



IMPERIAL VALLEY COLLEGE

## Basic Course Information

Semester:	<b>Winter 2025</b>	Instructor Name:	<b>Dr. Arturo Marquez Jr.</b>
Course Title & #:	<b>Indigenous Peoples of the Southwest AIS 108</b>	Email:	<b>arturo.marquezjr@imperial.edu</b>
CRN #:	<b>15215</b>	Webpage (optional):	<b>n/a</b>
Classroom:	<b>Online</b>	Office #:	<b>2735</b>
Class Dates:	<b>Jan. 02 – Feb. 03</b>	Office Hours:	<b>By appointment</b>
Class Days:	<b>Online</b>	Office Phone #:	<b>760-355-6282</b>
Class Times:	Online	Emergency Contact:	<b>760-355-6144</b>
Units:	3	Class Format/Modality:	Online

## 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)

There are no prerequisites and/or corequisites for this course.

## 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.

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- 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

These are the required textbook this semester:

- 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

Please note the IVC library has copies of the books on reserve.

### 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, 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:

- **Video Analysis (50 points):** Students will analyze videos on the history and legacy of peoples of the Southwest, as well as important traditions, practices, and worldviews. There are two (2) videos per week. It is important to watch these videos in their entirety and to provide a detailed 150-word analysis with specific time stamps. Each video analysis is worth 5 points. Video Analysis 1 and 2 are due Sunday January 5<sup>th</sup>. Thereafter, weekly video analyses are due Wednesday at 11:59pm.
- **Discussion Posts (Readings) (50 points):** Students will upload two (2) discussion posts each week on the readings based on the provided prompt. It is important to use quotes and page numbers from the required books (*The Archaeology of Ancient Arizona* and *Paths of Life*) to show clear connections to the readings. Each post is worth 5 points. The first two discussion posts are due Friday January 3<sup>rd</sup> and Saturday January 4<sup>th</sup>. Thereafter, discussion posts are due by Thursday (1<sup>st</sup> discussion post) and Saturday (2<sup>nd</sup> discussion post) at 11:59pm.
- **Discussion Post Comments (10 points):** Students will comment on colleagues' weekly discussion posts. There are two required comments per week, each worth one (1) point. Comments to the first discussion post are due Saturday January 4<sup>th</sup> and comments to the second discussion post are due to Sunday January 5<sup>th</sup>. Thereafter, comments to discussion posts are due Friday (1<sup>st</sup> discussion post comment) and Sunday (2<sup>nd</sup> discussion post comment) at 11:59pm.
- **Quizzes (50 points):** Students will complete five (5) quizzes that assess their engagement with the readings in short essay responses. As such, it is crucial to provide quotes and page numbers from the required books (*The Archaeology of Ancient Arizona* and *Paths of Life*) to show exactly where information is located for each response. Without quotes and page numbers, responses will be marked down points. Quizzes are restricted to the required books, unless otherwise instructed. Each quiz is worth 10 points and due on Sunday at 11:59pm.



- **Ancient Southwest Exam (30 points):** Students will complete an exam in week 3 on the ancient history of the Southwest. This exam is based on the book *The Archaeology of Ancient Arizona*. It is important to have access to this book throughout the course, but especially to complete this exam in week 3. Please note the IVC library has copies of the books on reserve. The Ancient Southwest Exam is due Sunday January 19<sup>th</sup> at 11:59pm.
- **Map Project (30 points):** Students will work in groups to identify ten (10) contemporary news articles focused on the culture and society of indigenous peoples of the Southwest. Each article will be mapped using pins in a group map made available to each group. Students will work with others in their group to identify and analyze which content to include on their map. The Map Project is due Thursday January 30<sup>th</sup> at 11:59pm. Once all projects are submitted, students will have the opportunity to go over other group maps and choose one to write a short report which is due Sunday February 2<sup>nd</sup> at 11:59pm.
- **Final Exam (30 points):** Students will complete a Final Exam by Monday February 3<sup>rd</sup>. The Final Exam is on key concepts in the readings and important details of the history, language, origin narratives, and traditions of indigenous people of the Southwest.

### Course Grading Based on Course Objectives

There is a total of 250 points possible in this course. Points earned will be calculated into percentages which correspond to the following final letter grade:

Percentage (Canvas)	Letter Grade
100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59% - below	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.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

### 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 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.

### Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

### 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	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 January 02 – 05	<p style="text-align: center;"><i>The Archaeology of Ancient Arizona</i></p> From Clovis to Coronado pg. 3-22 Clovis Hunters Discover America pg. 23-41 Archaic Ancestors pg. 42-68 <p style="text-align: center;"><i>Paths of Life</i></p> The Diné (Navajos) pg. 3-34	<ul style="list-style-type: none"> <li>• Video Analysis – First People in America</li> <li>• Video Analysis – Diné</li> <li>• Discussion Post (Readings) 1 &amp; 2</li> <li>• Discussion Post Comments 1 &amp; 2</li> <li>• Quiz 1</li> </ul>
Week 2 January 6 – 12	<p style="text-align: center;"><i>Ancient Arizona</i></p> The Anasazi pg. 166-204 The Sinagua pg. 205-229 The Salado pg. 230-258 <p style="text-align: center;"><i>Paths of Life</i></p> The Hopi pg. 237-266	<ul style="list-style-type: none"> <li>• Video Analysis – Ancestral Pueblo</li> <li>• Video Analysis – Hopi</li> <li>• Discussion Post (Readings) 3 &amp; 4</li> <li>• Discussion Post Comments 3 &amp; 4</li> <li>• Quiz 2</li> </ul>



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 3 January 13 – 19	<p style="text-align: center;"><i>Ancient Arizona</i></p> The Hohokam pg. 69-110 The Patayan pg. 111-130 The Mogollon pg. 131-165 <p style="text-align: center;"><i>Paths of Life</i></p> The Indé (Western Apaches) pg. 61-90	<ul style="list-style-type: none"> <li>• Video Analysis – Hohokam</li> <li>• Video Analysis – Indé</li> <li>• Discussion Post (Readings) 5 &amp; 6</li> <li>• Discussion Post Comments 5 &amp; 6</li> <li>• Quiz 3</li> <li>• Exam Ancient History</li> </ul>
Week 4 January 20 – 26	<p style="text-align: center;"><i>Paths of Life</i></p> The Yoemen (Yaquis) pg. 35-60 The Havasupais, Hualapais, and Yavapais pg. 91-114 The O’odham (Pimas and Papagos) pg. 115-140	<ul style="list-style-type: none"> <li>• Video Analysis – Havasupais</li> <li>• Video Analysis – O’odham</li> <li>• Discussion Post (Readings) 7 &amp; 8</li> <li>• Discussion Post Comments 7 &amp; 8</li> <li>• Quiz 4</li> </ul>
Week 5 January 27 – February 03	<p style="text-align: center;"><i>Paths of Life</i></p> The Rarámuri (Tarahumaras) pg. 141-162 The Ningwi (Southern Paiutes) pg. 163-186 The Comcáac (Seris) pg. 187-212 <i>Paths of Life</i> The Colorado River Yumans pg. 213-236	<ul style="list-style-type: none"> <li>• Video Analysis – Rarámuri</li> <li>• Video Analysis – Southern Paiute</li> <li>• Discussion Post (Readings) 9 &amp; 10</li> <li>• Discussion Post Comments 9 &amp; 10</li> <li>• Quiz 5</li> <li>• Group Map Project</li> <li>• Group Map Project Comments</li> <li>• Final Exam</li> </ul>

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