

222,210 (C)

# Approval Form

RECEIVED  
APR 07 1995

Proposal Title: Indians of South America  
 M. Rosado, D. Kasserman,  
 Sponsor(s) D. Markowitz Dept: Geography/Anthropology Ext: 3983

Check one:  Course  Specialization  Concentration  Minor  Achievement Certificate  
 Certification Program  Major Program  Minor Change  
(please name deletion or credit/title/catalog change)

Undergraduate  Graduate 3 Credit Hours

<p><b>Step 1 (Department)</b></p> <p><input checked="" type="checkbox"/> Approved <u>10 FEB 95</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><i>[Signature]</i> Dept. Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>2/14/95</u> Date</p> <p><i>[Signature]</i> Dept. Chairperson</p>	<p><b>Step 2 (Receipt)</b></p> <p><input checked="" type="checkbox"/> SCC# <u>949-66</u></p> <p>Proposal Received <u>2-15-95</u> Date</p> <p><i>[Signature]</i> SCC Chairperson</p>	<p><b>Step 3 (School CC)</b></p> <p>Reviewed <u>3/9/95</u></p> <p><input checked="" type="checkbox"/> Approved <u>with revision</u></p> <p><input type="checkbox"/> Not Approved</p> <p>Comments: <u>See attached memo</u></p> <p><i>[Signature]</i> School Curr Comm Chairperson</p>
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**Step 4 (Academic Dean) Comments:**

Recommend  
 Not Recommend  
 Conditionally Recommend (see comments)

Reviewed \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Signature, Dean of School

**Step 5 (SCC)**

Open Hearing 4-24  Approved by Senate Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

Returned to sponsor(s) for the following reasons:

**Step 6 (Senate)**

Presented to Senate 4/25/95

Approved  Not Approved

*[Signature]*

Not to be used by Executive Vice President/President

Step 7 (Executive V.P./Provost)

Received 5/11/95  
Date

Approved  Yes  No

If no, reasons are as follows.

Student credit hours 3

Faculty load hours 3

Equalized credit hours \_\_\_\_\_

Official copy and approval sheet filed \_\_\_\_\_  
Date

David L. Copland  
Signature, Executive Vice-President/Provost

Registrar

Approved course description received 5/30/95  
Date

Hegis Taxonomy and Course Number assigned 2202-210

B. T. Kelsey  
Signature, Registrar

5/30/95  
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

## COURSE PROPOSAL

### 1 Details

- (a) Course Title: **INDIANS OF SOUTH AMERICA**
- (b) Sponsor(s): Maria A. Rosado, David Kasserman,  
and Diane Markowitz
- (c) Credit Hours: three
- (d) Course Level: 200 level
- (e) Curricular Effect: free elective; will provide basis  
for a projected minor in anthropology
- (f) Pre-requisite: none
- (g) Suggested Implementation: Spring 1996
- (h) Adequacy of Staff and Library: Resources at present  
will meet the needs of this course

### 2 Rationale

Many colleges and universities have curricula on Native American studies, but these typically emphasize North American Indians. Many people assume that such courses provide a comprehensive view of the native American Indian experience. This is not the case. The handful of books used and courses taught in South American Indian studies usually deal with the Inka civilization, and largely ignore the other equally impressive native cultures. This companion course to **Indians of North America** is an effort to correct this situation and to disseminate knowledge about native South Americans' prehistory and cultures. It is also an effort to raise issues facing contemporary peoples and the ways many are preserving their traditions despite ever-encroaching modern nation-states.

**Indians of South America** falls within the goals of multicultural studies because it will increase students' awareness of the diversity of indigenous American cultures.

### 3 Essence of the Course

- (a) Objectives

Upon completion of this course the student is expected to:

- 1) know the biological and archeological evidences for the origins of native South Americans.

2) understand how people have adapted to a variety of South American environments and how this has resulted in a great number of diverse cultures.

3) understand what is meant by subsistence and how this has shaped political structure, religion, settlement patterns, division of labor along sexual lines, and migration patterns in relation to various environments.

4) know the various modes of subsistence and their cultural characteristics.

5) be familiar with the physical (archaeological) evidences for hunting-gathering, maritime, and agricultural societies.

6) trace the development/adoption of agriculture through archaeology, and its biological and cultural impact upon various prehistoric societies.

7) trace the development of civilization through archaeological evidences and its effect on coeval non-civilized peoples.

8) critically evaluate the various theories dealing with the development/adoption of agriculture, rise of civilization, and emergence of centralized authority.

9) understand the concepts of culture, cultural evolution (multilinear and unilinear), culture area, and adaptation.

10) understand how the various aspects of culture function as an interrelated whole.

11) understand the enormous impact native South Americans had on the incoming European cultures and vice-versa.

12) be aware of the various political, economic, and religious issues facing contemporary native South Americans.

13) be aware of the contributions of native South Americans to contemporary cultures.

14) be familiar with journals, books, audio, visual, and other references about native South Americans.

15) be able to read the various sources of knowledge about native South Americans critically and synthesize ideas.

(b) Course Content

I Anthropological and Historical Perspectives, and Origins

- 1) Anthropology and American Indian Studies.
- 2) Historical perspective: the question of American Indian origins.
- 3) Native South Americans' view of their origins.
- 4) In the beginning: human evolution, modern humans in Asia, archaeological evidence.
- 5) The development of American archaeology.

II The First Americans

- 1) The crossing and into America, archaeological and biological evidence; geological evidence for Beringia.
- 2) The earliest migrations from Asia.
- 3) The First Americans: Paleo-Indians in North America; archaeological evidence.
- 4) Down the South American way: migrations and Paleo-Indians in South America.
- 5) Late Pleistocene South American environments and hunters of the Mega fauna.

III Concepts and theories for cultural evolution

- 1) The concepts of culture, adaptation, and culture area.
- 2) Multilinear and unilinear evolution.
- 3) Evaluation of culture: ethnocentrism and cultural relativism.

IV Foragers and agriculturalists

- 1) Hunter-gatherers: characteristics.
- 2) Settling down: the Archaic period, post-Pleistocene foragers and farmers.

- 3) Cultivation of maize: origins of agriculture and theories; village life.
- 4) Ceramics: their origins and technology.
- 5) Textiles: the complex art of South America.
- 6) Metallurgy
- 7) Regional diversification and development.

V The emergence of complex societies

- 1) The rise of civilization: theories.
- 2) Chiefdoms, kingdoms, and empires.
- 3) Theories for centralized authority.
- 4) Iconographic studies.
- 5) Transport and trade.

VI Survey: culture areas and their peoples

- 1) The Chibcha area
  - (a) Environment
  - (b) The Vega Culture
  - (c) The Muisca Culture
- 2) The Antilles area
  - (a) Environment
  - (b) The Taino Indians
  - (c) The Carib Indians
- 3) The Amazon area
  - (a) Environment
  - (b) The Kalapalo Indians
  - (c) The Tapirare indians
  - (d) The Yanomamo Indians
- 4) The Inca area
  - (a) Environment
  - (a) Chavin, the first civilization of the Central Andes.

- (a) The Inca Empire.
  - (b) Peruvian Myths of Creation.
  - (c) Militaristic and Religious movements in the Andes.
  - (d) The Diaguita Indians of Chile and Argentina
  - (e) The Chinchorro culture
- 5) The Guanaco area
- (a) The Mapuche Indians
  - (b) Peoples of Tierra del Fuego
  - (c) The Araucanian Indians

#### VII Historic period

- 1) The sixteenth century and European contact: cultures collide; the dynamics of contact.
- 2) The emergence of mestizo cultures.
- 3) The impact of European emigrations: domesticated animals, cultigens, tools, and weapons.
- 4) Imported diseases and the depopulation of native Americans.
- 5) Religious, political, and economic issues facing contemporary native South Americans
- 6) Economic and other contributions of native South Americans to the world.
- 7) The future of a continent.

#### C Evaluation of Students

As an upper level course, students are expected to complete a research/library paper at least ten pages long and two exams of the multiple choice, true-false, and matching format.

#### D. Evaluation of the Course

This course will be evaluated initially by the Department Curriculum Committee; student evaluations taken at the end of the first semester of implementation will be used to determine if revisions in scope or content would be appropriate.

#### E. Results of Consultations

Copies of this proposal have been sent to the History Department and Sociology Department of Rowan College.

## Catalog Description

### INDIANS OF SOUTH AMERICA

The prehistory and cultures of native South Americans are examined in this course via the archeological record and ethnographic accounts. The concepts of culture, cultural evolution, and adaptation are emphasized while undertaking a comprehensive survey of the diverse native South American societies and their environments.



# Rowan College of New Jersey

201 Mullica Hill Road  
Glassboro, New Jersey 08028-1701

FEB 10 1995

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February 15, 1995

To Whom It May Concern:

It is a pleasure for me to lend my enthusiastic support to the proposal of the Department of Geography/Anthropology for a new course entitled "Indians of South America." I have reviewed the proposal carefully and discussed it with my colleagues in the History Department. We all believe this submission to be excellent and deserving of approval.

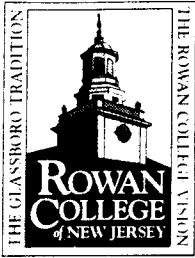
The idea of having a course devoted to South American Indians and their culture has long been needed in this college. Rowan has offered a course on North American Indians for many years, but unfortunately the detailed study of natives to the south has been neglected until now. The heritage of these people is a varied and important one, and Indians continue to play a leading role in many countries of the region. At a time when Rowan College is increasingly aware of multi-culturalism and global studies, a course dealing with the native peoples of South America is an essential addition to our curriculum.

This is a very well prepared proposal. The sponsors have included most major Indian groups in the outline and have tried to see their development in a proper historical perspective. This course should be an excellent complement to the one that I teach on Traditional Latin America, which covers the history of the Spanish and Portuguese colonial periods including European encounters with native cultures. I know that Dr. Maria Rosado has done personal research in South American anthropology and that she and her colleagues are well prepared to teach this course.

I hope that this course will be accepted by the Curriculum Committee quickly. In addition, I look forward to cooperative endeavors between the History Department and the Geography/Anthropology Department in this new academic area just as we have done in our studies on other regions and peoples of the world.

Sincerely,

Lee Bruce Kress, Ph.D.  
Assoc. Prof. of History



# Rowan College of New Jersey

Glassboro, New Jersey 08028-1701

TO: Dr. M. Rosado, Dr. D. Kasserman, Dr. D. Markowitz  
Geography/Anthropology Department

FROM: Dr. Joanne Scott  
Chairperson, Liberal Arts & Sciences Curriculum Committee

DATE: April 3, 1995

The Committee has reviewed your proposal entitled "Indians of South America", and has approved it with minor revision: the syllabus appropriate for enclosure in the proposal should be a departmental "generic" one, rather than a more specific, professor-oriented one, particularly with respect to "Evaluation of Students". If more than one professor in your department taught this course, or if the current professor changed his/her testing methods, the exams might be of a different format, or there might be more exams given, etc. It is advisable to keep such descriptions open-ended. For example, your Department might agree on "at least 1 paper" and "at least 2 exams", without specifying length of the paper or a fixed number of exams or their format.

To facilitate the moving forward of your proposal, the Committee has approved it "with revision" and forwarded it on to the Dean. We request that you submit a revised syllabus directly to Ms. RoseMarie Wiest, Faculty Senate Office, New Library (phone = ext. 4515). Please make a notation that it is for Curriculum Proposal 94-95-66. Ron Czocho, Chairperson of the All-College Committee, will then distribute the revised syllabus to members of that Committee prior to the open hearing.

The LAS Committee found the proposed course extremely interesting, and long overdue.

If you have any questions regarding these matters, please call me at 3571.