

LAH4930

CAPSTONE: Revolutions in the Andes Spring 2025

Class Meetings: Wednesday periods 6-8 (12:50-3:50) (Turlington 2328)

Dr. Deardorff | deardorff.max@ufl.edu

Office Hours, 339 Grinter Hall: Tues (9-11am) & Thurs (11am-1pm)

COURSE DESCRIPTION:

In November 1780, a native rebellion broke out in the highlands of colonial Peru. Led by an Andean man who claimed to be a direct descendant of the last Inca, the rebellion started a cycle of violence that lasted two and a half years and threatened to end Spanish rule in the region forever. This Research Seminar will permit students the opportunity to examine the social and economic forces behind the military conflict, as well as the deep Andean history of the Inca era that shaped subsequent native society and culture.

How does a historian study these kinds of things? What kind of documents in the historical record can give us clues to help answer the questions that arise? Part of this course will be devoted to discussing methodology – the strategies that historians use for identifying and analyzing documents pertinent to their historical questions.

This course is designed to help students develop fundamental skills in critical reading, analytical thinking, historical research, and argumentative writing, all of which are needed to succeed in the major and which will serve students well in their future endeavors, no matter what profession or occupation they pursue after graduation.

Required Texts:

Lane, Kris. *Potosí: The Silver City that Changed the World*. University of California Press, 2019.

EBOOK VERSION AVAILABLE

Rampolla, Mary. *A Pocket Guide to Writing in History*, 10th Edition (Boston: Bedford/St. Martin's, 2018)
[7th edition or later is acceptable if you prefer cheap used copies]

Spalding, Karen. *Huarocharí: An Andean Society under Inca and Spanish Rule*. Stanford University Press, 1984. **EBOOK VERSION AVAILABLE**

Stavig, Ward and Ella Schmidt eds. *The Tupac Amaru and Catarista Rebellions: An Anthology of Sources*. Hackett Publishing Company, 2008.

Walker, Charles. *The Tupac Amaru Rebellion*. Harvard University Press, 2014. **EBOOK VERSION AVAILABLE**

COURSE GOALS

- Students will be able to explain the causes, development, and after-effects of the Túpac Amaru rebellion in Peru and related revolutionary movements in Bolivia
- Students will learn to read primary texts in a critical fashion, with an eye to understanding how and why those texts were produced, and how they were read and received by their contemporary audiences as well as by modern historians.
- Students will engage in critical conversation with their professor and peers about the work of doing history.
- Students will practice additional essential skills of historical research and writing, including
 - **evaluating secondary sources as products of a historiography**
 - **devising research questions**
 - **identifying and avoiding plagiarism**
 - **conducting library-based and online research**
 - **producing analytical writing**
 - **providing peer editing and feedback**

ASSIGNMENTS

Seminar Participation:	15%	→	List of possible topics (Week 5)	2%
Exercises x 3:	20%		Précis & thesis statement (Week 8)	5%
Writing Process (see text box for breakdown)	25%		Annotated Bibliography (Week 9):	5%
Essay Final Draft:	40%		Oral Presentation (Week 12/14):	5%
			Rough Draft (Week 13):	5%
			Peer Review (Week 13):	3%

SEMINAR PARTICIPATION

By definition, a seminar is not a lecture class in which students' role is largely limited to listening, taking notes and active thinking. Instead, the success of a seminar depends on each student's willingness to complete the reading in advance of class and desire to share and debate ideas in an organized discussion led by the professor. The Professor will often provide introductory thoughts and context. His role is to inspire discussion, help craft ideas, draw out analytical patterns and explain/highlight the nature of scholarly methodology. Meanwhile:

- A student's final grade depends on consistent preparation for discussion and coherent, collegial participation in every class discussion.
- Every student is required to bring two or three questions (hard copy) on the seminar reading to class. Prof. will occasionally questions from this pool for that day's discussion.
- On the first day, students will sign up for discussion leadership during the first half of the semester. Each week, two students will share the duties as discussion leaders. This exercise will encourage these students to examine the readings they select with greater care, thinking about the sources, the methods and the contribution of each book, book chapter, or article to the historiography of Andean rebellion. In order to hone their discussion leadership plans, seminar

leaders will be required to meet with the professor the Monday or Tuesday prior to their presentation.

Final research paper (15-25 pages)

Each member of the seminar must complete a research paper based on primary sources of 15-25 pages in length.

- Students must bring drafts of the research paper in hard copy for peer review, week 13.
- Final drafts of the paper are due by April 30th, via Canvas.

Late Work

Late work will not be accepted without penalty. Extremely late work (more than six calendar days beyond due date) will not be accepted, outside of approved extenuating circumstances. Please make every effort to apprise the instructor of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse an absence and to schedule make-up assignments.

GRADING SCALE FOR THIS COURSE

93.5-100 A	87-83.5 B	77-73.5 C	67-63.5 D
93.5-90 A-	83.5-80 B-	73.5-70 C-	63.5-60 D-
90-87 B+	80-77 C+	70-67 D+	<u>Below 60 - Failing</u>

SCHEDULE OF READINGS

All readings listed on the syllabus are expected to be completed in advance of the class meeting on which they are listed. *[Readings are subject to change at the behest of the professor.]*

Assignments to complete before class meeting on 1/15:

1. Read this syllabus prior to our first class meeting. Highlight important information, highlight deadlines (and put them in your calendar), identify and order the books you must access or acquire, annotate the syllabus with any questions you may want to ask the Professor at the first class meeting.
2. **Guaman Poma de Ayala**, Felipe. *The First New Chronicle and Good Government*, abridged. David Frye translator. Indianapolis: Hackett Publishing Company, 2006. **Introduction** [vii-xxvi] [see Canvas for link].

1 Class Introduction & Deep Historical Background

1/15

Part 1 : Introduction – Syllabus, Goals, & Icebreakers

Part 2: Interactive Lecture – Andean Society to 1615

- Readings
 - **Guaman Poma de Ayala**, Felipe. *The First New Chronicle and Good Government*, abridged. David Frye translator. Indianapolis: Hackett Publishing Company, 2006. **Introduction** [vii-xxvi]
 - This selection introduces the historical context behind the greatest piece of writing produced by an indigenous author during the colonial period. That author is Guaman Poma, a native Peruvian man who drafted a 1,189 page book to convince the Crown to return the South American Andes to self-rule.

2 An Andean Society under Inca and Spanish Rule

1/22

Part 1: Seminar

- Readings
 - **Spalding**, Karen. *Huarochirí: An Andean Society under Inca and Spanish Rule*. Stanford University Press, 1984. **Chapters introduction, 1-3, 7-9 (9-105, 209-293)**
 - **King Felipe IV of Spain**, “Cacique Nobility and Heraldry,” in *The Bolivia Reader: History, Culture, Politics*. Thomson, Barragán, Albó, Qayum, & Goodale eds. (2018), 96-100
 - **Guaman Poma de Ayala**, Felipe. *The First New Chronicle and Good Government*, abridged. David Frye translator. Indianapolis: Hackett Publishing Company, 2006. **“Good Government”** [142-166]
 - In this section of his massive book, Guaman Poma reflects critically on government under Spanish rule. Among other things, this leads him to narrate the death of the original Topa Amaro [Túpac Amaru], the last surviving Inca.

Part 2: Lecture – Andean Labor, Economy, and Society 1560-1700

3 Potosí – Silver City

1/29

Part 1: Seminar

- Reading
 - **Lane**, Kris. *Potosí: The Silver City that Changed the World*. University of California Press, 2019.
 - **Rampolla**, “Reading Actively in History” (section 3A); “Writing about reading” (section 3B)
 - Patrick Rael “[Predatory Reading](#)”

Part 2: Lecture – Bourbon Reforms and Insurrection in the Andes to 1770

In-Class Work with a Primary Source

Pedro Vicente Cañete y Domínguez, “Mining and the Mita,” in *The Bolivia Reader: History, Culture, Politics*. Thomson, Barragán, Albó, Qayum, & Goodale eds. (2018), 105-108

Vázquez de Espinosa, “Compendium and Description of the West Indies” || Antonio Vazquez de Espinosa, *Description of the Indies, c 1620*, trans. by Charles Upson Clark, Smithsonian Institution Press, 1968.

Due: **Exercise 1 (Evaluating Secondary Sources)**

4 The Tupac Amaru Rebellion

2/5

Part 1: Seminar

- Reading
 - Walker, Charles. *The Tupac Amaru Rebellion*. Harvard University Press, 2014.
 - Student groups provide chapter summaries

Part 2: Lecture –Political Philosophies in Spain and in the Andes

Due: **Exercise 2 (Detecting Historiography)**

5 The People are King! Evidence of the Emergence of a New Indigenous Political Philosophy

2/12

Part 1: Seminar

- Reading
 - **Penry**, S. Elizabeth. *The People are King: The Making of Andean Politics* (2019) [UF library ebook]
 - **Seguro**, Sebastián de. “The Siege of La Paz,” in *The Bolivia Reader: History, Culture, Politics*. Thomson, Barragán, Albó, Qayum, & Goodale eds. (2018), 122-126
 - **Areche**, José Antonio. “All Must Die,” in *The Peru Reader: History, Culture, Politics*. Starn, Degregori, & Kirk eds. (2005), 169-174
 - **Penry**, S. Elizabeth. “Letters of Insurrection: The Rebellion of the Communities,” in *Colonial Lives*, 201-215

Part 2: Discussing the Primary Sources

Due: **List of possible topics**

6 Focus on Primary Sources

2/19

Part 1: Seminar

- Reading
 - **Stavig**, Ward and Ella **Schmidt** eds. *The Tupac Amaru and Catarista Rebellions: An Anthology of Sources*. Hackett Publishing Company, 2008.
 - **Rampolla**, “Writing about Primary Sources” (section 3C)
 - **TBA**

Part 2: **LIBRARY VISIT**

Due: Exercise 3 (Short analytical writing)

7 Good to Think with

2/26

Part 1: Seminar

- Readings
 - **Cahill**, David. “Genocide from Below: The Great Rebellion of 1780-1782 in the Southern Andes,” in *Empire, Colony, Genocide: Conquest, Occupation, and Subaltern Resistance in World History* (2008), 403-423.
 - **Stern**, Steve. “The Tragedy of Success” in *The Peru Reader: History, Culture, Politics*. Starn, Degregori, & Kirk eds. (2005), 124-148
 - **Garrett**, David T. *Shadows of Empire: The Indian Nobility of Cusco, 1750-1825* (Cambridge: Cambridge University Press, 2005), 183-256.

Part 2: Lecture

Due: Meet with Professor during office hours, between 2/19 and 3/5

Week 8 TBA

3/5

Due: Topic outline, consisting of 250-word précis with thesis statement

Week 9 TBA

3/12

Due: annotated bibliography to professor 5pm Monday (via CANVAS).

SPRING BREAK 3/15 – 3/23

Week 10 Following Conventions of Writing in History

3/26

Part 1: Seminar

- Readings
 - **Rampolla**, Chapter 4 “Following Conventions of Writing in History”

Part 2: Writing Workshop

Week 11 Research Week

4/2

ASSIGNMENT: Individual Meetings with the Professor during office hours

Week 12 Oral Presentations

4/9

ASSIGNMENT: Individual Meetings with the Professor during office hours

Week 13 Peer Review of Drafts

4/16

ASSIGNMENT: submit rough draft to professor by Monday 4/14

Week 14 Oral Presentations

4/23

ASSIGNMENT: Finalize your essays! Cross your t's; dot your i's.

Final Essays accepted until: 4/30/2025 @ 12:00 PM [No late papers will be accepted. No exceptions.]

RESEARCH RESOURCES

THE LIBGUIDE

<https://guides.uflib.ufl.edu/revolutionintheandes>

This resource, prepared by specialist at the Smathers Library (Dr. Margarita Vargas-Betancourt), should be your first stop as you prepare to write your research paper.

PROFESSOR'S WEBSITE

Another website with useful links to a range of digital historical resources (some of them related to the Inquisition) is the professor's very own: <https://www.maxdeardorff.org/digitalhistorylinks>

OXFORD RESEARCH ENCYCLOPEDIAS – LATIN AMERICAN HISTORY

The Oxford Research Encyclopedias offer very good and very up-to-date essays on Latin American topics. Written by top scholars in each field, they are a great place to start when you are beginning to read on your topic of choice and typically indicate primary sources accessible to students. Consult on-campus through our library's homepage (<http://cms.uflib.ufl.edu/>) in order to get complete access.

http://latinamericanhistory.oxfordre.com/browse?t0=ORE_LAH:REFLAH022

OXFORD BIBLIOGRAPHIES ONLINE

Like the *Oxford Research Encyclopedias*, the *Oxford Bibliographies Online* also offers a helping hand to those who are undertaking research in a new topic. Like the research essays, the *Bibliographies* are also compiled by top researchers in each particular field. Each entry in the bibliography identifies the author and title of an important book or article, offering a paragraph description of its content. They are also wonderful for identifying primary sources. You can access them on our library's website using a computer on campus (or from anywhere using a VPN). Of particular interest to students of this class is the following collection: **Oxford Bibliographies Online: Latin American Studies**

From its offerings, consider consulting: **The Tupac Amaru Rebellion**; **Indigenous Elites in the Colonial Andes**; **Indigenous Peoples of the Andean Region during the Colonial Period**; **The Bourbon Reforms**; **Peru**; **Latin American Independence**; **Colonial Peru**

GRADING CRITERIA

If you believe an error has been made in grading your work, please bring it to the instructor's attention, and he will review the situation. Once it has been verified that no error has been made, *GRADES ARE NON-NEGOTIABLE*.

A Work that goes beyond instructor's expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a “good” student.

A- Very good work with most of the attributes of “A” work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as “A” work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.

C+ Below the specifiable standards for good work. Talk to instructor.

C Minimally passing work, showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately.

Plagiarism policy

Please familiarize yourself with the University's academic honor code. Unintentional plagiarism results in an “F” for the paper. Intentional plagiarism results in an “F” for the course, or worse. All plagiarism charges will be reported to the University administration.

The University of Florida Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

How to avoid the (unintentional) appearance of plagiarism

Make sure that all quotations from primary and secondary sources are always in quotation marks, and cite the source.

Always cite sources for ideas that are not your own. If the source is a book not assigned in the course, a lecture, or a conversation with a friend, or something said by another student in a discussion section, say so in a footnote or endnote.

The papers in this course are not research papers – they ask you only to think about material already assigned. So you do not need to consult readings other than what is assigned (if you happen to have read something not assigned that you think is relevant, feel free to use it, but with a proper citation). If someone has helped you with this paper (by reading it for clarity and grammar, or by listening to you talk about it) state in an acknowledgement who that person is, and how he or she helped you. It is fine to get help, as long as your helper does not in any way write the paper for you, or provide you with the argument(s) of the paper. It is best to get help from someone who is not taking the course.

The Writing Studio

The UF Writing Studio

Office phone (352) 846-1138

<https://writing.ufl.edu/writing-studio/>

Hours of Operation:

Daytime — Monday – Friday 9:30 – 3:30 in 2215 Turlington Hall.

Evening tutoring hours — Monday – Thursday 5:00 – 7:00 p.m. in 339 Library West

The Writing Studio also offers online tutoring hours, which vary from term to term. Please check website to see available time slots, and then choose from either daytime, evening, or online tutoring.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575); <http://www.counseling.ufl.edu/cwc/>.

CLASSROOM ETIQUETTE AND EXPECTATIONS

This course will ask students to engage in conversations related to the topics of study. Lively debates are welcome, but they should occur with respectful and courteous behavior. Uncourteous behavior will not be tolerated and may result in removal from a class period, or worse.

Classroom Policy on Electronic Devices

Computers and other electronic devices are not allowed in the physical classroom (with one exception, below). Students attending lectures face-to-face section should plan accordingly, and bring pen and

paper to lectures to take notes. This decision relies on pedagogical studies that show that, unless essential for the subject of the course, [multitasking](#) on a laptop during class hinders users and nearby peers' learning and can result in [lower testing grades](#). Studies also suggest that [taking notes in longhand](#) improves information processing and retention. Students should also be prepared to bring print copies of the required course materials.

EXCEPTION: For discussion sessions, students are required to bring to class a copy of the material under discussion. If students prefer, they may access the assigned reading (if in e-format) via an electronic device. If, however, students use their electronic device for uses other than consultation during reading discussion, they will be penalized and not allowed to use the device in this class for the remainder of the semester.

CLASS POLICY REGARDING IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.