

Basic Course Information

Semester:	Spring 2020	Instructor Name:	Manfred Knaak
Course Title & #:	Indians of the Southwest	Email:	manfred.knaak@imperial.edu
CRN #:	AIS 21598/ANTH 21597	Webpage (optional):	NONE
Classroom:	2735	Office #:	Room 2735
Class Dates:	18 February to June 12, 2020	Office Hours:	Monday 5-6 PM, TTH 3 to 4 PM Friday Noon to 1 PM
Class Days:	Tuesday/Thursday	Office Phone #:	760-355-6282
Class Times:	01:00 PM to 02:25 PM	Emergency Contact:	Dept. Secretary: 760-355-6144
Units:	3 units		

Course Description

Anthropology 108/American Indian Studies 108 is an introductory course of the early archaeological and ethnological investigation of the American Southwest, the geography, environmental adaptation, settlement pattern, architecture, and arts and crafts of the prehistoric Mogollon, Hohokam, and Puebloan cultures; prehistoric migration theories into the Americas and the influence of trade, crafts, architecture from ancient Mesoamerica; the cultural diversity of customs, traditions, art, languages, religious beliefs, as well as social structure of modern Pueblos, Athabascan, and Rancheria peoples of the Southwest and northern Mexico; the political, social, and religious adjustments of Natives to Spanish, Mexican and American programs and their acculturation process; Native Americans adjustment to today's changing environment as well as social, economic, and educational issues and preservation of their ancient traditions; discussions of present-day archaeology laws, ethics, and the Native American Graves Protection and Repatriation Act [NAGPRA] OF 1990.

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 the prehistory of the American Southwest and its cultural development [ILO 2]
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 Natives of northern Mexico. [ILO 2,5]

3. Summarize the differences and similarities of the Spanish, Mexican, and American political programs dealing with the acculturation of Native Americans.[ILO 2,5]

Course Objectives

Upon satisfactory completion of the course, students will be able:

1. Describe the diverse geographic and ecological regions and the adaptations of southwestern cultures to a diverse environment.
2. Trace migration routes of the earliest prehistoric cultures and their impact on Pleistocene flora and fauna.
3. Describe the cultural development of the Mogollon, Hohkam, and Puebloan cultures and the growth of prehistoric agricultural societies in the American Southwest and the influence of Mexico.
4. Describe the influence of the Spanish Mission system on the religious and social structure of Native Americans.
5. Describe and identify the cultural diversity of Native Americans of the Southwest and northern Mexico.
6. Demonstrate a measurable understanding of archaeology ethics and laws, NAGPRA, preservation of tradition and sovereignty rights.

Textbooks & Other Resources or Links

REQUIRED TEXTS:

1. *The Archaeology of Ancient Arizona. By Jefferson Reid and Stephanie Whittlesey. University of Arizona Press. Tucson: 1997. ISBN: 0-8165-1709-6.*
2. *Paths of Life: American Indians of the Southwest and Northern Mexico: By Thomas E. Sheridan and Nancy J. Parezo. University of Arizona Press. Tucson: 1996. ISBN: 0-8165-1466-6.*

Course Requirements and Instructional Methods

Students will be tested on assigned reading material, classroom discussions, multi-media presentations viewed in classroom sessions. The scheduled exams consist of true-false, multiple choice and essay questions. Homework assignments and student classroom participation are also part of the assessment. Homework assignments may be from our textbooks and classroom sessions, as well as from the Internet and will require additional research and writing. Students must take the final exam to receive a final grade.

Out of Class Assignments: 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. WASC has adopted a similar requirement.

COURSE GRADING BASED ON COURSE OBJECTIVES

Three exams, which includes the final exam, will be given during the Spring 2020 semester. Each exam will consist of 50 points. Homework assignments shall consist of 50 points. The final grade will be based on the accumulation of points.

Exams: 50 points each [three exams]	150 points
Homework assignments	50 points
<u>Total points: 200 points</u>	

<u>Points</u>	<u>Letter Grades:</u>
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200 - 180	A
179 - 160	B
159 - 140	C
139 - 120	D
119 - 0	F

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

[Suggested Language.]

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran’s Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates
Week 1 February 18/20	Chapter 1. Introduction: geography, environment; summary of early archaeological and ethnological research, archaeology ethics, laws, NAGPRA	pp. 1 - 22 Ancient Arizona
Week 2 February 25/27	Chapter 2. Theories of Early Migration into the Americas and the Southwest	pp. 23 - 41 Ancient Arizona
Week 3 March 03/05	Chapter 3. Archaic Ancestors Chapter 4. Hohokam-Desert Farmers	pp. 42 - 68 Anc. Arizona pp. 69 - 110 Anc. Arizona
Week 4 March 10/12	Chapter 6. Mogollon: Mountain dwellers, Mimbres Art, Kivas	pp. 131 - 165 Anc. Arizona
Week 5 March 17/19	Chapter 7. Ancient Puebloan [Anasazi] -Basketmaker to Pueblos	pp. 166 - 204
Week 6 March 24/26	Chapter 8. The Sinagua Chapter 9. The Salado	pp. 205 - 229 Anc. Arizona pp. 230 - 258 Anc. Arizona
Week 7 Mar 31/Apr 02	Chapter 5. The Patayan-Desert People Chapter 10. Coronado A.D. 1540—ends Prehistory	pp. 111 - 120 pp. 259 - 273
Week 8 April 07/09	Foreward/Introduction—Spanish/Mexican/American programs—The Dine [Navajos] Sheep is Life.	pp. 3 - 33 Path of Life

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates
Week 9 April 13 - 18	<u>SPRING RECESS — CAMPUS CLOSED—</u>	
Week 10. April 21/23	The Yoemen [Yaquis] of northern Mexico. An Enduring People.	pp. 35 - 59 Path of Life
Week 11 April 28/30	The Comcaac [Seris] of northern Mexico. People of the Desert and Sea.	pp. 187 - 211 Path of Life
Week 12 May 05/07	The Inde [Western Apache] People of the Mountains.	pp. 61 -90 Path of Life
Week 13 May 12/14	The Havasupais, Hualapais, Yavapais. The Great Creator has given us this country. Ningwi [southern Paiutes]	pp. 91 - 114 Path of Life pp. 163 - 185 Path of Life
Week 14 May 19/21	The O’Odham [Pimas and Papagos]. The World would burn without Rain	pp. 115 - 140 Path of Life
Week 15 May 26/28	The Raramuri [Tarahumara]. When we walk in Circles.	pp. 141 - 161 Path of Life
Week 16 June 02/04	The Hopis [Hopivotskwani] The Hopi Path of Life	pp. 237 - 266
Week 17 June 08 -12	<u>Finals Week</u>	

*****Tentative, subject to change without prior notice*****