

## **History 324: Pre-Contact Peoples of Middle and South America**

Instructor: Isaac Emrick  
101 Woodburn Hall  
MW 3:30pm-4:45pm

Office Hours: MW 1-3 pm  
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### **COURSE DESCRIPTION**

This course will introduce you to the diversity of Middle and South America before the arrival of Europeans in 1492. Middle and South America were diverse geographically, culturally and historically. The course is divided up in four sections. We will begin with an introduction to the geographic and environmental diversity of the Americas. Then the course will begin at the southern most point of Tierra Del Fuego working northward to Monte Verde, the Chimú, the Inca empire, and Amazonian peoples. From South America, the course will move up through Middle America to discuss the Maya, Zapotec, Tarascan and Aztec peoples. The course will close with a brief outline of initial contacts with Europeans during the fifteenth and sixteenth centuries. This is primarily a history course and will show development of cultural diversity among the indigenous peoples of Middle and South America.

### **OBJECTIVES**

- Understand the diversity of geography and cultures in Middle and South America.
- Observe material culture and art and use it to describe cultural diversity.
- Gain experience with primary sources and their analysis in historical research.
- Understand the effects of inter-group and trans-Atlantic contacts through time.

### **REQUIRED TEXTS**

- D'Altroy, Terence N. *The Incas*. Wiley, John & Sons, Inc., 2003.
- Mann, Charles C. *1491: New Revelations of the Americas Before Columbus*. 2005.
- McKillop, Heather. *The Ancient Maya: New Perspectives*. W.W. Norton & Co., 2006.
- Smith, Michael E. *The Aztecs*. Malden, MA: Wiley, John & Sons, Inc., 2002.
- Additional Articles will be posted on E-Campus. Bring texts and printed materials from E-Campus to ALL classes.

## COURSE REQUIREMENTS

Reference Packet (15%) This is a three part packet including a cultural timeline, a map series, and a cultural feature table. This will be filled in throughout the semester and used to write the Research Paper.

Research Paper (15%) A list of Research Questions is posted on the E-Campus homepage. You must write a detailed answer to one of the questions. You may submit a rough draft for consultation, but this is not required. Your paper should draw from library and internet research, reference packet, lectures, the readings and the text. The essays must be submitted in E-Campus directly **and** as an attachment. They should be formatted in 12pt font, double spaced with 1” margins and should be approximately 1000 words. The paper must include a bibliography and citations in Chicago style. Papers will lose a letter grade for every day after the due date.

Reading Quizzes (10%) There will be weekly reading quizzes on E-Campus. These quizzes will become available on Thursday morning (8:00 am) and will close before class on the following Wednesday (3:30 pm). You will have 30 minutes to complete each quiz, after this period you will be locked out of the quiz. There will be **no** make-ups. If you have ANY problems email me immediately. Do not procrastinate, it is much easier to fix any problems before the quiz closes. After the quiz closes I cannot reopen the quiz.

Exams (50%) There will be two in-class exams (February 11 and March 25) and a two-hour final exam during exam week on Friday, May 8, from 11:00 am – 1:00 pm. The exams are not cumulative. I will provide more details and study guides about each exam prior to the test dates. **Always** bring a new large size (8.5 inches by 11 inches) blue book for exams. If you are unable to attend an exam for a legitimate reason, such as a death in the family or personal illness, please talk to me beforehand or ASAP after missing the exam. A student who misses an exam without an excuse will receive a zero.

Attendance and Class Participation (10%) Lecture material, classroom videos, and other visual materials go beyond the text and required readings, so it is imperative that you attend class. Attendance will be recorded at every class. You have three absences during the semester. Students must be present for all exams. Any absences over three will deduct one point from your final participation grade. Please notify me if you are unable to attend class. Absences because of University sanctioned events, i.e. sporting or band events, will not count against you.

Extra Credit (Maximum of 2%) To benefit everyone in the class, there will be discussion boards on E-Campus concerning each chapter. To encourage participation, I will offer additional points for posting serious responses on at least four discussion boards during the semester. The discussion boards will be a place to review for the exams.

## CELL PHONES

A general guideline is to show respect to the class. Please turn off all electronic devices during class. This specifically means no texting or talking on cell phones during class. There is nothing more distracting than the click of cell phone keys as students text during class or a phone ringing in mid-thought. You will be asked to leave if your cell phone becomes a disruption.

### **E-CAMPUS**

E-Campus will be extremely important to your success in this class. I post all my lecture notes, Power Points and additional resources to assist in studying for exams, quizzes and papers. This syllabus will always be available on E-Campus, therefore you should always be aware of what is on the syllabus. You should check E-Campus daily for updates on class questions, class cancellations and all email correspondence. E-Campus is NOT the same as your mix account. Therefore all email must be sent in E-Campus, NOT through your mix account. Grades will be posted on E-Campus when possible and appropriate. Please see me if you have any further questions about E-Campus.

### **WEATHER CANCELATIONS**

If bad weather forces me to cancel class there are few things to keep in mind. Even if class is canceled, for what ever reason, the due dates set out on the syllabus are still valid as all assignments are to be turned in on E-Campus. This is also true for quizzes. If I or the University cancel class, I will post all my lecture notes and Power Points on E-Campus and will create a message board for discussing the materials so we do not get too far behind. I will post class cancelations as soon as is possible on E-Campus so please check the site regularly.

### **ACADEMIC INTEGRITY**

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, of blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

### **DISABILITY**

Those students with disabilities or other special needs should contact me and the Office of Disability Services during the **first two weeks of class**. The Office of Disability Services (G-30 Mountainlair, 304-293-6700) assists in ensuring equal access for students with disabilities by documenting disabilities and providing or arranging reasonable accommodations. Their website is located at <http://www.wvu.edu/~socjust/disability/index.htm>.

### **FAIRNESS**

WVU is committed to social justice. I concur with this commitment and will strive to maintain a positive learning environment based on open communication and mutual respect and non-discrimination. I will appreciate and consider suggestions on extending and enhancing such an environment.

### **EXAMS**

A few guidelines for Exams:

1. During examinations there are to be no electronic devices of any kind.
2. All hats, sunglasses and jacket hoods are to be removed.
3. Blue books must be NEW large sized (8.5" by 11").
4. All work is to be done inside the blue books, and turned in with the exam.

## READING SCHEDULE

### **I. Introduction to Central and South America**

#### **Week 1: Geography and Environment of Central and South America**

Readings:

- Mann 350-368, 387-392.
- D'Altroy 24-47.
- Smith 56-77.

#### **Week 2: Peopling of the Americas: Archaeological and Cultural perspectives**

Readings:

- Mann, 3-32, 151-192, 212-227.
- Klein and Schiffner. "The Current Debate about the Origins of the Paleoindians of America." 483-492. (E-Campus)
- Lesure. "Shared Art Styles and Long Distance Contact in Early Mesoamerica." 73-96. (E-Campus)

### **II. South America**

#### **Week 3: Monte Verde and southern South America**

Readings:

- Meltzer. "Monte Verde and the Pleistocene Peopling of the Americas." 754-755. (E-Campus)
- Dillehay, et al. "Monte Verde: Seaweed, Food, Medicine, and the Peopling of South America." 784-786. (E-Campus)

#### **Week 4: Moche, Chimu, & Inca**

Readings:

- Mann, 68-106, 193-212, 251-271
- D'Altroy 1-23, 48-61.
- Keating and Conrad. "Imperialist Expansion in Peruvian Prehistory: Chimu Administration of a Conquered Territory." 255-283. (E-Campus)
- McEwan. "Some Formal Correspondences between the Imperial Architecture of the Wari and Chimu Cultures of Ancient Peru." 97-116. (E-Campus)

#### **Week 5: Inca**

Readings:

- Mann, 393-398.
- D'Altroy 62-140.

#### **Week 6: Amazon societies: Yanamamo**

Readings:

- Mann, 315-349.
- Newson. "The Population of the Amazon Basin in 1492: A View from the Ecuadorian Headwaters." 5-26. (E-Campus)
- Mann. "Ancient Earthmovers of the Amazon." 1148-1152. (E-Campus)
- Cleary. "Towards an Environmental History of the Amazon: From Prehistory to the Nineteenth Century." 65-96. (E-Campus)

*Exam 1*

### **III. Central America**

#### **Week 7: Maya**

Readings:

- Mann, 403-408
- McKillop, 3-40.

#### **Week 8: Maya**

Readings:

- Mann, 273-279, 300-314
- McKillop, 41-105.

#### **Week 9: Monte Alban-Zapotec**

Readings:

- Mann, 228-251.
- Zeitlin and Joyce. "The Zapotec-Imperialism Argument: Insights from the Oaxaca Coast." 383-392. (E-Campus)
- Joyce. "Sacred Space and Social Relations in the Valley of Oaxaca." 192-216. (E-Campus)
- Pohl. "The Archaeology of History in Postclassic Oaxaca." 217-238. (E-Campus)

#### **Week 10: Tarascan**

Readings:

- Fisher, et al. "A Reexamination of Human-Induced Environmental Change within the Lake Pátzcuaro Basin, Michoacán, Mexico." 4957-4962. (E-Campus)
- Malmstrom. "Geographical Origins of the Tarascans." 31-40. (E-Campus)

#### **Week 11: Aztec-Mixtec**

Readings:

- Mann, 124-148
- Smith, 1-52

#### **Week 12: Aztec-Mixtec**

Readings:

- Joyce. "Girling the Girl and Boying the Boy: The Production of Adulthood in Ancient Mesoamerica." 473-483. (E-Campus)
- Tomlinson. "Ideologies of Aztec Song." 343-379. (E-Campus)

### **IV. A Brief History of European Contact**

#### **Week 13: Central America**

Readings:

- McKillop 105-113
- Smith 268-293
- Mann, 399-402.
- Sousa and Terraciano. "The "Original Conquest" of Oaxaca: Nahuatl and Mixtec Accounts of the Spanish Conquest." 349-400. (E-Campus)

#### **Week 14: South America**

Readings:

- D'Altroy 311-325
- Sommer. "Colony of the Sertão: Amazonian Expeditions and the Indian Slave Trade." 401-428. (E-Campus)

#### **Week 15: Final Exam**

# History 324: Pre-Contact Peoples of Middle and South America

## Reference Packet Directions

This is a three part packet including a cultural timeline, a map series, and a cultural feature table. This will be filled in throughout the semester and used to write the Research Paper. This packet is due during exam week. Print multiple copies of each of the following pages for use in completing this packet.

### I. Cultural Features and History Table (20 pts)

As we discuss each cultural group and region, you will fill in a row of this table. Detailed notes in each row will be developed from lectures and readings. You DO NOT have to do additional research to fill in this table. There will be approximately 14 cultural groups discussed throughout the semester.

Guidelines for filling out each column:

1. Name: This column will include the “generic” names we often use inaccurately today, their language name, and self-identified name when it is available. For example: Aztec is a name applied to the Nahuatl speaking Mexica by nineteenth century historians.
2. Location/Environment: This will encompass a brief description of the specific geographic extent of the group. This will also include a short description of the climate and landscape in which they lived.
3. Dates: This must be more than just a beginning and end date, but be a brief timeline of the formative, height, decline of each group.
4. Social Structure: This includes a brief description of religious practices, family, economy and group hierarchies (or the lack of).
5. There will be many examples in class of material culture, and images of architectural styles. Record these down and be able to discuss their social implications.
6. History Notes: This is a place to put additional information that may not fit in the previous columns but was important or interesting.

### II. Cultural History Timeline (10pts)

The Cultural History timeline is designed much like a map. Along the left hand side of the timeline are the degrees of Latitude from northern Mexico at 30° N to just south of Tierra Del Fuego at 60° S. This will show some of the geographic and chronological connections between some groups and the vast separations of others, ie. this will combat the idea that the Maya and the Aztec were at in power at the same time.

Guidelines for filling in the timeline:

1. For each cultural group determine the appropriate latitude.
2. Each culture will have a line with three segments to represent it on the timeline. You will start with a dotted line for the formative period, the cultural maximum will be a solid line, and the decline will be a dotted line, like below. Make sure to label with the name of the people.

1300BC ----- 900BC ----- AD 150 ----- AD2009  
Maya

3. It may help to make lines in different colors to distinguish them.

### **III. Cultural History Maps (20pts)**

There will be 8 maps produced for this packet.

1. Geographic Features: including major mountains, bodies of water, and other significant landforms.
2. Environment and Climate: This will represent the general climatic zones, ie. desert and rainforests.
3. Paleoindian and Archaic Sites: Important sites from 15000 years to 1800 BC.
4. Preclassic Period Sites: Important groups and sites from 1800 BC to AD 150.
5. Classic Period Sites: Important groups and sites from AD 150 to AD 650.
6. Epiclassic: Important groups and sites, AD 650-AD 900.
7. Early Post-Classic: Important groups and sites, AD 900-AD 1200.
8. Late Post-Classic: Important groups and sites, AD 1200-AD 1400.
9. Empires in Middle and South America: The extent and influence of the Inka and the Aztec, AD 1400-AD 1500.
10. Contact and Early New Spain: Travel paths, contacts and influence of Europeans, AD 1492-AD 1600.

***I. Cultural Features and History Table***

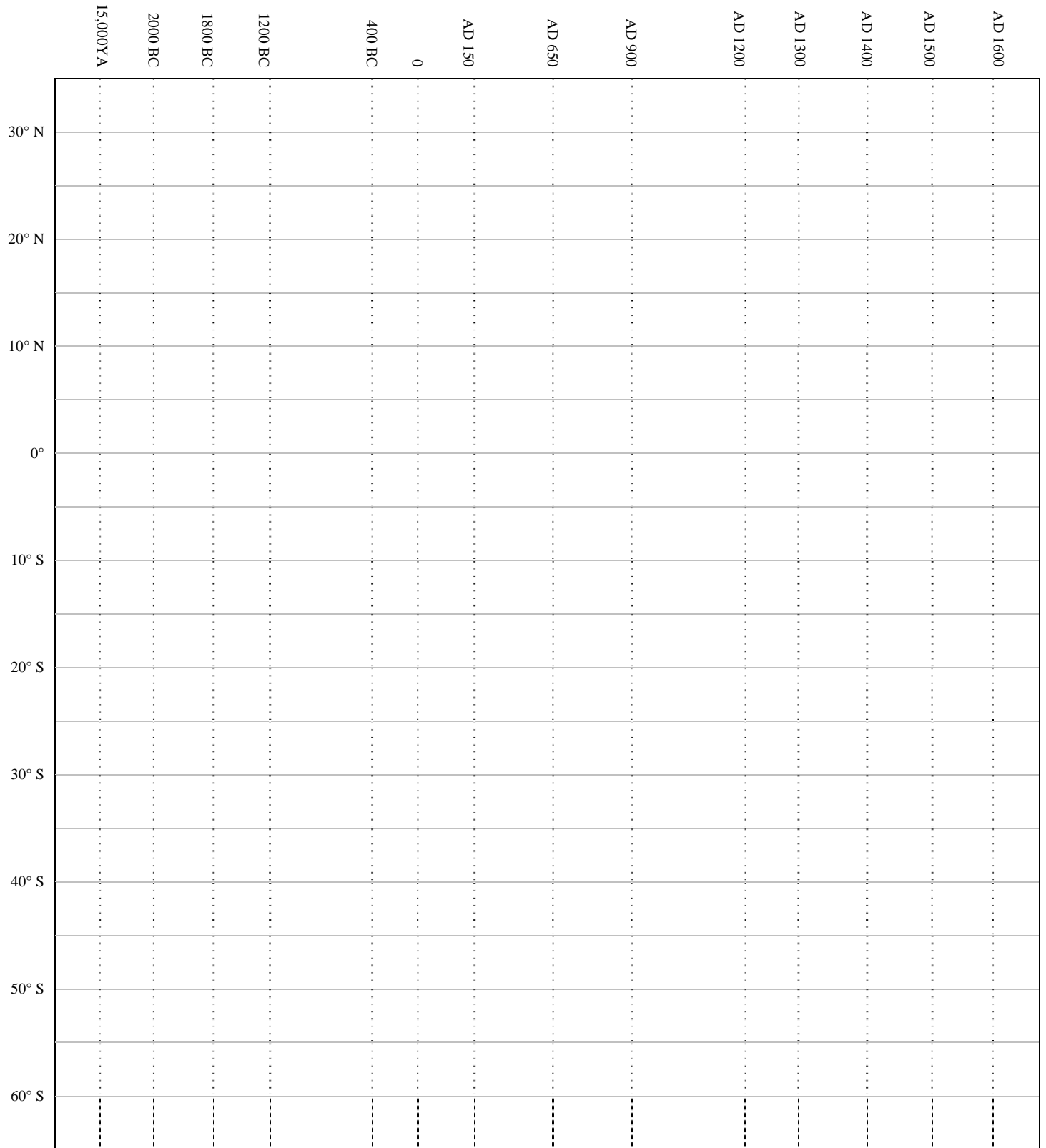
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Name	Location/ Environment	Dates	Social Structure	Material Culture/ Architecture	History Notes



## II. Cultural History Timeline

Page



Map Key:

