

Native Central and South America HUM/ANTH 3137

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Office Hours	By appointment
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Class Delivery	Online/Blackboard Learn
Preferred Communication	Preferred mode of contact is through the email listed above. For general course announcements I will use the eLearning announcement link connected to this course.

Course Information

Native Central and South America, GIS, is an online demanding and rigorous course that requires students to become more active participants in their learning. College level reading and writing skills are absolutely necessary to succeed. Students must be self-motivated and self-disciplined, and possess good time management skills. Do not procrastinate!

It is very important in this course to read ALL the reading assignments. You may have to read the material more than one time to fully understand the information. You will not be successful in the course unless you do all the reading assignments, listen to all the PowerPoints, and watch all the films. This is a non-Western course, and the textbooks will use non-English terms and names. I will indicate to you what are the important names and terms to remember.

Native Central and South America satisfies the Non-Western course requirements in the Liberal Arts Core Curriculum. Taken as ANTH 3137 the course satisfies as an elective anthropology course for either the anthropology major or minor.

This course meets the Course Credit Hour Expectation outlined in the Course catalogue. This is a 3-credit hour course. The completion time for each of the 12 lessons will vary by reading content, films, and assignments. The course is divided into four modules of three lessons each plus multiple choice and essay exams. Students should expect to spend between 25-30 hours in completing each module.

LAC Category 2. Civilizations and Cultures. Courses in this category promote an understanding of Western and Non-Western cultures and civilizations from ancient times to the present through historical accounts, philosophies, religions, and fine arts. Using methods of critical inquiry, students explore aspects of human nature, the shaping of thought and values, and their interrelations.

Catalog Description. Ethnographic focus on the sociocultural systems of indigenous peoples of Mesoamerica, Amazon Basin, and the Andean Highlands.

Emphasis on the interrelationships among environment, history, social organizations, and belief systems from a holistic and comparative perspective.

Native Central and South America is designed to broaden students' understanding of socio-cultural systems that are Non-Western in origin, but have been and continue to be affected by and influenced through contact and domination by Western societies' political, economic, religious and social institutions. The two broadly defined culture areas in this course include (1) the indigenous peoples of Mexico and Northern Central America (Mesoamerica) and (2) the indigenous peoples of the Amazon Basin and Andean Highlands in South America. Course materials will address the environment, pre-Columbian developments, colonial history, and contemporary life of a selected number of Native American peoples. The course emphasizes understanding indigenous people from a cultural relativistic framework. That is, we will seek to understand the cultural beliefs and practices and the social organization of the indigenous people from their own perspective and not from an ethnocentric framework.

Many of the assignments in this course are designed to improve students' writing and analytical abilities, which are key skills for intellectual growth.

Note on the course organization. The content of this course poses a challenge to both the professor and the students. There is no available textbook that includes a comprehensive coverage of both native Central America and native South America under one cover. So consequently, while I would prefer to teach the entire course from beginning to end in chronological order, and discuss similar developments/issues in native Central America and native South America at the same time in the course lessons, the choice of available textbooks limits how I organize this material. The first two modules (six lessons; two exams) will focus on native Mesoamerica from the initial peopling of the New World to the present day. These lessons provide an excellent foundation to the remaining two modules (six lessons). In Module 3 we will examine in detail a specific community of contemporary Native American living in the Andean highlands, the Runakuna of Sonqo, Peru. In Module 4 we focus on the tribal societies living in the Amazon Basin, and in particular, read about the Yanomamo, one of the largest tribal societies in this region.

Learning Objectives

University Level Objectives

- **Critical Thinking**

Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

- **Communication**

Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.

- **Program Content Knowledge**

Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study

Program Level Objective (LAC)

- Students will achieve a broad understanding of a particular Non- Western Culture.

Program Level Objective (ANTH)

- Students will be able to apply the anthropological cross-cultural perspective to a critical understanding of themselves and the world they live in.

Course Level Objectives

- Students will be able to explain the socio-cultural development of native American societies from the initial migration into the New World through the development of the Aztec Empire.
- Students will be able to describe the socio-cultural practices of a selected number of indigenous Latin American societies using a holistic and cultural relativistic framework.
- Students will be able to evaluate the similarities and differences among distinctive societies in Latin America.
- Students will be able to independently and critically interpret a document, item from the news, artifact, question, or scenario in light of an informed general understanding of particular indigenous societies in Latin America.
- Students will be able to critically examine how colonialism and globalization have affected and are currently affecting societies around the world.

Course Requirements

Required Texts: Books are available at the University Book Store.

Allen Community, 2nd edition. ISBN 1-58834-032-5, Catherine J., 2002 *The Hold Life Has: Coca and Cultural Identity in an Andean*

Carmack, Robert; Janine Gasco and Gary Gossen. 2007 *The Legacy of Mesoamerica*, 2nd edition. ISBN 0-13-049292-2

Chagnon, Napoleon A. 2012 *Yanomamo*, 6th edition. ISBN 13-978-1-111-82874-5

Instructional Methods

This course consists of the following activities and assessments to assist you in achieving the course and instructional modules objectives.

The course consists of four modules. Each module has a brief overview section written by the professor. Please read this overview before moving on to the lessons within each module.

Each module contains three lessons. Lessons should be completed in order. This is important because the content of previous lessons informs and provides important background information to later lessons.

Each lesson consists of introductory comments on the events, individuals, and issues covered in the readings and films/film clips. Read this overview before beginning any of the other assignments. For each lesson you will work on various combinations of assignments, activities, and readings.

Reflective Comments.

20 points. One reflective comment submitted as student introduction to professor (10 points). This is located at the end of Meet Your Instructor. A final course reflection required after lesson 12 has been graded (10 points). This final reflection must be submitted prior to the release of Module 4 exams.

Syllabus Quiz.

10 points. The first assignment is a syllabus quiz. This provides students an opportunity to use the online quiz feature. It also helps to ensure that students have carefully read the information that is included in the syllabus.

Map Quiz.

30 points. Students are required to take a map quiz at the beginning of the course. The purpose of the quiz is to familiarize students with the locations of the countries in Central and South America, the names and locations of capital cities, and the names and locations of major bodies of water. Course materials, e.g. reading assignments, assume that students know this information.

Names and terms to remember.

Each lesson includes a list of key names, places, and/or events the student should remember from the lesson assignments. Please read over the list of names and terms BEFORE reading the assignments and/or watching films/PowerPoints.

As you read the assignments, you may wish to take notes on the names, terms, and events listed. Do not turn these notes in with your lesson assignment.

The exam at the end of each module will include a list of terms, names, and/or events. Students will be required to define and to explain the importance of five terms from the list. Terms included on the exam are selected from the lesson lists.

Readings.

Each lesson has a reading assignment. Readings are an independent means of providing concrete experience to prepare students for each lesson. Students are expected to carefully read and take the time to reflect upon the assigned readings.

PowerPoints and Films.

Several of the lessons require students to watch a film, film clip and/or a PowerPoint lecture. The material in the films and PowerPoints complements the reading assignments.

Newspaper Articles.

80 points total. One lesson in each module will require students to locate a recent newspaper article on a topic related to the material at a particular point in the course. Students will be required to summarize the content of the article, relate the content of the article to class materials, and explain how the article expands the student's understanding of the topic. This assignment, worth 20 points, will be in addition to the possible 20 points earned from completing the lesson questions. See grading rubric.

Lesson Questions.

240 points total. At the end of each lesson are three-five questions based on material covered in the lesson assignments (readings, film, PowerPoints). The total point value for all the questions equals 20 points. The questions are not weighted the same—point values range from four points to six points.

The larger the point value, the longer and more analytical the answer must be. Some questions require students to describe and explain facts from the readings; some questions require students to interpret cultural beliefs and practices; some questions require students to synthesize and critique course materials. The answers to the questions will not always be in the reading and/or film assignments. Students will have to generate their own interpretations and insights into the materials.

None of the questions will require library research. Do not use any outside of the course materials.

Always **paraphrase** the information from the textbooks, overviews, PowerPoints and/or films. You must use your own words in all answers. Do not copy text directly from the course materials.

It is a good practice to read over the lesson questions prior to completing the reading assignment. Familiarize yourself with the key ideas represented in the questions.

Your answer to each question should be typed, single-spaced. Follow good paragraph organization. That is, one paragraph should discuss one key point and include specific examples. If I require the student to discuss three attributes of a particular event, then I expect three distinctive paragraphs.

Type all assignments using a word processing program and save as a file. If you are using a word processing program other than Microsoft Word, then please save the file as Rich Text Format.

Students will receive a score of X points/20 possible points for each lesson. See the grading rubric for lesson questions. Feedback from the professor will indicate to the student incomplete and/or inaccurate answers, and identify what additional information, if any, needs to be included in an answer. Module essays may include ideas/topics from lesson questions. Grading of the exam essays will be rigorous as students have had a chance to read the professor's feedback to their lesson questions.

Module Exams.

300 points total. Once a student completes all three lessons within one module they will take an online exam. This exam consists of two parts. The first part is an online multiple choice exam consisting of 25 questions. Each question is worth 1 point for a total of 25 points. The exam is timed, and students may not log out and log back into the exam.

The second part of the module exam is an essay that students will upload. This is not timed. Total points for this part of the exam is 50 points.

Course Outline

Module 1. Native Mesoamerica through the Spanish Conquest

- Lesson 1: Introduction to Mesoamerica and the Peopling of the New World.
- Lesson 2: Ancient Mesoamerica Civilizations
- Lesson 3: The Spanish Conquest.

Module 2. Native Mesoamerica: Colonial Legacies, Liberal Dictators, and the Modern Era.

- Lesson 4: The Colonial Period.
- Lesson 5: Independence Movements, Liberal Dictators, and Revolutions.
- Lesson 6: Native Mesoamericans in the Modern Era.

Module 3. Contemporary Native Andeans.

- Lesson 7: Introduction to Contemporary Andean Communities.
- Lesson 8: Rituals of the *Runakuna* of Sonqo, Peru.
- Lesson 9: Socio-cultural Change in Native Andean Communities.

Module 4. Contemporary Amazonian Tribes.

- Lesson 10: Introduction to Amazonian Tribal Societies.
- Lesson 11: Yanomamo Social Organization.
- Lesson 12: Yanomamo Warfare and Social Change.

Evaluation Methods

I will return graded lessons and newspaper article essays within 5-8 business days after the assignment has been submitted on eLearning. Exceptions to this will be posted as a course announcement.

Graded exams will be returned within 5-8 business days after the exam has been posted. Exceptions to this will be posted as a course announcement.

Grading rubrics for the lesson questions, newspaper articles, exam definitions and exam questions are included in each of the modules.

Summary of the course points:

Syllabus quiz @ 10 points	10 points
12 lessons @ 20 points each	240 points
map quiz @ 30 points	30 points
4 newspaper articles @ 20 points each	80 points
4 module exams @ 75 points each	300 points
2 course reflections @ 10 points each	20 points
Total course points	680 points

No extra credit assignments will be offered.

Determination of Grades

Course grades are determined by the total point count a student earns out of a possible 680 points.

Grading scale					
91.5-100%	A	79.5-81.4%	B-	67.5-69.4%	D+
89.5-91.4%	A-	77.5-79.4%	C+	61.5-67.4%	D
87.5-89.4%	B+	71.5-77.4%	C	59.5-61.4%	D-
81.5-87.4%	B	69.5-71.4%	C-	< 59.4%	F

Percentages earned for each assessment will be posted in the My Grades of the tools link on the eLearning website. The total is figured into a percentage, and the grade is determined by the Grading Scale. Students are

expected to monitor their own grades on eLearning and save all graded work on their own computer.

Approved Statements for Non-discrimination and Accessibility

Office of Compliance and Equity Management

The University of Northern Iowa does not discriminate in employment or education. Visit [13.03 Equal Opportunity & Non-Discrimination Statement](#) for additional information.

Student Accessibility Services

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations please contact Student Accessibility Services (SAS), located at ITTC 007, for more information either at (319) 273-2677 or send an email to accessibilityservices@uni.edu. Visit [Student Accessibility Services](#) for additional information.

Academic Integrity

To ensure academic integrity and to follow [UNI policies on Student Academic Ethics](#) (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions).

Course Communication and Technology

Online Component:

This course is completely an online utilizing Blackboard for instruction, materials, and communication. This online component can be accessed through the [UNI Blackboard Learn website](#)

All of the handouts and information for this course will be available in Blackboard. Students are advised to check the website and their email for communication. Any changes to the course syllabus or schedule will be announced through Blackboard. Assignments are due as specified in the course schedule and on the course Blackboard page in Blackboard. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are also available on the [Blackboard Learn Help website](#).

Communication with Instructor

The primary tool that students should use to communicate with the professor is my email. Please send any personal concerns or questions to my email. Unless I have indicated in an eLearning announcement that I am not available for a specific period of time, I will respond to all emails with a 24-hour period, except for weekends and holidays when it may take 48 hours.

Attendance, Late Work, and Makeup Work

See UNI [Policy on Class Attendance and Makeup Work](#)

Online Netiquette and Classroom Civility

Because this is a fully online class, you will mostly be communicating with me and others through email, discussion forums, and other online communication. It is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through Blackboard and never via email.

Finally, read [Albion's Core Netiquette Rules](#) and always remember to address your professor and other students in a respectful manner.

Technology Requirements

The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:

- UNI Gmail account
- Microsoft Office
- High speed internet connection
- eLearning is supported on Firefox and Chrome (Internet Explorer and Safari do not support eLearning and users can experience difficulty opening files)

If required in this course

- Adobe Connect (see Adobe Connect Systems Requirements in START [HERE](#) for more information)
- YouTube, setting videos to "unlisted" in order to share links
- Panopto
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

Technical Support

If you experience any technical problems, do **not** contact the instructor. Please contact the **Office of Continuing and Distance Education** at 319-273-7740 (local), 800-772-1746 (toll-free) or cesp-consult@uni.edu. Support hours are available Monday – Thursday 8am – 9pm and Friday 8am – 4:30pm.