Course Name: Indigenous Histories of Latin America
Course Number: HST 348
Term Offered: Fall 2018
Credits: 4
Instructor name: Aimee Hisey
Instructor email: hiseya@oregonstate.edu

Course Description
Dedicated to studying the indigenous histories of Mexico, Central, and South America from 2000 BCE to 1600 CE through their own voices with an emphasis on religion, gender, and society.
Prerequisites: None

Communication
Please contact me via email rather than Canvas, I can respond quickly and easily to email from anywhere. Students may post general questions in the weekly ‘Questions and Clarifications’ discussion boards (located within each module) or email the instructor from their ONID email address. Please contact the instructor with any concerns regarding your ability to submit your assignments on time. I will strive to return all emails within 24 hours Monday through Friday and within 48 hours if contacted over the weekend. Note that I may be unavailable on holidays.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
Textbooks:
  *Please note: this text is available for free as an eBook via the Valley Library*

Additional readings will be available via Canvas.
Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
- Understand and evaluate history from the indigenous perspective:
  This course will incorporate historical knowledge from both written sources and oral traditions. Students will demonstrate a comprehensive understanding of indigenous history prior to and during the Conquest. This course will focus on religion, spirituality, culture, society, tradition, infrastructure, and daily routines of South American (Andean) and Mesoamerican indigenous groups.
- Analyze the impact of cultural collision:
  This course will examine the interaction between European and Indigenous populations and the ways in which this interaction impacted the economic, social, and cultural aspects of Meso and South America.
- Students will be able to:
  - Define and evaluate “ethnohistory”
  - Think critically given specific historical contexts and biases
  - Properly cite sources using Turabian citation style
  - Understand the histories of various cultures pre-contact with the European world

Bacc Core Requirement
This course satisfies the Cultural Diversity requirement in the Baccalaureate Core. This means as a result of taking this class you will gain knowledge and skills that enable you to do the following:
- Identify and analyze characteristics of a cultural tradition outside of European /American or “western” culture.
  - This outcome is fulfilled by formative assessments in the form of homework summaries (14 x 400 words). Each unit will require that students demonstrate their growing content knowledge with submission of these twice-weekly formative assessments.
- For this outcome: Identify and analyze characteristics of a cultural tradition outside of European /American culture, students will...
  - Recognize six indigenous civilizations
  - Outline their historical timelines
  - Locate these civilizations on a map
  - Interpret their writings based on primary sources
- Demonstrate understanding of how perspectives can change depending upon cultural or historical contexts.
  - This outcome is fulfilled by the use of ethnohistoric perspectives which emphasize the use of contextually appropriate sources in the study of indigenous peoples. Students will critique sources based upon identification of potential biases within a given historical context. This outcome is also fulfilled by summative assessments in the form of midterm and final papers, in addition to twice-weekly formative assessments. Summative assessments will require that
students explain how potential biases of given historical sources either support or contradict historical narrative and historical fact.

- For this outcome: Demonstrate understanding of how perspectives can change depending upon cultural or historical contexts, students will...
  - Appraise origin of primary sources
  - Explain potential biases of historical perspectives based upon source appraisal
  - Differentiate between created historical narrative and historical fact

- Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.
  - This outcome is fulfilled by course readings and subsequent formative assessments (14 x 400 words). Ethnohistorical sources will demonstrate the continued and thriving existence of indigenous spirituality, language, and culture postconquest. Students will then examine and assess the ways in which western historical narratives contradict this reality. Students will have the opportunity to demonstrate this analysis with completion of the summative assessments as well.

- For this outcome: Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes, students will...
  - Identify aspects of cultural continuity in the context of conquest
  - Examine how evidence from written and pictorial sources supports European imperialism and the resilience of Indigenous civilizations

Evaluation of Student Performance

Participation: 28%
14 Questions and Responses x 2 points each = 28
Students will submit 2-3 questions they have following their reading and summaries. These questions will be used to guide class discussion of the reading during the next class meeting, where peer and instructor responses will clarify understanding and analysis. This discussion contribution makes up the participation portion of your grade. Fifteen questions and responses will be assigned, the lowest scoring summary will be dropped from the student’s grade.

Syllabus Quiz and Introduction: 5%
The course syllabus serves as a contract between student and instructor. Please familiarize yourself with the expectations, readings, and assignments required for this course. As your instructor, I will work to grade your assignments in a timely manner and to be available for questions or assistance whenever possible

Citation Quiz: 5%
This quiz will measure student ability to correctly cite sources via footnote and bibliography using Turabian formatting. All assignments must use this citation style exactly to receive full credit. Please use the attached appendix at the end of this syllabus to assist you in both the citation quiz and in future assignments. Please do not use citation tools (i.e. Zotero, etc.) as they do not properly adhere to our citation guidelines.

Content Responses: 42%
14 CRs x 3 points each = 40
These summaries will measure your knowledge of the required weekly readings. You will be provided with guiding questions for each reading and summary submission. However, you may choose to focus on other aspects of the reading. Fifteen summaries will be assigned, the lowest scoring summary will be dropped from the student’s grade. Note that readings outside of the assigned textbooks can be accessed via Canvas.

Midterm: 10%
The midterm assessment will take place during week 6 of the term and will cover course content from weeks 1-5. You will receive the exam question and guidelines one week prior (week 5) in order to prepare your paper for submission.

Final Paper: 10%
The final assessment will take place during week 11 of the term and will cover course content from weeks 6-10. You will receive the exam question and guidelines one week prior (week 10) in order to prepare your paper for submission.

Grading Scale:
100-94% = A, 93-90% = A-, 89-80 = B, 79-70 = C, 69-0 = F.
- Please note: The total possible points for this course is 100. Therefore, each point earned or lost is equivalent to one percentage point earned or lost. Use discretion in deciding whether your assignment submission will truly affect your grade!
### Course Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings / Screenings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 01   | Course Introduction                             | Course Syllabus and appendices (re: citation)                                        | Wednesday by 10:00pm  
- Syllabus Quiz and Introduction  
- Citation Quiz  
Saturday by 10:00pm  
- Map Activity and Response |
| 02   | Ethnohistory and New Philology                  | Axtell: 1-13  
Sturtevant:1-51  
Restall: 113-134  
Lockhart: “Background and Course of the New Philology” | Wednesday by 10:00pm  
- Content Response: Sturtevant and Axtell  
- Questions, Thoughts, and Clarifications  
Saturday by 10:00pm  
- Content Response: Restall and Lockhart  
- Questions, Thoughts, and Clarifications |
| 03   | South American and Andean Ethnohistory          | Besom: Chapters 2-3  
Mills, Taylor, Graham: 3-19                                                             | Wednesday by 10:00pm  
- Content Response: Besom, Chapter 2 and Ancestors of the People Called Indians  
- Questions, Thoughts, and Clarifications  
Saturday by 10:00pm  
- Content Response: Besom, Chapter 3 and The Inka’s Tunics  
- Questions, Thoughts, and Clarifications |
| 04   |                                                                 | Besom: Chapters 4-5                                                                    | Wednesday by 10:00pm |
| South American and Andean Ethnohistory | Ogburn: 101-135  
Hadignham: 141-162 | ○ Content Response:  
Besom, Chapter 4 and Power in Stone  
○ Questions, Thoughts, and Clarifications  
Saturday by 10:00pm  
○ Content Response: Besom Chapter 5 and In Search of the Line Builders  
○ Questions, Thoughts, and Clarifications |
| South American and Andean Ethnohistory | Besom: Chapters 6 and 7  
Garcilaso de la Vega: Part I, Chapter 7 and Part II, Chapters 1 and 2  
Castro Yupangui, Titu Cussi: 57-87 | Wednesday by 10:00pm  
○ Content Response:  
Besom, Chapters 6-7  
○ Questions, Thoughts, and Clarifications  
Saturday by 10:00pm  
○ Content Response: Inca Garcilaso de la Vega and Diego de Castro Yupangui  
○ Questions, Thoughts, and Clarifications |
| Midterm | No new readings | Saturday by 10pm  
○ Midterm paper |
| Mesoamerican Ethnohistory | Earle: 279-308  
Gillespie: 85-128  
Schwartz: 20-28  
Townsend: Chapters 1-2 | Wednesday by 10:00pm  
○ Content Response: Olmec and Toltec  
○ Questions, Thoughts, and Clarifications  
Saturday by 10:00pm  
○ Content Response: Schwartz and Townsend  
○ Questions, Thoughts, and Clarifications |
<table>
<thead>
<tr>
<th>Week</th>
<th>Mesoamerican Ethnohistory</th>
<th>Reading</th>
<th>Due Dates</th>
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</tr>
</thead>
</table>
| 08   | Restall, Matthew. *Maya Conquistador*. Boston: Beacon Press, 1998. Chapters 2-3 and 6-8. | Wednesday by 10:00pm  
|      |                           |  
|      |                           | Saturday by 10:00pm  
|      |                           |  
|      |                           |  
| 09   | Sigal: “Sexuality in Maya and Nahuatl Sources”  
|      | Mills, Taylor, Graham: 23-27  
|      | Lockhart: 48-113 | Wednesday by 10:00pm  
|      |                           |  
|      |                           | Saturday by 10:00pm  
|      |                           |  
| 10   | Lockhart: 114-255 | Wednesday by 10:00pm  
|      |                           |  
|      |                           |  
| 11   | Final | No new readings | Wednesday by 10:00pm  
|      |                           |  
|      |                           |  

This course is offered through Oregon State University Extended Campus. For more information, contact:  
Web: ecampus.oregonstate.edu   
Email: ecampus@oregonstate.edu   
Tel: 800-667-1465
Course Policies:

Discussion Participation

Students are expected to participate in all graded discussion forums. While there is great flexibility in online courses, this is not a self-paced course. You will need to actively contribute so that you and your peers can benefit. Your peers are relying on you and you on them!

Late Work and Extra Credit

The instructor does not accept late work in this course without valid or pre-arranged reasons. Assignment submissions will close promptly at 10pm on the due dates listed. The instructor does not accept any assignments via email. All submissions will take place via Canvas. Any assignments received via email will not receive credit.

If you have a documented reason for a late submission, please email me as soon as possible and I will work with you to fix a different due date. Likewise, if you foresee any changes in your status that might affect your performance in the class, please notify me as soon as possible. I am happy to work with you to find a solution, but it is difficult to do so when students notify me of a need or problem at the last minute.

This course does not offer extra credit opportunities.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.

b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else’s words, ideas, artistry or data as one’s own, or using one’s own previously submitted work. Plagiarism includes but is not limited to copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project and then submitting it as one’s own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.
**APPENDIX 01: Turabian Bibliography**

**HST 348 Syllabus**

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**Bibliography:**

**Citing a book:**

**Format:**
Author last name, Author first name. *Book title in italics*. Place of publication: Press, year.

**Example:**

**Citing an essay or chapter in a book:**

**Format:**
Author last name, Author first name. “Essay Title in Quotations,” in *Book Title in Italic*, edited by, list authors first last. Place of publication: Press, year. Page numbers.

**Example:**

**Citing an article in a journal:**

**Format:**
Author last name, Author first name. “Article Title in Quotations,” in *Journal Title in Italic*: vol. number: issue number, year, pages of article.


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*Note: Cite your sources exactly as the format above indicates! Formatting, capitalization, spacing, punctuation, and all!*

* If the book, article, or chapter has more than one author, only cite the first author by last name first: Last, first, First Last, and First Last.*
Footnotes:

Citing a book:

Format:

Example:

Citing an essay or chapter in a book:

Format:
First Last, “Essay or Chapter Title in Quotes,” in *Book Title in Italics*, ed. by list authors first last (Place of Publication: Press, year), pages.

Example:

Citing an article in a journal:

Format:
First Last, “Article Title in Quotations,” in *Journal Article in Italics*: vol. number: issue number (year), pages.

Example:

*Note: Cite your sources exactly as the format above indicates! Formatting, capitalization, spacing, punctuation, and all!*

* If the book, article, or chapter has more than one author, only cite the first author by last name first: Last, first, First Last, and First Last.

*NEVER write p., pg., or pp. before listing the page numbers.*
*After the first full citation, a source citation can be shortened. i.e. ¹ Karras, 10.