CO10 Diversity and Equity.

Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these.

This course is an in-depth look at Native American history and culture in Bolivia and Peru from the pre-Columbian period to the present. Emphasis is placed on evaluating and analyzing the changing experience of indigenous peoples. The course will also discuss how the Spanish/mestizo elite fashioned policy regarding the indigenous people and how Natives responded to such impositions and sought to develop alternative policies.

Student Learning Outcomes.

1. Examine the history, customs, worldviews, and cultural production of various Andean Native American peoples

2. Identify the complex elements important to Amerindians: their history, values, politics, economy, cultural production, and religious beliefs

3. Articulate ways in which Native American, Spanish, and mestizo identities intersected in order to influence individual life experiences and perspectives

4. Analyze primary, secondary, and cultural texts in historical context.

5. Apply results of research to issues in historical context

REQUIRED TEXTS.


Ollantay [Native/Hybrid drama], on webcampus
ASSESSMENT (Assignments and Grading).

The Plus/Minus system of grading applies in this course.

93-100 A  80-82 B-  67-69 D+
92-90 A-  77-79 C+  63-66 D
87-89 B+  73-76 C   62-60 D-
83-86 B   70-72 C-  59-0 F

Essays on Readings  25%
Midterm  25%
Final Exam  25%
Participation and In-Class Activities  10%
Research or Creative Project  15%

ATTENDANCE.

Although this is not a seminar class, our common goal should be to create a friendly atmosphere that is conducive to discussion and questions. Regular attendance is important to this goal. In addition, please note that the midterm and the final examinations are based on classroom lectures, discussions, handouts, etc. Lectures are also designed to facilitate the analysis of the required texts and the essays associated with them. In addition, In-Class Assignments occur regularly throughout the class; student participation in these is essential to successful completion of the course.

****Please arrive ON TIME to class. We will begin promptly at 1:00 pm.****

CELLPHONES AND COMPUTERS.

Please remember to turn off your cell phones during class. You are welcome to utilize a computer to take notes during lectures; however, it should not be utilized to check your email, your Facebook account, or play games, etc. while in class. Please be courteous and wait until our class is over to engage in such activities.

PACKING UP.

Please refrain from packing books and other items until the instructor formally ends the class.

EMAIL CORRESPONDENCE.

Please make sure that you identify yourself when you send a message to the professor, as well as use proper salutations. For example, “Dear Dr./Prof. Curcio: this is Robert/Sally and I was wondering when you planned to teach that fabulous course on the Mexicas?”

STUDENTS WITH DISABILITIES.

The University of Nevada, Reno is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact the instructor and the Disability
Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

**ACADEMIC DISHONESTY POLICY.**

Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment.

**PLAGIARISM.**

Plagiarism is a serious form of academic misconduct and it will not be tolerated in this class. Plagiarism, according to the UNR catalog, is defined as “submitting the language, ideas, thoughts or work of another as one's own.” The “work of another” includes any material used in your essays (e.g. books, articles, internet sites, documents, lecture notes, or handouts from this and other courses, etc.) Acknowledge all such material – even if you paraphrase it or summarize certain sections and don't quote it directly. You must cite the exact page numbers from the required texts in your essays, even though it is the only work being analyzed and included in your analysis.

Please note that Plagiarism in History 344 will result in a grade of F for the course.

**RESEARCH REPORTS.**

The Research Reports are designed to deepen students’ knowledge about aspects of Native American culture in the Andes that are referenced by are not necessarily discussed in depth in our class due to time constraints. **Students will select a topic from the list provided and research and write a small (5-page) report on that topic.**

Include a bibliography and cite your sources accordingly (using parenthetical citational style; see below for an example). You should cite at least FOUR books, websites, articles, or interviews, etc. Please be sure to follow the quality guidelines, style guidelines, and the rules regarding plagiarism listed below. Please do not utilize Wikipedia! Unfortunately much of their information regarding Pre-Columbian and Andean history is flawed. Ideally web addresses should have a gov, edu, or org. Detailed instructions on the cultural reports will be handed out as the class progresses. And, as always, if you have questions or need assistance, please come and see me.

**IN-CLASS ACTIVITIES.**

Students, individually or in teams, will be asked to discuss, assess, and/or examine a variety of primary and secondary sources (including the course assigned readings) as well as cultural texts such as painting, testimonials, short stories, poetry, speeches, songs, photographs, etc.

**EXAMINATIONS.**

Two examinations assess your knowledge of the material presented in lectures, handouts, power point presentations, visual images, the film, the primary sources and books discussed in class.

Examinations generally incorporate a variety of question types such as identification, short answer,
short essay and/or long essay. A study guide will be provided for each exam approximately one week before the date of an exam. To do well on the two examinations, attend class regularly, watch the film, and read the primary source documents carefully. Take copious notes during lectures and discussions.

ESSAYS.

Please read the required texts before the date stipulated in the syllabus and bring it to class on the day it is being discussed

***All assignments are due in class on the date designated in the class schedule. Late papers will not be accepted.***

***You must cite the exact page numbers from the required text in your essays or answers, even though it is the only work being analyzed and included in any given written assignment.***

Students will write three essays in HIST 344. Specific instructions for each essay will be handed out in class and posted on webcampus.

1. The initial essay asks students to examine various aspects of one of the most comprehensive assessments of Native life under the Spanish by famous indigenous author, Huaman Poma de Ayala.

2. The second essay assignments asks students to examine Native life, ethnicity, and class relations in one of Peru’s most lyrical novels, Deep Rivers.

3. The final essay asks students to consider the role of Native intellectuals in the creation of an indigenous state in Bolivia in the 21st century.

WEEKLY SCHEDULE

Pre-Columbian Period

Jan. 22      Introduction
Jan. 24      The Vertical Archipelago
Jan. 29      Paracas and Chavín de Huántar
             In-Class Activity: Focus on Paracas Textiles
Jan. 31      Tiwanaku
Feb. 5       Film: “Taypi Kala”
             In-Class Activity: Discuss the film
Feb. 7       Inka state and society
In-Class Activity: Focus on Inkan architecture

Feb. 12 Inka religion and the cult of the royal mummy

In-Class Activity: Focus on Inkan religious poetry

Feb. 14 Inka society and religion continued

The Colonial Period.

Feb. 19 Spanish Conquest and the Neo-Inka state

Feb. 21 Taqui Onqoy Resistance Movement

Feb. 26 Essay due in class on The First Chronicle and Book of Good Governance
In-Class Activity: Discussion of the book

Feb. 28 The Extirpation of Idolatry and Native religion

Mar. 4 The Miners of Red Mountain (Natives and Silver Mining at Potosi)

Mar. 6 Midterm Examination

Mar. 11 Bourbon Reforms and the specter of Native Rebellion

Mar. 13 Inka Cultural Renaissance and Apu Ollantay

In-Class Activity: Ollantay, Native Hybrid Theater

Mar. 18 Túpac Amaru: The Great Indian Rebellion

In-Class Activity: paintings, poems, and films commemorating the rebellion

The National Period.

Mar. 20 Quest for the Modern (guano and tin): Who benefitted?

Mar. 25 Spring Break

Mar. 27 Spring Break

Apr. 1 Indigenous Political Mobilization

In-Class Activity: Indigenista Movement and Native Americas

Apr. 3 Essay due in class on Deep Rivers

In-Class Activity: discussion of novel
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Apr. 8</td>
<td>The Bolivian Revolution</td>
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<td>In-Class Activity: Novels of the Campesino Revolution</td>
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<td>Apr. 10</td>
<td>Peruvian Military Experiment: Whose Development in the Highlands?</td>
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<td>Apr. 15</td>
<td>The Shining Path</td>
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<td>In-Class Activity: Shining Path use of Native Imagery and Native Response to guerillas</td>
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<td>Apr. 17</td>
<td>Film: “Dancing with the Incas”</td>
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<td>In-Class Activity: Discuss the film</td>
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<td>Apr. 22</td>
<td>Indigenous Political Mobilization beginning in the 1990s</td>
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<td>Apr. 24</td>
<td><strong>Essay due on Earth Politics</strong></td>
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<td>Bolivia: Native Rights in a Native Democracy</td>
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<td>In-Class Activity: Discussion of <em>Earth Politics</em></td>
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<td>Apr. 29</td>
<td>Film: “Transnational Fiesta”</td>
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<td>In-Class Activity: Discuss the film</td>
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<td>May 1</td>
<td><strong>Reports and Projects due</strong></td>
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<td>May 6</td>
<td>Peruvian and Bolivian Cuisine and Identity</td>
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<tr>
<td>May 8</td>
<td><strong>Final Examination; 12 noon to 2pm</strong></td>
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