This course explores the environmental history and culture of the Andean region from pre-Hispanic time to the present. Its central premise is that Andean history—of Ancient civilizations, the Spanish conquest and colonization of the region, modernization and the formation of nation-states, and the roots of contemporary problems—cannot be fully understood outside of its environmental context. This will become apparent to you, even visceral, from the moment you arrive in Cuzco, a place of stunningly diverse physical and cultural landscapes. On the one hand, we will ask how the diverse peoples of the Andean region have thought about, lived with, utilized, and transformed their environments over time. On the other, we will ask how mountains, climate, animals, natural resources, disease, and natural hazards have influenced people’s lives and the course of Andean history. While this approach requires studying the history of the physical environment in and of itself, our primary interest will be the interactions between humans and nature over time. The course will grapple with several broad questions:

- How did native Andeans interact with the natural world before 1492? How can we explain the persistence of their environmental ideas and practices today?

- How did the Spanish conquest, colonialism, and modernization change how people viewed the relationship between nature and society in the Andean region, and with what consequences?
How does a historical perspective enrich our understanding of struggles for environmental justice in the Andean region today?

Reading, lectures, and discussion will be integrated with field trips in the region of Cuzco, including multi-day trips to Machu Picchu and Lake Titicaca. HIS 162 will not meet at the same time every day, and I may adjust the schedule to accommodate additional activities. Assigned reading should be done by the day it appears on the syllabus. Each class will begin with a discussion of Peruvian life and culture, based on your questions and observations. I will then lecture and/or pose questions to you about the reading, and we will discuss the material in relation to the course themes. Everyone will be expected to read the assigned texts and contribute to the discussion. To fulfill the requirements for HIS 198, you must participate in the organized field trips in addition to taking Spanish and/or Quechua lessons OR maintaining a journal that includes at least eight entries that reflect on topics or themes from the course. If you choose to take a language class, you must attend it regularly and participate fully to receive a passing grade. If you choose to keep a journal instead, you must complete all eight entries to receive a passing grade.

Please note: I will make every effort to notify you promptly about any schedule changes that arise (they will). There will be a centrally located whiteboard where schedule changes and general announcements will appear daily. Be sure to check the board periodically.

ASSIGNMENTS

You will be asked to write a paper as a way of synthesizing what you have learned from the entire course. A rough draft/outline and bibliography will be due on Monday, July 3, by the end of the day. The final draft will be due on Saturday, July 15, by the end of the day. Your paper will focus on a particular place in Cuzco; a small patch of the landscape that you have visited and interests you. You will write an essay (1500-2000 words) discussing your interpretation of some aspects of its environmental history, using material we’ve studied in class. Your essay will provide a description or tell a story that will explain to the reader how this place came to have the shape and qualities it has today. Your task is to “read” your chosen place as a historical document of past environmental change.

You should use CBC’s excellent library and the bibliography of sources I created on the course website. If you are fluent in Spanish, interviews can constitute a key source as well. We will discuss the assignment further in class, and I will offer you some suggestions for how best to approach it. Your paper can be handwritten or typed (you can use computers at cybercafés for this).

In the final week of class, you will join a group of your classmates to present a set of readings on a contemporary environmental issue in Peru (e.g., climate change, indigenous politics, food sovereignty), explaining how a historical perspective helps us understand and grapple with the issue. Good presentations will provide an overview
TENTATIVE

of the issue and necessary context, and make connections between the past and the present.

There will be a Final Exam on Friday, July 14, that focuses on in-class discussions and the readings. Participation is an important component of your final grade.

GRADE

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Paper outline</td>
<td>pass/no pass</td>
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<tr>
<td>Lead discussion</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Final paper</td>
<td>25%</td>
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<tr>
<td>Participation</td>
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READING

All the required reading for the course can be found in the course reader. Required reading is marked with a v symbol on the schedule below. Further reading is optional. A digital copy of the reader can be found on the Canvas course page. The suggestions for further reading can also be found on Canvas and may help you develop a bibliography for your final paper.

SCHEDULE

Arrival and Orientation

3:00 Orientation at Casa Campesina
6:00 Group dinner at Casa Campesina*

- Peru guidebook (section on Cuzco)
- UC Davis Study Abroad Student Handbook (section on safety)

* Breakfast and lunch will also be served to those of you who arrive earlier in the day.

Introduction to the course

Class at Casa Campesina
Walk in the city (two groups)

- Arnold, *The Problem of Nature*, pp. 2-21
- Shenk, “What is the Anthropocene?”

Further reading:
Weiner, “A Death-Defying Attempt”
McNeill, “The State of the Field of Environmental History”  
Palacio, “Historia tropical”  
Castro-Herrera, “Environmental History (Made) in Latin America”  
Worster, “Transformations of the Earth”  
McNeil, “The Nature and Culture of Environmental History”  
Martínez-Alier, “Ecology and the Poor: A Neglected Dimension of Latin American History”

The Andes Before the Conquest

Visit Qorikancha  
Class  
❖ Mann, “In the Land of Four Quarters,” pp. 28-48

Further reading:  
Denevan, “The Pristine Myth: The Landscape of the Americas in 1492”  
Van Buren, “Rethinking the Vertical Archipelago”  
Gade, “The Andes as a Dairyless Civilization”

Day Trip to Sacsaywamán and Environs

Departure (walking shoes, H2O, bag lunch)  
❖ Dean, A Culture of Stone, pp. 59-78

Further reading:  
Nair, “Inca Architecture and the Conquest of the Countryside”  
Gose, “Segmentary State Formation and the Ritual Control of Water”  
Dean, “Inka Ruins and the Discourse of Mystery”

The Ecology of Conquest

Class  
Language instruction  
❖ Blaut, "Environmentalism and Eurocentrism," pp. 79-96 (skim section on Landis)  
❖ Turner and Butzer, "The Columbian encounter and land-use change," 97-109

Further reading:  
Diamond, “Collision at Cajamarca”  
Tudela, “El encuentro entre dos mundos”  
Reséndez, “Caribbean Debacle”

Open

Optional: Inti Raymi festivities begin at Qorikancha
Further reading:
MacCormack, *Religion in the Andes*
Dean, “The Inka Triumphant”

**Day Trip to Chinchero, Maras, and Moray**

Departure (walking shoes, H2O, bag lunch)

Further reading:
Nair, "Inca Architecture and the Conquest of the Countryside"

**The Nature of Colonialism**

Class
Visit Cathedral
Language instruction

❖ Earle, “You will become like them if you eat their food,” pp. 110-25

Further reading:
Brown, “Worker’s Health and Colonial Mercury Mining”
Gade, "Landscape, System, and Identity in the Post-Conquest Andes"
Dore, “Long-Term Trends in Latin American Mining”
Dore, “Una interpretación socio-ecológica de la historia minera Latinoamericana”

**Race, Nature, and “Progress” in the Andes**

Class
Language instruction

❖ Orlove, “Down to Earth,” pp. 126-41
❖ Mariátegui, “The Problem of the Land,” pp. 142-65

Further reading:
Orlove, “Putting Race in its Place”
Poole, “Landscape and the Imperial Subject”
Mathew, “A Primitive Export Sector: Guano Production in Mid-Nineteenth-Century Peru”

**Guest lecture by Alexandra Toledo, MESA**

❖ Reading TBA

**Trip to Lake Titicaca (Puno)**

❖ Orlove, *Lines in the Water*, pp. 273-209

Schedule TBA
Lake Titicaca

Schedule TBA

Lake Titicaca

Schedule TBA

Return to Cuzco

- Basso, “Quoting the Ancestors,” pp. 181-97

Open

- DUE: Paper introduction and outline by the end of the day (500 words)

Modernization and Its (Environmental) Discontents

Class
Group lunch, *Happy 4th of July!*
Andean cuisine: guinea pig (*cuy*), stuffed peppers (*rocoto relleno*)
Language instruction

- White, “The Historical Roots of Our Ecologic Crisis,” pp. 292-96
- Arguedas, “The Pongo’s Dream,” pp. 198-201

Further reading:
- Orlove, “Mapping reeds and reading maps”
- Gootenberg, “Between Coca and Cocaine”
- Smith, “There’s No Such Thing as a Natural Disaster”

Tourism and Conservation

Class
Language instruction


Further reading:
- Carey, “Mountaineers and engineers”
- Cushman, “The most valuable birds in the world”

Guest lecture by Dr. Jean Jacques Decoster
Visit the Museo Casa Concha/Machu Picchu

- Bingham, “The Discovery,” pp. 166-70
- Heaney, “Did Yale Plunder Peru?” pp. 171-76
- “Debate Rages in Peru: Was the Lost City Ever lost?” pp. 177-80

Three-day Trip to Machu Picchu (Aguas Calientes)

Schedule TBA

Further reading:
Mitten, “Water and Poetry in the Sacred Valley”

Schedule TBA

Machu Picchu/Aguas Calientes

Schedule TBA

Return to Cuzco

Schedule TBA

Open

Guest Lecture by Dr. Holly Wissler

Class
Language instruction

- Wissler, “Foundations of Andean Cosmology,” pp. 256-72
- Wissler, “Grief-Singing and the Camera,” (online)

The Anthropocene?

Class
Language instruction

- Boillat and Berkes, “Perception and Interpretation of Climate Change,” pp. 342-52
- “Peru’s farmers fight climate change,” pp. 315-17

Further reading:
Graffam, “Beyond State Collapse”
Dore, “Open Wounds”  
“Battery-hungry world turns to South America’s ‘lithium triangle’” (Reuters)

Environmental Humanities

Class  
Language instruction

- Redford, "The Ecologically Noble Savage," pp. 353-57  
- Gudynas, “Buen Vivir: Today’s tomorrow,” pp. 358-64  
- De la Cadena, “Indigenous Cosmopolitics in the Andes,” pp. 365-95

Further reading:  
Hames, “The Ecologically Noble Savage Debate”  
Orlove, et al., “Ethnoclimatology in the Andes”  
Martínez-Alier, “Ecology and the Poor”

Final Exam

Final Exam

Open

- DUE: Final Paper due by the end of the day

Day-trip to Virgen del Carmen Festival

Departure (don’t forget your H2O and bag lunch!)  
Despedida at Casa Campesina

Departures

Breakfast is included today, but not lunch or dinner.

Selected Bibliography

Mann, Charles C. 1493: Uncovering the New World Columbus Created (Vintage, 2012), selections.


