



IMPERIAL VALLEY COLLEGE

### Basic Course Information

Semester:	<b>Spring 2023</b>	Instructor Name:	<b>Dr. Arturo Marquez Jr.</b>
Course Title & #:	<b>Indians of the Southwest ANTH 108</b>	Email:	<b>arturo.marquezjr@imperial.edu</b>
CRN #:	<b>21026</b>	Webpage:	<b>n/a</b>
Classroom:	<b>2735</b>	Office #:	<b>2735</b>
Class Dates:	<b>2/13 – 6/09</b>	Office Hours:	<b>MW 3:00-5:00pm</b>
Class Days:	<b>Monday</b>	Office Phone #:	<b>760-355-6282</b>
Class Times:	<b>6:30 – 9:40pm</b>	Emergency Contact:	<b>760-355-6144</b>
Units:	<b>3</b>	Class Format:	<b>In-person</b>

### 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** (30 points): Students will submit 10 discussion posts worth 3 points each on Canvas by Friday 11:59pm. Each post should be at minimum 100 words and include a quote from the readings. There are 12 opportunities to submit a discussion post; you are only responsible for 10 of these.
- **Contemporary Culture and Society posts** (40 points): Students will identify and discuss an online source on a contemporary theme in indigenous culture and society. These posts – 8 in total worth 5 points each – will be uploaded on our course Padlet (available on Canvas) by Friday 11:59pm. It is important to include the URL to the online content and provide a succinct 200-word analysis of this content.
- **Short essays** (15 points): Students will compose 3 short essays worth 5 points each on a specific theme in the following reading sections: Short essays 1 (weeks 1-4); Short essay 2 (weeks 5-8); Short essay 3 (weeks 9-14). These short essays should be 500 words long and submitted by Sunday 11:59pm.
- **Group Presentations** (10 points): Students will analyze and present on the contemporary culture and society posts in small groups. Each group presentation will be worth 5 points and will be assessed based on student engagement with classmates' posts and clarity of presentation.
- **Group Presentation Reports** (10 points): Following each presentation, students will submit a 150-word report on the main ideas they have analyzed. Each Report is worth 5 points and is due by Friday 11:59pm.
- **Final Research Paper** (20 points): Students will submit an 8-page final research paper by Thursday June 8<sup>th</sup>. There are two primary modalities for this research paper: 1) pick a topic covered in this course for



further library and online research, or 2) visit the Imperial Valley Desert Museum (IVDM) for archival research and analysis. Details on the final research paper will be provided throughout the semester.

### Course Grading Based on Course Objectives

There is a total of 125 points possible in this course allocated in weekly discussion posts, short essays, groups presentations and reports, and a final exam. The correspondence between points earned and final letter grade is the following:

Points Earned	Letter Grade
125 – 115	A
114 – 104	B
103 – 93	C
92 – 82	D
71 – 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.

In order to achieve our course objectives, it is important to foster an engaged learning environment that is respectful and welcoming of everyone in class. Please refrain from any activity that may impede on others’ learning and participation. To this end, please be mindful of how you utilize your digital devices during our class meetings. Laptop computers, cell phones, and other such devices may be used *only* to consult readings, notes, and related course material. If you need to take a call or answer a text message, please step outside to prevent disrupting class discussions and activities. Students using their devices for non-course related purposes 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 seriousness of plagiarism. Please do not copy and paste work from online sources or our textbook. Students are encouraged to reference their sources but always in a way that highlights their original ideas and clearly cites their sources. 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 February 13	<i>Paths of Life</i> Foreword and Introduction	Discussion Post (Readings) 1
Week 2 February 20	<b>State Holiday – No Class Meeting</b>	
Week 3 February 27	<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 The Hohokam pg. 69-110 The Patayan pg. 111-130	Discussion Post (Readings) 2
Week 4 March 6	<i>Ancient Arizona</i> The Mogollon pg. 131-165 The Anasazi pg. 166-204 The Sinagua pg. 205-229 The Salado pg. 230-258	Short Essay 1 (week 1 – 4)
Week 5 March 13	<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 Culture and Society 1 Colorado River Yuman
Week 6 March 20	<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 Culture and Society 2 Hopi, Zuni, and Pueblo people
Week 7 March 27	<i>Paths of Life</i> The Diné (Navajos) pg. 3-34  <i>Native Peoples of the Southwest</i>	Discussion Post (Readings) 5 Contemporary Culture and Society 3 Diné



Date or Week	Readings/Pages	Assignments
	The Navajo pg. 305-360	
Week 8 April 3	Group Presentations: Contemporary Culture and Society Guest Speaker: Imperial Valley Desert Museum	Short Essay 2 (week 5 – 8)
	<b>SPRING BREAK (April 10 – 15)</b>	
Week 9 April 17	<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 Culture and Society 4 Indé
Week 10 April 24	<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 Culture and Society 5 Pima and Papago
Week 11 May 1	<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 Culture and Society 6 Ningwi
Week 12 May 8	<i>Paths of Life</i> The Havasupais, Hualapais, and Yavapais pg. 91-110	Discussion Post (Readings) 9 Contemporary Culture and Society 7 Pai
Week 13 May 15	<i>Paths of Life</i> The Yoemen (Yaquis) pg. 35-60  <i>Native Peoples of the Southwest</i> The Yaqui pg. 205-232	Discussion Post (Readings) 10 Contemporary Culture and Society 8 Yoemen
Week 14 May 22	<i>Paths of Life</i> The Rarámuri (Tarahumaras) pg. 141-162 The Comcáac (Seris) pg. 187-212	Discussion Post (Readings) +11 Contemporary Culture and Society +9 Rarámuri and Comcáac
Week 15 May 29	<b>State Holiday – No Class Meeting</b>	Short Essay 3 (week 9 – 14)
Week 16 June 5	Group Presentations on Contemporary Culture and Society <b>Review Final Exam</b>	Group Presentation Report Final Exam

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