



Basic Course Information

Semester:	Fall 2023	Instructor Name:	Dr. Arturo Marquez Jr.
Course Title & #:	Indigenous Peoples of the Southwest ANTH 108	Email:	arturo.marquezjr@imperial.edu
CRN #:	10932	Webpage (optional):	n/a
Classroom:	Bldg 200 212	Office #:	2735
Class Dates:	8/14 – 12/09	Office Hours:	Mon/Wed 12-2pm
Class Days:	Tuesday and Thursday	Office Phone #:	760-355-6282
Class Times:	9:40-11:05am	Emergency Contact:	760-355-6144
Units:	3	Class Format:	In-person

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
- Trudy Griffin-Pierce. 2000. *Native Peoples of the Southwest*. University of New Mexico Press. ISBN: 9780826319074

Course Requirements and Instructional Methods

Students are assessed through a combination of discussion posts, short essays, quizzes, presentations, and a final research paper. Active student participation is an important component of the final assessment. The following is a break-down of course requirements:

- Discussion posts (readings)** (30 points): Students are responsible for 10 discussion posts on Canvas synthesizing key ideas from the readings. In 100 words or more, these discussion posts need to exclusively cite the course readings and provide page numbers. There are 14 opportunities to post but only 10 discussion posts are required.
- Contemporary Culture and Society posts** (40 points): Students will identify and discuss online content on a contemporary theme in indigenous culture and society. These posts – 8 in total worth 5 points each – will be uploaded on our course Padlet (available on Canvas) by Friday 11:59pm. It is important to include the URL to the online content and provide a succinct 200-word analysis of this content.
- Short essays** (15 points): Students will compose 3 short essays worth 5 points each on a specific theme in the following reading sections: Short essays 1 (weeks 1-5); Short essay 2 (weeks 6-9); Short essay 3 (weeks 11-15). These short essays must be minimum 2 pages (double spaced) and submitted by Sunday 11:59pm.
- Quizzes** (5 points): There will be two quizzes during the semester worth 2.5 points each.
- Group Presentations and Reports** (20 points): Students will analyze and present on the contemporary culture and society posts in small groups. Each group presentation is worth 5 points and will be assessed based on student engagement with classmates' posts and clarity of presentation. Following each presentation, students will submit a 150-word report on the main ideas of their presentation worth an additional 5 points.
- Final Research Paper** (20 points): Students will submit an 8-page final research paper by Thursday December 7th. There are two primary modalities for this research paper: 1) pick a topic covered in this course for further library and online research, or 2) visit a museum dedicated to indigenous culture and society for archival research and analysis. Details on the final research paper will be provided throughout the semester.

Course Grading Based on Course Objectives

There is a total of 130 possible points. The correspondence between points earned and final letter grade is the following:

Points Earned	Letter Grade
130 – 120	A
119 – 109	B
108 – 98	C
97 – 87	D
86 – 0	F

Course Policies

Attendance is crucial. If you foresee missing a class meeting, please inform the instructor.

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 possible. Meeting with the instructor during office hours is ideal to address these situations. Make-up exams may be allowed at the instructor's discretion. If you foresee a time conflict or any other difficulty, please inform the instructor as soon as possible. Make-up exams will be scheduled at the end of the semester during finals week.

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 any activity that may impede on others' learning and participation. To this end, please be mindful of how you utilize your digital devices during our class meetings. Laptop computers, cell phones, and other such devices may be used *only* to consult readings, notes, and related course material. If you need to take a call or answer a text message, please step outside to prevent disrupting class discussions and activities. Students using their devices for non-course related purposes will be asked to refrain from using them in future class meetings. If these devices hinder active class participation and engaged learning, the instructor may prohibit their use for the rest of the semester.

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.

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.

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 in-person in room #2735 or via Zoom on Monday and Wednesday from 12 – 2:00pm. 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. 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
Week 1 August 15 and 17	<i>Paths of Life</i> Foreword and Introduction	Discussion Post (Readings) 1
Week 2 August 22 and 24	<i>Native Peoples</i> Foreword and Connections pg. 11-30 <i>Ancient Arizona</i> From Clovis to Coronado pg. 3-22 Clovis Hunters Discover America pg. 23-41 Archaic Ancestors pg. 42-68	Discussion Post (Readings) 2
Week 3 August 29 and 31	<i>Ancient Arizona</i> The Hohokam pg. 69-110 The Patayan pg. 111-130	Discussion Post (Readings) 3
Week 4 September 5 and 7	<i>Ancient Arizona</i> The Mogollon pg. 131-165 The Anasazi pg. 166-204	Discussion Post (Readings) 4
Week 5 September 12 and 14	<i>Ancient Arizona</i> The Sinagua pg. 205-229 The Salado pg. 230-258	Discussion Post (Readings) 5 Short Essay 1 (week 1 – 5)
Week 6 September 19 and 21	<i>Paths of Life</i> The Hopi pg. 237-266 <i>Native Peoples of the Southwest</i> The Pueblos pg. 35-70 The Hopi pg. 71-114 The Zuni pg. 115-155	Discussion Post (Readings) 6 Contemporary Culture and Society post 1
Week 7 September 26 and 28	<i>Paths of Life</i> The Diné (Navajos) pg. 3-34 <i>Native Peoples of the Southwest</i> The Navajo pg. 305-360	Discussion Post (Readings) 7 Contemporary Culture and Society post 2
Week 8 October 3 and 5	<i>Paths of Life</i> The Indé (Western Apaches) pg. 61-90 <i>Native Peoples of the Southwest</i> The Apaches pg. 361-400	Discussion Post (Readings) 8 Contemporary Culture and Society post 3
Week 9 October 10 and 12	<i>Paths of Life</i> The Havasupais, Hualapais, and Yavapais pg. 91-110 <i>Native Peoples of the Southwest</i> The Upland Yumans pg. 263-304	Discussion Post (Readings) 9 Contemporary Culture and Society post 4
Week 10 October 17 and 19	Group Presentations on Contemporary Culture and Society posts (week 6 – 9)	Short Essay 2 (week 6 – 9)

Date or Week	Readings/Pages	Assignments
		Group Presentation Report 1
Week 11 October 24 and 26	<i>Paths of Life</i> The Colorado River Yumans pg. 213-236 <i>Native Peoples of the Southwest</i> The River Yumans pg. 233-259	Discussion Post (Readings) 10 Contemporary Culture and Society post 5
Week 12 October 31 and November 2	<i>Paths of Life</i> The O'odham (Pimas and Papagos) pg. 115-140 <i>Native Peoples of the Southwest</i> The O'odham pg. 159-204	Discussion Post (Readings) 11 Contemporary Culture and Society post 6
Week 13 November 7 and 9	<i>Paths of Life</i> The Ningwi (Southern Paiutes) pg. 163-186 <i>Native Peoples of the Southwest</i> The Southern Paiutes pg. 401-415	Discussion Post (Readings) 12 Contemporary Culture and Society post 7
Week 14 November 14 and 16	<i>Paths of Life</i> The Yoemen (Yaquis) pg. 35-60 <i>Native Peoples of the Southwest</i> The Yaqui pg. 205-232	Discussion Post (Readings) 13 Contemporary Culture and Society post 8
November 20-24	Thanksgiving Break	
Week 15 November 28 and 30	<i>Paths of Life</i> The Rarámuri (Tarahumaras) pg. 141-162 The Comcáac (Seris) pg. 187-212	Discussion Post (Readings) 14 Contemporary Culture and Society post 9 Short Essay 3 (week 11 – 15)
Week 16 December 5 and 7	Final Research Paper Group Presentations on Contemporary Culture and Society posts (week 11 – 15)	Final Research Paper Group Presentation Report 2

Subject to change without prior notice