Native Central and South America  
HUM 3137 (680:137)  
Syllabus

MEET YOUR INSTRUCTOR  
Dr. Anne Woodrick, Professor of Anthropology, Department of Sociology, Anthropology, & Criminology

My senior high school class prediction for the year 2000 states, “Anne Woodrick is currently living in Peru and excavating archaeological sites on high mountain peaks.” Although this prediction did not come true, it does reflect my life-long interest in the field of anthropology and in the native peoples of Latin America. When I was 12 years old, I knew I wanted to be an anthropologist!

After completing my B.A. in anthropology at the University of Michigan [Go Blue!], I worked for two years in the Lower Illinois River Valley excavating archaeological sites from the Middle Woodland Period (A.D. 300-600). My area of specialization was the analysis of faunal material [animal bones] recovered from these sites. From Illinois I moved to Alabama and worked on other archaeological research projects as a faunal expert.

I met several anthropologists at the University of Alabama and they encouraged me to continue my anthropological education. In 1980 I began a Ph.D. program in Anthropology at the University of California, San Diego. Four years later I began an ethnographic study of the religious beliefs and practices of villagers residing in the Yucatán, Mexico, in a community named Temax. I lived in Temax for two years. At that time the village had no phone service, iffy electricity, and few people owned cars/trucks.

I was hired in 1988 by the University of Northern Iowa and joined the Department of Sociology, Anthropology and Criminology. In addition to Native Central and South America, I teach an introductory course in Cultural Anthropology, courses on religion [Tribal Religions and Religion, Magic and Witchcraft] and an Ethnographic Research course.

I returned to Temax in the summers of 1993, 2007, 2009, 2012 and 2013. In 1993 I did research on village women who had recently converted from Catholicism to a Christian evangelical sect. In 2012 a summer long research project documented the religious changes that had occurred in the village during the past 28 years. Temax itself has dramatically changed. Cell phones, computers, TVs, and motor vehicles of all types are common. But the people I knew from my first stay still reside in the village and welcomed me into their homes as before – with an amazing generous hospitality.

Beginning in the summer of 1997 and continuing for next five years, I researched recent Mexican immigration in the Iowan communities of Marshalltown, Sioux City, Hampton and Waterloo. My research focused on the importance of religion in immigrants’ lives and how religious communities, like congregations, maintain cultural identity and help mobilize immigrants into community action. Religion is also a very important link between immigrant communities in the United States and their communities of origin in Mexico.

I have traveled extensively throughout Mexico, Guatemala and Belize in Latin America and several European countries—Scotland and Italy being my two favorites. My two sons, now in their mid to late 20s, have traveled with me to many of these locations, and my oldest son, Kevin, spent the first two years of his life in Temax. Outside of the classroom and university obligations, I love jogging, hiking, camping, sports, and planning for my next trip abroad.
COURSE OVERVIEW

Native Central and South America, GIS, is an on-line 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.

Course Objectives

Native Central and South America satisfies the Non-Western course requirement in the Liberal Arts Core Curriculum, Category 2.

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.

The course 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.

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 class 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 semester, the choice of available textbooks limits how I organize this course. The first six lessons and two exams of the course will focus on native Mesoamerica from the initial peopling of the New World to the present day. These lessons will provide an excellent foundation to the remaining six lessons. In lessons 7—9 (one exam), we will examine in detail a specific community of contemporary Native Americans living in the Andean highlands. In lessons 10—12 (one exam), we will focus on the tribal societies living in the Amazon Basin, and in particular, read about the Yanomamö, one of the largest tribal societies in this region.

Many of the assignments in this course are designed to improve students' writing and analytical abilities, which are key skills for intellectual growth. By the end of the course, students will have accomplished the following learning objectives. Students will be able to:

1. Course Objective #1 [C-1]: Describe the socio-cultural development of Native
American societies from the initial human migration into the New World through the development of the Aztec Empire.

2. Course Objective #2 [C-2]: Describe the particular cultural practices of a selected number of indigenous Latin American societies using a holistic and cultural relativistic perspective.

3. Course Objective #3 [C-3]: Interpret the cultural meaning/significance of selected Native American social practices/activities.

4. Course Objective #4 [C-4]: Describe the policies, attitudes and behaviors of European colonists with respect to Native American communities.

5. Course Objective #5 [C-5]: Explain how recent globalization policies and interventions in Latin America affect indigenous peoples in Mesoamerica, the Andean highlands, and the Amazon Basin.

6. Course Objective #6 [C-6]: Explain how Native Americans responded, and continue to respond, to colonial and neo-colonial political, economic and social agendas.

**Required Texts**


**COURSE ORGANIZATION**

This course will be delivered over the World Wide Web, utilizing web pages and a learning management system (eLearning). The course is divided into 12 lessons. At the end of each lesson is a written assignment. At the end of three lessons students will take a multiple choice quiz online and a written exam. The written exam will be proctored. At the beginning of the course students will also take a syllabus quiz and in Lesson 1, a map quiz.

**Course Outline**

**Native Mesoamerica up to the Beginning of the Colonial Period**

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

**Native Mesoamerica: Colonial Legacies, Dictatorships, 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

**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

**Contemporary Amazonian Tribes**

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

This course consists of lessons and assessments to assist you in achieving the course objectives. Each lesson consists of introductory comments on the events, individuals, and issues covered in the readings and films/film clips, a reading assignment, a list of important names and terms, and questions and/or activities to complete. Some lessons may also require you to watch a film/film clip and/or listen to a PowerPoint lecture. Please read over the lists of names and terms and the questions carefully before reading the assignments. The lists and questions emphasize the major points to learn in each lesson and will help prepare you for the examinations.

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 assignment. Your answers to the questions compose the written assignment for each lesson.

Your assignment for each lesson, therefore, is to do the reading, listen to lectures and/or view films, and then answer the questions listed at the end of the lesson. Your answers should be typed, single-spaced, with at least one inch side margins. Make sure you use good paragraph construction in your answers. Your responses to the written assignment should be submitted via eLearning as specified in the instructions included with each assignment.

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.

Submit your assignments by clicking on the Assignment Submission link in the Course Content menu on the left and uploading your assignment. Need help? See the eLearning Tutorials for instructions on how to submit an assignment.

Each lesson is worth 20 points. The number of questions for each lesson varies. Some questions are broad and require you to draw information from all the reading assignments for that lesson and perhaps from earlier lessons. These questions are often written with the intention for you to go beyond memory to a thoughtful appraisal of an issue. Other questions are very specific. None of the questions will require library research. You must not copy text directly from the textbook. This is plagiarism. Always paraphrase the information in the text. Use your own words!

After each question will a number in parentheses. For example, Question 1 (4 pts.). The number 4 indicates how many points out of 20 this question is worth. Judge the length of your answers to the number of points the questions are worth. The more points, the longer the answer.

Exams

At the conclusion of every three lessons, students will take an examination. Two sections of this exam will be monitored by someone from the UNI Office of Continuing and Distance Education or a pre-approved monitor, such as a public librarian. Each exam is worth 75 points. Part one of each exam is an on-line, timed quiz that consists of 25 multiple choice questions. Parts two and three are five definitions (20 points) and three essay questions (30 points). The definitions will be chosen from the list of terms, names and places to know included in each lesson. You must completely define each term and explain the significance of each term relevant to course material. The three essay questions will be selected from the written assignments.

GRADING

Summarized below are the course requirements with their point values.
The total points for the course = 580. A student's course grade is determined by the number of points he/she earns by the completion of the course. **NO** extra credit assignments will be offered.

A = 522-580 points  
B = 464-521 points  
C = 406-463 points  
D = 348-405 points  
F grade = 347 points and below

**Honor Code**

I expect students to do their own work on course assignments. Cheating and plagiarism are unethical and they undermine the learning experience. Read and familiarize yourself with Northern Iowa's policies on academic ethics: [http://www.uni.edu/catalog/academic-ethics-policies](http://www.uni.edu/catalog/academic-ethics-policies). Material covered in this course is available on-line in many different formats. However, the exact content included in the course textbooks is unique to these books. I know the content of each textbook thoroughly, and **I will know if you are using an on-line source**. I keep a record of all previously submitted lessons. Also covered under this topic is the material in the textbooks. You are required to paraphrase your answers. Do not copy material verbatim directly from the textbook. This is also cheating.

If a student is caught cheating on a course assignment, that student will receive zero points for the assignment. If a second offense should occur, the student will receive a failing grade for the course. I will file a written report of any cheating episode with the Head of the Department of Sociology, Anthropology, Criminology and send a copy of the letter to the Office of the Executive Vice-President and Provost for Academic Affairs.

**Communication and Support**

**E-mail** — If a student has a personal concern or question, he or she is encouraged to email me at anne.woodrick@uni.edu. I will make every effort to respond to students within a 48 hour window. Exceptions to this will be university holidays and weekends.

**GIS announcements** — The course announcements will include any changes or modifications to course materials or requirements.

**Grading response time** — Students will have immediate feedback on multiple choice quizzes. I will make every attempt to grade and comment on lessons within seven days. If I cannot do this, an announcement will be posted explaining any changes in the grading response time.