

INDIGENOUS CULTURES OF THE SOUTHWEST

ANTH 3120 – SPRING 2022
UNIVERSITY OF NORTH TEXAS

Instructor: Kimberly Wren, Ph.D.

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Class Time: Tuesdays and Thursdays (3:30 - 4:50 PM)

Class Location: Th 121

Course Description:

The first three lecture sessions will explore the peopling of the Southwest prior to colonialism. This portion will focus on indigenous migration patterns, trade, conflict, identities, worldviews, achievements, and political, social, and economic structures.

The remainder of the sessions in the course will focus on the indigenous experience post-colonialism to present day. The same topics that were explored in the first section will be explored in this section. However, the experience of indigenous groups will be filtered through the lenses of sovereignty, self-determination, systemic marginalization, identity, intersectionality, genocide, ethnocide, Eugenics, collective action, activism, human rights, civil rights, ethics, critical theory, and intellectual power. We will explore alternative and dominant narratives by and about indigenous peoples. We will also explore the relationship between anthropologists and indigenous groups and the impact of anthropological research on indigenous populations.

Learning Objectives:

By the end of the course, students should:

- have a general understanding of the peopling of the Southwest pre-colonialism and the complexity of indigenous social, political, economic, and ritual systems, in addition to major achievements,
- understand the impact of colonialism, Spanish, Mexican, French and US encounters on indigenous sovereignty, self-determination, identity, and political, social, and economic structures
- be able to identify the tools (e.g., genocide, removal, ethnocide, Eugenics, relocation, etc.) used to wage war on indigenous culture and survival
- understand indigenous people's activism, resilience, and struggle to rebuild their communities

- know how to think critically and ethically about indigenous research and narratives

Course Texts:

Fixico DL. 2013. Indian resilience and rebuilding: Indigenous nations in the modern American West. The University of Arizona Press.

All additional course readings will be uploaded to Canvas for your convenience. A bibliography of all books, chapters, and articles used in this course is provided at the end of this syllabus. These readings are subject to change. Changes to assigned readings will be made at least one week in advance. These changes will also be announced in class and posted to Canvas.

Course Prerequisite:

There is no prerequisite for this course

Course Structure:

The first session will be an introduction to the course syllabus, student expectations, and teacher expectations. In all future sessions, I will typically provide a lecture covering the topic of the day during the first half of the class. Students are encouraged to ask questions and provide input during lectures. The second half of the session will be treated as an open-ended discussion of the lecture and assigned readings.

Course Website:

All course materials, readings, and any other resources necessary for this course will be available on Canvas. **All assignments must be submitted on Canvas or to my UNT e-mail directly if you are having issues with Canvas. Please use your UNT e-mail ONLY to communicate with me or submit assignments.**

Evaluation:

There will be many opportunities for you to sharpen your critical thinking skills in this class. Your discussions, critiques, and finals project will all require critical thinking. **All work must be completed using Microsoft Word, Times New Roman font, 12-point font, double-spaced, 1-inch margins (top, bottom, right, and left).**

Class Participation: (15% of total grade)

We meet 30 this semester. **Unexcused** absences will be counted against you. In other words, attendance is mandatory on Tuesdays and Thursdays via Zoom or face-to-face. The Zoom option is for students who are quarantining or have communicated a legitimate reason why they can't attend in person. Each day is worth five points. Please communicate with me if you are having trouble attending class. I cannot accommodate you if you do not communicate with me.

Discussions: (24.5% of total grade; due on Thursdays)

There will be seven discussion questions you need to respond to in this course. Each response is worth 35 points. All relevant input and observations are welcome. I expect students to respect each other's input. I welcome challenges to any perspective, including my own, as long as they are presented respectfully. **All discussion responses must be**

between 100 and 150 words. Use the Discussion Rubric for guidance. I will address each student independently regarding any comments I have concerning individual responses. You will have a week to complete each discussion question. All discussions are due on Thursdays at 11:59pm.

Critiques: (48% of total grade; due by 11:59 PM on Thursdays)

Students are required to submit six critiques during this course. Each critique is worth 80 points. See the **Critique Rubric**. Students must select a peer-reviewed, anthropologically relevant journal article or reading from among the readings provided the week the assignment is due. Each critique must include the name of the article and the author(s) in the title. The text (not including the title) must be **150-250** words and include:

- What is the purpose of the article?
- What problem or issue is being addressed?
- What is the author's opinion on the topic?
- What are other opinions on the topic (if mentioned in the article)?
- What evidence supports the author's opinion?
- Point out obstacles (cultural, religious, legal, political, social, geographical, linguistic, etc.) to addressing the problem (if any).
- What is your opinion the on work?

Please take these critiques seriously as they are easy grades and make up a sizable portion of your total grade. All critiques are due on Thursdays. I will not accept late critiques without prior notification or a legitimate excuse.

Final Project: (12.5% of total grade; due by 11:59 PM on Thursdays)

The final project is worth 125 points. You must analyze or evaluate the accomplishments of a social movement or prominent figure in an indigenous social movement. The format is up to you. Some options include: PowerPoint presentation, photographic diary or timeline, poem (Spoken Word), musical performance, or another form of art. I will have to approve your format. You are required to address the following questions: What motivated the movement or prominent figure (be specific)? Who led the movement or influenced the prominent figure? If you are looking at a person, what was their role in the movement? Which communities supported the movement or prominent figure? Which communities did not support the movement or prominent figure? What were the goals of the movement or prominent figure? Were these goals realized? What obstacles did/does the movement or prominent figure face? Is this an ongoing movement? Is this prominent figure still a part of the movement? If not, did they leave a predecessor? If the movement ended, why did the movement end? Why is this person no longer part of the movement? What is your opinion of the movement or prominent figure? Refer to the **Final Project Rubric**.

Grading Composition:

Class Participation (30 x 5).....	150
Discussions (7 x 35).....	245
Critiques (6 x 80).....	480

Final Project	125
Total Points	1000

Grading Scale:

900-1000 A / 800-899 B / 700-799 C / 600-699 D / 0-599 F

Assignment Policy:

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Transmission and Recording of Student Images in Electronically-Delivered Courses:

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who **video-record** their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses (Delete this statement if not applicable)

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Course Policies:

Late Work: Late discussions, critiques, and the final project will not be accepted unless you have shown that there is a legitimate (i.e., medical emergency, loss of a family member, etc.) reason your work is late.

Attendance: We meet 30 days this semester. Unexcused absences will be counted against you. You will miss information vital to your assignments if you do not attend every class. See <https://policy.unt.edu/policy/06-039> for the **Student Attendance and Authorized Absences** policy.

COVID-19 Impact on Attendance: While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction: Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include internet access. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

Extra Credit: Extra credit might be offered on some assignments.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more. Review these sources for information regarding unacceptable and inappropriate behavior. Such behavior is not tolerated on UNT's campus and will not be tolerated in class.

Academic Integrity: The **Student Academic Integrity** policy is available at <https://policy.unt.edu/policy/06-003>. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodations Statement: “The University of North Texas (UNT or University) does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities.” This statement and more information related ADA accommodations can be found at https://policy.unt.edu/sites/default/files/16.001_StudentAccommodation.2018Pub2.pdf. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/) or contact the ODA directly at 940-565-4323.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004): The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Contacting the Professor: I am available on **Tuesdays and Thursdays from 2:15 PM-3:15 PM** or by appointment and via email at kimberly.wren@unt.edu. All emails must be submitted from your UNT e-mail address. Please give me 24 hours to respond before you send a follow-up email during the week and 48 hours on the weekend.

Important Notice for F-1 Students taking Distance Education Courses :

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Course Schedule: *Optional Readings Italicized; Readings subject to change*

DATE	DEADLINES	TOPIC	ASSIGNED READINGS
Week 1:			
		Course Introduction	Course Syllabus
		Peopling of the Southwest: Literally and Figuratively Speaking	<i>Huckell 2005</i> ; Pitblado 2011

	Introduce Yourself Discussion 1		
Week 2:			
		Southwest Archaeology and Mexico	<i>Kelley and MacWilliams; 2005; Phillips et al., 2018</i>
		Southwest Social and Political Complexity	Feinman et al., 2000; <i>Lekson 2005; Wills and Dorshow 2012</i>
Week 3:			
		Southwest Archaeology and Identity	<i>Preucel 2005; Stinson 2010; Weik 2014</i>
		Colonialism: Spanish, Mexican, and US Relations	<i>Griffin-Pierce 2000: 15-28, 79-83, 205-215; Rothschild 2006; Greaves 2018</i>
	Discussion 2 Critique 1		
Week 4:			
		Genocide & The Indian Removal Act	Fixico 2018; Carlson and Roberts 2006
		Indian Wars	Schake 2013
Week 5:			
		TBD	TBD
		Reservations and Sacred Lands	Fixico 2013 Chapter 1
	Discussion 3 Critique 2		
Week 6:			
		Ethnocide; Indian Residential Schools; Eugenics	Fixico 2013 Chapter 2
		Paternalism	Fixico 2013 Chapter 3
Week 7:			
		Resource Management & Entrepreneurship	Fixico 2013 Chapter 6
		TBD	
	Discussion 4 Critique 3		
Week 8:			
		Indigenous Entrepreneurship	Fixico 2013 Chapter 7
		TBD	
Week 9:	Spring Break		
Week 10:			
		Rebuilding Identities and Confronting Prejudice	Fixico 2013 Chapter 4
		Indigenous Pueblo & Hopi	Schackner 2015; TBD
	Discussion 5 Critique 4		

Week 11:			
		Indigenous Navajo	Adams 2019; Tsosie-Paddock 2018
		Collective Memory & Action; Red Power	Fixico 2013 Chapter 5
Week 12:			
		Intersectionality & Multiple Identities	Leavitt et al., 2015; Young 2018
		Sovereignty and Self-determination	Barr 2011; Brand 2016; Richland 2016; Hale 2018
	Discussion 6 Critique 5		
Week 13:			
		NAGPRA and Repatriation	Fixico 2013 Chapter 8
		Ethics and Responsibility	Brodie & Renfew 2005
Week 14:			
		Intellectual Histories and Alternative Narratives	<i>Wilcox 2005</i> ; Colwell-Chanthaphonh and Ferguson 2006
		Indigenous Perspectives & Critical Theory	Watkins 2005; Weiss 2007
	Discussion 7 Critique 6		
Week 15:			
		Major Accomplishments	Lewis 2010; TBD
		Ongoing Resistance	Fixico 2013 Conclusion
	Final Projects Due		
Week 16:			
		Pre-Finals Days	
	Present Final Projects		
Week 17:			
	FINAL Exam Week		

Bibliography

APA format link:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html

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