

### Basic Course Information

Semester:	Spring 2026	Instructor Name:	Arturo Marquez Jr.
Course Title & #:	Indigenous Peoples of North America ANTH 106	Email:	arturo.marquezjr@imperial.edu
CRN #:	21272	Webpage (optional):	n/a
Classroom:	Canvas and Padlet	Office #:	2735
Class Dates:	February 17 – April 17	Office Hours:	By Appointment
Class Days:	Online (Asynchronous)	Office Phone #:	760-355-6282
Class Times:	Online (Asynchronous)	Emergency Contact:	760-355-6201
Units:	3	Class Format/Modality:	Online (Asynchronous)

### Course Description

An introductory course studying Native cultures of the United States, Canada, and Mexico, utilizing archaeological and ethno-historic information. Topics of discussion include pre-historic migration into the Americas, concept of culture areas, cultural and ethnic diversity of indigenous peoples of North America such as linguistic, political, economic and religious diversity, contemporary issues, and adaptations to a diverse geography and environment.

### Course Prerequisite(s) and/or Corequisite(s)

No prerequisites or corequisites for ANTH 100.

### 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) Identify and describe cultural and ethnic diversity among the various Native American tribes.
- 2) Explain prehistoric migration into the Americas and interaction with the environment and management of natural resources.
- 3) Summarize similarities and differences of social institutions of various Native American tribes.
- 4) Identify and summarize European effects on indigenous cultures as well as contemporary issues.

### 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 indigenous peoples to a diverse environment.
- 2) Trace migration routes of the earliest prehistoric cultures and their impact on the Pleistocene flora and fauna.
- 3) Demonstrate knowledge of the great linguistic diversity of Native American tribes.
- 4) Demonstrate knowledge of the similarities and differences of social institutions of various Native American tribes.
- 5) Analyze differences between Spanish, Mexican, and US attitudes and policies towards indigenous peoples.

- 6) Demonstrate the importance of profession anthropological ethics when working with indigenous peoples, as well as in archaeological research and applied anthropology.
- 7) Identify contemporary issues of great importance in Native American communities.

### Textbooks & Other Resources or Links

The required readings are available on Canvas at zero cost to you. These are the required readings:

- Susan A. Stebbins. 2013. *Native Peoples of North America*. Open SUNY. ISBN: 9781942341024  
Available online: <https://open.umn.edu/opentextbooks/textbooks/199>
- Chapters and articles available on Canvas.

### 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, quizzes, and exams. Active student participation is an important component of the final assessment. The following is a break-down of course requirements:

- **Discussion Posts** (40 points): Students will complete 8 discussion posts worth 5 points each based on the course readings for the corresponding week. To ensure maximum points, it is crucial to provide at least one quote from the readings (with page numbers). After publishing the discussion post, students are expected to read through posts and provide a constructive comment worth 1 point each to at least one colleague. Discussion posts must be 150 words minimum and posted by Wednesday; comments must be 50 words minimum and posted by Friday at 11:59pm.
- **Audio Reports** (40 points): Students will complete 8 audio reports highlighting contemporary issues, challenges, celebrations, or social movements central to indigenous peoples of North America today. Each post must include a news article and a 4-6 audio recording highlighting the relevance of this news article to our course and any important connections to the readings. After publishing the audio report, students will provide constructive feedback to at least one colleague. These audio reports must be posted by 11:59pm on Thursday and comments must be posted by Friday at 11:59pm.
- **Video Summaries** (40 points): Students will analyze 8 videos on key concepts, issues, and ideas, and produce a report highlighting connections to our course textbook. It is important to watch these videos in their entirety and include quotes from the textbook and timestamps from the videos in each 200-word report. Each video is worth 5 points and is due by Saturday at 11:59pm.
- **Quizzes** (40 points): Students will complete 4 quizzes that assess engagement with the readings and videos. Quizzes will be comprised of multiple-choice questions and short essay responses in which it is crucial to provide quotes, concrete examples, and page numbers from the readings. Without quotes and page numbers, short essay responses will not earn available points. Quizzes are worth 10 points each and are due on Sunday at 11:59pm.
- **Final Project** (20 points) – Students will complete a Final Project which synthesizes key ideas discussed throughout the semester. The Final Project will take the form of a slide presentation that is uploaded on



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the course Padlet by Wednesday April 15th at 11:59pm. Students will review peers' projects and comment on at least two projects by Friday April 17th at 11:59pm.

- **Final Exam** (40 points): A cumulative final exam will be available at the end of the last week. This is a timed exam on Canvas that closes on Friday April 17th at 11:59pm.

### Course Grading Based on Course Objectives

There is a total of 220 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

Consistent participation in the discussion board and projects is crucial. If you experience any difficulty that keeps you from actively participating in this course, please inform the instructor as soon as possible.

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 (via Zoom) is ideal to address these situations. Make-up quizzes 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 behavior that might stifle or hinder others' learning and participation in this course. It is important to be respectful to others when commenting on their



opinions and perspective. Offensive language will not be tolerated. Please contact the instructor with any questions or concerns.

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 via Zoom. Please message (Canvas) the instructor to discuss a day and time to meet. Office hours are 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 discussion posts, projects, quizzes, or final exam. 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](mailto: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.

### Anticipated Class Schedule/Calendar

Date or Week	Topic and Readings	Assignments/Tests/Due Dates
Week 1 February 17 – 22	<p style="text-align: center;"><b>Archaeology of Ancient North America</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 1 (page 9 – 20) in <i>Native Peoples of North America</i></li> <li>• John Belshaw et. al. 2018 Human Occupation to ca. 1300 CE (Canvas)</li> <li>• Illuminative 2022 Understanding the Basics (Canvas)</li> </ul> <p><u>Video</u></p> <ul style="list-style-type: none"> <li>• The Ancient Tribes that Settled the Americas</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post 1</li> <li>• Audio Report 1</li> <li>• Video Summary 1</li> </ul>
Week 2 February 23 – March 1	<p style="text-align: center;"><b>Settler Colonialism and Nation-Building</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Stutton 2021 European Invasion (Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post 2</li> <li>• Audio Report 2</li> <li>• Video Summary 2</li> <li>• Quiz 1</li> </ul>

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Date or Week	Topic and Readings	Assignments/Tests/Due Dates
	<ul style="list-style-type: none"> <li>• Heike Paul 2014 Christopher Columbus and the Myth of 'Discovery' (Canvas)</li> <li>• Deloria Jr. 1969 Laws and Treaties (Canvas)</li> </ul> <p><u>Video</u></p> <ul style="list-style-type: none"> <li>• Our America: Reclaiming Turtle Island</li> </ul>	
<p>Week 3 March 2 – 8</p>	<p style="text-align: center;"><b>First Nations in Canada</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 2 (page 22 – 33) in <i>Native Peoples of North America</i></li> <li>• James S. Frideres 1998 Indigenous Peoples of Canada and the United States of America (Canvas)</li> <li>• Dale Sambo Dorough 2019 A Land Without Borders – Inuit Cultural Integrity (Canvas)</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Kanahsatake: 270 Years of Resistance</li> <li>• Heritage Minutes: Chanie Wenjack</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post 3</li> <li>• Audio Report 3</li> <li>• Video Summary 3</li> <li>• Quiz 2</li> </ul>
<p>Week 4 March 9 – 15</p>	<p style="text-align: center;"><b>Indigenous Nations in Mexico</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 3 (pages 35 – 50) in <i>Native Peoples of North America</i></li> <li>• Liza Grandia 2024 Maize, Food Sovereignty, and Collective Power (Canvas)</li> <li>• Sylvia Marcos 2009 Mesoamerican Women's Indigenous Spirituality (Canvas)</li> <li>• Mathews Samson 2017 Reimagining the World (Canvas)</li> </ul> <p><u>Video</u></p> <ul style="list-style-type: none"> <li>• Rigoberta Menchú: Indigenous Rights in Guatemala</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post 4</li> <li>• Audio Report 4</li> <li>• Video Summary 4</li> </ul>
<p>Week 5 March 16 – 22</p>	<p style="text-align: center;"><b>Indigenous Peoples of the US Northeast and Southeast</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 4 (pages 52 – 62) in <i>Native Peoples of North America</i></li> <li>• Stutton 2021 Native Peoples of the Southeast (Canvas)</li> <li>• Heike Paul 2014 Pocahontas and the Myth of Transatlantic Love (Canvas)</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Trail of Tears National Historic Trail</li> <li>• Unspoken: America's Native American Boarding Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post 5</li> <li>• Audio Report 5</li> <li>• Video Summary 5</li> <li>• Quiz 3</li> </ul>
<p>Week 6 March 23 – 29</p>	<p style="text-align: center;"><b>Indigenous Peoples of the US Great Plains and Great Basin</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 5 (pages 65 – 75) in <i>Native Peoples of North America</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post 6</li> <li>• Audio Report 6</li> <li>• Video Summary 6</li> </ul>



Date or Week	Topic and Readings	Assignments/Tests/Due Dates
	<ul style="list-style-type: none"> <li>• Beverly Crum et. al. Shoshoni Poetry Songs (Canvas)</li> <li>• Deloria Jr. 1969 The Disastrous Policy of Termination (Canvas)</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Sitting Bull and Wounded Knee</li> <li>• Wounded Knee</li> </ul>	
Week 7 March 30 – April 5	<p style="text-align: center;"><b>Indigenous Peoples of the US Northwest and Southwest</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Sutton 2021 Native Peoples of California (Canvas)</li> <li>• Edward Spicer 1962 Yumans (Canvas)</li> <li>• Marina Tyquiengco 2018 Indigenous Cosmopolitanism: The Alaska Heritage Center (Canvas)</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Yaquis: the story of a popular struggle and a Mexican genocide</li> <li>• Alcatraz: the untold story of Native American resistance and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post 7</li> <li>• Audio Report 7</li> <li>• Video Summary 7</li> <li>• Quiz 4</li> </ul>
April 6 – 12	<p><b>Spring Break</b></p>	
Week 8 April 13 – 17	<p style="text-align: center;"><b>Indigenous Knowledge in the Future</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 6 (pages 77 – 87) in <i>Native Peoples of North America</i></li> <li>• Kristen A. Carpenter 2020 Religious Freedoms, Sacred Sites and Human Rights in the United States (Canvas)</li> <li>• Jonathan Clapperton 2016 Indigenous Ecological Knowledge and the Politics of Postcolonial Writing (Canvas)</li> <li>• Philip J. Deloria et. al. 2018 Unfolding Futures: Indigenous Ways of Knowing for the Twenty-First Century (Canvas)</li> <li>• Alan Watson et. al. 2011 Traditional Wisdom: Protecting Relationships with Wilderness as a Cultural Landscape (Canvas)</li> </ul> <p><u>Video Report</u></p> <ul style="list-style-type: none"> <li>• Traditional Ecological Knowledge (TEK) and Why Does it Matter?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion post 8</li> <li>• Audio Report 8</li> <li>• Video Summary 8</li> <li>• Final Project</li> <li>• Final Exam</li> </ul>

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