

Andean History (HIST 390): Ecuador

Ama Killa, Ama Llulla, Ama Shua
("Don't be lazy, don't lie, don't steal")

Fall 2012, Truman State University
BH349, TR 3:00-4:20
Office: KB 225A

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Description

This course presents a cultural and political history of the Andean Region of South America, with a particular focus on the country of Ecuador. We will examine unique historical developments in this part of the world. The themes we will analyze include the influence of geography on early Andean civilizations, the cultural impact of conquest, land and labor systems, popular resistance movements, revolutions, military governments, neoliberalism, and the politicization of ethnic identities.

This course meets the Intercultural Perspectives requirement of the Liberal Studies Program. As such, it will provide you with a greater knowledge and appreciation of cultural diversity through the study of encounters of Indigenous, European, and African worlds in the Andean Region. Hopefully this course will make you more aware of how culture has been used for political and social ends, including confronting racial discrimination, economic exploitation, and social injustice.

Requirements

Our goal in this class is to challenge existing assumptions, engage alternative viewpoints, and encourage critical thinking. Through the study of history, we seek to empower ourselves to be better citizens, and to provide ourselves with the skills necessary to play a positive and educated role in society. We need to be active constituents rather than mere recipients of our education. To accomplish those tasks, we should strive to create an open and supportive learning environment. Regular attendance and active participation are also necessary. Please drop me a note if you are unable to attend, or if you have any concerns or suggestions for improving the class.

Readings

The following are the required books for this class. Read the assignments before class so that you are prepared to carry on an intelligent discussion of the material in class. Lectures and discussions will complement the readings and assume the base level of knowledge that they present, so it is critically important that you keep up with the readings. I may add additional short readings to this schedule.

Clark, A. Kim. *Gender, State, and Medicine in Highland Ecuador: Modernizing women, modernizing the state, 1895-1950*. Pitt Latin American series. Pittsburgh: University of Pittsburgh Press, 2012. ISBN: 9780822962090

Lane, Kris E. *Quito 1599: City and Colony in Transition*. Diálogos: Diálogos (Albuquerque,

N.M.). Albuquerque: University of New Mexico Press, 2002. ISBN: 082632357X
 Mijeski, Kenneth J. and Scott H. Beck. *Pachakutik and the Rise and Decline of the Ecuadorian Indigenous Movement*. Ohio University research in international studies, Latin America series, no. 51. Athens, Ohio: Ohio University Press, 2011. ISBN: 9780896802803
 Pineo, Ronn F. *Ecuador and the United States: Useful strangers*. The United States and the Americas. Athens: University of Georgia Press, 2007. ISBN: 9780820329710
 Swanson, Kate. *Begging as a Path to Progress: Indigenous women and children and the struggle for Ecuador's urban spaces*. Geographies of justice and social transformation 2. Athens: University of Georgia Press, 2010. ISBN: 9780820334653

Assignments and grades

Course grades will be based on the following assignments. You can check your grade progress on the class Blackboard web page (there is a total of 1000 possible points in the class). Assignments are due at the beginning of class, and I do not accept “drop and run” papers. Grades on late assignments will be penalized 10 percent for each day that they are late. Successful completion of all assignments is required to receive credit for this class.

<u>Assignment</u>	<u>Points</u>
Response papers (5 x 50 pts ea)	250 pts
Research paper proposal (Sept 11)	50
Secondary source analysis (Sept 25)	100
Primary source analysis (Oct 2)	100
Research paper (Dec 6)	200
Final exam (Dec 13)	200
Participation	100

Response papers: Critique the argument in each of the books that we are reading in this class. Briefly state the authors’ main arguments and the evidence that they use. Examine the use of sources, methodology, and theory. Provide your own assessment or critique of the readings (50 pts).

Research paper: Each student is required to write a research paper on a topic related to Andean history. The paper must be 10 to 15 pages long, be typed, double spaced, and include page numbers, citations and a bibliography. The format should follow Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. You must use a minimum of six scholarly sources (books and journal articles) and one primary source. This project will be developed in a series of stages. Keep each of these assignments in a portfolio or folder, and hand in the entire portfolio with each subsequent assignment. Meeting all of these deadlines is a requirement to receive credit for the research paper.

Sept 11: Research paper proposal, including a paragraph describing your project, the research questions you seek to address with the project, a hypothesis of what you expect to find (the thesis statement of your research paper), and a preliminary bibliography of sources that you plan to use (50 pts).

Sept 25: Analyze one of the major secondary sources you will use in the writing of your research paper. This paper should be typed, double-spaced, and about 3 pages long, and include citations a bibliography, and page numbers (100 pts).

Oct 2: Select a primary sources related to your research topic from the microfilm collection (http://library.truman.edu/microforms/subject_list.htm#Latin%20American%20History). Try to find something that relates as closely as possible to your research topic. Have me approve the source, and then write a paper (typed, double-spaced, about 3 pages, citations, bibliography, page numbers) analyzing the document and its historical significance for your research topic. Attach a copy of the document to the essay (100 pts).

Beginning Oct 30: Oral presentations. In your presentation, tell us what questions you addressed in your research project, what you expected to find (your thesis), a summary of your actual findings, and your conclusions. Naturally those who present earlier will have more tentative conclusions than those who present at the end of the semester. Please feel free to include visuals and other materials in your presentation.

Nov 13: Peer review of research papers. Bring a draft of your research paper to exchange with another student. Read and comment on the other student's paper and return by the next class period.

Dec 6: Final research papers due. When handing in your final draft, please be sure to include copies of *all* of the previous assignments including the peer-reviewed draft.

Participation: The participation grade is not based on attendance (although this is expected and required), but on an active engagement with classroom discussions.

Final exam: The final exam is cumulative (200 pts).

Class Schedule

Week 1 (Aug 23) Introduction

Week 2 (Aug 28-30) Andean civilizations

Week 3 (Sept 4-6) Conquests

Read: Lane, *Quito 1599*

Thursday, Sept 6: Meet in the library classroom, Pickler 103.

Week 4 (Sept 11-13) Colonial societies

Assignment: Research paper proposal (due Tues, Sept 11)

Week 5 (Sept 18-20) Independence

Read: Pineo, *Ecuador and the United States*, ch. 1

Week 6 (Sept 25-27) Conservatives

Read: Pineo, *Ecuador and the United States*, ch. 2

Assignment: Secondary source analysis (due Tues, Sept 25)

Week 7 (Oct 2-4) Liberals

Read: Pineo, *Ecuador and the United States*, ch. 3

Clark, *Gender, State, and Medicine in Highland Ecuador*

Assignment: Primary source analysis (due Tues, Oct 2)

Week 8-9 (Oct 9-18) Indigenismo

Read: Pineo, *Ecuador and the United States*, ch. 4

Week 10 (Oct 23-25) Guerrillas

Read: Pineo, *Ecuador and the United States*, ch. 5

Week 11 (Oct 30 – Nov 1) Military governments

Read: Pineo, *Ecuador and the United States*, ch. 6

Assignment: Begin oral presentations (Oct 30)

Week 12 (Nov 6-8) Neoliberalism

Read: Pineo, *Ecuador and the United States*, ch. 7

Week 13 (Nov 13-15) Social Movements

Read: Swanson, *Begging as a Path to Progress*

Assignment: Peer review (due Tues, Nov 13)

Week 14 (Nov 27-29) Indigenous movements

Read: Mijeski/Beck, *Pachakutik*

Week 15 (Dec 4-6) Left turns

Assignment: Research paper (due Thurs, Dec 6)

Final Exam: Thursday, December 13, 11:30-1:20