

History of Indigenous Cultures in Peru

LACB 3000 (3 Credits / 45 hours)

SIT Study Abroad Program:
Peru: Indigenous Peoples and Globalization

PLEASE NOTE: This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This thematic course aims to provide an overview of the historical processes and context that the indigenous people of Peru (Andean and Amazonian) have experienced. This will provide a fundamental base for understanding the contemporary situation of indigenous people in Peruvian society as well as the effects of the processes of urbanization and globalization. This seminar will be organized into three modules:

1. History of Indigenous peoples before Columbus
2. History of Indigenous peoples after Columbus
3. History and culture contemporary of Indigenous peoples

Every lecturer has the freedom to propose his/her own class dynamic. Students are expected to be open and receptive to different teaching styles.

Expected Outcomes

By the end of the course, students should be able to do the following:

- Discuss the historical underpinnings that influence the contemporary situations and conditions of the first nations of Peru.
- Identify the indigenous diversity among the Peruvian population and their cultural legacies.
- Relate the historical struggle of Andean and Amazonian people for land tenure and resource ownership.

Language of Instruction

This course is taught in Spanish with readings in English and Spanish. Assignments are completed in Spanish.

Course Schedule

***Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.**

Module 1: History of Indigenous Peoples in Peru before Columbus

This module explores the history of Peruvian peoples prior to the Conquest. Special attention is paid to pre-Colombian groups of the Andes and Amazonia.

Session 1: Introduction to the history of pre-Hispanic indigenous peoples of Peru

Session 2: The Inkas: History of Tawantinsuyo, forging of the pre-Hispanic State

Session 3: Worldview and religiosity in Andean societies in a historical context

Session 4: Worldview and religiosity in Amazonian societies in a historical context

Session 5: History through languages of Amazonian societies

Required Readings:

- D'Altroy, T. N. (2002). *The Incas*. Malden, Mass: Blackwell.
- Descola, P. (1997). *Las cosmologías de los indios de la Amazonía*. *Mundo Científico* (Barcelona), 17, 175.
- Hornborg, A. (2005). *Ethnogenesis, Regional Integration, and Ecology in Pre historic Amazonia*. *Current Anthropology* 46: 589-620.
- Keatinge, R. W. (1988). *Peruvian prehistory: An overview of pre-Inca and Inca society*. Cambridge [Cambridgeshire: Cambridge University Press.
- Núñez, P. B. J. V. (1970). "El mundo sobrenatural de los quechuas del sur del Perú: A través de la comunidad de Qotobamba". *Allpanchis* (2):57-119.

Module 2: History of Indigenous Peoples of Peru after Columbus

Module 2 provides the backdrop and discussion of the Conquest. Formation of the Peruvian republic is also reviewed.

Session 1: The conquest of Peru: History of Disastrous Contact

Session 2: The Colonial Era and Indigenous Peoples

Session 3: The Republic: The Indian condition and Peruvian independence

Required Readings:

- Klarén, P. F. (2004). *Nación y sociedad en la historia del Perú*. Lima: Instituto de Estudios Peruanos.

Module 3: History and Contemporary Culture of Indigenous Peoples in Peru

The focus of Module 3 is the recent events in Peruvian indigenous history, including periods of political violence, struggles over resources, and societal transformations.

Session 1: The XX cycle, from Indians to peasants

Session 2: Indigenous peoples in the era of political violence in Peru

Session 3: The rise of the indigenous people's movement in Peru

Required Readings:

- Albó, X. (2012). Indigenous Movements in Bolivia, Ecuador and Peru. Boschi, R. and Santana, 105-122.
- Spalding, K. (1974). De indio a campesino: Cambios en la estructura social del Perú colonial. Lima: Instituto de Estudios Peruanos.
- Suarez, E. B. (2013). Recognizing Suffering or Resistance? Honoring the Courage of Indigenous Quechua Women in Post Conflict Ayacucho, Peru. International Journal of Security and Development, 2(2), Art-42.

Evaluation and Grading Criteria

Description of Assignments:

Readings: You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings are proposed by the Program and will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions, and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.

Exam and Essay: At the end of every class there will be a brief multiple choice exam in which students will apply knowledge and key concepts from class sessions and readings. In addition, each student must present a critical review of the topic of the student's choosing. This must be completed in Spanish. Papers will be 5-8 pages in length. Each page should contain a minimum of 22 lines.

Class Participation: Participation in class refers to attendance, punctuality, attentive listening, and active engagement in all thematic seminar lectures, discussions, field trips, and other activities. It also means polite and respectful behavior.

Assessment:

Exam	50%
Essay	40%
Participation	10%

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

Expectations and Policies

- **Assignments:** Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth, argumentation, the correct use of Spanish, and presentation of evidence.
- **Readings:** Students are responsible for all of the required readings, and should be prepared to bring them to bear in class. The readings will help place the classes in context, engage lecturers, generate questions for class discussions, and deepen student knowledge of particular issues discussed in class.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.