LAIS/ ANTH 372-C (online)
Indigenous Peoples of Latin America:
Andean South America

Instructor: Dr. Christine Beaule
Office: 462 Moore Hall
Office phone: 956-4170
Email: beaule@hawaii.edu

Office hours: meeting in Laulima chatroom by appointment; via email consultation anytime (allow 48 hours for a response); in person available on request

South America is a continent with 12 countries and over 15,000 years of documented history. Its remarkable geography includes some of the Earth’s driest desert, densest tropical rainforest, and loftiest mountain chains. Little wonder then that its indigenous peoples have developed vastly different cultural adaptations to their environments. To begin to understand the indigenous peoples of the Andes, we need to travel back to Precolumbian indigenous cultures pre-dating and including the Inka Empire. The patterns that different Andean cultures developed are in many ways the foundation on which modern Andean nations still rest. These include unique forms of statehood, vast trading networks linking the coast with the highlands and eastern lowlands, a system of governance founded on the principle of split inheritance, and a range of remarkable inventions in agriculture, material technologies, artistic styles, and craft production.

However, the colonization of South America by the Spanish and Portuguese was arguably the most profound historical development in the continent’s long and varied history. In the second unit of the course, we trace the various forms that colonization took in the Andes, from silver mining in Bolivia to Jesuit missions in Peru, and explore its profound cultural, religious, economic, and political impact on the region. Though all Andean nations eventually achieved political independence from their colonial oppressors, its legacy is very much alive today. In the third unit, we will explore this legacy in two key areas of social organization, race and gender. A challenging but fascinating ethnography, The Hold Life Has: Coca and Cultural Identity in an Andean Community, reveals the complex interplay between race, cultural practices, Peruvian history, ideology, and ethnic identity in the highland Peruvian village of Sonqo. While seeking a place in the global political economy, Andean countries continue to struggle under their colonial burdens; but it is also their histories that give indigenous peoples the tools and the strength to continue those struggles.

Course Philosophy & Design

Indigenous Peoples of Latin America: Andean South America counts toward the Latin American and Iberian Studies Certificate. Though certainly not required, you are encouraged to explore the program; feel free to ask me for more information, or see the website: http://manoa.hawaii.edu/llea/spanish/lais-certificate

The course assumes no prior knowledge of anthropology, archaeology, and history, although those are the disciplines in which we will work. I strongly encourage you to bring your own skills and expertise to the discussion table each week. From literary and rhetorical analyses of readings to personal experiences as residents of or visitors to Latin America, each of you has much to add to our collective exploration of historical issues.
However some of our course’s learning objectives are specific to an historical and anthropological approach. By the end of the term, you will be able to:

1) describe the major changes that have occurred in Andean history from the late prehistory to the twenty-first century;
2) develop an essay using a long-term perspective on the complex relationships between Andean peoples’ religions, social organization, kinship structures, political forms, ethnicities and economic adaptations;
3) critically analyze concepts such as ethnicity, indigeneity, and colonialism;
4) and analyze the dynamic interaction of indigenous and Spanish cultures through time

Assigned Readings and Course Website

There is just one book assigned for this course:


There are also a number of articles and book chapters assigned for particular class modules. These are posted for you as pdf files under Resources on our Laulima site, [https://laulima.hawaii.edu](https://laulima.hawaii.edu). You are expected to complete all required readings and assignments by the weekly deadlines.

Videos

There are two videos that you must watch during modules 1 and 3. Links to both are posted in the Videos folder under Resources. “Wild South America” is a series of documentaries; “The Andes” (episode 2) is the one required for week 1. “Conquistadors” is also a series, and it's episode 2 (“Conquest of the Incas”) that is assigned. Both of these are currently up on YouTube. Let me know if you have any problems playing them. The rest of the posted video links are for extra credit. A couple of them are available on Amazon Prime or Netflix, but if you don’t have access to those, there are several others available on the wonderful website topdocumentaryfilms.com. These links are stable ones. One last note: if you watch “Guns, Germs, and Steel,” you’ll note that it’s a series of three 55-minute episodes. To get to episode 2 on the Andes, slide the counter all the way to the end of episode 1, or the 54 minute mark. Then episode 2 will automatically start in the same window.

Your Responsibilities

Participation posts (50%)

The primary focus of this course is on material that we’ve all read and engaged with in our online discussions. The assigned readings are a starting point for those online discussions, but the readings cover only a portion of what you are expected to master for your exams. It is not possible to do well in this course without participating in class regularly and consistently. Understanding the material is only possible if you complete the assigned readings well before each week’s deadline so that you have the necessary time to ask questions of me via email or online of your classmates, think about what you’ve read and how others are responding to it, and then carefully compose your own thoughts and critical responses to post. For example, you will learn much more about race and racism if you not only do the readings, but take the time to get questions answered so that you’re confident that you understand
them. Only then can you actively engage in our discussions about those topics by offering posts that are thoughtful, relevant, and engaging to and with others.

That is why participation in class discussions is a full 50% of your course grade, and must be earned every week. Doing so requires one long and thoughtful post of your own (about 300+ words), plus responses to at least two other people’s posts or questions. This means you must compose at least three separate discussion posts every week, and ideally more than that; at least one of those weekly posts must be about 300 words long. It is generally a good idea to compose your participation posts in a word processing program so that you can get an accurate word count, and so that you can add proper in-text citations. When you refer to specific details, examples, or quotations from the readings, you should cite them in the text, and include those references in a bibliography at the end of the post. (Hint: you can simply copy and paste the bibliographic references from the last page of the syllabus.) The second, third, and subsequent participation posts can be of any length, but as the participation posts grading rubric (available on Laulima) makes clear, they should respond directly to either one of the discussion questions, or to one of your classmates’ posts. Your weekly participation posts can fall under any number of discussion questions. In other words, you can post three or more times in a single discussion thread (under one question), or you can contribute to two or three different discussion threads.

Again your weekly participation posts are worth 50% of your course grade. Make sure that you understand exactly what is required of you, and please let me know if you have any questions at all about how to earn those points each week.

Readings journal (10%)
You are required to keep a journal for this class. Each week, you will be asked to write down your thoughts about what you read. The purpose of this assignment is to keep you thinking about what you read, focus your learning on the important issues in the course, and to encourage you to make connections between the class and the world we all live in. I don’t expect you to be expert critical thinkers or experts on any of our topics, but I do expect you to honestly put forth effort in learning about this region of the world, thinking more generally about indigenous cultures, history, and the impacts of colonialism and globalization. Improvement as the course goes on will be recognized and rewarded.

Your journal writings will be a fairly informal part of your work in this class. It is important that you keep your journal up to date. It is the quality of what you write (not how much or how long) that will be graded, but each entry must be as long as necessary for you to explain what struck you about each week’s readings, what reactions you had to authors’ arguments, and what you want to know more about. In other words, I’m asking for your reactions and opinions, rather than a formal academic analysis of the readings (which takes place in the discussion posts instead). Points will be deducted for inadequate responses or missing entries. The readings journal assignment is worth a total of 10% of your course grade, and each week’s entry has a specific deadline that will be strictly enforced. Your readings journal entries should be uploaded individually as Word or pdf documents into your dropbox on Laulima.

Exams (40%)
The remaining 40% of your course grade will be based on two exams, each drawing from our assigned readings, discussions, and occasional videos. Exams each include 20 multiple choice questions, and two
short essays. Exam study guides will be posted on Laulima about a week before each exam. Makeup exams may be allowed without a penalty only in cases of documented medical (or other) true emergency.

Final grades are calculated as follows:

- First exam: 20%
- Second exam: 20%
- Online discussion posts: 50%
- Readings journal: 10%

Total: 100%

**Extra credit**

There are opportunities for extra credit, but it is up to you to do as much or as little of it as you want. For example, you can watch a film and write an essay (2-3 pages) that connects details from the video with the readings and online discussions. Or you might choose to take an online discussion thread and pursue the topic in a short paper (2-3 pages) that engages with the readings in more depth. Any extra credit writing that you do should be submitted to your dropbox no later than July 1.

**Academic Integrity**

There is no value that is more central to academic discourse in general, and academic writing in particular, than intellectual honesty. Materials on the University’s policies regarding academic honesty are posted here: [www.hawaii.edu/student/conduct/](http://www.hawaii.edu/student/conduct/) This page provides conduct guidelines, as well as students’ rights and responsibilities. Please read the student code of conduct carefully. It is your responsibility to make sure that you fully understand what is expected of you. Plagiarism, or any other form of cheating, represents a most serious breach of the contract between students and teachers (and between students and their classmates), and if I find that you have willfully plagiarized someone else’s words (or ideas), or cheated on an exam or assignment, you will be failed for the course.

Because you will be doing a fair amount of writing in this course, it is critically important that you understand how to properly cite your sources. Do not ever simply copy and paste text from an article, a website, a book, an online discussion post, my questions, or any other source. You can quote any or all of these sources, but to properly give them credit, you should put quotation marks around others’ words or paraphrase them, and cite your sources with in-text citations and a full bibliography at the end of your journal entries or short papers. For online posts, in-text citations only are required. You may use any citation system that you’d like (MLA, APA, Chicago, Harvard, etc.) but use it consistently and carefully. If you do not understand what to cite or how to cite it, please ask me immediately for a fuller explanation.
## SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS AND TASKS</th>
<th>REQUIRED READINGS/ FILMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong>&lt;br&gt;May 23-29</td>
<td>Setting the stage: Introduction to Andean geography and prehistory&lt;br&gt;Journal entry for module 1 uploaded to Dropbox: due date of May 28 at 11:55 pm&lt;br&gt;Discussion posts due by May 29 at 11:55 pm</td>
<td>Bauer 2001; Richardson 1994&lt;br&gt;“Wild South America” (Andes) video (required)</td>
</tr>
<tr>
<td><strong>Module 2</strong>&lt;br&gt;May 30-June 5</td>
<td>Warfare, wealth and sacrifice&lt;br&gt;Extra credit: analysis of “Machu Picchu: Lost City of the Inca” and/or “The Incas” videos&lt;br&gt;Journal entry for module 2 uploaded to Dropbox: due date of June 4 at 11:55 pm&lt;br&gt;Discussion posts due by June 5 at 11:55 pm</td>
<td>D’Altroy 2003; Moore 2014</td>
</tr>
<tr>
<td><strong>Module 3</strong>&lt;br&gt;June 6-12</td>
<td>Colonial encounters and cultural hegemony&lt;br&gt;Extra credit: analysis of “Guns, germs and steel” (episode 2) and/or “America before Columbus” videos&lt;br&gt;Journal entry for module 3 uploaded to Dropbox: due date of June 11 at 11:55 pm&lt;br&gt;Discussion posts due by June 12 at 11:55 pm</td>
<td>Chasteen 2011 (chap 1 to 3); “Conquistadors” (episode 2) video (required)</td>
</tr>
<tr>
<td><strong>Module 4</strong>&lt;br&gt;June 13-19</td>
<td>Political pendulums in the Andes&lt;br&gt;Extra credit: analysis of “Che” (Netflix) or “Che Guevara: The Bolivian Diaries” (Amazon Prime) videos</td>
<td>Martin &amp; Wasserman 2012 (chap 12, 14); Youngers 2004</td>
</tr>
<tr>
<td>Module 5</td>
<td>Indigenous communities and ritual practices</td>
<td>The Hold Life Has: Introduction, chapters 1 through 5, and chapter 9</td>
</tr>
<tr>
<td>June 20-26</td>
<td>Extra credit: analysis of “Plan Colombia” /or “War on Democracy” videos</td>
<td></td>
</tr>
<tr>
<td>Journal entry for module 2 uploaded to Dropbox: due date of June 25 at 11:55 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion posts due by June 26 at 11:55 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Module 6 | Andean indigeneity today | Canessa 2000; Grissafi 2010; Scarborough 2010 |
| June 27-July 1 | Extra credit: analysis of “The Devil’s Miner” (Netflix) and/or “The Flying Men of Yungas Valley” videos |  |
| Journal entry for module 6 uploaded to Dropbox: due date of June 30 at 11:55 pm |  |
| Discussion posts completed by than July 1 at 11:55 pm |  |
| **EXAM 2 available from June 29 (8:00 am) to July 1 (11:55 pm)** |  |
Bibliography of book chapters and articles posted on Laulima


