



### Basic Course Information

Semester:	Spring 2025	Instructor Name:	Arturo Marquez Jr.
Course Title & #:	AIS 106 Indigeous Peoples of North America	Email:	arturo.marquezjr@imperial.edu
CRN #:	21220	Webpage (optional):	n/a
Classroom:	2735	Office #:	2735
Class Dates:	April 7 – June 6	Office Hours:	Monday and Wednesday 12:00-2:00pm
Class Days:	Tuesday and Online	Office Phone #:	760-355-6282
Class Times:	6:30 – 9:40pm	Emergency Contact:	760-355-6201
Units:	3	Class Format/Modality:	Hybrid (in-person and online)

### Course Description

An introductory course studying Native cultures of the United States, Canada, and Mexico, utilizing archaeological and ethno-historic information. Topic of discussions include pre-historic migration into the Americas, concept of culture areas, cultural and ethnic diversity of indigenous peoples of North America such as linguistic, political, economic and religious diversity, contemporary issues, and adaptations to a diverse geography and environment.

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

No prerequisites or corequisites for ANTH 100.

### 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) Identity and describe cultural and ethnic diversity among the various Native American tribes.
- 2) Explain prehistoric migration into the Americas and interaction with the environment and management of natural resources.
- 3) Summarize similarities and differences of social institutions of various Native American tribes.
- 4) Identify and summarize European effects on indigenous cultures as well as contemporary issues.

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

- 1) Descrie the diverse geographic and ecological regions and the adaptations of indigenous peoples to a diverse environment.
- 2) Trace migration routes of the earliest prehistoric cultures and their impact on the Pleistocene flora and fauna.
- 3) Demonstrate knowledge of the great linguistic diversity of Native American tribes.
- 4) Demonstrate knowledge of the similarities and differences of social institutions of various Native American tribes.



- 5) Analyze differences between Spanish, Mexican, and US attitudes and policies towards indigenous peoples.
- 6) Demonstrate the importance of professional anthropological ethics when working with indigenous peoples, as well as in archaeological research and applied anthropology.
- 7) Identify contemporary issues of great importance in Native American communities.

### Textbooks & Other Resources or Links

The required readings are available on Canvas at zero cost to you. These are the required readings:

- Susan A. Stebbins. 2013. *Native Peoples of North America*. Open SUNY. ISBN: 9781942341024  
Available online: <https://open.umn.edu/opentextbooks/textbooks/199>
- Chapters and articles available on Canvas.

### 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)** (40 points): Students will complete 8 discussion posts worth 5 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 before our in-person class meeting on Tuesdays; comments must be 50 words minimum and posted by Friday at 11:59pm.
- **Contemporary Culture and Society posts** (40 points): Students will complete 8 posts worth 5 points each highlighting contemporary issues, challenges, celebrations, or social movements central to indigenous peoples of North America 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.
- **Video Reports** (40 points): Students will analyze 8 videos on key concepts, issues, and ideas, and produce a report highlighting connections to our course textbook. It is important to watch these videos in their entirety and include quotes from the textbook and timestamps from the videos in each 200-word report. Each video is worth 5 points and is due by Saturday at 11:59pm.
- **Quizzes** (40 points): Students will complete 4 quizzes that assess engagement with the readings and videos. Quizzes will be comprised of multiple-choice questions and short essay responses in which it is



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crucial to provide quotes, concrete examples, and page numbers from the readings. Without quotes and page numbers, short essay responses will not earn available points. Quizzes are worth 10 points each and due on Sunday at 11:59pm.

- **Final Project** (20 points) – Students will complete a Final Project which synthesizes key ideas discussed throughout the semester. The Final Project will take the form of a slide presentation that is uploaded on the course Padlet by Monday June 2nd at 11:59pm. Students will review peers' projects and comment on at least two projects by Friday June 6th at 11:59pm.
- **Final Exam** (40 points): A cumulative final exam will be available at the end of the last week. This is a timed exam on Canvas that closes on Friday June 6th at 11:59pm.

### Course Grading Based on Course Objectives

There is a total of 220 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

Consistent participation in the discussion board and projects is crucial. If you experience any difficulty that keeps you from actively participating in this course, please inform the instructor as soon as possible.

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



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possible. Meeting with the instructor (via Zoom) is ideal to address these situations. Make-up quizzes 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 behavior that might stifle or hinder others' learning and participation in this course. It is important to be respectful to others when commenting on their opinions and perspective, keeping in mind the aim is to actively learn about the evolution of human biology and diversity. Offensive language will not be tolerated. Please contact the instructor with any questions or concerns.

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 via Zoom. Please message (Canvas) the instructor to discuss a day and time to meet. Office hours are 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 discussion posts, projects, quizzes, or final exam. 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	Topic and Readings	Assignments/Tests/Due Dates
Week 1 April 7 – 13	<p style="text-align: center;"><b>Archaeology of Ancient North America</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 1 (page 9 – 20) in <i>Native Peoples of North America</i></li> <li>• John Belshaw et. al. 2018 Human Occupation to ca. 1300 CE (Canvas)</li> <li>• Illuminative 2022 Understanding the Basics (Canvas)</li> </ul> <p><u>Video</u></p> <ul style="list-style-type: none"> <li>• The Ancient Tribes that Settled the Americas</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post (readings) 1</li> <li>• Contemporary Culture and Society posts 1</li> <li>• Video Report 1</li> </ul>
Week 2 April 14 – 20	<p style="text-align: center;"><b>Settler Colonialism and Nation-Building</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Stutton 2021 European Invasion (Canvas)</li> <li>• Heike Paul 2014 Christopher Columbus and the Myth of 'Discovery' (Canvas)</li> <li>• Deloria Jr. 1969 Laws and Treaties (Canvas)</li> </ul> <p><u>Video</u></p> <ul style="list-style-type: none"> <li>• Our America: Reclaiming Turtle Island</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post (readings) 2</li> <li>• Contemporary Culture and Society post 2</li> <li>• Video Report 2</li> <li>• Quiz 1</li> </ul>
April 21 – 27	Spring Break	
Week 3 April 28 – May 4	<p style="text-align: center;"><b>First Nations in Canada</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 2 (page 22 – 33) in <i>Native Peoples of North America</i></li> <li>• James S. Frideres 1998 Indigenous Peoples of Canada and the United States of America (Canvas)</li> <li>• Dale Sambo Dorough 2019 A Land Without Borders – Inuit Cultural Integrity (Canvas)</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Kanahsatake: 270 Years of Resistance</li> <li>• Heritage Minutes: Chanie Wenjack</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post (readings) 3</li> <li>• Contemporary Culture and Society post 3</li> <li>• Video Report 3</li> <li>• Quiz 2</li> </ul>
Week 4 May 5 – May 11	<p style="text-align: center;"><b>Indigenous Nations in Mexico</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 3 (pages 35 – 50) in <i>Native Peoples of North America</i></li> <li>• Liza Grandia 2024 Maize, Food Sovereignty, and Collective Power (Canvas)</li> <li>• Sylvia Marcos 2009 Mesoamerican Women's Indigenous Spirituality (Canvas)</li> <li>• Mathews Samson 2017 Reimagining the World (Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post (readings) 4</li> <li>• Contemporary Culture and Society post 4</li> </ul>



Date or Week	Topic and Readings	Assignments/Tests/Due Dates
	<u>Video</u> <ul style="list-style-type: none"> <li>Rigoberta Menchú: Indigenous Rights in Guatemala</li> </ul>	
Week 5 May 12 – May 18	<b>Indigenous Peoples of the US Northeast and Southeast</b> <u>Readings</u> <ul style="list-style-type: none"> <li>Chapter 4 (pages 52 – 62) in <i>Native Peoples of North America</i></li> <li>Stutton 2021 Native Peoples of the Southeast (Canvas)</li> <li>Heike Paul 2014 Pocahontas and the Myth of Transatlantic Love (Canvas)</li> </ul> <u>Videos</u> <ul style="list-style-type: none"> <li>Trail of Tears National Historic Trail</li> <li>Unspoken: America’s Native American Boarding Schools</li> </ul>	<ul style="list-style-type: none"> <li>Discussion post (readings) 5</li> <li>Video Report 5</li> <li>Contemporary Culture and Society post 5</li> <li>Quiz 3</li> </ul>
Week 6 May 19 – May 25	<b>Indigenous Peoples of the US Great Plains and Great Basin</b> <u>Readings</u> <ul style="list-style-type: none"> <li>Chapter 5 (pages 65 – 75) in <i>Native Peoples of North America</i></li> <li>Beverly Crum et. al. Shoshoni Poetry Songs (Canvas)</li> <li>Deloria Jr. 1969 The Disastrous Policy of Termination (Canvas)</li> </ul> <u>Videos</u> <ul style="list-style-type: none"> <li>Sitting Bull and Wounded Knee</li> <li>Wounded Knee</li> </ul>	<ul style="list-style-type: none"> <li>Discussion post (readings) 6</li> <li>Contemporary Culture and Society post 3</li> </ul>
Week 7 May 26 – June 1	<b>Indigenous Peoples of the US Northwest and Southwest</b> <u>Readings</u> <ul style="list-style-type: none"> <li>Sutton 2021 Native Peoples of California (Canvas)</li> <li>Edward Spicer 1962 Yumans (Canvas)</li> <li>Marina Tyquiengco 2018 Indigenous Cosmopolitanism: The Alaska Heritage Center (Canvas)</li> </ul> <u>Videos</u> <ul style="list-style-type: none"> <li>Yaquis: the story of a popular struggle and a Mexican genocide</li> <li>Alcatraz: the untold story of Native American resistance and resilience</li> </ul>	<ul style="list-style-type: none"> <li>Discussion post (readings) 7</li> <li>Video Report 5</li> <li>Contemporary Culture and Society post 7</li> <li>Quiz 4</li> </ul>
Week 8 June 2 – 6	<b>Indigenous Knowledge in the Future</b> <u>Readings</u> <ul style="list-style-type: none"> <li>Chapter 6 (pages 77 – 87) in <i>Native Peoples of North America</i></li> <li>Kristen A. Carpenter 2020 Religious Freedoms, Sacred Sites and Human Rights in the United States (Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion post (readings) 8</li> <li>Contemporary Culture and Society post 8</li> <li>Final Project</li> <li>Final Exam</li> </ul>



Date or Week	Topic and Readings	Assignments/Tests/Due Dates
	<ul style="list-style-type: none"> <li>• Jonathan Clapperton 2016 Indigenous Ecological Knowledge and the Politics of Postcolonial Writing (Canvas)</li> <li>• Philip J. Deloria et. al. 2018 Unfolding Futures: Indigenous Ways of Knowing for the Twenty-First Century (Canvas)</li> <li>• Alan Watson et. al. 2011 Traditional Wisdom: Protecting Relationships with Wilderness as a Cultural Landscape (Canvas)</li> </ul> <p><u>Video Report</u></p> <ul style="list-style-type: none"> <li>• Traditional Ecological Knowledge (TEK) and Why Does it Matter?</li> </ul>	

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