



IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	Spring 2024	Instructor Name:	Arturo Marquez Jr.
Course Title & #:	Indigenous Peoples of the Southwest ANTH 108	Email:	arturo.marquezjr@imperial.edu
CRN #:	20790	Webpage (optional):	n/a
Classroom:	2735	Office #:	2735
Class Dates:	02/12 – 06/07	Office Hours:	Monday and Wednesday 12-2pm and by appointment
Class Days:	Tuesday and Thursday	Office Phone #:	760-355-6282
Class Times:	1:00-2:25pm	Emergency Contact:	760-355-6201
Units:	3	Class Format/Modality:	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)

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

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

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 tasked with 10 discussion posts synthesizing key ideas from the readings. In 150 words, discussion posts need to cite the readings (and other course material) and provide at least 1 quote (with page numbers) from course texts.
- **Quizzes** (15 points): There will be 3 quizzes assessing student engagement with the readings. Quizzes will be taken on Thursday in class.
- **Ancient Southwest Exam** (30 points): Students will complete an exam at the end of Week 5 on the distant history of the Southwest. This exam is based on the book *The Archaeology of Ancient Arizona*. It is important to have access to this book early in the course to study for this exam.
- **Contemporary Culture and Society posts** (45 points): Students will identify and discuss online content on a contemporary theme in indigenous culture and society. These posts – 9 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.

- **Group Presentations** (20 points): Students will analyze and present on the contemporary culture and society posts in small groups. Each group presentation is worth 10 points and will be assessed based on student engagement with classmates' posts and clarity of presentation.
- **Short essays** (20 points): Students will compose 2 short essays worth 10 points each on the focus of their group's presentation. Short essays must be focused on a specific theme in the following reading sections: short essays 1 (weeks 6-9) and short essay 2 (weeks 11-15). These short essays must be minimum 3 pages (double spaced) and submitted by Sunday 11:59pm.
- **Final Exam** (40 points): Students will complete a Final Exam by Sunday June 9th. 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 200 points possible in this course. The correspondence between points earned and final letter grade is the following:

Points Earned	Letter Grade
200-181	A
180-161	B
160-141	C
140-121	D
125-0	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

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.

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	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 13 and 15	<i>Paths of Life</i> Foreword and Introduction <i>Native Peoples</i> Foreword and Connections	Quiz 1
Week 2 February 20 and 22	<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) 1
Week 3 February 27 and 29	<i>Ancient Arizona</i> The Hohokam pg. 69-110 The Patayan pg. 111-130	Discussion Post (Readings) 2
Week 4 March 5 and 7	<i>Ancient Arizona</i> The Mogollon pg. 131-165 The Anasazi pg. 166-204	Discussion Post (Readings) 3
Week 5 March 12 and 14	<i>Ancient Arizona</i> The Sinagua pg. 205-229 The Salado pg. 230-258	Ancient Southwest Exam

Updated 6/2023



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 6 March 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	Discussion Post (Readings) 4 Contemporary Culture and Society post 1
Week 7 March 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) 5 Contemporary Culture and Society post 2
- April 1-7	Spring Break	
Week 8 April 9 and 11	<i>Paths of Life</i> The Indé (Western Apaches) pg. 61-90 <i>Native Peoples of the Southwest</i> The Apaches pg. 361-400	Quiz 2 Contemporary Culture and Society post 3
Week 9 April 16 and 18	<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) 6 Contemporary Culture and Society post 4
Week 10 April 23 and 25	Group Presentations on Contemporary Culture and Society posts (week 6 – 9)	Short Essay 1
Week 11 April 30 and May 2	<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) 7 Contemporary Culture and Society post 5
Week 12 May 7 and 9	<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 May 11 – Deadline to drop with 'W'	Discussion Post (Readings) 8 Contemporary Culture and Society post 6
Week 13 May 14 and 16	<i>Paths of Life</i> The Ningwi (Southern Paiutes) pg. 163-186	Discussion Post (Readings) 9



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<i>Native Peoples of the Southwest</i> The Southern Paiutes pg. 401-415	Contemporary Culture and Society post 7
Week 14 May 21 and 23	<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) 10 Contemporary Culture and Society post 8
Week 15 May 28 and 30	<i>Paths of Life</i> The Rarámuri (Tarahumaras) pg. 141-162 The Comcáac (Seris) pg. 187-212	Quiz 3 Contemporary Culture and Society post 9
Week 16 June 4 and 6	Final Exam Group Presentations on Contemporary Culture and Society posts (week 11 – 15)	Final Exam Short Essay 2

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