ASB 323 Indians of Latin America  
M& W: 12:15-1:30 p.m. AG 350; Line #62212  
Instructor: Dr. Nora Haenn  
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Office Hours: Mon & Wed 11 a.m.-noon  
Office Locale: Anthro 202  
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Course Purpose:  
This course covers the three principal indigenous movements in Spanish-speaking Latin America, Mexico’s Zapatista’s, Guatemala’s indigenous social movement, and Ecuadorian encounters with oil development. In addition, the class offers skills which CLAS asserts are necessary for you to acquire in your college career. I placed a check mark next to those skills emphasized in this course.

- oral communication
- written communication
- analytical and critical thinking
- multi-cultural and diversity awareness  
  knowledge of a second language
- organization skills
- research skills
- flexibility and adaptability
- ability to meet multiple goals on deadline
- knowledge of statistics
- computer literacy
- interpersonal skills
- global perspective

Course Description:  
This class begins by mimicking your encounter with media reports of Latin American indigenous people. These reports often focus on the sensational and on difficult political issues. We receive numerous perspectives from “talking heads,” and it is up to us to put some order to these perspectives to develop an intellectual response, in this case an analytical paper. We also must learn about the unique ways people of other cultures communicate. From this learning we will develop a series of questions around which to build the introductory presentations to our next two examples, Guatemala and Ecuador.

The course is a seminar, and it depends on your classroom participation. I will respond to questions, provide background information where you tell me it is needed, guide discussion, push you farther into the readings, referee debates, and make sure everyone gets a chance to speak. You will prepare daily written summaries of readings which will help you contribute to class discussion. Class discussion aims to build your skills in thinking on your feet and quickly converting your thoughts into articulate, confident speech. Additionally, you will write one, 4-5 page analytical paper for each book you read.

In order to push your writing on to the next level, I will copy edit one of your papers and you will rewrite the paper according to the edits and the questions I pose. In order to make this possible, after our introductory work with the Zapatistas, the class will be divided into two groups. Group A will spend the next two weeks rewriting their paper. Group B will spend the next two weeks preparing and delivering presentations. Following the Guatemala material this will be reversed. Group B will spend the following two weeks rewriting their papers and Group A will spend the following two weeks preparing and delivering presentations.
Your final grade will break down as follows:

- Daily summaries 14%
- Contribution to Class Discussion 14%
- Presentation 14%
- Analytical reviews plus rewrite 14% each

Daily summaries–Readings are specified by date. Each class (except when papers are due), hand in a typed summary of that day’s reading. Summaries can be no longer than one, single-spaced page, 12-pt font, 1 inch margins. Summaries should be no shorter than 100 words. You may include in your summary questions, comments, and analysis. Think of the summaries as a jumping off point for engaging in class discussion and for preparing your analytical reviews. For the days when presentations are scheduled, summaries are due on the previous day’s presentation. Thus, no summary is due on the first day of presentations, Sept. 28, Nov. 2.

Contributions to Class Discussion–I will maintain a class roster and take note each day of who participates in our conversations. Class discussion is likely to be awkward at first, but as the semester goes on, the amount, content, and quality of your contributions should improve. My questions and comments in class will provide a guide in this improvement. In grading your contributions to class discussion at the end of the semester, I will ask myself whether you demonstrated a command of the details in any single assigned reading, showed an ability to connect a reading with other assignments, and displayed a critical awareness of a reading’s flaws and merits.

Analytical reviews–General directions for paper-writing are attached. Papers are due on the days noted “Papers Due.” Papers will be marked down one full letter grade for each 24 hours they are late.

Presentations–see directions on Blackboard for helpful and humourous directions on how to give a presentation and how NOT to give a presentation.

Grades:
Your daily summaries, classroom participation, and papers A, A-, B+, B, B-, C+, C, D, F/E. The general meanings of A, B, C, D, F/E grades are described below. For computation of final grades, I translate letter grades into the following standardized numerical system:

- A+ = 4.33
- A  = 4.0
- A- = 3.67
- B+ = 3.33
- B  = 3.0
- B- = 2.67
- C+ = 2.33
- C  = 2.0
- D  = 1.0
- F/E = 0

A: Outstanding. Excellent.
Indicates a student who demonstrates thorough knowledge of concepts and frameworks and exceptional skill in the application and articulation of those concepts and frameworks in satisfying course requirements. Demonstrates the ability to analyze and synthesize materials from both inside and outside the classroom. Participates thoughtfully and extensively in class discussions and group exercises. Is not late for or absent from class.

B: Good. Competent.
Indicates a student who has good, above average, level of knowledge of concepts and frameworks together with considerable skill in using them to satisfy course requirements. Participates regularly in class discussions and
group exercises. Is rarely late for or absent from class.

**C: Average. Fairly Competent.**
Indicates a student who has a basic, acceptable level of knowledge of concepts and frameworks together with some skill in using them to satisfy course requirements. Follows assignment directions and meets deadlines. Participates in class discussions and groups exercises. Is not late for or absent from class more than three times.

**D: Below Expectations. Passing.**
Indicates a student who has minimal knowledge of concepts and frameworks and below average ability to use them to satisfy course requirements. Communication skills below what is expected of advanced college student. Fails to attend regularly and to participate appropriately in class discussions and groups exercises.

**F/E: Well Below Expectations. Failure.**
Indicates a student who shows little or no understanding of concepts and frameworks and is unable to relate materials from inside and outside the classroom. Student fails to seek out assistance from appropriate resources for improvement; is consistently late in meeting course requirements; and is habitually late for or absent from class. Fails to participate appropriately in classroom discussion and group exercises.

I take the assigned readings as the departure point for grading. How well do you understand and articulate the reading material? How well can you connect the reading material to the broader body of knowledge presented in class? Another way of conceptualizing the difference between grades is to think of these as reflecting different levels of knowledge:

**D=** comprehends material when text is at hand

**C=** comprehends material and is able to communicate that understanding without the aid of original text, i.e. has memorized and can verbalize the content of assignments

**B=** has memorized and can verbalize the content of assignments and connects the material at hand with other aspects of the class

**A=** achieves all the above and is able to say something new about how this material connects to other material
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<td>Nov. 30 Ecuador: “Closing” General discussion and paper preparation</td>
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