

ANTH 3120

Indigenous Cultures of the Southwest



Professor Adam Dunstan

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Course Description

As inhabitants of the greater Southwest region, in whose lands do we reside? This course surveys the historic and present cultural diversity of indigenous peoples of the Southwest, primarily in the areas now known as Texas, New Mexico, and Arizona. We will explore Southwestern ways of life, languages, worldviews, modes of subsistence, social organization (pre- and post-colonialism), sacred places, histories, and more. One important aspect of this will be considering how various ethnic groups within the Southwest relate, and the evolving relationships between tribal and other governments. We will also consider also the ways in which indigenous peoples have interacted with, and been portrayed by, outside researchers and the lessons this teaches for our contemporary research and practice as anthropologists. Through this process, we will synthesize broader points about the relation between land, language, culture, and colonialism, topics which transcend the Southwest and are of importance to those working in indigenous contexts across the globe.

Learning Objectives

- Students will be familiar with, and understand major topics relevant to: the Western Apache, Diné (Navajo), Hopi, Zuni, Wichita, and other native nations.
- Students will synthesize cultural and historic trends in the Southwest applicable to other regions, including the connections between language, land, social relations, and culture.
- Students will analyze the role of colonialism in the prehistory, history, and present of the Southwest, and factors affecting indigenous cultural survival.

Training (Skills) Objectives: Recognizing the importance of marketable skills in an undergraduate education, additionally this course will provide opportunity for students to improve their proficiency in the following skills:

- Effective written communication
- Library and web-based research
- Qualitative research
- Holistic analysis of societal issues
- Cultural awareness

Assigned Texts

--Basso, Keith. *Wisdom Sits in Places*. University of New Mexico Press, 1996.

--Griffin-Pierce, Trudy. *Native Peoples of the Southwest*. University of New Mexico Press, 2000.

--Lee, Lloyd (ed.). *Diné Perspectives: Revitalizing and Reclaiming Navajo Thought*. University of Arizona Press, 2014.

**Please pay careful attention to which pages are assigned each day to avoid reading more than you need to.

Grading Scale: 90-100 A / 80-89 B / 70-79 C / 60-69 D / 59 and Below F

Grade Breakdown

Reading Responses.....250 Points

Midterm.....200 Points

Project Abstract.....50 Points

Project.....300 Points

Final Exam.....200 Points

Total.....1000 Points

Assignments:

- **Reading Responses:** Once a month, you will submit through Blackboard a 300-400 word response to the readings showing critical engagement, questioning, and thoughtful reflection on the text.
 - February: 02/25/16
 - March: 03/29/16
 - April: 04/26/16
- **Midterm Exam:** On 03/10/16, there will be a midterm exam, in-class. It will contain multiple choice, short answer, and essay questions.
- **Project Abstract:** You will submit through Blackboard a 200-300 word description of your anticipated project on 04/07/16.
- **Project:** You will do research on a Southwestern indigenous nation of your choice (from the list provided in class) using scholarly and primary sources. You will then compile a poster-board presentation which displays information about the nation's traditional culture, present-day status, and any particularly important issues with that nation, with both visuals and text. You will be assigned a group (1, 2, or 3) and on your assigned day (04/28, 05/03, or 05/05) you will come to class ready to briefly present your work to your peers.
 - 10% of your grade will be from coming to class the other two days and filling out a worksheet about other student presentations.
- **Final Exam:** On Tuesday, 05/10/2016, from 1:30 – 3:30 PM, you will come to the classroom and take a final exam, which will be multiple choice, short answer, and essay-based.

ASSIGNMENT DUE DATES

02/25: Reading Summary (February)

03/10: Midterm Exam

03/29: Reading Summary (March)

04/07: Project Abstract

04/26: Reading Summary (April)

04/28, 05/03, 05/05: Presentations

04/28: Group 1 Presents (*Group 2 and Group 3 Attend and Fill out Worksheet*)

05/03: Group 2 Presents (*Group 1 and Group 3 Attend and Fill out Worksheet*)

05/05: Group 3 Presents (*Group 1 and Group 2 Attend and Fill out Worksheet*)

05/10: Final Exam

Course Policies

Withdrawal: If you are unable to complete this course, you must officially withdraw by the University-designated date (for a “W” with instructor approval). Withdrawing from a course is a formal procedure that YOU must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F”.

Attendance: There is no attendance requirement; however, without attendance you will likely learn much less and do poorly on the assignments and exams. Miss class at your own risk.

Discussion Participation: Students are expected to complete required readings and to be prepared to discuss these in class. Discussion will play a critical role in this class and will be a benefit both to you and your colleagues.

Extra Credit: There is no extra credit planned at this time; however, I will notify you if this changes.

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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

In this classroom, “**acceptable student behavior**” includes:

- Being respectful of others’ thoughts, opinions, and perspectives.

- Arriving to class on time.

- No usage of cell phones, internet browsing, or social media unless directed by the instructor.

- Refraining from engaging in side-conversations.

- Giving every student a chance to participate by not dominating discussions.

Contacting the Professor: Please feel free to come by office hours for assistance. Otherwise, email is the best way to get in touch with me outside of class: adam.dunstan@unt.edu. In the email, you must indicate your course and full name to facilitate my response. You must also use your official UNT email, not a private email. Understand that I have hundreds of students and may not respond immediately. However, if I have not responded within a week, feel free to email me to make sure I have received your email.

Do Not Miss Essays or Exams: If you have a conflict with any due date, presentation date, or exam date, it is your responsibility to make alternative arrangements ahead of time – NOT the week of the due date. Students may NOT take exams late or do presentations late unless there is written permission from the instructor. Allowing alternative arrangements is up to the discretion of the instructor.

Late Work: Unexcused submissions of late work (i.e. the reading summaries) will incur a 20% loss of points per calendar day.

Academic Misconduct: The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

ADA: The Anthropology Department does not discriminate based on an individual’s disability, as required by the Americans with Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities, and attempts will be made to meet all certified requirements. Please see me if you have a documented disability so that appropriate arrangements can be made to help you get the most out of this class. In such cases, please make sure to obtain documentation through the Office of Disability Accommodation.

Readings and Topics List

Unit 1: Prehistoric and Historic Southwest

01/19, 01/21: Introduction to the Southwest

Readings: None

01/26, 01/28: Origin Stories: Archaeological and Sacred

Readings: Griffin-Pierce, *Native Peoples*, 11-17, 35-36, 119-124, 165, 234-237, 310-312

02/02, 02/04: Colonialism in the Southwest: The First 500 Years

Readings: Griffin-Pierce, *Native Peoples*, 17-28, 208-215

02/09, 02/11: Indigenous Nations and the State of Texas

Readings: Basso, *Wisdom Sits in Places*, Preface, Chapter 1

Unit 2: Sacred Traditions

02/16, 02/18: Place-making

Readings: Basso, *Wisdom Sits in Places*, Chapter 2

02/23, 02/25: The Social Role of Language

Readings: Basso, *Wisdom Sits in Places*, Chapter 3

03/01, 03/03: Sacred Art and Storytelling

Readings: Griffin-Pierce, *Native Peoples*, 115-122, 130-147

03/08: Ceremonies and Religious Life

Readings: Griffin-Pierce, *Native Peoples*, 71-74, 85-107

03/10: Midterm Exam

03/15, 03/17: No Class - Spring Break

Unit 3: Continuity and Change

03/22, 03/24: *Hózhó*: Foundations of Diné Thought

Readings: Lee, *Diné Perspectives*, "Introduction," "Understanding Hózhó to Achieve Critical Consciousness."

03/29, 03/31: *Diné Bıkeyah*: Sacred Land and Colonial Presence

Readings: Lee, *Diné Perspectives*, "The Boy Who Threw the World Away," "The Navajo Nation and the Declaration on the Rights of Indigenous People,"

Readings: Griffin-Pierce, *Native Peoples*, Chapter 12

04/05, 04/07: Language and Activism

Readings: Lee, *Diné Perspectives*, "Sustaining a Diné Way of Life," "If I Could Speak Navajo I'd Definitely Speak It."

04/12, 04/14: Navajos and Anthros: A History of Diné Studies

Readings: Lee, *Diné Perspectives*, "Diné Culture, Decolonization, and the Politics of Hózhó," "The Value of Oral History on the Path of Diné/Navajo Sovereignty."

04/19, 04/21: Borders

Readings: Griffin-Pierce, *Native Peoples*, 159-162, 166-173, 178-185, 265-279

04/26: Concluding Thoughts

Readings: Basso, *Wisdom Sits in Places*, Epilogue

04/28: Presentations (Group 1)

05/03: Presentations (Group 2)

05/05: Presentations (Group 3)

FINAL EXAM: 05/10, 1:30PM-3:30PM

Please note: The schedule is subject to change at instructor discretion. Please regularly attend class and check Blackboard and email to be apprised of changes.