

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Dr. Arturo Marquez Jr.
Course Title & #:	AIS 108 Indigenous Peoples of the Southwest	Email:	arturo.marquezjr@imperial.edu
CRN #:	11078	Webpage (optional):	n/a
Classroom:	Canvas and Padlet	Office #:	2735
Class Dates:	October 6 – December 6	Office Hours:	By appointment and Fridays 8am – 1pm
Class Days:	Online (Asynchronous)	Office Phone #:	760-355-6282
Class Times:	Online (Asynchronous)	Emergency Contact:	760-355-6201
Units:	3	Class Format/Modality:	Online (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

These are the required books this semester:

- 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

The required books are available for purchase or rent at the Imperial Valley College bookstore. Moreover, there are limited copies of these books available to checkout at the IVC library.

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 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.
- **Audio Reports** (40 points): Students will complete 8 audio reports highlighting contemporary issues, challenges, celebrations, or social movements central to indigenous peoples of North America today. Each post must include a news articles and a 4-6 audio recording highlighting the relevance of this news

article to our course and any important connections to the readings. After publishing the audio report, students will provide constructive feedback to at least one colleague. These audio reports must be posted by 11:59pm on Thursday and comments must be posted by Friday at 11:59pm.

- **Video Summaries** (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 is due by Saturday at 11:59pm.
- **Quizzes** (70 points): Students will complete 7 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.
- **Group Map Project** (20 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 in Week 4 and submit their work in Week 8.
- **Final Exam** (40 points): Students will complete a Final Exam by Saturday December 6th. 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. 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.

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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 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.

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.

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. For any technology issues, please contact the instructor and submit a ticket using the following link: <https://www.imperial.edu/education-technology.html/>

There is support for you here at IVC. If you require further support, please do not hesitate to contact the Disability and Support Project & Services (DSPS) to learn more: <https://www.imperial.edu/students/dsps/>



Anticipated Class Schedule/Calendar

Week, Date	Topics, Readings	Assignments, Due Dates, Exams
Week 1 October 6 – 12	<i>Native Peoples of the Southwest</i> Introduction and Connections <i>Paths of Life</i> Foreword and Introduction	<ul style="list-style-type: none"> • Discussion Post (Readings) 1 • Audio Report 1 • Video Summary 1
Week 2 October 13 – 19	<i>Native Peoples of the Southwest</i> The Pueblos pg. 35-70 The Hopi pg. 71-114 The Zuni pg. 115-155 <i>Paths of Life</i> The Hopi pg. 237-266	<ul style="list-style-type: none"> • Discussion Post (Readings) 2 • Audio Report 2 • Video Summary 2 • Quiz 1
Week 3 October 20 - 26	<i>Native Peoples of the Southwest</i> The Navajo pg. 305-360 The Apaches pg. 361-400 <i>Paths of Life</i> The Diné (Navajos) pg. 3-34 The Indé (Western Apaches) pg. 61-90	<ul style="list-style-type: none"> • Discussion Post (Readings) 3 • Audio Report 3 • Video Summary 3 • Quiz 2
Week 4 October 27 – November 2	<i>Native Peoples of the Southwest</i> The River Yumans pg. 233-259 <i>Paths of Life</i> The Colorado River Yumans pg. 213-236	<ul style="list-style-type: none"> • Discussion Post (Readings) 4 • Audio Report 4 • Video Summary 4
Week 5 November 3 – 9	<i>Paths of Life</i> The Havasupais, Hualapais, and Yavapais pg. 91-110 The Rarámuri (Tarahumaras) pg. 141-162 <i>Native Peoples of the Southwest</i> The Upland Yumans pg. 263-304	<ul style="list-style-type: none"> • Discussion Post (Readings) 5 • Audio Report 5 • Video Summary 5 • Quiz 3
Week 6 November 10 – 16	<i>Paths of Life</i> The O'odham (Pimas and Papagos) pg. 115-140 The Comcáac (Seris) pg. 187-212 <i>Native Peoples of the Southwest</i>	<ul style="list-style-type: none"> • Discussion Post (Readings) 6 • Audio Report 6 • Video Summary 6



Week, Date	Topics, Readings	Assignments, Due Dates, Exams
	The O'odham pg. 159-204	
Week 7 November 17 – 23	<i>Paths of Life</i> The Ningwi (Southern Paiutes) pg. 163-186 The Yoemen (Yaquis) pg. 35-60 <i>Native Peoples of the Southwest</i> The Southern Paiutes pg. 401-415 The Yaqui pg. 205-232	<ul style="list-style-type: none"> • Discussion post (readings) 7 • Audio Report 7 • Video Summary 7 • Quiz 4
November 24 – 30	Thansgiving Break	
Week 8 December 1 – 7	Review Final Exam	<ul style="list-style-type: none"> • Discussion post (readings) 8 • Audio Report 8 • Video Summary 8 • Final Project • Final Exam

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