

Spring Semester 2013

Anthropology 108
Indians of the Southwest
Syllabus

Instructor: Manfred Knaak email: manfred.knaak@imperial.edu Tel: 355-6282
Office 2735. Building 2700.

Office Hours: Monday 5-6 pm, Tuesday 5-6 pm, Thursday 5-6 pm, Friday 12-1 pm

Course Title: **Anthropology 108, Indians of the Southwest. Code 20180.**

Required Texts:

1. *The Archaeology of Ancient Arizona: By Jefferson Reid and Stephanie Whittlesey.*
University of Arizona Press, Tucson: 1997.

2. *Paths of Life: American Indians of the Southwest and Northern Mexico. Ed.*
Thomas E. Sheridan and Nancy J. Parezo. The University of Arizona Press, Tucson 1996.

Meeting of Class: Tuesday and Thursday 3:05 to 4:30 PM, Room 2735.

Credit: Three Units.

Course Description: Anthropology 108 is an introductory course of prehistoric Mogollon, Hohokam, and Anasazi cultures, including modern day Pueblos, Athabaskan, and Rancheria peoples of the Southwest; the geography and ecology of the Southwest; prehistoric migration theories into the Americas and influence of innovations, trade and crafts from Mexico.

Learning objectives and Student Learning Outcome [SLO]

Upon completion of this course, students will be able to:

1. Demonstrate a measurable understanding of the prehistory of the American Southwest and its cultural development.
2. Describe cultural diversity of customs and traditions, languages, religious beliefs and rituals, as well as social organization of Native Americans of the Southwest.
3. Demonstrate a measurable understanding of the differences between the Spanish, Mexican, and American political programs dealing with the acculturation of Native Americans.
4. Describe how Native Americans have adjusted to changing environmental conditions as well as to social and political change.

Assessment: Students will be tested on assigned reading material, classroom discussions, multi-media presentations viewed in classroom sessions. The scheduled exams consist of true-false and multiple choice. Homework assignments and student classroom participation are also part of the assessment. Homework assignments may be from our textbook and classroom sessions, as well as from the Internet, and will require additional research and writing. Students must take the final exam to receive a final grade.

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Two exams [which includes the final exam] will be given during the Spring 2013 semester, with each exam consisting of 50 points. Homework assignments shall consists of 50 points. The semester will be based on an accumulation of points:

Exams - 50 points each [2 exams]	100 points	90% - 100%	A
Homework -	50 points	80% - 89 %	B
<u>Total</u>	<u>150 points</u>	70% - 79%	C
		60% - 69%	D
		0% - 59%	F

Institutional Learning Outcome: In addition to the regular assessment mentioned on page 1 in the syllabus, students will be assessed on:

Institutional Learning Outcome [SLO 2]

1. Critical Thinking: Part of homework assignments/exams/discussions

Institutional Learning Outcome [SLO | 3]

1. Personal Responsibility: Class attendance, tardiness, exams, home work assignments

Institutional Learning Outcome [SLO] 5

1. Global Awareness: Cultural and Ethnic diversity [exams, home work assignments]

Student Expectations and Self-Responsibility: Students are responsible for reading/studying assigned chapters of the text book and other material assigned by the instructor. Written assignments must be devoid of plagiarism and credit must be given to authors of published material used as reference. Homework assignments must be accurate, neat and orderly and turned in on time.

.Class room Protocol:

- 1 .Students are expected to be on time and present for the entire length of the class meeting.
2. Failure to attend class, excessive tardiness, early departure from classroom session are causes for a student to be dropped from class
3. The use of lab-top computers during classroom session requires prior approval by the instructor.
- 4. The use of cell phones during classroom session is not permitted.**
5. Disrespectful or disruptive behavior towards fellow students will not be tolerated.
6. Disrespectful or disruptive behavior towards the instructor will not be tolerated
7. **Tardiness:** If necessary, the instructor shall institute a **tardiness penalty of three points** for each lateness in the class room. Penalty points are cumulative and will reduce the overall point accumulation and may result in a lower grade.

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Extra Credit: Students may earn up to 20 extra points by writing a summary of four newspaper or magazine articles that relate to cultural anthropology. Each summary article shall have the maximum of five points. The extra points will be earned according to merit of the research and are not an automatic grade improvement. Newspaper or magazine summaries must be typed, double-spaced, 12 point font, with a minimum of one full-length page. Articles must be published January 2010 or more recent. The IVC Library is an excellent learning resource facility with journals, newspapers, and magazines. Students must first consult with the instructor on appropriate topics before any extra credit is granted. **No extra credit will be accepted after April 23, 2013.**

Cheating and Plagiarism:

IVC expects honesty and integrity from all students. A student found to have cheated on any assignment or plagiarized will receive zero for the assignment and sent to Disciplinary Officer Sergio Lopez. A second occurrence of cheating or plagiarism may result in dismissal from class and expulsion from IVC as outlined in the General Catalog.

Attendance: Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at the instructor discretion if they miss more than a week of class hours continuously. Please make arrangement with the instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason.

Make-up Exam: A Make-up exam may be given with the instructor's discretion and may consist of essay exams only. A Make-up exam will be given **at the end of the semester during final week.**

Note: Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP & S) office as soon as possible. DSP & S, Room 2117, Health Sciences Building, (760) 355 - 6312.

Imperial Valley College: A Learning Community.

A classroom with students is a learning community where we all have something to offer to one another's educational experience. In a learning community, students are encouraged to share and express their opinion, and we will respect their ideas and views. All of us have life experiences that help in stimulating and providing an enriched learning environment. In order to succeed, it is important to attend all class sessions, and also important to communicate to me if you are struggling and in need of assistance.

The larger learning community is the college itself. In the larger learning community students can avail themselves to tutorial services, group studies, and excellent and friendly staffed library with computers and literary resources, counseling services, and various social organizations. **Welcome to the IVC learning community.**

Course Outline—a guide, subject to change—
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<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading Assignments</u>
1	01/15/17	<u>Chapter 1--</u> Introduction .Geography/Environment .Summary of early archaeological/ Ethnological research –	Arizona pp. 1-22
2	01/22/24	<u>Chapter 2--</u> .Theories of Early Migration into The Americas and Southwest–	Arizona pp. 23-41
3	01/29/31	<u>Chapter 3-Chapter 4-</u> .Archaic Ancestors - .The Hohokam–	Arizona pp. 42-68 Arizona pp. 69-110
4	02/05/07	<u>Chapter 6--</u> .The Mogollon –	Arizona pp. 131-165
5	02/12/14	<u>Chapter 7–</u> The Anasazi –	Arizona pp. 166-204
6	02/19/21	<u>Chapter 8--Chapter 9--</u> .The Sinagua – .The Salado –	Arizona pp. 205-229 Arizona pp. 230-258
7	02/26/28	<u>Chapter 5–Chapter 10–</u> .The Patayan .Coronado ends prehistory –	Arizona pp. 111-130 Arizona pp. 259-273
8	03/05/07	.Foreword/Introduction .The Dine [Navajos]	Paths of Life pp. 3 - 33
9	03/12/14	.The Yoemen [Yaquis] The Comcaac [Seris]	Paths of Life Pp. 35 - 59 Paths of Life Pp. 187 - 211
10	03/19/21	.The Inde [Western Apaches]	Paths of Life Pp. 61 - 90
11	03/26/28	.The Havasupais, Hualapais, .and Yavapais	Paths of Life Pp. 91 - 114
<u>12</u>	<u>04/01 - 04/06</u>	<u>Spring Recess/ Campus Closed</u>	
13	04/09/11	The O’Odham [Pimas and Papagos]	Paths of Life Pp. 115 - 140
14	04/16/18	The Raramuri [Tarahumaras]	Paths of Life Pp. 141 - 161

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<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading Assignments</u>
15	04/23/25	The Ningwi [Southern Paiutes] The Colorado River Yumans	Paths of Life Pp. 163 - 185 Path of Life Pp. 213 - 235
16	04/30/05/02	The Hopis: Hopivotkwani, the Hopi Path of Life	Path of Life Pp. 237 - 266.
<u>17</u>	<u>05/06 to 10</u>	<u>Final Week</u>	