

**Basic Course Information**

Semester:	Spring 2024	Instructor Name:	Arturo Marquez Jr.
Course Title & #:	Indigenous Peoples of the Southwest AIS 108	Email:	arturo.marquezjr@imperial.edu
CRN #:	21025	Webpage (optional):	n/a
Classroom:	Canvas and Padlet	Office #:	2735
Class Dates:	02/12 – 06/07	Office Hours:	By appointment
Class Days:	Online	Office Phone #:	760-355-6282
Class Times:	Online	Emergency Contact:	760-355-6201
Units:	3	Class Format/Modality:	Asynchronous

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)

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

No prerequisites or corequisites for AIS 108.

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

- Jefferson Reid and Stephanie Whittlesey. 1997. *The Archaeology of Ancient Arizona*. University of Arizona Press. ISBN: 9780816517091
- 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
- Trudy Griffin-Pierce. 2000. *Native Peoples of the Southwest*. University of New Mexico Press. ISBN: 9780826319074

Course Requirements and Instructional Methods

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.

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

- **Discussion posts (readings)** (25 points): Students will complete 5 discussion posts worth 4 points each based on the course readings for the corresponding week. To ensure maximum points, it is crucial to provide at least one quote from the readings (with page numbers). After publishing the discussion post, students are expected to read through posts and provide a constructive comment worth 1 point each to at least one colleague. Discussion posts must be 150 words minimum and posted by 11:59pm on Thursday; comments must be 50 words minimum and posted by Friday at 11:59pm.
- **Contemporary Culture and Society posts** (45 points): Students will complete 9 posts worth 4 points each highlighting contemporary issues, challenges, projects, or social movements central to indigenous

peoples today. Each post must include the URL of online content such as news articles, academic papers, documentaries, policy documents, etc. on our course Padlet (accessible via Homepage) and include a 150-word analysis emphasizing its relevance and any important connections to the readings. After publishing the contemporary post, students are expected to read through posts and provide a constructive comment worth 1 point each to at least one colleague. These contemporary culture and society posts must be 150 words minimum and posted on Padlet by 11:59pm on Thursday; comments must be 50 words minimum and posted by Friday at 11:59pm.

- **Quizzes (90 points):** Students will complete 9 quizzes worth 10 points each that assesses their engagement with the readings in short essay responses. Quizzes are restricted to *Paths of Life* and *Native Peoples of the Southwest*, therefore absolutely no outside sources are permitted. It is crucial to provide quotes, concrete examples, and page numbers from these books. Without quotes and page numbers, quiz responses will not earn available points. There is an extra quiz available; the lowest quiz grade will be dropped at the end of the semester.
- **Group Map Project (25 points):** Students will work in small groups to complete a map of the US Southwest and Northern Mexico that displays the geographic location of at least 6 posts uploaded to Padlet. Students will begin this project at the start of Module 3 and will submit their work by the end of Week 16.
- **Ancient Southwest Exam (25 points):** Students will complete an exam at the end of Module 1 on the distant history of the Southwest. This exam is timed (3 hours) and is based on the book *The Archaeology of Ancient Arizona*. It is important to have access to this book early in the course to study for this exam on Week 6.
- **Final Exam (40 points):** Students will complete a Final Exam by Sunday June 9th. The Final Exam is on the history, language, origin narratives, and traditions of indigenous people of the US Southwest and Northern Mexico. This is a timed (3 hours) exam based on the readings discussed this semester.

Course Grading Based on Course Objectives

There is a total of 250 points possible in this course. The correspondence between points earned and final letter grade is the following:

Points Earned	Letter Grade
250 – 231	A
230 – 211	B
210 – 186	C
185 – 151	D
150 – 0	F

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.



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Course Policies

Active participation is crucial. If you are unable to actively participate in the course because of unforeseen circumstances, please inform the instructor as soon as possible.

Late work is accepted *only if* the instructor is informed with a detailed justification. If you are unable to meet a deadline, please contact the instructor via email or Canvas message. Make-up work and exams may be allowed at the instructor's discretion.

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 speech that may impede on others' learning and participation.

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 by appointment. If you have a time conflict, please message (Canvas) 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

Week, Date	Topics, Readings	Assignments, Due Dates, Exams
	Module 1	
Week 1 February 12-18	<i>Paths of Life</i> Foreword and Introduction <i>Native Peoples</i> Foreword and Connections	Discussion Post (Readings) 1 Comments

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Week, Date	Topics, Readings	Assignments, Due Dates, Exams
Week 2 February 19-25	<i>The Archaeology of Ancient Arizona</i> From Clovis to Coronado pg. 3-22 Clovis Hunters Discover America pg. 23-41 Archaic Ancestors pg. 42-68	Discussion Post (Readings) 2 Comments
Week 3 February 26- March 3	<i>The Archaeology of Ancient Arizona</i> The Hohokam pg. 69-110 The Patayan pg. 111-130	Discussion Post (Readings) 3 Comments
Week 4 March 4- 10	<i>The Archaeology of Ancient Arizona</i> The Mogollon pg. 131-165 The Anasazi pg. 166-204	Discussion Post (Readings) 4 Comments
Week 5 March 11- 17	<i>The Archaeology of Ancient Arizona</i> The Sinagua pg. 205-229 The Salado pg. 230-258	Discussion Post (Readings) 5 Comments
Week 6 March 18- 24	Ancient Southwest Exam	Ancient Southwest Exam
	Module 2	
Week 7 March 25-31	<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	Contemporary Culture and Society post 1 Comments Quiz 1
- April 1-7	Spring Break	
Week 8 April 8-14	<i>Paths of Life</i> The Diné (Navajos) pg. 3-34 <i>Native Peoples of the Southwest</i> The Navajo pg. 305-360	Contemporary Culture and Society post 2 Comments Quiz 2
Week 9 April 15-21	<i>Paths of Life</i> The Indé (Western Apaches) pg. 61-90 <i>Native Peoples of the Southwest</i> The Apaches pg. 361-400	Contemporary Culture and Society post 3 Comments Quiz 3
Week 10 April 22-28	<i>Paths of Life</i> The Havasupais, Hualapais, and Yavapais pg. 91-110 <i>Native Peoples of the Southwest</i> The Upland Yumans pg. 263-304	Contemporary Culture and Society post 4 Comments Quiz 4



Week, Date	Topics, Readings	Assignments, Due Dates, Exams
Module 3		
Week 11 April 29-May 5	<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	Contemporary Culture and Society post 5 Comments Quiz 5
Week 12 May 6-12	<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 May 11 – Deadline to drop with 'W'	Contemporary Culture and Society post 6 Comments Quiz 6
Week 13 May 13-19	<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	Contemporary Culture and Society post 7 Comments Quiz 7
Week 14 May 20-26	<i>Paths of Life</i> The Yoemen (Yaquis) pg. 35-60 <i>Native Peoples of the Southwest</i> The Yaqui pg. 205-232	Contemporary Culture and Society post 8 Comments Quiz 8
Week 15 May 27-June 2	<i>Paths of Life</i> The Rarámuri (Tarahumaras) pg. 141-162 The Comcáac (Seris) pg. 187-212	Contemporary Culture and Society post 9 Comments Quiz 9
Week 16 June 3-9	Review Final Exam	FINAL EXAM

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