke Larson, Trials of Nation Making: Liberalism, Race, and Ethnicity in the Andes, 1810-1910
(text)

Cathryn Lombardi and John V. Lombardi, Latin American History: A Teaching Atlas

Clorinda Matto de Turner, Birds Without a Nest: A Story of Indian Life and Priestly Oppression in Peru
There will be a duplicated collection of articles to be purchased on campus.

The books are available at the Student Book Exchange at 1806 North High Street and at other area bookstores.

DISABILITY SERVICES:

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. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone: 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

ACADEMIC MISCONDUCT:

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://studentaffairs.osu.edu/resource_csc.asp).

Here is a direct link for discussion of plagiarism:
http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

Schedule of Assignments and Class Topics

Unit 1: The Rise and Fall of the Inca Empire (Tawantinsuyu)

Reading Assignments: Andrien, Chapter 1. Lombardi for Map Quiz

Week 1: Course Goals, Objectives, and Requirements and the Origins of the Inca Empire
1: The Inca Empire in 1532

Reading Assignments: Andrien, Ch. 2.

Week 2: The Spanish Invasion (**Map Quiz**)
2: The Civil Wars and Manco Inca's Rebellion

Unit 2: Consolidation and Change, 1570-1650

Reading Assignments: Andrien, Chs., 3-4.

Week 3: Francisco de Toledo and the Consolidation of Spanish Rule
3: The Andeans and the Colonial Economy

Reading Assignments: Andrien, Chs. 4-5

Week 4: The Andean Cultural Renaissance
4: The Church, Evangelization, Idolatry, and Punishment

Unit 4: Late Colonial Changes and Independence, 1650-1825

Reading Assignments: Andrien, Ch 6-Conclusion

Week 5: The Great Age of Andean Rebellions
5: The Great Age of Andean Rebellions

Week 6: Independence and the Andean Peoples
6: **Midterm Examination!**

Unit 6: Nineteenth Century Trials of Nation Making

Reading Assignments: Larson, 1-3

Week 7: State formation in Colombia, 1810-1910
7: The State and Andean Servitude in Ecuador, 1810-1910

Reading Assignments: Larson, 4-6

Week 8: The Republics and the Andeans in Peru, 1810-1910
8: Bolivia and the Insurgent Andeans, 1810-1910

Reading Assignments: Matto, entire

Week 9: Indiginismo, Elites, and the "Indian Question" **Matto Paper due!**
9: Democratic Illusions and Andean Marginality

Reading Assignments: Albo article (course packet)

Week 10: Andean Protests and Rebellions in Peru and Ecuador
10: The Elections of the 21st Century and the Andean Peoples

The Final Examination will be given at the regularly scheduled time by the University

Registration Policy

All students must be enrolled in class officially by the end of the second full week of the term. Requests to add the course after then are extremely unlikely to be approved by the department chair.

INSTRUCTIONS FOR THE *BIRDS WITHOUT A NEST* PAPER

Purpose of the Assignment

Clorinda Matto de Turner (1852-1909) was an intellectual, progressive political reformer, and feminist in Peru. She wrote *Birds Without a Nest: A Story of Indian Life and Priestly Oppression* in 1904 to sensitize the Peruvian public to the status of the Native American peoples in her country. Matto grew up in Cusco, where she learned both Quechua and Castilian, giving her the opportunity to know both the Andean and more Europeanized cultures of Peru. After its publication in 1904, the novel created a scandal in Peru as various elite groups denounced her presentation of governmental and clerical abuses. Some later readers, however, have called the work the first *indigenista* novel because of its focus on Indian characters and their exclusion from the wider nation. As historians, we must try to reconstruct the past as accurately and objectively as possible. Sometimes, works of literature are important sources in attempting to learn about political, cultural, and social mores of a society, particularly when dealing with largely illiterate groups such as the Native American peoples of Peru at the turn of the twentieth century. In such cases, historians must exercise some critical judgment and weigh the strengths and weaknesses of the ideas presented in a work of fiction and come to her/his own conclusions about the events under investigation. The purpose of this assignment is to evaluate critically *Birds Without a Nest*. Like any professional historian, each student will evaluate the purpose, content, conclusions, and historical reliability of this novel as a historical source.

Format for the Critical Review

This paper is an exercise in expository writing. It should inform the reader about the content of the book and evaluate critically its accuracy and overall usefulness to students in the field.

A. The review should have a strong introductory paragraph indicating the topic covered, the chronological scope of the work, the author's purpose in writing it, and a short summary (one or two sentences) of your critical thoughts about the book.

B. The second section of the review must summarize the content of the book. The following questions should prove useful in preparing this section. The paragraphs in this section should not, however, read like a point-by-point answer to each question.

1. What information does Matto relate about the Andean peoples?
2. What does she tell the reader about the Priests and the Catholic Church, local government officials?
3. What is the importance of the outsiders residing in the rural community?"
4. What picture of the Hispanicized elites emerges?
5. What is the role of the indigenous protagonists?

C. The final section of the paper is the critical review of the work. Do not merely say that the book was interesting or boring. Discuss its merits or flaws, why you liked or disliked it, and whether you would recommend it to others interested in the subject. Listed below are some questions to guide you in preparing this section, but again, your paragraphs should not read like a point-by-point answer to each question.

1. How and why is the book useful or not useful?
2. Does it present you with any important information about the historical period?
3. What historical problems are related?
4. Is it at all accurate? Why or why not?
5. Who was Clorinda Matto de Turner?
6. What was her purpose in writing this book?

7. What is the author's bias?
8. What limits the author's perspective?

Requirements

All reviews must be double-spaced and either typed or neatly handwritten. They should vary from 750 to 1,250 words in length (three to five typed pages or the equivalent in handwritten pages). Late papers will be penalized 5 points for each class session after the due date (up to a maximum of 30 points). Students who do not hand in a paper will receive a zero for the assignment.