

Hist/Lati/Envi 281 - The Andes: Landscape and Power  
Macalester College, Fall 2022

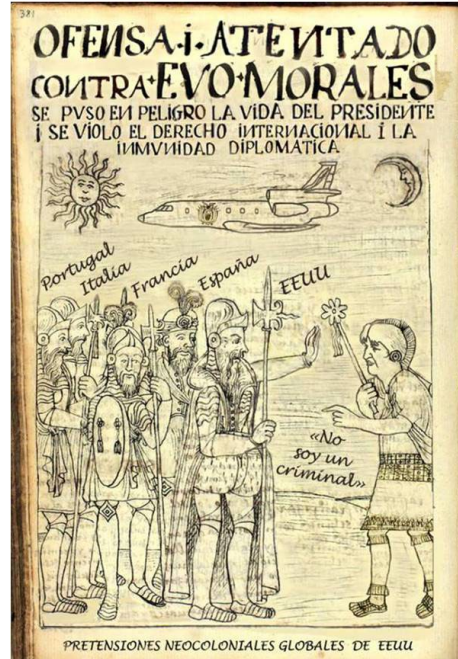
TR 1:20-2:50 pm, Old Main 111 and in [Zoom Classroom](#)  
Meeting ID: 912 4743 1717  
Passcode: 474747

Professor Ernesto Capello  
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Office: Humanities 303a  
Hours: T 4:45-5:45; W 3-4 pm and by appt.



Guaman Poma, "Travaxa," c. 1615



Falco, "Sin Titulo" (2013)

### Overview

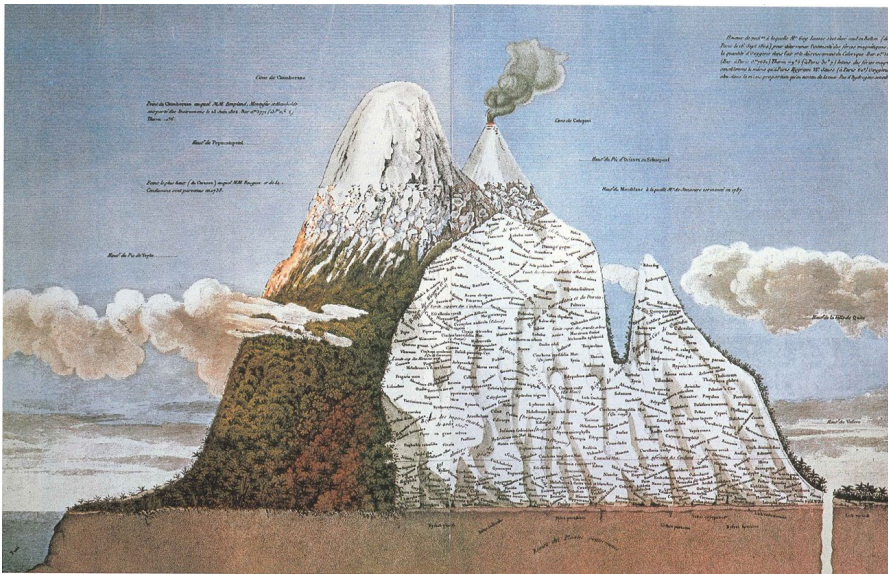
This course explores the interaction between landscape and power in the sociocultural history of the Andes from the colonial period to the present day. The dramatic mountains not only inspired reverence but also socioeconomic polities and hierarchies for pre-Columbian indigenous communities, whose "vertical archipelagoes" established supply chains marked by rapid altitudinal shifts. These political-environmental structures impacted subsequent colonial and postcolonial societies, marked increasingly by invented racial typologies amidst an Atlantic and eventually global economy.

This course seeks to unpack the interplay between the landscape and its peoples, incorporating analytical perspectives from cultural and social history, environmental studies, urban studies, gender analysis, race theory, visual culture studies, and cultural geography.

The course will also introduce public history methods through a digital history project developed in collaboration with the Machankara Amaruna collective in Quito, Ecuador.

## *Land acknowledgment*

In Saint Paul, MN, we are on Anishinabewaki ᐱᐅᐅᐅᐅᐅᐅᐅᐅ, Očeti Šakówiŋ (Sioux), and Wahpekute land. We acknowledge the history of invasion, and the disruption of ongoing settler colonialism and the current struggles of indigenous peoples, creatures and the land itself. [Text a town's name (e.g. Saint Paul, MN) to 907-312-5085; you will get a reply identifying the indigenous tribe(s) that inhabited/inhabit that area.]



“Tableau Physique,”  
from Alexander von  
Humboldt, *Geographie  
des Plantes Equinoxiales*  
(1807)

## *Methodology*

The course is organized in modular format. The first module (Sept 1-October 18) focuses on the broad historical background of Andean history. This module pursues a broadly chronological format and will emphasize engagement with specific landmarks, texts, objects, or incidents from Andean history. It will emphasize three eras, each of which established a specific but intertwined vision of landscape and power, most frequently filtered through the lens of race. In the context of our class, we will be referring to these as the era of Vertical Empire (Incaic through post-Incaic/Spanish Empire, 15<sup>th</sup>-18<sup>th</sup> centuries), the era of National Symbols (18<sup>th</sup>-20<sup>th</sup> centuries), and the era of Indigenous and Landscape “Empowerment” (20<sup>th</sup>-21<sup>st</sup> centuries). While we obviously cannot touch upon each aspect of these periods, hopefully you will gain a general sense of the social, political, and cultural history of the Andes with an emphasis on the way these aspects of life have impacted the relationship between landscape and power. Note, our discussions will feature the three central Andean countries, Ecuador, Peru, Bolivia.

The second module (October 25-November 3) can be viewed as a transitional and methodological module. During these two weeks, we will be introducing methods and theories regarding oral history and digital/public history in preparation. You will also engage existing Machankara Amaruna materials, review online archives, and work with a group to propose your methodology for the timeline.

The third module (November 8-December 6) will involve a sustained collaboration with Machankara Amaruna in Quito, Ecuador. This collective develops cultural, environmental and social programming from their base near the Machángara River which snakes through Ecuador's capital city as well as across Ecuador. In our course, we will be working on completing a digital timeline of the history of water and public services in Quito, a project begun during previous iterations of this class in the Fall 2018 and Spring 2021 semesters.

### *Emergency Pedagogy*

This semester we are learning in the midst of a global emergency. Caring for yourself and for each other will be as important an element of our class as developing your historical acumen. I fully expect that all of us will be overwhelmed at moments this term. **I want to underscore that feeling overwhelmed is natural.** Besides safely moving through the world, I hope that you will also make time to care for yourself, including making sure you get enough sleep, that you take time to get outside when possible or simply take a break, that you do spend time with friends even while maintaining safety protocols. I am one resource if you need to talk about issues from class to daily life to the state of the world. Please feel free to make an [appointment](#) or simply drop by my office hours, which are an open time for us to chat. Also feel free to suggest an alternate time to meet. Your peers are another resource as are [Macalester's Counseling Services](#) and the entire [Student Affairs](#) team. That is to say, we are in this together!



[Bolivian National Revolution 1952](#)



[Quito protests, October 2019](#)

### *Course Materials*

Our course materials integrate multiple strains of historical study. As such, they include not only a mixture of primary sources (from the time) and secondary sources (later criticism) but also attempt to provide an exposure to diverse analytical frameworks. There is a general emphasis upon the tools of cultural studies (discourse analysis, close readings of texts, incorporation of visual and aural sources) as well as the historian's traditional attention to narrative structure, context, contingency and agency. The course seeks an interdisciplinary



understanding and thus we shall also be intersecting a series of other schools including environmental history, gender analysis, sociopolitical history, race theory, and critical geography. I encourage you to seek your own niche and point of entry throughout the term – voices of interrogation are always welcome and are encouraged.

The course moodle site includes the course syllabus, acts as a repository for electronic copies of readings and for assignments. Login to Moodle with your Mac username and password at <http://moodle.macalester.edu/>. Once you have logged in, click on the course link in the My Courses section (i.e., History 281-01).

While there are no required books for this course, you may wish to purchase a copy of Peter Henderson's *The Course of Andean History* (New Mexico 2013) which provides an overview of political and socioeconomic history of the region with selective engagement with gender and cultural history. The best overview of colonial Andean history is Kenneth Andrian's *Andean Worlds* (New Mexico 2001), while the most substantive overview of the 19<sup>th</sup> century is Brooke Larson's *Trials of Nation Making* (Cambridge 2004).

While a familiarity with the general narrative of Latin American history is not required for the course, it is helpful. Students who have not previously taken Latin American history may wish to review or periodically peruse a textbook on the region's history. Perhaps the most readable textbook is John Chasteen's *Born in Blood and Fire*. Other possibilities include Restall/Lane, *The Riddle of Latin America* and Eakin's *The History of Latin America: Collision of Cultures*. For the colonial period see Brown, *Latin America: A Social History of the Colonial Period* or Burkholder/Johnson, *Colonial Latin America*. For the modern period see Skidmore/Smith, *Modern Latin America*. For a general environmental history, see W. Shawn Miller, *An Environmental History of Latin America*.

### ***A Word on Ungrading***

In this course we will be using a method of evaluation known as “ungrading.” Pioneered by [Jesse Stommel](#), this method asks students to work with professors on determining their course goals at the start of term and to regularly evaluate their own progress in meeting these goals. In the context of our class, this will be determined in part through three self-reflections of approximately 1.5-2 pages typed or 4 minutes recorded due **9/7, 10/6, and 12/15**. The first will ask you to identify your learning goals for the semester while the other two will ask you to reflect on your progress in meeting those learning goals and assign yourself a midterm and final grade.

In addition, in our third module where we will be pursuing the Machankara Amaruna project, you will be asked to fill out a reflective form during the last 5-10 minutes of our Thursday classes thinking through your and your group's activities over the previous week.

Please note that while we will be pursuing ungrading as a general evaluation strategy, in order to achieve an A or a B you will at minimum have completed all written assignments, regularly attend class, and engage with our classroom projects. More to come!

## *Classroom Citizenship*

Our class will depend upon our regular engagement but also upon our generosity to one another and our respect for one another. While participation and attendance are important for our class's success, I am committed to respecting your needs and am cognizant that everyone needs to care for their mental health.



Source: [ABC News](#)

To be an excellent classroom citizen, you should consistently engage in discussion and offer insights or commentary unprompted, have read and engaged with class materials, including offering framing questions (see below). Supporting your peers in discussion and workshops is equally important in the midst of an ongoing pandemic where radical generosity – to yourself and to your community - is necessary to weather the storm.

## *General Paper Guidelines/Lateness Policy*

Papers should be written in 12 point font (Times New Roman or Garamond) and double spaced with page numbers. Citations should be in Chicago footnote style. Please include your name, the assignment name, and the date on all your writing. If you wish to title your essay feel free to do so but this is not required.

Papers should be uploaded onto Moodle by 11:59 pm Central on their due date. Emailed papers will not be accepted unless you have made prior arrangements.

You have the right for a 48-hour extension on any paper that you are turning in – simply notify me ahead of time. Please do not abuse this prerogative.

If circumstances necessitate a longer extension, please meet with me in Office Hours or by appointment to discuss your plans for completing the assignment without falling behind on other work in the class.

While I strongly encourage you to complete all your work this semester, you should all be aware that in unusual circumstances the Registrar will consider approving Incompletes in classes. You can find information about Incompletes and the Course Completion Agreement on the Registrar and Student Affairs websites or by clicking [here](#). This needs to be approved by your instructor and filed with the Registrar on or before the last day of classes (December 9<sup>th</sup> this semester). This is also the last day to designate a grading option.

## *Academic Integrity*

Plagiarism in any form will not be tolerated. Be sure that your work reflects your own ideas and be sure to properly attribute the work of others. For guidelines on how to avoid plagiarism, see <http://www.malester.edu/max/writinghandbook/plagiarism.html>.

## *Disability Accommodations*

In some circumstances, course design may pose barriers to a student's ability to access or demonstrate mastery of course content. Reasonable academic accommodations can be implemented in such circumstances. If you think you need an accommodation for a disability, please contact the Office of Student Affairs at your earliest convenience. Josie Hurka, Disability Services Coordinator, is the usual first person to contact ([jhurka@macalester.edu](mailto:jhurka@macalester.edu) or [disabilityservices@macalester.edu](mailto:disabilityservices@macalester.edu).)

## *Writing Assignments*

This is an Argumentative Writing course. Your assignments will include the ungrading self-reflections discussed above, as well as several other formats of historical analysis.

### I. Reflective Essays

During the first module, you will be asked to write a short (1-1.5 page) reflective essay that represents a response, musing, or distillation of one or more themes engaged during the previous week. These reflective essays cannot include quotations but can include citations though these are not required outside of mentioning an author's name. They will be due on Mondays beginning Sept 12. These reflective essays will be discussed during our Tuesday classes as a bridge between one week's discussion and the next. There will be no reflective essays due October 3.

### II. Midterm Essay

We will hold a forum about the first two units in our Tuesday 27 September class. In preparation for this discussion, you will be asked to begin or contribute to a Moodle forum post by 11:00 a.m. and be prepared to converse about these forum posts in class. During this forum we will highlight major themes across the pre-20<sup>th</sup> century history of the Andes as well as articulate possible questions toward an argumentative essay that you will be asked to craft over the following week (due Monday October 3<sup>rd</sup>). We will not meet on Thursday September 29 to afford you extra writing time.

This midterm essay will advance an argumentative thesis, deploy critical analysis supported by evidence taken from our class materials, as well using Chicago footnote citations. While I discourage extended quotations, you may include up to 3 short quotes. Make sure that you analyze them directly so that they add to your argument.

You will receive direct feedback on your essays from Prof. Capello, including attention to the learning and writing goals that you have articulated earlier in the semester. Following a second midterm forum on October 19 about the entire first module, you will revise these essays to engage elements from our discussion of the 20<sup>th</sup> and 21<sup>st</sup> centuries. This will include revising your original thesis, extending or adding evidence from this later period, and/or adding or removing analytical questions. This revised essay should be 4-6 pages and include Chicago footnote citations. It will be due Friday Oct 28.

### III. *Machankara Amaruna* Project

Building on a previous collaboration with the Casa MachanKara (now Machankara Amaruna), our class will be working on developing a digital historical timeline of the development of urban services in Quito, Ecuador with a special focus upon the cultural, social, and political relationship between water and the urban fabric. This project will ask you to engage elements of oral history research, public history and digital history methods.



*Source:* Machankara Amaruna

This will be the third installment of this project. During earlier iterations of the class, students have developed a draft timeline of the development of urban services in Quito based on a 1994 study and independent research. We have been asked by Machankara Amaruna to distill this timeline with an eye toward accessibility for a broader public. In particular, they want us to work on simplifying the extensive data we have collected so as to build a unified and digestible narrative that sets the local history within national and regional trends. They hope that this can be developed through identifying seminal moments or landmarks, simplifying or sometimes expanding existing text, and also the incorporation of multimedia elements including images, maps, and audio files. Through this editing, collecting, and reworking process, the goal is to create an evocative and powerful tool of narrativizing history for use by our community partners.

Working within groups we will set during Module 2, you will be asked to review existing materials and identify possible sources or methodologies for the editing process. Each group will be asked to focus on a specific era and work with oral histories collected by Machankara Amaruna and the Pachaysana Foundation. These oral histories include memories that date back to the early 20<sup>th</sup> century and indirectly reach into the 19<sup>th</sup> century and beyond. You will also be asked to review materials from various online databases for visual materials (such as maps or photographs).

More details will be forthcoming about the specific tenets, programs, and databases we will engage. However, the assignment will follow the following schedule:

Sept 8:	Initial meeting with members of Machankara Amaruna
Oct 25- Nov 3:	Set groups; propose methodology for your section of Timeline
Nov 8:	Feedback from Machankara Amaruna on your proposals
Nov 10-26:	Develop draft of your timeline sections
Nov 28:	Present work-in-progress; further Machankara Amaruna feedback
Dec 6:	Final Timeline completed