

Syllabus: Spring 2019 (Rev. 1/22/2019)

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M-W 9-10:15am @ Bill Hall 401

Office Hours: M-Tu 10:25 -11:40

as well as by appointment

Course Description:

The continent of South America is largely considered to have the largest bio-cultural diversity that has shaped the world. The goal of this course is to explore various topics of the anthropological, botanical and environmental literature of South American indigenous cultures. We will cover the history, European contact, ecology, subsistence, natural resources, social justice and environmental issues of the expansive region. The focus on the societies described in the assigned readings will provide a rich understanding of many cultures and their relationships to the natural environment. Special in-depth coverage will be given to the Barí, Matsigenka, Canela, Yanomamí, and Quechuas peoples. In this course, we will explore all the topics listed below through lectures, images, maps, films, class discussions, and student presentations. The class format will be 20-25 minutes to discuss the readings followed by a 45-50 minute lecture.

Required Readings:

All required readings will be placed on Moodle as PDF files.

Exams and Grading:

1) Attendance and classroom participation (including discussions of readings).....	15%
2) Midterm Exam (in class).....	20%
3) Proposal for your Research Paper (2 pages text & bibliography).....	10%
4) Research Paper (10 pages).....	20%
5) Oral class presentations of student research papers.....	10%
6) Final Exam (self-scheduled).....	25%

Suggested **research paper** topics will be discussed early February. My suggestion is to look into topics in relation to environment or plant uses in peer-reviewed books and journal articles on a particular aspect of specific Amerindian cultures (e.g. implications of contacting isolated peoples, dams, cattle ranching, deforestation, mining, soya cultivation, ethnobotanical knowledge, medicinal or spiritual plants, etc.). The research paper topics should be approved by the professor before the submission of the proposal. It should include a bibliography of no less than twelve sources (more would be better) from academic journals, books, collections of scholarly articles, and monographs in university, museum, or government publications series. The paper length should be 10 pages of text in addition to the bibliography and any illustrations. Use proper scholarly citation and paper format from the journal *Tipiti* ([Click here](#)). For website citations, check with the writing center or the librarian (Andrew Lopez) for the proper format. When writing your research paper, be sure to cite appropriately any authors whose work you use, whether you quote directly or paraphrase their ideas. No form of academic dishonesty or plagiarism will be tolerated (see below for the honor code).

Informed and active participation in class discussion is essential. Excellent participation can positively influence your grade; poor performance will have a negative impact. The library offers incredible resources that you will not find outside this campus or on the web. It is important that you get familiar with the library resources for your work. You should take a virtual tour with this link: <http://conncoll.libguides.com/Beginners>.

CLASS SCHEDULE (Spring 2019):

Date:	Lecture Topic	Required readings
Jan 23	Introduction and Overview of the Course	-
Jan 28	Social Construction and Stereotypes of South America (the continent and Amerindians)	Wilbert 1994
Jan 30	Origin of South American People (Part 1)	Willson 1999:1-38
Feb 4	Origin of South American People (Part 2)	Weatherford 1988:1-20
Feb 6	The Environment, Cultural Areas, Population and Linguistic Diversity	Willson 1999:39-60
Feb 11	Impact of First Contact with Outsiders: The case of the Barí	Lizarralde and Lizarralde 2016
Feb 13	Library sources (Andrew Lopez) PC room - Shain basement	Schultes 1984 [Rubber tree]
Feb 18	Film: <i>Mending Ways: The Canela Indians of Brazil</i> (W. Crocker)	Crocker 1994:1-60
Feb 20	The Andean People: the Incas and Quechuas	Allen 2002:22-74
Feb 25	Film: <i>Between two worlds: Q'eros of the Peruvian Andes</i> (John Cohen)	Allen 2002:150-195
Feb 27	Andean People, potatoes and biodiversity	Zimmerer 1996:1-25
Research Paper Proposal Due (3 minute presentations projects)		
Mar 4	Brazil Nut, Coca and other plants	Peres et al. 2003, Schultes 1990 & Plowman 1984:62-77
Mar 6	Mid-Term Exam	
Mar 10-24 ~~~~~ Spring Break ~~~~~		
Mar 25	Barí people's culture and environment	Beckerman & Lizarralde 2013:1-26
Mar 27	Barí people's Food Production and Ecology	Beckerman & Lizarralde 2013:82-143
Apr 1	The Matsigenka People (The Spirit of the Forest: https://vimeo.com/11124916)	Johnson 1994:230-233
Apr 3	Matsigenka People and Hallucinogenic plants (tobacco and ayahuasca)	Lenaerts 2006
Apr 8	Barí Ethnoprimateology and Primateogenic forests	Lizarralde 2018
Apr 10	Film: <i>Yanomami: from machetes to mobile phones</i> (Orloff and Shalygin)	Good 1991:1-34
Apr 15	Westernization and the Barí case	Fisher 2000: 128-173; Crocker 2004: 131-134
Apr 17	Film: <i>Owners of the Water: Conflict and Collaboration Over Rivers</i>	Hemming 2008:289-324
Apr 22	Dams and Amerindians: The Bello Monte Case in Brazil	Athayde 2014, Irigaray 2014 & Millikan 2014
Research Paper Due date		
Apr 24	Student Presentations of Research Projects	
Apr 29	Student Presentations of Research Projects	
May 1	Student Presentations of Research Projects	
May 6	Student Presentations of Research Projects	
May 8	Concluding Remarks and Course Evaluation	
May 11-15 Final Exam (Seniors by May 13)		

ATTENDANCE AND ACTIVE PARTICIPATION:

Attendance is **very important** and absences **will negatively affect your grade**. If you miss three classes without any excuses, your grade will drop half a grade (e.g. B+ to B); four absences will drop a full grade (B+ to C+); and five or more and you will not receive a passing grade in the course. If you miss classes, you should arrange to get the lecture notes from your classmates. If you cannot come to class for medical reasons, you will need to provide a doctor's note to me. It is important that you should email me or leave a voice message before the class you are missing, and not after. After class notices will not count unless it was a real emergency and you were unable to contact me. If you are texting or doing something else with your computer (reading something else or working on a paper for another class), besides taking lecture notes, that does not count as attendance and I easily notice this. Your

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emotional responses to texting and posting to your links are easily detectable and quite disruptive, which will trivialize the integrity of Connecticut College students. Therefore, I am expecting you to be in class not only physically but also mentally present!

Active participation in the course is important and you should be ready to respond to questions and pay attention to what is going on in class, even when your classmates are talking to us or presenting their work. Your participation with questions should reflect that you are doing the readings and hearing the lectures and participation with questions should show an informed perspective from the readings. The class will be productive to you and other students if you have a thorough preparation of course materials. This will lead to a more productive learning process for everyone.

Arriving late or leaving early can be quite disruptive to anyone in the class. If you do come late or leave early, expect for me to notice and ask you about it.

The grades represent the quality of your work. An "A" is excellent and represent doing excellent work and above very good (e.g. providing extra information and thinking above normal). A "B" is very good and doing all the work expected (e.g. knowing the course material well). A "C" is an average grade representing the basic mastery of the course material. A "D" is product of incomplete work or knowledge of the course material and the lack of understanding the materials from the course. A "F" is a grade that represents missing assignments and minimum understanding of the concepts and materials of the course.

The course is organized in a lecture/discussion format, meeting two times per week for 75 minute classes, with reading discussion, short lecture, and daily required reading (assigned for each day and that should be done before the class!). It is important to have a greater student responsibility in class participation instead a passive attitude of only sitting down and listening. The success of this course depends on a mature commitment to weekly preparation to discuss the readings and attendance at every class is required.

Mid-Term and Final Exam

The exams in the course will be a set of short essays that you should answer in a limited space or few hundred words to a page. In the answer, I will not accept anecdotal opinions without empirical facts or specific details drawn from the readings and lectures. A good exam will have lots of details in the answers and an excellent one will have a well formulated statement with lots of details. The answers should be less wordy and more specific to data provided in the course. The exams will consist of questions asking about the lectures and or readings, if not both. I will be focusing on the major issues that I do cover on the lectures, or discussions as well as from the readings. The grades will be based on 100 points, A = 100-94, A- = 93-90, B+ = 89-87, B = 86-83, B- = 82-80, C+ = 79-77, C = 76-73, C- = 72-70, D+ = 69-67, D = 66-63, D- = 62-60, F = 59 or below. This grading system will be the same for the course. An "A" means an exceptional or outstanding work reflecting above repeating the material of the course but bringing hard core critical thinking and the ability to think like a scholar. A "B" is very good and represents the ability to know all the material of the course. A "C" is an average grade representing the basic mastery of the courses material. A "D" is product of incomplete work or knowledge of the course material and the lack of understanding the materials from the course. A "F" is a grade that represents missing assignments and minimum understanding of the concepts and materials of the course.

Final Examinations

Students should not make plans to depart from the College early if they will be taking self-scheduled or scheduled examinations. Specific final assignments are announced on the syllabus. The final examination schedule will be published by the Registrar's office mid-semester, including dates and times of scheduled exams.

THE CONNECTICUT COLLEGE HONOR CODE

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution.

ACADEMIC RESOURCE CENTER

The [Academic Resource Center \(ARC\)](#) offers services to support your academic work such as study skills workshops, time

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management, coaching and tutoring. Its offices are located on the second floor of Shain Library. Please visit it or call 860-439-5294 for more information or to schedule an appointment.

WRITING CENTER

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call [860-439-2173](tel:860-439-2173) or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer the Center can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer it can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work *before* you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

STUDENT ACCESSIBILITY SERVICES

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please have your Faculty Notification Letter emailed to me through the Student Accessibility online management system (AIM) and schedule a meeting during my office hours as early as possible in the semester so that we can discuss the logistics of your accommodations. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439-5428 or sas@conncoll.edu.

SEXUAL VIOLENCE AND TITLE IX

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Rachel Stewart, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Rachel can also help you access other resources on campus and in the local community. You can reach Rachel at 860-439-2219 or rstewart1@conncoll.edu, and her office is in Cro 222. The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the Student Handbook, which can be found on CamelWeb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Office of Institutional Equity and Inclusion at 860-439-2035 or Unity House.

CREDIT HOUR DEFINITION

A semester course is normally equivalent to four credit hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of classroom or direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

Office Hours

Office hours provide students with additional opportunities to review or ask questions about the class discussions and assignments. Connecticut College faculty encourage students to go to office hours so they might learn about your interests, both inside and outside the classroom. In addition to talking about class material and assignments, you may find you share common interests, such as music, books, hobbies, and movies. If a professor knows your interest, they may inform you about campus programs and activities or other opportunities like fellowships and scholarships. Most importantly, a professor who knows their students writes better letters of recommendation. Successful students at Connecticut College make time to go to their professors' office hours. All Connecticut College faculty are required to have office hours on their syllabus and posted on their office door. If you cannot make your professor's scheduled office hours, contact your professor to set up an appointment.