

Basic Course Information

Semester:	Spring 2015	Instructor Name:	Manfred Knaak
Course Title & #:	Indians of the Southwest	Email:	manfred.knaak@imperial.edu
CRN #:	Anth 20723/AIS 20724	Webpage (optional):	none
Classroom:	2735	Office #:	Room 2735
Class Dates:	17 February -12 June 2015	Office Hours:	M, T, TH:5-6 PM;F: Noon-1pm
Class Days:	Tuesday/Thursday	Office Phone #:	760-355-6282
Class Times:	3:05 pm to 4:30 pm	Emergency Contact:	Department Secretary 760-355-6144
Units:	3 units		

Course Description

Anthropology 108/American Indian Studies 108 is an introductory course of early archaeological and ethnological investigation of the American Southwest, the geography, environmental adaptation, settlement pattern, architecture, and arts and crafts of the prehistoric Mogollon, Hohokam, and Puebloan cultures; prehistoric migration theories into the Americas and the influence on trade, crafts, architecture from ancient Mesoamerica; the cultural diversity of customs, traditions, art, languages, religious beliefs, as well as the social structure of modern Pueblos, Athabaskan, and Rancheria peoples of the Southwest and northern Mexico; the political, social, and religious adjustments of Natives to Spanish, Mexican, and American programs and their acculturation processes; Native Americans adjustment to today's changing environment as well as social, economic, and educational issues and preservation of their ancient traditions; discussions of present-day archaeology laws, ethics, and the Native American Graves Protection and Repatriation Act [NAGPRA] of 1990.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- 1 *Demonstrate a measurable understanding of the prehistory of the American Southwest and its cultural development. (ILO2, ILO3)*
- 2 *Summarize cultural diversity of customs and traditions, languages, religious beliefs and rituals, as well as social organization of Native Americans of the Southwest. (ILO2, ILO3, ILO5)*

- 3 Summarize the differences and similarities of the Spanish, Mexican, and American political programs dealing with the acculturation of Native Americans. (ILO2, ILO3, ILO5)
- 4 Describe the influence of the Spanish Mission system on the religious and social structure of Native Americans. (ILO2, ILO3, ILO5)
- 5 Demonstrate a measurable understanding of archaeology ethics, laws, NAGPRA and preservation of traditions [ILO 2, ILO 5]
- 6 Demonstrate a measurable understanding of Natives social, economic, educational, political, and environmental issues [ILO 2, ILO 3, ILO 5]

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe the diverse geographic and ecological regions and the adaptations of southwestern cultures to a diverse environment.
2. Trace the migration routes of the earliest prehistoric cultures and their impact on Pleistocene flora and fauna.
3. Describe the origins and development of Hohokam, Anasazi, and Mogollon Cultures and the growth of prehistoric agricultural societies in the Southwest.
4. Evaluate the influence of Mexico on southwestern cultures through their arts and crafts.
5. Describe and identify cultural diversity of modern Pueblo groups along the Rio Grande of New Mexico as compared with Hopi, Navajo, Apache, Cocopa, and Tohona O'odham of Arizona.
6. Analyze differences between Spanish, Mexican, and American attitudes and policies towards southwest Indians; evaluate the reservation and educational system.
7. Describe the influence of gaming on Native American culture, repatriation policies and concerns, and sovereignty rights.

Textbooks & Other Resources or Links

- Required Texts:** 1. **The Archaeology of Ancient Arizona**: By Jefferson Reid and Stephanie Whittlesey. University of Arizona Press, Tucson: 1997. ISBN:0-8165-1709-6.
2. **Paths of Life: American Indians of the Southwest and Northern Mexico**: By Thomas E. Sheridan and Nancy J. Parezo. University of Arizona Press, Tucson: 1996. ISBN:0-8165-1466-6.

Course Requirements and Instructional Methods

Students will be tested on assigned reading material, classroom discussions, multi-media presentations viewed in classroom sessions. The scheduled exams consist of true-false, multiple choice and essay questions. Homework assignments and student classroom participation are also part of the assessment. Homework assignments may be from our textbooks and classroom sessions, as well as from the Internet, and will require additional research and writing. Students must take the final exam to receive a final grade.

Course Grading Based on Course Objectives

Three exams [which includes the final exam] will be given during the Spring 2015 Semester, with each exam consisting of 50 points. Homework assignments shall consist of 50 points. The final grade will be based on an accumulating of points:

Exams: -50 points each [three exams]	—150 points
Homework assignments	50 points
Total points	200 points

<u>Points</u>	<u>Letter Grade:</u>
200-180	A
179-160	B
159-140	C
139-120	D
119-0	F

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

.Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.

- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- [Blackboard Support Site](#). The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 17/19 February	Chapter 1. Introduction: geography, environment; summary of early archaeological and ethnological research, archeology laws, ethics, NAGPRA	Arizona pp. 1-22
Week 2 24/26 Fenruary	Chapter 2. Theories of Early Migration into the Americas and the Southwest	Arizona pp. 23-41
Week 3 03/05 March	Chapter 3. Archaic Ancestor Chapter 4. Hohokam-Desert Farmers	Arizona pp. 42-68, 69-110
Week 4 10/12 March	Chapter 6. Mogollon- Mountain dwellers, Mimbres Art, Kivas	Arizona pp. 131-165
Week 5 17/19 March	Chapter 7. Ancient Puebloan- Basketmaker to Pueblos	Arizona pp. 166-204
Week 6 24/26 March	Chapter 8. -The Sinagua Chapter 9. -The Salado	Arizona pp. 205-229,230-258
Week 7 31 Mar 02 April	Chapter 5. The Patayan- Desert People Chapter 10. Coronado ends Prehistory	Arizona pp. 111-120, 259-273
Week 8 6 - 11 April	Spring Recess-No Classes	
Week 9 14/16 April	Foreward/Introduction/Spanish/Mexican/American programs—The Dine[Navajos]	Paths of Life, pp. 3-33
Week 10 21/23 April	The Yoemen [Yaquis]	Paths of Life, pp. 35-59
Week 11 28/30 April	The Comcaac [Seris]	Paths of Life, pp. 187-211
Week 12 05/07 May	The Inde [Western Apache]	Paths of Life, pp. 61-90
Week 13 12/14 May	The Havasupais, Hualapais, and Yavapais, Ningwi [Southern Paiutes, Colorado River Yumans	Paths of Life, pp. 91-114, 163-185, 213-235

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 14 19/21 May	The O’Odham [Pimas and Papagos]	Paths of Life, 115-140
Week 15 26/28	The Raramuri [Tarahumaras]	Paths of Life, 141-161
Week 16 02/04	The Hopis: Hopivotkwani, The Hopi Path of Life	Path of Life, pp. 237-266
Week 17 8 to 12 June	Finals Week	

*****Tentative, subject to change without prior notice*****