



IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	Spring 2025	Instructor Name:	Dr. 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:	February 10 – June 06	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)

There are no prerequisites and/or corequisites for this course.

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:

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- 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:

- 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

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

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:

- **Video Reports** (40 points): Students will complete 8 reports on short videos watched in class that synthesize key ideas in the readings. In 300 words or more, video reports need to draw clear connections to the readings as evidenced by quotes and page numbers. Video reports will be completed by Friday.
- **Quizzes** (25 points): There will be 5 quizzes worth 5 points throughout the semester assessing student engagement with the readings. Quizzes will be taken during or after Thursday class meetings.
- **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): Beginning in Week 6, 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.



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- **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** (30 points): Students will write 2 short essays worth 15 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 essay 1 (weeks 6-9) and short essay 2 (weeks 11-15). These short essays must be minimum of 4 pages (double spaced) and submitted by Sunday 11:59pm.
- **Final Exam** (40 points): Students will complete a Final Exam by Thursday June 5th. 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 230 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.

We are here to support you and ensure that you have equal access to all course materials.

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.

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Module 1		
Week 1 February 11 and 13	<i>Paths of Life</i> Foreword and Introduction <i>Native Peoples</i> Foreword and Connections	<ul style="list-style-type: none"> • Video Report 1
Week 2 February 18 and 20	<i>Ancient Arizona</i> From Clovis to Coronado pg. 3-22 Clovis Hunters Discover America pg. 23-41 Archaic Ancestors pg. 42-68	<ul style="list-style-type: none"> • Quiz 1
Week 3 February 25 and 27	<i>Ancient Arizona</i> The Hohokam pg. 69-110 The Patayan pg. 111-130	<ul style="list-style-type: none"> • Video Report 2
Week 4 March 4 and 6	<i>Ancient Arizona</i> The Mogollon pg. 131-165 The Anasazi pg. 166-204	<ul style="list-style-type: none"> • Quiz 2
Week 5 March 11 and 13	<i>Ancient Arizona</i> The Sinagua pg. 205-229 The Salado pg. 230-258	<ul style="list-style-type: none"> • Review • Ancient Southwest Exam
Module 2		
Week 6 March 18 and 20	<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	<ul style="list-style-type: none"> • Video Report 3 • Contemporary Culture and Society post 1
Week 7 March 25 and 27	<i>Paths of Life</i> The Diné (Navajos) pg. 3-34 <i>Native Peoples of the Southwest</i> The Navajo pg. 305-360	<ul style="list-style-type: none"> • Video Report 4 • Contemporary Culture and Society post 2
Week 8 April 1 and 3	<i>Paths of Life</i> The Indé (Western Apaches) pg. 61-90 <i>Native Peoples of the Southwest</i> The Apaches pg. 361-400	<ul style="list-style-type: none"> • Video Report 5 • Contemporary Culture and Society post 3
Week 9 April 8 and 10	<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	<ul style="list-style-type: none"> • Quiz 3 • Contemporary Culture and Society post 4



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 10 April 15 and 17	Group Presentations on Contemporary Culture and Society posts (week 6 – 10)	<ul style="list-style-type: none"> • Short Essay 1
April 21 - 25	Spring Break	
	Module 3	
Week 11 April 29 and May 1	<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	<ul style="list-style-type: none"> • Quiz 4 • Contemporary Culture and Society post 5
Week 12 May 6 and 8	<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 10 – Deadline to drop with 'W'	<ul style="list-style-type: none"> • Video Report 6 • Contemporary Culture and Society post 6
Week 13 May 13 and 15	<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	<ul style="list-style-type: none"> • Quiz 5 • Contemporary Culture and Society post 7
Week 14 May 20 and 22	<i>Paths of Life</i> The Yoemen (Yaquis) pg. 35-60 <i>Native Peoples of the Southwest</i> The Yaqui pg. 205-232	<ul style="list-style-type: none"> • Video Report 7 • Contemporary Culture and Society post 8
Week 15 May 27 and 29	<i>Paths of Life</i> The Rarámuri (Tarahumaras) pg. 141-162 The Comcáac (Seris) pg. 187-212	<ul style="list-style-type: none"> • Video Report 8 • Contemporary Culture and Society post 9
Week 16 June 3 and 5	Final Exam Group Presentations on Contemporary Culture and Society posts (week 12 – 15)	<ul style="list-style-type: none"> • Final Exam • Short Essay 2

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