

2332 Introduction to Andean and Amazonian Cultures

Prof. Michelle Wibbelsman

Spring 2021

T/TH 12:45-2:05 p.m.

Professor: Michelle Wibbelsman


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<http://sppo.osu.edu/>

 Follow us on Twitter @SpanPortOSU

University Policies during COVID-19 pandemic

All students, faculty and staff are required to sign the [Together As Buckeyes Pledge](#) and to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>). This includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

A [daily health check](#) to report body temperature and health status is required for all students, faculty and staff each day they come to campus or work in the community on behalf of the university. Requiring a daily check of all on-campus individuals helps the university to quickly identify any possible outbreaks from those exhibiting symptoms and move quickly to prevent transmission.

This daily check will be reported through the Ohio State mobile app or compass.osu.edu ([link is external](#)). Thermometers are part of the [return-to-campus PPE safety kits](#) provided to students, faculty and staff. The kits include one disposable mask, two reusable masks, a thermometer, disinfectant wipes and hand sanitizer.

COURSE DESCRIPTION

Please note this semester (SP 2021) this will be a hybrid modality course—Approximately 75% synchronous online and 25% in person sessions. We will start the semester online and transition to inclusion of in-person sessions later in the Spring depending on how infection rates are trending and updates on university prevention protocols.

Welcome to the class! This course offers an introduction to Andean and Amazonian cultures in both historical and contemporary perspective. The course revolves around processes of continuity and change in this area of Latin America, encompassing the territory of modern day nation states of Bolivia, Ecuador, Peru, Chile, Colombia, Venezuela, the Guianas, and Brazil. This course reveals the uniqueness and diversity of the region and its people. Important themes frame the readings and lectures: Symbolic continuity across the region; oral traditions including art, ritual, myths and music; the strength of the *ayllu* or community; the relationship between

people and their environment; prevailing forms of indigenous knowledge and power; indigenous cosmology; Andes-Amazonia connections and interactions; cultural contact and syncretism; representations of conquest and colonialism; and social movements are among some of the overarching themes.

For students interested in pursuing Latin American Studies, a minor in Andean and Amazonian Studies, International Studies, Spanish, Portuguese or Quechua language courses, or in traveling abroad, visiting, or working in the Andean and Amazonian area, this course will provide an introduction to useful concepts, information and cultural perspectives. For all students, this course offers a glimpse at the broad spectrum of human societies and fosters a comparative and critical awareness of Andean and Amazonian peoples and cultures.

COURSE STRUCTURE

This is a hybrid course with a **synchronous** virtual component. We will, however, generally record Zoom sessions for student review and/or students who miss class due to illness.

Class sessions will include instructor-centered lectures, class discussions, break out room small group discussions and presentations, student presentations on assigned readings, comments/questions posts, viewing activities, and student presentations of course projects. We will conduct the class in a seminar style for which students are expected to complete readings in preparation for weekly open-format discussions. This means that **all readings, viewing, and web-searching assignments must be finished before the weekly class meetings!** Students are also expected to bring notes and “point of interest” questions, and informed comments to the class meeting. The easiest way to do it is to take notes or jot down questions as they arise in the process of reading or listening, and bring those reflections to class. **Participation is a must;** mere attendance does not count as such.

As the professor, I can offer my experience in guiding an interesting discussion and signaling critical topics for analysis. However, I also expect that we will learn from each other drawing on your diverse academic backgrounds, experiences and projects for the class. I do not expect you to necessarily agree with me in your interpretations of the material. Your participation will be judged based on your engagement with readings, lectures, films and discussion. I expect you to form your own educated opinion. This also means supporting your position and working to articulate your thoughts. Feel free to bring in outside readings, literature and cultural experiences as the topics we discuss resonate with materials and information you come across outside of this class.

REQUIRED COURSE READINGS

I will make a selection of required readings available to students through CARMEN. **Readings are to be done prior to the class period for which they are assigned.** (In other words, if readings are assigned for Monday, finish the readings before that Monday and come to class prepared to discuss the assigned readings).

CARMEN is a Web-based course management system with password-protected access. If you run into any problems using CARMEN, you can get help by writing to carmen@osu.edu or calling 614.688.4357 (688-HELP) (V), 614.688.8743 (TDD) for assistance.

COURSE GOALS AND LEARNING OUTCOMES

1. To become familiar with important aspects of a range of Andean and Amazonian cultures.

2. To understand how cultures past and present have influenced, and have been influenced by, the larger social and cultural processes that have shaped the Andean and Amazonian area.
3. To develop an awareness of processes of continuity and change in Andean and Amazonian social and cultural development, and an ability to think critically about such relations.

GE Course Goals and Learning Outcomes

Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes: Students analyze and interpret major forms of human thought, culture and expression. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Global Studies

Expected Learning Outcomes: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the United States. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

COURSE REQUIREMENTS:

Attendance and Participation: (25 %) Students enrolled in this course commit to coming to class prepared to make contributions based on the readings. Attendance and participation will count for 25% of your final grade and will be calculated as follows:

1. **Attendance (10%)** I will keep track of attendance. Repeated tardy entries and early exits from class will be noted, and eventually marked as absences. **Unexcused absences are subject to a grade-point penalty. No more than two unexcused absences are permitted per semester.** Written validation will be necessary for other absences, i.e. medical emergency or legal appearance.

That said...

COVID-19 special circumstances: When we resume face-to-face classes, if you are sick or have any COVID-19 symptoms **do not come to class.** Please reach out to me for alternatives for completing assignments.

When we resume face-to-face classes, please follow all university safety protocols <https://safeandhealthy.osu.edu>. [return-to-campus PPE safety kits](#) include one disposable mask, two reusable masks, a thermometer, disinfectant wipes and hand sanitizer—PLEASE USE THEM. A [daily health check](#) to report body temperature and health status is required for all students, faculty and staff each day they come to campus or work in the

community on behalf of the university. Report daily health check through the Ohio State mobile app or compass.osu.edu (link is external).

- Written documentation for excused absences must be presented to professor as soon after the absence as possible and at most within two (2) weeks of the absence.
- Requests for an excused absence due to disability will be evaluated individually.
- **Student-athletes** who anticipate missing class meetings due to participation in competition will need to provide advance notice of absences to their instructor at the beginning of the semester. You will need to present a letter from your coach and a competition schedule, highlighting scheduled class meetings in conflict with competition dates. In addition, as the semester progresses, you will be responsible for reminding me, both by e-mail and in person, of each upcoming absence. Failure to do this will result in penalty per usual for absences. In addition, student-athletes will be responsible for submitting all assignments on time (or early) and for initiating advance arrangements for conflicting tests.
- Please check with me in advance regarding other types of anticipated absences.
- **COVID-19 accommodations:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

2. **Participation (15%)** Your active participation in class and attention to/interaction with your peers will earn you 15% of the final grade. As part of the participation grade, students will be asked to **come to each class session prepared with one observation/comment/point of interest and one question that engage the readings assigned for that day. Students will post these comments/questions on CARMEN by 12:00 p.m. prior to class.**

***Assigned readings should be completed prior to coming to class the day for which they are scheduled.** Readings are intended to supplement the material presented in class and will serve as a basis for class participation and discussion.

2-page reaction paper ILCLA Conference OR participation in the K'acha Willaykuna Pachaysana Workshop and Reflections Series on Storytelling for Social Change: (5%) Due March 30. We will have a unique opportunity for this class to participate in the [Indigenous Languages and Cultures of Latin America \(ILCLA\) International Symposium](#) and/or in the [K'acha Willaykuna Pachaysana Workshops on Storytelling for Social Change](#). You will be

responsible for writing a 2-page reaction paper on either experience and sharing your experience with the class. Reflection/reaction papers are due Tuesday, March 30.

Exams: (40%) There will be two exams during the semester, each worth 20% of your final grade. Exams will draw on readings, lecture information (which may or may not be included in the assigned readings), class discussions, peer presentations. **Exam #1 is on Feb. 18. Exam #2 is on March 25.** Please be sure to mark the dates for exams on your personal calendars. ***As a general rule, I do not offer makeup exams.**

Student Projects: (30% paper and presentation) Each student will choose one Andean or Amazonian culture or cultural practice to explore in more depth. You will be required to write a short, well-written 4-5 pg. paper based on a minimum of four sources and present your project to the class. You may already have an area or population of interest. Or you may need ideas and/or guidance on sources. I will make time during office hours to meet with students about their projects. I will post additional paper and presentation guidelines on CARMEN. **Project Presentations will be April 15-22.** I will circulate sign-up sheets for presentations once the semester gets underway. **Final Course Papers are due April 27 by 3:45 p.m.**

*One unique opportunity to satisfy your course project requirement is registering for 1 credit hour of the **Andean Music Ensemble (SPA 2208.22/ MUS 2208.22)** which meets Thursdays 10:20-12:25. You will still be responsible for a class presentation of your experience with the ensemble or a musical demonstration and a 1-page write up.

*In addition, there will be **EXTRA CREDIT** opportunities during the semester. I will announce these opportunities throughout the semester. Generally, they will be worth one percentage point on the final grade for attending the event and submitting a 1-page write up/reflection.

Grading:

10% - Attendance class

15% - Class participation – includes written comment + questions posts on assigned readings

5% - 2 page reaction/reflection paper for ILCLA Conference or K'acha Willaykuna Pachaysana Workshops and Reflections on Storytelling for Social Change

20% - Test 1

20% - Test 2

30% - Course project and presentation

Total 100%

Deadlines: Assignments are due in class on the day specified. Work not turned in on the due date in class is subject to point reduction.

General Guidelines for Grading:

A= 93-100, A- = 90-92

Demonstrate fluency with the course concepts including independent thought beyond the bounds of the coursework (Range of Good to Excellent)

B+ =88-89, B= 83-87, B- = 80-82

A complete grasp of the concepts and an ability to apply them (Range of Good)

C+ =78-79, C= 73-77, C- = 70-72

Middling grasp of the course material demonstrated by an ability to repeat the material, as by rote (Range of Acceptable)

D+ = 68-69, D = 63-67, D- = 60-62

An incomplete or tenuous understanding of the material (Range of Poor)

E=0-59

Failing

Technical Requirements for this hybrid course:

Baseline Technical Skills for Hybrid Course:

- Basic computer and web-browsing skills
- Navigating Carmen
- Uploading word, pdf and other files to Carmen assignments

Necessary Equipment:

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection.
- Webcam: built-in or external webcam, fully installed and tested.
- Microphone: built-in laptop or tablet mic or external microphone.

*Many colleges are designating workspaces that students can use to access university wireless. Some space will also be available in University Libraries, but capacity will be limited to allow for appropriate physical distancing. In addition, please see [resources for students related to internet access \(link is external\)](#).

Software requirements: Microsoft Office 365 ProPlus: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones. Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage. Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

CLASS POLICIES:

General student responsibilities: **Students are expected to read the course syllabus carefully, refer to, and heed its policies throughout the term.** Students should also refer to the Student Handbook for OSU policies and procedures. In addition, students are expected to come to class with an open mind, regularly attend class, arrive on time, come prepared, stay in class for the duration of the period, participate actively in class, be considerate of other students, observe deadlines for all assignments, and take advantage of the professor's availability during office hours for additional help. I encourage you to visit me during office hours.

Regarding Academic Integrity:

- Written Assignments: Your written assignments, including discussion posts, should be your own original work.
- Reusing Past Work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- Use of Translation Programs like Google Translate: while it might seem like these days Google can solve many of our language problems, I would caution you in your use of google.
- Plagiarism and Style Guide: All academic writing (film reactions and final paper) should give credit to your sources (even if you are paraphrasing) to avoid any form of plagiarism. If you are unsure as to how to cite using the MLA style, please check <https://cstw.osu.edu/writing-resources/citations/MLA-citations-updated-8th-edition> If you're unsure about a particular situation in regard to your written work, please feel free just to ask ahead of time.

Classroom Etiquette: I expect your full attention and active participation during class. **Please turn off all cell phones and other electronic devices not for specific class use before coming to class.** Texting, Tweeting, Facebooking, checking e-mail, or navigating on the Internet for purposes not related to the class are activities strictly forbidden. I encourage open discussion and scholarly debate in an atmosphere of respect and consideration for your classmates and the professor.

Communication:

E-mail is the official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-sensitive.

Professor responsibilities: On my part, as instructor for this course, I commit to treating students fairly and equitably, provide timely, constructive feedback, make myself available during office hours for additional help, advise students about academic support services available to them should they need them, hold students accountable for meeting course requirements as specified, teach this course to the best of my ability to ensure fulfillment of the Course Goals and Learning Objectives outlined.

Office Hours: My office this semester will be by appointment and via zoom. You can contact me via e-mail for an appointment.

Important Dates: Please see the Office of the Registrar <http://registrar.osu.edu/> for important dates regarding course adds/drops, etc.

UNIVERSITY POLICIES:

Please take a moment to read through the following university policies:

Communication: E-mail is the official mode of university correspondence; therefore, you are

responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-sensitive.

ACADEMIC INTEGRITY POLICIES

The Ohio State University Code of Student Conduct: “The code of student conduct is established to foster and protect the core missions of the university; to foster the scholarly and civic development of the university’s students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.” (B/T 4/6/2012)

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

I will strictly adhere to the code of student conduct as defined by the University. Please review <http://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html> for prohibited conduct at OSU. You can also consult the OSU Student Policies and Procedures Handbook for a full range of definitions and penalties. In terms of academic integrity, I expect original work and full credit/citation to be given to works you draw from (including Internet sources). Please consult with me if you have any doubts. Assignments submitted are further subject to review through online tools that check for plagiarism.

Copyright Disclaimer: The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX : Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Students with Disabilities: The Ohio State University is committed to the full inclusion of all qualified individuals. As part of this commitment, policies and procedures will ensure that persons with

disabilities are not subjected to discrimination or denied full and equal access to programs (academic, co-curricular or employment), activities, benefits or services offered by the university on the basis of their disability.

If you require special accommodations, please note that you are responsible for initiating this process. “Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. Student Life Disability Services contact information: slds@osu.edu; 614 -292- 3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Please remind me not more than 5 business days before an exam of any testing accommodations you will need.

COVID-related accommodations: The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Resources for Learning & Life at OSU: In addition, The Ohio State University has numerous resources for students to provide assistance and support for your learning. I encourage you to use these resources. They are excellent and can make a real difference in the quality of your experience not only for this class but for your student career. The Office of Student Life <http://studentlife.osu.edu/> can direct you to valuable resources including learning centers, writing centers, counseling and mental health assistance, career exploration advisors, and student emergency services.

Student Academic Services: <http://advising.osu.edu/welcome.shtml>.

Student Support Services: <http://ssc.osu.edu>.

YOUR MENTAL HEALTH! As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or

stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Course Technology: For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> , and support for urgent issues is available 24x7 at Self-Service and Chat support: <http://ocio.osu.edu/selfservice> •Phone: 614-688-HELP(614-688-4357)•Email: 8help@osu.edu•TDD:614-688-8743

Schedule of Course Readings and Lectures Spring 2021
(subject to changes or modifications)

*Beginning Week 2 students will come to each class session prepared with one observation/comment/point of interest and one question that engage the readings assigned for that day. Students will post these comments/questions in CARMEN ASSIGNMENTS by 12:00 p.m. prior to class.

WEEK 1 GENERAL INTRODUCTION (Zoom)

Jan 12 General Introduction –course participants introductions; outline of main course topics and objectives, important dates. General overview of dramatic landscape and people. (No reading)

Jan 14 Geographical orientation; Pre-Hispanic cultures (No reading)

WEEK 2 PRE INKA AND INKA CIVILIZATIONS (Zoom)

**Jan 19 Amazonian Origin of Andean Civilization
Chavin**

Read:

- Rebecca Stone *Art of the Andes* Preface and Chapter 1: Introduction + Chapter 2: Early and Chavín

Reminder: come prepared to class with one comment/point of interest AND one question that engages the readings. Post via CARMEN by 12:00 p.m. This will be due every class session where readings are assigned.

Jan 21 Inka civilization.

Read:

- *A Culture of Stone : Inka Perspectives on Rock*. Introduction "Coming to terms with Inka rocks" Carolyn Dean.
- Selections from *The Great Inka Road*.

WEEK 3 CONQUEST, CULTURAL TRANSFORMATION AND INDIGENOUS UPRISINGS (Zoom)

Jan 26 Conquest and cultural transformation

Read:

- Michel-Rolph Trouillot Capítulo 4 pgs. 108-119 “Good Day Columbus” in *Silencing the Past: Power and the Production of History*
- Michael Taussig *The Devil and Commodity Fetishism in South America*. Chapter 8 “The Devil in the Mines” & Chapter 9 “The Worship of Nature” (Myth, Colonization, Modernization—Toledan reforms)

Jan 28 Historical Indigenous uprisings

Read:

- Sinclair Thomson *We Alone Will Rule: Native Andean Politics in the Age of Insurgency*. Chapter 1 “Contours for a History of Power and Political Transformation in the Aymara Highlands”
(Tupac Amaru, Tupac Katari insurgencies; inkarri myth; pachakutik)

WEEK 4 ECHOES OF CONQUEST – TAMBIÉN LA LLUVIA/EVEN THE RAIN
(Zoom)

Feb 2 Film: (view first part in class and remaining at home)

View:

- Even the Rain/También la lluvia (2010) by Icíar Bollain (1 hr. 43 min)
<https://www.youtube.com/watch?v=1EJPACpokyM> trailer

Feb 4 Discussion of “Even the Rain”

Read:

- Fabrizio Cilento "Even the rain: A confluence of Cinematic and Historical Temporalities" in Arizona journal of Hispanic Cultural Studies Vol. 16, (2012).

WEEK 5 DECOLONIAL PERSPECTIVES AND ENDURING LEGACIES OF CONQUEST (Zoom)

Feb 9 Emergence of the Plurinational

Read:

- "Afro and Indigenous Life-Vision in/and Politics. (De) colonial Perspectives in Bolivia and Ecuador". Catherine Walsh. *Bolivian Studies Journal*, Vol.18 (2011)

Feb 11 Contemporary Counter-Conquest Rituals and Legacy of the Conquest

Read:

- Wibbelsman “*Encuentros: Dances of the Inti Raymi in Cotacachi, Ecuador*” *Latin American Music Review* 26:2, 2005. (urbanization, enduring traditions including the Andean *tinkuy*)

WEEK 6 EXAM #1

Feb 16 General Discussion Part I of course

Feb 18 Exam # 1

WEEK 7 INSTRUCTIONAL BREAK (Zoom)

Feb 23 NO CLASS INSTRUCTIONAL BREAK

Feb 25 The Margins of Amazonia

Read:

- *Cambridge History of Native Peoples of the Americas: South America Part 2* ed. By Frank Salomon and Stuart Schwartz. Chapter 17 “The Western Margins of Amazonia from the Early Sixteenth to the Early Nineteenth Century” by Anne Christine Taylor

WEEK 8 DESCENT INTO THE AMAZON (Zoom)

Mar 2 La Condamine’s Journey

Read:

- Robert Whitaker *The Mapmaker’s Wife*. Chapter 10 “Down the Amazon”

Mar 4 Amazon Rainforest

Read:

- *The Mapmaker’s Wife*. Chapter 13 “Into the Jungle”

WEEK 9 NEW INSIGHTS AND THEORIES ON AMAZONIA (Zoom)

Mar 9 Evidence of great Amazonian civilizations

Read:

- Clark Erickson “Amazonia: The Historical Ecology of a Domesticated Landscape.”

View in class:

- Documentary *Secret Cities of the Amazon*

Mar 11 *The Falling Sky: Words of a Yanomami Shaman*

Read:

- “Words Given”
- Chapter 23 “The Spirit of the Forest”
- Chapter 24 “The Shaman’s Death”

WEEK 10 CHRISTIAN MISSIONS AND THE COLONIAL EXPERIENCE FROM THE PERSPECTIVE OF AMAZONIAN COMMUNITIES (Zoom)

Mar 16 Film “The Mission”

View in class film:

- The mission (1986) by Roland Joffe. (1 hr 30 min; view first part in class and remaining at home) The Mission is loosely based on events that occurred in the borderlands of present-day Argentina, Paraguay, and Brazil around 1750. It focuses on conflicts between the Guarani Indians, the Spanish and Portuguese colonial governments, the Roman Catholic Church, and Jesuit missionaries.

Mar 18 Yekuana and the creation epic of the Watunna. Coded narratives.

Read:

- *Watunna* Marc de Civrieux “Introduction”

(Mar 19-20 ILCLA Conference)

WEEK 11 SHAMANIC VISIONS AND AMAZONIAN AESTHETICS AND POWER
(Zoom)

Mar 23 Amazonian aesthetics, imagery, knowledge and power.

Read:

- Whitten and Whitten *From Myth to Creation* Chapter 3: Imagery and Power + Chapter 4: Imagery and Creativity

Share informally: Reflections on ILCLA Conference/Pachaysana Workshops

Mar 25 Exam # 2

(Mar 26-27 ILCLA Conference)

WEEK 12 INDIGENOUS WORLDS IN CONTEMPORARY NATIONAL AND TRANSNATIONAL CONTEXTS (In-person)

Mar 30 Andean tales of fat sucking monsters

Read:

- Nathan Wachtel *Gods and Vampires: Return to Chipaya* Chapter 4 “Tales of Vampires”
(tales of the kharishiri, pishtako and metaphors of third world exploitation)

Share informally: Reflections on ILCLA Conference/Pachaysana Workshops

Due: 2-page written reflection on ILCLA or Pachaysana Workshops

Apr 1 NO CLASS INSTRUCTIONAL BREAK

WEEK 13 CONTINUED: INDIGENOUS WORLDS IN CONTEMPORARY NATIONAL AND TRANSNATIONAL CONTEXTS (In-person)

Apr 6 Amazonian progress, globalization and indigenous resistance

Read:

Terence Turner “The Kayapo Resistance”

Apr 8 Andean Healing, Food and Ritual

Read:

- Edmundo Morales *The Guinea Pig: Healing, Food, and Ritual in the Andes*. Chapter 3: The Cuy in Andean Medicine + Chapter 4: The Cuy in Andean Ideology, Religion and Belief

WEEK 14 TRANSNATIONAL MIGRATION + STUDENT PROJECTS (In-person)

Apr 13 Andean transnational migration and global diaspora

Read:

- “Worshipping the Senor de Qoyllur Ritti in New York: A Transnational Andean Ethnography” (16 pp) Javier Avila Molero

Apr 15 Student Project Presentations

WEEK 15 STUDENT PRESENTATIONS (In-person)

Apr 20 Student Project Presentations

**Apr 22 Student Project Presentations
LAST DAY OF CLASS**

WEEK 16 Apr 26-30 EXAM WEEK

Apr 27 FINAL COURSE PAPERS DUE by 3:45 p.m.