



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ANTH
Course Number:	7
Descriptive Title:	Native Peoples of South America
Division:	Behavioral and Social Sciences
Department:	Anthropology
Course Disciplines:	Anthropology
Catalog Description:	This course focuses on the study of the native peoples of South America. Special emphasis is placed on the understanding of the relationship between the environmental zones of South America and the social, economic, political, and religious institutions of indigenous societies. The current conditions of South American indigenous groups, most often the result of colonialist policies which include globalization and modernization, are also examined.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	English 1 or eligibility for English 1A or qualification by appropriate assessment
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	03/20/2000
Transfer UC:	Yes
Effective Date:	
General Education:	Area 2C - Social and Behavioral Science ECC
Term:	
Other:	

CSU GE:	Area C2 - Humanities Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 3B - Humanities Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Cultural Ecology Approach</p> <p>In an in-class written assignment, students will demonstrate an understanding of the cultural ecology approach by explaining the relationship between the level of sociopolitical organization achieved by two South American indigenous groups (one from the Patagonia and another from the Amazon Basin) and the particular environmental zone each group occupies. In addition, students will need to address the subsistence strategy employed by each group and the limiting factors to population growth that each environment presents.</p> <p>SLO #2 Vertical Integration</p> <p>In an in-class assignment, students will explain how vertical integration provides for an adequate adaptation to the environmental conditions characterizing the Andean region by choosing an Andean group as an example, identifying each of the microenvironments utilized by the group, describing the particular subsistence activity carried out in each microenvironment, and listing the main resources procured.</p> <p>SLO #3 European Contact</p> <p>In a written assignment or objective exam, students will demonstrate an understanding of how contact with Europeans dramatically altered native populations of South America and their various cultures. Using a selected case study, students will need to identify specific areas of native culture that were changed by contact and describe the changes that took place.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Describe the basic model that accounts for the early settling and population of the New World in general, and of South America in particular, and explain the environmental conditions present during the Paleoindian period. 2. Identify, locate on a map, and discuss the eight environmental zones present in South America, in reference to climate, geography, vegetation, and animal life. 3. Identify and evaluate the cultural features common to hunting and gathering societies, pastoralist societies, horticultural societies, and agricultural societies. 4. Discuss the features typical of each of the following types of sociopolitical organization: band, tribe, chiefdom, and state, and assess the importance of the environment on the development of each particular type of sociopolitical organization. 5. Determine and analyze the types of sociopolitical organization that correspond to each of the environmental zones in South America.

6. Compare and contrast the characteristics of three South American indigenous groups organized at the band level with reference to the particular physical environment, mode of production, settlement pattern, social organization, political organization, political economy, and ideology that correspond to each group, respectively.
7. Evaluate and differentiate the characteristics of three South American indigenous groups organized at the tribal level with emphasis on the particular physical environment, mode of production, settlement pattern, social organization, political organization, political economy, and ideology that correspond to each group, respectively.
8. Identify and assess the concept of vertical integration in relation to the emergence of state level societies in the Andean region during the pre-Hispanic period and explain how vertical integration still provides for an adequate adaptation to the environmental conditions characterizing the Andean region.
9. Examine the impact of colonization, globalization and modernization on the current conditions of indigenous groups in South America and assess the implications of these factors on indigenous identity, cultural and political autonomy, and economic dependency.

Major Topics: I. Introduction to Anthropology (4.5 hours, lecture)

- A. The Anthropological Perspective
- B. Culture and Different Approaches to the Understanding of Culture
- C. Cultural Ecology: The Environment and its Influence on Cultural Patterns

II. Fieldwork Methods in Anthropology (1.5 hours, lecture)

- A. Fieldwork and Fieldworkers in South America
- B. Ethnographic Writing on South American Indigenous Groups

III. Types of Subsistence Strategies (1.5 hours, lecture)

- A. Hunting and Gathering
- B. Pastoralism
- C. Horticulture
- D. Agriculture

IV. Types of Sociopolitical Organizations (1.5 hours, lecture)

- A. Band
- B. Tribe
- C. Chiefdom
- D. State

V. Introduction to the Settlement of the Americas/Environmental Conditions During the Paleoindian Period (3 hours, lecture)

- A. Arrival to the New World
 1. Environmental Conditions in the Americas
 2. Point of Entry/Time of Entry

	<p>3. Archaeological, Linguistic, and Genetic Evidence</p> <p>B. Population of South America</p> <p>1. Migration Routes</p> <p>2. Archaeological Evidence and Resources Used</p> <p>VI. Environmental Zones of South America: Their Impact on Sociopolitical Development (4.5 hours, lecture)</p> <p>A. Patagonia</p> <p>B. Pampa</p> <p>C. Gran Chaco</p> <p>D. Brazilian Highlands</p> <p>E. Amazon Basin</p> <p>F. Orinoco Basin</p> <p>G. Caribbean Littoral</p> <p>H. Andes</p> <p>VII. Band Level Societies (11 hours, lecture)</p> <p>A. The Ona and the Yahgan (Patagonia)</p> <p>B. The Nukak (Amazon Basin)</p> <p>VIII. Village Level Societies: Amazon Basin (12 hours, lecture)</p> <p>A. The Yanomamo</p> <p>B. The Shuar-Jivaro</p> <p>C. The Mundurucu</p> <p>D. The Desana</p> <p>IX. Village Level Societies: Andes Region (7 hours, lecture)</p> <p>A. The Q'eros</p> <p>B. The Kallawaya</p> <p>X. The Western World and Indigenous Societies of South America (7.5 hours, lecture)</p> <p>A. A Case of Cultural Devolution Due to European Invasion: The Kogi of Sierra Nevada de Santa Marta (Caribbean Littoral)</p> <p>B. The Impact of Colonization, Globalization, and Modernization on Indigenous Societies (The Central Andes)</p> <p>C. The Kayapo (Amazon Basin)</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54

Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Answer the following question in a concise three- to four-page essay: What level of sociopolitical organization was reached in the Patagonia; the terra firme area of the Amazon Basin; the várzea area of the Amazon Basin; and the Andean area, respectively? Explain how, in each of these areas, the environment presented the particular conditions for each of these levels of organization to develop. Utilize lecture notes and assigned readings in developing your answer.
Critical Thinking Assignment 1:	In a two-page essay answer the following: Both the Ona and the Yahgan were hunters and gatherers and both groups occupied the southern tip of South America. In spite of these similarities, gender relations in each of these groups were quite different. Identify these differences, explain and analyze them in reference to the respective physical environments and modes of production. In addition, indicate how these differences were reflected in their rites of initiation.
Critical Thinking Assignment 2:	In a two- to three-page essay, answer the following: The Mundurucu and the Yanomamo are both horticultural groups and engage in warfare. Analyze differences in the type of warfare conducted by each group. Evaluate those differences as reflected in their settlement patterns, social organizations, and intervillage relations.
Other Evaluation Methods:	Essay Exams, Multiple Choice, Objective Exam, Other Exams, Quizzes, Reading Reports, Term or Other Papers
Instructional Methods:	Discussion, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	David J. Wilson, <u>Indigenous South Americans of the Past and Present: An Ecological Perspective</u> , Westview Press, 1999. Qualifier Text: Industry Standard Catherine Allen, <u>The Hold Life Has</u> , 2nd edition, Smithsonian, 2002.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	

Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	English 1 or
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	This course involves reading college level textbooks, developing written reports, and answering essay questions. A student's success in this class will be enhanced if they have these skills. ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Requisite Skill:	eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, written assignments and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Richard J. Chacon
Date:	10/07/1999
Original Board Approval Date:	03/20/2000
Last Reviewed and/or Revised by:	Rodolfo Otero
Date:	10/21/2021
Last Board Approval Date:	12/20/2021