

Basic Course Information

Semester:	Fall 2022	Instructor Name:	Dr. Arturo Marquez Jr.
Course Title & #:	Indians of the Southwest AIS 108 / ANTH 108	Email:	arturo.marquezjr@imperial.edu
CRN #:	10932 / 10933	Webpage (optional):	n/a
Classroom:	2735	Office #:	2735
Class Dates:	8/15 – 12/10	Office Hours:	MW 3:00-5:00pm
Class Days:	Tuesday and Thursday	Office Phone #:	760-355-6282
Class Times:	8:00-9:35am	Emergency Contact:	760-355-6144
Units:	3	Class Format:	Real Time Online (RTOL)

Course Description

This is an introductory course in the study of past and present indigenous societies of the US Southwest and Northern Mexico. Theories of early migration into the Americas and into the Greater Southwest will be discussed, as well as early archaeological and ethnological research on the geography, environmental adaptation, settlement patterns, architecture, and arts and crafts of ancient indigenous societies such as the Sinagua, Salado, and Patayan societies. Greater emphasis will be placed on discussing present Native American social structures among the Pueblos, Navajo, Apache and Hopi, among others, including contemporary customs, traditions, art, languages, and religious beliefs. Moreover, students will critically assess the intersection of race, class and gender in the US Southwest and Northern Mexico, and the myriad ways dominant state ideologies on either side of the US-Mexico border continue to impact everyday life. From this perspective, students will discuss how struggle, resistance, social justice, solidarity, and liberation, as experienced by Native American communities, are relevant to current issues. (CSU/UC)

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 prehistoric migration theories into the Americas and the prehistory of the American Southwest and its cultural development.
- 2) Summarize cultural diversity of customs and traditions, languages, religious beliefs and rituals, as well as social organization of Native Americans of the Southwest and northern Mexico.
- 3) Summarize and demonstrate the differences and similarities of the Spanish [summation of the Spanish Mission System] Mexican, and American governments political programs dealing with the acculturation of Native Americans.

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) Analyze differences between Spanish, Mexican, and American programs, attitudes, and policies towards Natives of the Greater Southwest and northern Mexico.

- 3) Describe and identify the cultural diversity of customs, traditions, art, languages, religious beliefs, as well as the social structure of indigenous communities of the Southwest and northern Mexico.
- 4) Demonstrate a measurable understanding of archaeology laws and ethics, and the Native American Graves. Protection and Repatriation Act of 1990 [NAGPRA].
- 5) Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and antiracism.
- 6) Apply theory to describe critical events in the histories, cultures, and intellectual traditions, with special focus on the lived-experiences and social struggles of Native Americans.
- 7) Demonstrate active engagement with anti-racist issues, practices, and movements to build a diverse, just, and equitable society beyond the classroom.

Textbooks & Other Resources or Links

Thomas E. Sheridan and Nancy J. Parezo, eds. 1996 *Paths of Life: American Indians of the Southwest and Northern Mexico*. University of Arizona Press. ISBN: 9780816514663

Jefferson Reid and Stephanie Whittlesey. 1997. *The Archaeology of Ancient Arizona*. University of Arizona Press. ISBN: 9780816517091

Trudy Griffin-Pierce. 2000. *Native Peoples of the Southwest*. University of New Mexico Press. ISBN: 9780826319074

Course Requirements and Instructional Methods

Students are assessed through a combination of discussion posts, short essays, a midterm and a final exam. Active student participation is an important component of the final assessment. The following is a break-down of course requirements:

- Discussion posts (20 points): Students will submit 10 discussion posts worth 2 points each on Canvas by Thursday 11:59pm. Each post should be at minimum 100 words and include a quote from the readings.
- Contemporary Issues (40 points): Students will identify and discuss in 8 discussion posts online content on a contemporary issue concerning an indigenous group in the US Southwest or Northern Mexico. Each post on a contemporary issue is worth 5 points each, and should be at minimum 200 words and include the URL to the online content.
 - o Contemporary Issue response (10 points): Students will respond to at least one post of a contemporary issue per week by Monday at 11:59pm.
- Short essays (30 points): Students will compose 3 short essays worth 10 points each on past indigenous societies. These essays should be 500 words long, and submitted by Sunday 11:59pm.
- Midterm (25 points): A Midterm will be administered to assess student comprehension of course content from weeks 1-8 on Thursday October 13th.
- Final Exam (25 points): A Final will be administered to assess student comprehension of course content from weeks 10-16 on Thursday December 8th.



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Course Grading Based on Course Objectives

There is a total of 150 points possible in this course. The correspondence between points earned and final letter grade is the following:

Points Earned	Letter Grade
150-136	A
135-120	B
119-100	C
99-79	D
79-0	F

Course Policies

Attendance is crucial. If you foresee missing a class meeting, please inform the instructor.

Late work is accepted *only if* the instructor is informed with a detailed justification. If you experience any difficulty that impedes your ability to submit work by a due date, please inform the instructor as soon as possible. Meeting with the instructor during office hours is ideal to address these situations.

Make-up exams may be allowed at the instructor's discretion. If you foresee a time conflict or any other difficulty, please inform the instructor as soon as possible. Make-up exams will be scheduled at the end of the semester during finals week.

As a means to minimize our carbon footprint, digital devices may be used during class meetings *only* to consult readings, notes, and related course material. Students using their devices for any other purpose will be asked to refrain from using them in future class meetings. If these devices hinder active class participation and engaged learning, the instructor may prohibit their use for the rest of the semester.

Plagiarism is a serious offense and will result in adverse consequences. Plagiarism is presenting someone else's work as one's own without citing the original source. It is crucial students understand the concept of plagiarism. If you are unsure about IVC's plagiarism policy, please contact the instructor or refer to IVC's student services.

Other Course Information

The instructor may modify the syllabus as necessary to ensure the learning objectives are met. If there are any modifications to the syllabus, students will be notified via email within 24 hours.

Office hours are available in-person in room #2735 or via Zoom on Monday and Wednesday from 3:00-5:00pm. If you have a time conflict, please email the instructor to discuss alternate days or times. Office hours are an additional resource in your professional trajectory at IVC. The instructor is *always* open to dialogue, and is committed to your success. Use office hours to receive one-to-one guidance on specific assignments, quizzes or upcoming exams. Moreover, use office hours to discuss the many merits of anthropology as a major, or to discuss ways anthropology can contribute to your professional development beyond IVC.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.



Anticipated Class Schedule/Calendar

Date or Week	Readings/Pages	Assignments
Week 1 August 16 and 18	<i>Paths of Life</i> Foreword and Introduction	Discussion Post (Readings) 1
Week 2 August 23 and 25	<i>Native Peoples</i> Foreword; Connections pg. 11-30 <i>Ancient Arizona</i> From Clovis to Coronado pg. 3-22; Clovis Hunters Discover America pg. 23-41	Discussion Post (Readings) 2
Week 3 August 30 and September 1	<i>Paths of Life</i> The Colorado River Yumans pg. 213-236 <i>Native Peoples of the Southwest</i> The River Yumans pg. 233-259 The Upland Yumans pg. 263-304	Discussion Post (Readings) 3 Contemporary Issue Yumans
Week 4 September 6 and 8	<i>Ancient Arizona</i> The Hohokam pg. 69-110 The Patayan pg. 111-130	Short Essay 1
Week 5 September 13 and 15	<i>Paths of Life</i> The Hopi pg. 237-266 <i>Native Peoples of the Southwest</i> The Pueblos pg. 35-70 The Hopi pg. 71-114 The Zuni pg. 115-155	Discussion Post (Readings) 4 Contemporary Issue Hopi
Week 6 September 20 and 22	<i>N Paths of Life</i> The Diné (Navajos) pg. 3-34 <i>Native Peoples of the Southwest</i> The Navajo pg. 305-360	Discussion Post (Readings) 5 Contemporary Issue Navajos
Week 7 September 27 and 29	<i>Paths of Life</i> The Indé (Western Apaches) pg. 61-90 <i>Native Peoples of the Southwest</i> The Apaches pg. 361-400	Discussion Post (Readings) 6 Contemporary Issue Apaches
Week 8 October 4 and 6	<i>Ancient Arizona</i> The Mogollon pg. 131-165 The Anasazi pg. 166-204	Short Essay 2
Week 9 October 11 and 13	Midterm Review	Midterm
Week 10 October 18 and 20	<i>Paths of Life</i> The O'odham (Pimas and Papagos) pg. 115-140 <i>Native Peoples of the Southwest</i> The O'odham pg. 159-204	Discussion Post (Readings) 7 Contemporary Issue O'odham
Week 11 October 25 and 27	<i>Paths of Life</i> The Ningwi (Southern Paiutes) pg. 163-186 <i>Native Peoples of the Southwest</i> The Southern Paiutes pg. 401-415	Discussion Post (Readings) 8 Contemporary Issue Southern Paiutes



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Date or Week	Readings/Pages	Assignments
Week 12 November 1 and 3	<i>Paths of Life</i> The Yoemen (Yaquis) pg. 35-60 <i>Native Peoples of the Southwest</i> The Yaqui pg. 205-232	Discussion 9 Post (Readings) Contemporary Issue Yaquis
Week 13 November 8 and 10	<i>Ancient Arizona</i> The Sinagua pg. 205-229 The Salado pg. 230-258	Short Essay 3
Week 14 November 15 and 17	<i>Paths of Life</i> The Rarámuri (Tarahumaras) pg. 141-162 The Comcáac (Seris) pg. 187-212	Discussion 10 Contemporary Issue Tarahumaras
Week 15 November 22 and 24	Thanksgiving Break	
Week 16 November 29 and December 1	<i>Paths of Life</i> The Havasupais, Hualapais, and Yavapais pg. 91-110	Contemporary Issues (Review)
Week 17 December 6 and 8	Review Final Exam	Final Exam

Subject to change without prior notice