
MEETING PLACE AND TIME: BH-201, Tuesday and Thursday 12:30 p.m. to 1:45 p.m.

INSTRUCTOR: Dr. Robert P. Drolet,
Office (Corpus Christi Museum of Science and History): Tel. 826-4662; E-mail bobd@cctexas.com

OFFICE HOURS: BH-201, Tuesday and Thursday 1:45 to 2:45 p.m. (after class) or by Appointment.

COURSE DESCRIPTION
The course will focus on traditional concepts of the natural world that prevailed in distinct Native American societies. Throughout North and South America, abundant information exists about the physical environment as being not only a landscape for human settlement and exploitation, but also a sacred place controlled by spiritually powered animals, natural elements, and landmarks. The course will examine Indigenous man/nature models through an in-depth study of specific cultural groups. These include the Yanomamö and Bakairí of lowland South America, the Northern Plains Indians, and the historic Karankawa/Aranama of South Texas. The class will learn about how Native environments were defined and perceived, how landscapes were used and modified, and how environmental elements, such as plants, animals, mountains, rivers, and the underground, were incorporated into cultural belief systems. Artistic industries, including architecture, sculpture, tool making, pottery, feather work, and even dance, will be examined to draw inferences about how these industries and feasts promoted cultural communication, environmental symbolism, and ethnic identity. Complementing the required readings are several videos. The course concludes with a review of modern Native American environmental issues.

GOALS AND OBJECTIVES
The course will provide the opportunity for students to develop an understanding about Native American art, history, and cultural adaptations in different New World regions. The principal course goals are: 1) understand Native American cultural ecology with respect to its antiquity and regional complexity; 2) identify key elements associated with environmental symbolism, and 3) learn current approaches used in evaluating Native American environmental issues.

Students must be committed to developing learning objectives. The course will provide an opportunity to develop learning abilities through reading assignments, projects, group discussions, class attendance, and examinations. Knowing how to learn is crucial in all university courses, and the key elements of this process will be emphasized during the course.

REQUIRED TEXTS
Drolet, R. *Course Reader*, Anthropology 3370.

ATTENDANCE, DISCUSSION, AND TOPIC REVIEWS
Attendance, oral participation, and completing topic reviews (TR) are important. Students are expected to attend all classes and will receive grade level penalties for excessive absences. Those absent from class for legitimate reasons must make prior arrangements with the professor to complete assignments. Oral participation in class discussions contributes to your grade. Topic reviews are focused on weekly readings. Each TR consists of a 1-2 page essay about reading topics per chapter and author (see schedule). They are due each Thursday at the beginning of class; no late assignments are accepted. No assignments or other class material will be accepted by email without prior consent from the professor.
## COURSE SCHEDULE

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<tr>
<th>WK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tr>
<td>1</td>
<td>1/12/12</td>
<td>Introduction to course; review of syllabus. Anthropology and the environment; New World geographic regions and Indigenous culture diversity; Project 1.</td>
<td>Denevan 1992 (Reader); Kresh 2000 Introduction (Reader)</td>
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| 2  | 1/17/12  
1/19/12 | Cultural ecology perspectives: adaptation, social organization, subsistence, and settlements  
Environment- technology- subsistence = Culture ? | Netting 1986, Chapters. 1, 2, & 5 (Reader) |

### I NATIVE CULTURES AND ENVIRONMENTAL ANTHROPOLOGY

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| 3  | 1/24/12  
1/26/12 | Central and South America: cultural groups, environmental features, Tukano cosmology; Kogi tradition; Chocó forest management; Video: From the Heart of the World | Reichael-Dolmatoff 1975 (Reader); Chagnon 1997: Forward, Preface, Prologue |

### II COSMOLOGIES: TRADITIONAL ECOLOGICAL MODELS

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| 4  | 1/31/12  
2/2/12 | Yanomamó: Author’s background, significance of book, Yamanamo natural world; essential technology, settlements, territories | Chagnon 1997: Ch. 1-3. |
| 5  | 2/7/12  
2/9/12 | Yanomamó: ritual, feasts, and forest ideology, balancing environmental forces and social neighbors. | Chagnon 1997: Ch. 4-5 |
| 6  | 2/14/12  
2/16/12 | Yanomamó: Jungle violence; Video: The Feast | Chagnon 1997: Ch. 6-7 |
| 7  | 2/21/12  
2/23/12 | Yanamamo warfare issue debate; reflections and update on Yanamamo | Chagnon 1995 and Ferguson 2000; Postcript (Reader). |
| 8  | 3/28/12  
3/1/12 | Review, Project 1 due  
Midterm | |

### III AMAZONIA

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| 9  | 3/6/12  
3/8/12 | Northern Plains history, landscape and resources: Video: People of the Great Plains II; Project 2. | Harrod 2000, Ch. 1 & 2. |
| 10 | 3/13/12  
3/15/12 | Spring Break | |
| 11 | 3/20/12  
3/22/12 | Plains Indian sacred ecology, animal power, rituals, hunting ceremonies, Sun Dance, warfare | Harrod 2000, Ch. 3 & 4; Flores 1991 (Reader) |
| 12 | 3/27/12  
3/29/12 | Plains Indian cultural ecology, renewal rituals, animal/man relationships, review | Harrod 2000, Ch 5 & 6; Oliver 1962 (Reader) |

### IV BLACKFOOT/LAKOTA

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| 13 | 4/3/12  
4/5/12 | Intensification of a hunting/gathering tradition, Archaic Period to Spanish Contact. Native impacts on the prairie environment; modern views of the Karankawa | Drolet 2008, 2005 (Reader); Himmel 1999 (Reader); Ricklis 1997 (Reader); Picchi 2006 Ch 1-3. |

### V KARANKAWA HUNTER/GATHERS OF THE TEXAS GULF COAST

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| 14 | 4/10/12  
4/12/12 | Bakairí culture and ecology; traditional and modern adaptations; Video: The Kayapó; review | Picchi 2006 Ch 3-6. |
| 15 | 4/17/12  
4/19/12 | Environmental management, economic development, political ecology | Picchi 2006 Ch 7-11 |
| 16 | 4/24/12  
4/26/12 | Current environmental issues for Native Americans in the Americas: conflicts, human rights, enculturation, mineral extraction in Brazil | Kresh 2000 Epilogue (Reader), Treece 1988 (Reader); Chagnon 1997, Ch. 8 |
| 17 | 5/1/12  
5/3/12 | Project 2 due; missionaries in Venezuela, new challenges to Yanamamo in Brazil, Video: Contact. Hand-out Final Exam | Yanamamo Updates Gáldu 2008; Rainforest Foundation 2008; Unreported World 2008) (Reader) |
| 18 | 5/8/12 | Hand-in Final Exam | |

### COURSE REQUIREMENTS
You are required to complete two exams (Midterm, Final) and two project assignments. Students are responsible for the information presented in the required texts and the information provided in lectures, handouts, and presentations. In order to receive a passing grade in this course, you are required to complete the exams and the course assignments.

PROJECTS
There will be two course projects. The first will be a current-events project focused on Native American environment issues. More specific information this and the second project will be presented in class.

EXAMS
The exams will cover all required readings, lectures, presentations, and discussions.

GRADING
A total of 500 points is possible for this course (left column). Your final grade will be determined using the scale below (right column) or a grade curve that approximates these percentages:

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<th>Grade, Points</th>
<th>Letter Grade</th>
<th>Percentage</th>
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<tr>
<td>Attendance, Discussion, &amp; TRs</td>
<td>100 points</td>
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<tr>
<td>Exams</td>
<td>200 points</td>
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<tr>
<td>Project papers</td>
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<tr>
<td>Total</td>
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<tr>
<td>460-500 points</td>
<td>A</td>
<td>(90%+)</td>
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<tr>
<td>420-459 points</td>
<td>B</td>
<td>(80%+)</td>
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<tr>
<td>380-419 points</td>
<td>C</td>
<td>(70%+)</td>
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<tr>
<td>340-379 points</td>
<td>D</td>
<td>(60%+)</td>
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<tr>
<td>339 and under</td>
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ACADEMIC HONESTY
All students are expected to comply with the rules governing honesty as published in the Texas A&M University- Corpus Christi Student Handbook. Students involved with cheating or plagiarism will be issued failing grades for the exam/assignment in question. Severe cases of dishonesty will be referred to the Academic Dean.

NOTICE TO STUDENTS WITH DISABILITIES: Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities.

ACADEMIC ADVISING: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

GRADE APPEAL PROCESS. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.