

**HIST 499: NATIVE SOCIETY IN LATIN AMERICA**

Spring 2009  
W 2-4:30  
Brock 406

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office hours: MWF 11:00-noon

Welcome to History 499. This course is an advanced undergraduate seminar covering indigenous society in Latin America from the period before contact with Europe until the beginning of the twenty first century. Readings address a range of indigenous societies in various eras of Latin American history, although the majority of the material focuses upon the most studied regions of the former Inca, Aztec and Mayan civilizations. Course materials, organized thematically and chronologically, are designed to help students understand how native groups experienced and shaped various moments in Latin America's historical development. Specifically, students will examine the social foundations of indigenous societies and how they functioned, how they were viewed by "outsiders" (particularly people of European descent), the historical formation of "Indian" identity and how the nature of such identity was influenced by so-called Indians and non-Indians, and how "Indians" influenced and experienced specific patterns in Latin America's post-colonial history. Weekly class meeting will follow a discussion format, with students presenting their insights regarding weekly primary and secondary readings, feature films, and documentaries.

**MATERIALS**

Readings are available either through the Lupton Library electronic reserve system or through the library's electronic journal links (these are specified on the syllabus). Students are responsible for **all** of the readings assigned for a given week, and are responsible for notifying the instructor in the event of any problems accessing material.

**GRADES**

Semester grades will be determined based upon each student's performance in four areas.

- **Class participation (30%)**
  - For class meetings, students should complete the reading prior to class and bring the reading material to class. In preparing for discussions, students should be prepared to address the following range of issues associated with each week's readings.
    - The author's main point or argument
    - The source material used by the author
    - Differing viewpoints presented in a particular week's readings
    - Comparisons of the situations of indigenous peoples according to region or time period
    - Comparisons between the experiences of indigenous peoples in Latin America and other world regions
      - **CLASS PARTICIPATION GRADES WILL BE INFLUENCED BY A STUDENT'S PRESENCE AT WEEKLY MEETINGS. REMEMBER, YOU CANNOT PARTICIPATE IF YOU ARE NOT IN CLASS. PARTICIPATION GRADES WILL ALSO BE BASED ON THE QUALITY OF STUDENT PERFORMANCE IN DISCUSSIONS.**
- **Weekly "historical process" questions (10%)**
  - Each student will arrive at every class meeting with 2 questions regarding the historical processes reflected by that week's reading. In other words, what historical phenomena are reflected by the readings—this assignment is intended to help students understand that history is not merely about content, but about broader trends and "processes" such as how people cope with new political and religious ideas, create notions of difference, define

individual and collective identity, and create, adjust and preserve culture. Discussions will be built around student questions, and students will receive a check when completing these assignments successfully. Failure to submit questions for two weeks will result in a reduction of one letter grade for this segment of the cumulative grade, and reductions will continue accordingly.

- **Analysis paper (20%)**
  - Students are required to write a short, 2-3 page analysis paper responding to a question to be distributed in class. Papers will be due on February 18<sup>th</sup>.
- **Term end research paper: (40%)**
  - Students must complete a 15 page term-end research paper on a topic of their choice concerning native society in Latin America. Sources for this paper can come from weekly class readings, but students are also required to conduct additional library research for additional sources. All topics must be cleared with the instructor, and students are responsible for notifying the instructor of their paper topics. Students will provide informal 5-7 minute presentations on their topics to the class during the April 8 and April 15 meetings. **Final versions of the papers (real paper, please) are due in Brock 408B no later than 5:00 p.m. on Friday, April 24.**
- Calculations for semester grades will be made using the four-point system, i.e., A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0.0. However, class participation and research papers may be evaluated using +/- as well. Completion and submission of all course assignments is **REQUIRED** in order to receive course credit, and **paper deadline extensions may be arranged only with PRIOR consent of instructor.**

#### **ADA STATEMENT**

Students with challenges that may require assistance or questions related to any accommodation for testing, note takers, readers, etc., are encouraged to speak with the professor or contact the Office for Students with Disabilities with questions about services offered to UTC students with qualified disabilities.

(110 Frist Hall, 425-4006, [www.utc.edu/Administration/OfficeForStudentsWithDisabilities](http://www.utc.edu/Administration/OfficeForStudentsWithDisabilities))

#### **CALENDAR**

[The following schedule and assignments for this course are subject to change in the event of extenuating circumstances.]

#### **1-7: Course Introduction**

#### **1-14: From Barbarism to Harmony: Popular Conceptions of "Indians" through Film**

#### **1-21: Pre-Classic and Classic Mesoamerica**

- Michael D. Coe, *The Maya*, 7<sup>th</sup> ed. (New York: Thames and Hudson, 2005), pp. 87-136. [**e-reserves**]
- George L. Cowgill, "State and Society at Teotihuacan, Mexico," *Annual Review of Anthropology* 26 (1997), 129-161 [**available at arjournals.annualreviews.org**]
- Jeremy A. Sabloff, *The Cities of Ancient Mexico: Reconstructing a Lost World* (New York: Thames and Hudson, 1989), pp. 43-72. [**e-reserves**]

#### **1-28: Dominance of the Andes--The Inca Empire**

- Thomas Patterson. "The Inca Empire and Its Subject Peoples," in John E. Kicza, ed., *The Indian in Latin American History: Resistance, Resilience, and Acculturation* (Wilmington, DE), pp. 1-21. [**e-reserves**]
- Susan E. Ramírez, *To Feed and Be Fed: The Cosmological Bases of Authority and Identity in the Andes* (Stanford, CA: Stanford University Press, 2005), pp. 13-56. [**e-reserves**]

- Irene Silverblatt, *Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru* (Princeton: Princeton University Press, 1987), pp. 3-66. [e-reserves]

#### 2-4: The Aztec Empire

- Frances F. Berdan, *The Aztecs* (New York, 1989), pp. 37-47, 63-91. [e-reserves]
- David Carrasco, "Toward the Splendid City: Knowing the Worlds of Moctezuma," in Carrasco, ed., *Moctezuma's Mexico: Visions of the Aztec World* (Niwot, CO: The University Press of Colorado, 1992), pp. 99-148. [e-reserves]
- Inga Clendinnen, "The Cost of Courage in Aztec Society," in *The Mexico Reader*, pp. 61-78. [e-reserves]

#### 2-11: New World Encounters – Making Sense of the "Other"

- D. A. Brading, *The First America: The Spanish monarchy, Creole patriots, and the Liberal state 1492-1867* (Cambridge, 1991), pp. 9-24.
- James Lockhart, "Sightings: Initial Nahua reactions to Spanish culture," in Stuart B. Schwartz, ed., *Implicit Understandings: Observing, Reporting, and Reflecting on the Encounters Between Europeans and Other Peoples in the Early Modern Era* (Cambridge, 1994), pp. 218-248. [e-reserves]

#### 2-18: European Military Conquests

- J. H. Elliott, "Cortés and Montezuma," in *The Mexico Reader*, pp. 105-108. [e-reserves]
- Robert Himmerich y Valencia, "The 1536 Siege of Cuzco: An Analysis of Inca and Spanish Warfare," *Colonial Latin American Historical Review* 7:4 (Fall 1998), 387-418. [e-reserves]
- John Hemming, "Atahualpa and Pizarro," in *The Peru Reader*, pp. 84-106. [e-reserves]
- Francis J. Brooks, "Motecuzoma Xocoyotl, Hernán Cortés, and Bernal Díaz del Castillo: The Construction of an Arrest," *Hispanic American Historical Review* 75:2 (May 1995), 149-183. [JSTOR]
- Patricia Seed, "'Failing to Marvel': Atahualpa's Encounter with the Word," *Latin American Research Review* 26:1 (1991), 7-32. [JSTOR]
- [View film "Aguirre: The Wrath of God"](#)

#### 2-25: The Spiritual Conquest – Making Indians into Christians

- D. A. Brading, *The First America*, pp. 58-127.
- John F. Chuchiak IV, "The Sins of the Fathers: Franciscan Friars, Parish Priests, and the Sexual Conquest of the Yucatec Maya, 1545-1808," *Ethnohistory* 54:1 (Winter 2007), 69-127. [e-journals/Duke University Press Journals]
- Barbara Ganson, "'Like Children Under Wise Parental Sway': Passive Portrayals of Guaraní Indians in European Literature and *The Mission*," *Colonial Latin American Historical Review* 3 (1994), 399-422. [e-reserves]
- Patricia Lopes Don, "Franciscans, Indian Sorcerers, and the Inquisition in New Spain, 1536-1543," *Journal of World History* 17:1 (2006), 27-49. [PROJECT MUSE]
- [View film "The Mission"](#)

#### 3-4: Adaptation and Preservation Under Spanish Rule

- Ana Mariella Bacigalupo, "The Struggle for Mapuche Shamans' Masculinity: Colonial Politics of Gender, Sexuality, and Power in Southern Chile," *Ethnohistory* 51:3 (2004), 489-533. [e-journals/Duke University Press Journals]
- Robert C. Padden, "Cultural Adaptation and Militant Autonomy among the Araucanians of Chile," in *The Indian in Latin American History*, pp. 71-91. [e-reserves]
- Susan Ramírez, "Amores Prohibidos: The Consequences of the Clash of Juridical Norms in Sixteenth Century Peru," *The Americas* 62:1 (July 2005), 47-63. [e-journals/PROJECT MUSE]

- Enrique Rodríguez-Alegría, "Eating Like an Indian: Negotiating Social Relations in the Spanish Colonies," *Current Anthropology* 46:4 (August-October 2005), 551-573. [e-journals/University of Chicago Press Journals]
- Steve J. Stern, "Early Spanish-Indian Accommodation in the Andes," in *The Indian in Latin American History*, pp. 23-52. [e-reserves]

### 3-18: Indians and Afro-Latin Americans

- Aaron P. Althouse, "Contested Mestizos, Alleged Mulattos: Racial Identity and Caste Hierarchy in Eighteenth Century Pátzcuaro, Mexico," *The Americas* 62:2 (October 2005), 151-175. [e-journals/PROJECT MUSE]
- Leo J. Garofalo, "Conjuring with Coca and the Inca: The Andeanization of Lima's Afro-Peruvian Ritual Specialist, 1580-1690," *The Americas* 63:1 (July 2006), 53-80. [PROJECT MUSE]

### 3-25: The Turbulent Eighteenth Century – Village and Regional Rebellions

- Kevin Gosner, "Religion and Rebellion in Colonial Chiapas," in Susan Schroeder, ed., *Native Resistance and the Pax Colonial in New Spain* (Lincoln, NE, 1998), pp. 47-66. [e-reserves]
- William B. Taylor, "Patterns and Variety in Mexican Village Uprisings," in *The Indian in Latin American History*, pp. 157-189. [e-reserves]
- Charles F. Walker, *Smoldering Ashes: Cuzco and the Creation of Republican Peru, 1780-1840* (Durham, NC, 1999), pp. 16-54. [e-reserves]

### 4-1: Indians and "Progress": Nineteenth Century Liberalism and Postivism

- Ralph Lee Woodward, Jr., "Changes in the Nineteenth-Century Guatemalan State and Its Indian Policies," in Carol A. Smith, ed., *Guatemalan Indians and the State: 1540 to 1988* (Austin, TX, 1990), pp. 52-71. [e-reserves]
- Frank Safford, "Race, Integration, and Progress: Elite Attitudes and the Indian in Colombia, 1750-1870," *Hispanic American Historical Review* 71 (1991), 1-33.
- Marcos Cueto, "Indigenismo and Rural Medicine in Peru: The Indian Sanitary Brigade and Manuel Nuñez Butrón," *Bulletin of the History of Medicine* 65 (1991), 22-41. [e-reserves]
- Evelyn Hu-DeHart, "Yaqui Resistance to Mexican Expansion," in *The Indian in Latin American History*, pp. 213-241. [e-reserves]
- Deborah Poole, "An Image of 'Our Indina': Type Photographs and Racial Sentiments in Oaxaca, 1920-1940," *Hispanic American Historical Review* 84 (2004), 83-111. [e-journals/HIGHWIRE PRESS]

### 4-8: Indian "Subversives," Leftist Revolutionaries, and Military Dictatorships

- Orin Starn, "Villagers at Arms: War and Counterrevolution in the Central-South Andes," in *Contemporary Indigenous Movements*, pp. 135-167. [e-reserves]
- Kay B. Warren, "Pan-Maya Activism in Guatemala," in *Contemporary Indigenous Movements*, pp. 169-184. [e-reserves]

### 4-15: "Exotic" (and Politicized) Indians in the Global Age

- Michael Harkin, "Staged Encounters: Postmodern Tourism and Aboriginal People," *Ethnohistory* 50: (Summer 2003), 575 - 585. [e-journals/Duke University Press Journals]
- Paul Nasdasy, "Transcending the Debate Over the Ecologically Noble Indian: Indigenous Peoples and Environmentalism," *Ethnohistory* 52:2 (Spring 2005), 333-369. [e-journals/Duke University Press Journals]
- Larry Nesper, "Native Peoples and Tourism: An Introduction," *Ethnohistory* 50:3 (Summer 2003), 415-417. [e-journals/Duke University Press Journals]

- Shane Greene, "Getting over the Andes: the geo-eco-politics of indigenous movements in Peru's twenty-first century Inca empire," *Journal of Latin American Studies* 38:2 (May 2006), 327-355. [e-journals/Academic One File]