

Basic Course Information

Semester:	Summer 2023	Instructor Name:	Dr. Arturo Marquez Jr.
Course Title & #:	Indigenous Peoples of the Southwest ANTH 108	Email:	arturo.marquezjr@imperial.edu
CRN #:	30205	Webpage:	n/a
Classroom:	Online	Office #:	2735
Class Dates:	6/19 – 7/30	Office Hours:	By appointment
Class Days:	Mon-Sun	Office Phone #:	760-355-6282
Class Times:	Online	Emergency Contact:	760-355-6144
Units:	3	Class Format:	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)

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

- 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
- Jefferson Reid and Stephanie Whittlesey. 1997. *The Archaeology of Ancient Arizona*. University of Arizona Press. ISBN: 9780816517091

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:

- **Student Café** (5 points): Student engagement in our 'student café' is an opportunity to build a strong learning community this semester. Students earn 1 point per week of engagement (except week 3).
- **Paths of Life exhibit video** (5 points): Students will watch the video of the Paths of Life exhibit and write a brief 250-word analysis. This is due by Saturday July 1st.
- **Contemporary Culture and Society posts** (50 points): Students will post the URL of online content (such as news articles, academic papers, documentaries, policy documents, etc.) that highlights an important issue, event, or social movement that is currently relevant to the indigenous groups discussed that week. Each post must include a 150-word analysis of the online content and due on each Thursday (except week 3) by 11:59pm. Comments to two peers must be posted by Saturday 11:59pm. Contemporary Culture and Society posts are worth 10 points (6 points per post, 2 points per comment).
- **Quizzes** (40 points): Students will complete 4 quizzes worth 10 points each that assess their engagement with the readings in short essay responses. As such, it is crucial to cite the readings, specifically to include the page numbers from *Paths of Life* to show exactly where information is located for each response. Without page numbers, responses will be marked down points. Quizzes are restricted to *Paths of Life*, unless otherwise instructed.
- **Short essays** (10 points): Students will compose 2 short essays worth 5 points each due in week 3 and week 6. These short essays must be a minimum of 500 words and show clear connections to the readings as evidenced by the use of page numbers in your in-text citations.
- **Exam Ancient History** (20 points): Students will complete an exam in week 3 on the ancient history of the Southwest. This exam is based on the book *Ancient Arizona*. It is important to have access to this book throughout the course, but especially to complete this exam in week 3.
- **Final Exam** (20 points): Students will complete a Final Exam by Sunday July 30th. 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.



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Course Grading Based on Course Objectives

There is a total of 150 points possible in this course. The correspondence between points earned and final letter grade is the following:

Points Earned	Letter Grade
150 – 136	A
135 – 121	B
120 – 106	C
105 – 91	D
90 – 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.

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.

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	Readings/Pages	Assignments, Quizzes, Final Exam
Module 1		
Week 1 June 19–25	<i>Paths of Life</i> The Hopi pg. 237-266	Contemporary Culture and Society post 1 (post due Thursday June 22 nd , comments due Saturday June 24 th) Quiz 1 (due Sunday June 25 th)
Week 2 June 26–July 2	<i>Paths of Life</i> The Diné (Navajos) pg. 3-34 The Indé (Western Apaches) pg. 61-90	Contemporary Culture and Society post 2 (due Thursday June 29 th , comments due Saturday July 1 st) Paths of Life exhibit video analysis (due Saturday July 1 st) Quiz 2 (due Sunday July 2 nd)
Module 2		
Week 3 July 3–9	<i>Ancient Arizona</i> From Clovis to Coronado pg. 3-22 Clovis Hunters Discover America pg. 23-41 The Hohokam pg. 69-110 The Patayan pg. 111-130 The Mogollon pg. 131-165 The Anasazi pg. 166-204 The Sinagua pg. 205-229 The Salado pg. 230-258	Short Essay 1 (due Friday July 7 th) Exam Ancient History (due Sunday July 9 th)
Module 3		
Week 4 July 10–16	<i>Paths of Life</i> The Colorado River Yumans pg. 213-236 The Havasupais, Hualapais, and Yavapais pg. 91-110	Contemporary Culture and Society post 3 (due Thursday July 13 th , comments due Saturday July 15 th) Quiz 3 (due Sunday July 16 th)
Week 5 July 17–23	<i>Paths of Life</i> The O’odham (Pimas and Papagos) pg. 115-140 The Ningwi (Southern Paiutes) pg. 163-186	Contemporary Culture and Society post 4 (due Thursday July 20 th , comments due Saturday July 22 nd) Quiz 4 (due Sunday July 23 rd)
Week 6 July 24–28	<i>Paths of Life</i> The Yoemen (Yaquis) pg. 35-60 The Rarámuri (Tarahumaras) pg. 141-162 The Comcáac (Seris) pg. 187-212	Contemporary Culture and Society post 5 (due Thursday July 27 th , comments due Saturday July 29 th) Short Essay 2 (due Friday July 28 th) Final Exam (due Sunday July 30 th)

Subject to change without prior notice