



Basic Course Information

Semester:	Spring 2023	Instructor Name:	Dr. Michelle D. Graham
Course Title & #:	ANTH/AIS 108 Indians of the Southwest	Email:	michelle.graham@imperial.edu
CRN #:	21024 and 21025	Webpage (optional):	n/a
Classroom:	n/a	Office #:	n/a
Class Dates:	February 13 to June 9	Office Hours:	Monday to Thursday 5:00—6:00pm via ConferZoom (by appointment only)
Class Days:	n/a	Office Phone #:	n/a
Class Times:	Anytime	Emergency Contact:	Department Secretary (760) 355-6144
Units:	3	Class Format:	Online Asynchronous

Course Description

This is an introductory course to the early archaeological and ethnological investigation of the American Southwest and Northern Mexico, the geography, environmental adaptation, settlement pattern, architecture, and arts and crafts of the prehistoric Mogollon, Hohokam, and Puebloan cultures, as well as a summary of the prehistory of the Sinagua, Salado, and Patayan cultures; theories of early migration into the Americas and into the Greater Southwest and the prehistoric influence of Mexico; discourse of the cultural diversity of customs, traditions, art, languages, and religious beliefs, as well as social structure of modern day Pueblos, Athapascan and Rancheria peoples of the American Southwest and northern Mexico. (CSU, UC)

Course Prerequisite(s) and/or Corequisite(s)

None.

Student Learning Outcomes

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

- Demonstrate a measurable understanding of prehistoric migration theories into the Americas and the prehistory of the American Southwest and its cultural development.
- 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.
- 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

In this course, students will develop the ability to:

- Describe the diverse geographic and ecological regions and the adaptations of southwestern cultures to a diverse environment.
- Trace the migration routes of the earliest prehistoric cultures and their impact on Pleistocene flora and fauna.

- Describe the origins and development of Hohokam, Anasazi, and Mogollon Cultures, including a summary of the Sinagua, Salado, and Patayan prehistoric cultures, the growth of prehistoric agricultural societies in the Southwest and the influence of Mexico.
- Analyze differences between Spanish, Mexican, and American programs, attitudes, and policies towards Natives of the Greater Southwest and northern Mexico.
- Describe and identify the cultural diversity of customs, traditions, art, languages, religious beliefs, as well as the social structure of modern Pueblos, Athapascan and Rancheria peoples of the Southwest and northern Mexico.
- Demonstrate a measurable understanding of archaeology laws and ethics, and the Native American Graves Protection and Repatriation Act of 1990 (NAGPRA).
- 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 anti-racism.
- 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.
- Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
- Describe how struggle, resistance, social justice, solidarity, and liberation, as experienced by Native American communities, are relevant to current issues.
- 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

Griffin-Pierce, T. (2000). *Native peoples of the southwest* (1st ed.). University of New Mexico Press.

ISBN: 9780826319074 Available through the [IVC bookstore](#)

Course Requirements and Instructional Methods

The unit module for each week will be posted to Canvas on Mondays. **You will participate in a discussion every week from Monday to Thursday, have a quiz every Friday, and an assignment due every Saturday.** Please organize your time accordingly and read the chapter early in the week so you will have notes to contribute to the discussion, study for the quiz, and complete your assignment. **If you would like to complete all your work early in the week to free up your weekend, you can.** *Please be sure to always upload your work well ahead of the deadline.*

Over a 17-week period, we will cover the entire textbook. At the beginning of each semester, at least one student asks if it will be necessary to acquire the book, and the answer is **yes**. Especially for an online class, it is imperative to read the book and use it to complete the quizzes and assignments. *Please make sure to buy it, borrow it, or share it.*

There will be no class during Spring Break from April 10 to 16. From April 17 to 22, there will be no discussion or assignment, only review and the midterm exam, which will cover the content of chapters 2 through 7. From June 5 to 9, there will be no discussion or assignment, only review and the final exam, which will cover the content of chapters 8 through 12.

The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. *Because this is a three-credit course, students should expect to invest a minimum of nine hours per week.*

Guidelines for Formatting Written Assignments and Avoiding Plagiarism:

Please prepare and upload written assignments as **Word or PDF** files. As a rule, sentences should contain a maximum of 12 words and paragraphs should contain between 8 and 12 lines, no more and no less. Try to follow these recommendations because it will improve the overall quality and readability of your writing. Note: If more than three words are copied from a source, they must be cited in quotation marks, or it constitutes plagiarism. Citations containing 40 or more words must be separated from the text in a block quote *without* quotation marks. **All assignments are automatically run through Turnitin plagiarism detecting software on Canvas. Please make sure copied content remains below 10% of the total.** Follow the American Psychological Association ([APA style guide](#)) for citations and references and ask the professor for further instructions if necessary. IVC standards of student conduct, including the institutional policy on academic honesty and plagiarism, can be consulted at [Standards of Student Conduct](#).

What if I need to borrow technology or access to WiFi?

You can obtain a loaner laptop, MYFI device, or other electronic device, by submitting a request form to [Student Technology Support](#)

Course Grading Based on Course Objectives

A total of 390 points can be earned as follows:

Discussions: 14 discussions worth 5 points each = 70 points

Quizzes: 14 quizzes worth 10 points each = 140 points

Assignments: 12 assignments worth 10 points each = 120 points

Essay: 20 points

Midterm Exam: 20 points

Final Exam: 20 points

Final grades will be based on the accumulation of points. Canvas automatically converts those points into a percentage grade that I will convert to a letter grade using the following criteria:

89-100 A

79-88 B

69-78 C

59-68 D

58 or below F

Course Policies

Drop/Participation Policy

Initial Engagement

Students who have not taken the quiz or submitted the assignment by the end of the first week of class and have not contacted me through Canvas messaging to express their intent to participate in the course will be dropped.



Due Dates for Unit 1

The first discussion will close on Thursday February 16, the first quiz on Friday February 17, and the first assignment on Saturday February 18.

Late Work Policy

Quizzes and Exams

Quizzes and exams cannot be rescheduled unless it has been arranged between the student and professor **at least 24 hours in advance of the deadline.**

Assignments

Missed assignments can be completed with a 50% penalty. If you wish to make up an assignment, send me a Canvas message to tell me which one and I will re-assign it to you for an extra week. *Each assignment can only be extended once; please do not ask for the same extension twice.* If you have a documented reason for missing the assignment and/or need special consideration, the late penalty may be waived on a case-by-case basis. **I will not accept assignments by Canvas message or email attachment for any reason.**

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 [IVC Student Resources](#) or click the heart icon on Canvas.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Due Dates
Week 1 February 13-18	<u>Syllabus, Introduction</u> Chapter 1 Connections Discussion 1 Quiz 1 Assignment 1	<i>Monday to Thursday</i> <i>Friday</i> <i>Saturday</i>
Week 2 February 20-25 Unit 1	<u>Village Farming</u> Chapter 2 The Pueblos Discussion 2 Quiz 2 Assignment 2	<i>Monday to Thursday</i> <i>Friday</i> <i>Saturday</i>
Week 3 February 27- March 4 Unit 1	<u>Village Farming</u> Chapter 3 The Hopi Discussion 3 Quiz 3 Assignment 3	<i>Monday to Thursday</i> <i>Friday</i> <i>Saturday</i>
Week 4 March 6-11 Unit 1	<u>Village Farming</u> Chapter 4 The Zuni Discussion 4 Quiz 4 Assignment 4	<i>Monday to Thursday</i> <i>Friday</i> <i>Saturday</i>
Week 5 March 13-18	<u>Ranchería Farming</u> Chapter 5 The O'odham	



Date or Week	Activity, Assignment, and/or Topic	Due Dates
Unit 2	Discussion 5 Quiz 5 Assignment 5	<i>Monday to Thursday Friday Saturday</i>
Week 6 March 20-25 Unit 2	<u>Ranchería Farming</u> Chapter 6 The Yaqui Discussion 6 Quiz 6 Assignment 6	<i>Monday to Thursday Friday Saturday</i>
Week 7 March 27-April 1 Unit 2	<u>Ranchería Farming</u> Chapter 7 The River Yumans Discussion 7 Quiz 7 Begin short essay	<i>Monday to Thursday Friday n/a</i>
Week 8 April 3-8 Units 1 and 2	<u>Village and Ranchería Farming</u> Chapters 2 through 7 Discussion 8 Quiz 8 Finish short essay	<i>Monday to Thursday Friday Saturday</i>
Week 9 (April 10 to 15) Spring Break		
Week 10 (April 17 to 22) Review and Midterm Exam Chapters 2 through 7		
Week 11 April 24-29 Unit 3	<u>Foraging and Farming</u> Chapter 8 The Upland Yumans Discussion 9 Quiz 9 Assignment 7	<i>Monday to Thursday Friday Saturday</i>
Week 12 May 1-6 Unit 3	<u>Foraging and Farming</u> Chapter 9 The Navajo Discussion 10 Quiz 10 Assignment 8	<i>Monday to Thursday Friday Saturday</i>
Week 13 May 8-13 Unit 3	<u>Foraging and Farming</u> Chapter 10 The Apaches Discussion 11 Quiz 11 Assignment 9	<i>Monday to Thursday Friday Saturday</i>
Week 14 May 15-20 Unit 3	<u>Foraging and Farming</u> Chapter 11 The Southern Paiutes Discussion 12 Quiz 12 Assignment 10	<i>Monday to Thursday Friday Saturday</i>
Week 15 May 22-27 Unit 4	<u>Conclusions</u> Chapter 12 Discussion 13 Quiz 13 Assignment 11	<i>Monday to Thursday Friday Saturday</i>



IMPERIAL VALLEY COLLEGE

Date or Week	Activity, Assignment, and/or Topic	Due Dates
Week 16 May 29-June 3 Unit 4	<u>Contemporary Issues</u> Discussion 14 Quiz 14 Assignment 12	<i>Monday to Thursday</i> <i>Friday</i> <i>Saturday</i>
Week 17 (June 5 to 9) Review and Final Exam Chapters 8 through 12		

*****Subject to change without prior notice*****