



Syllabus
Anthropology 3120
TR 3 :30p – 4 :50p
Chem 106
16 Jan. 2018 – 11 May 2018
Indigenous Cultures of the Southwest
Spring 2018

Instructor: Elisha Oliver

Office Hours: T/R: 12-1:30p or R: 5-6p or by appointment

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This course syllabus is a contract issued to the student by the instructor. The instructor has the right to change or modify this course syllabus and any materials associated with it. All changes to this syllabus and/or associated materials will be issued to the student by means of dated, written addenda. The student is responsible for being aware of the information contained in this syllabus, associated course materials, and changes to each. The student is also responsible for being aware of information contained in the *UNT Catalog*, the *Student Handbook*, and the semester Class Schedule.

SYLLABUS MODIFICATION STATEMENT

Faculty has the right to change or modify the course syllabus materials during the academic year. Any changes will be shared with students. All changes in the instructor's policies after the semester has begun must be made in writing as part of a written addendum to the course syllabus; this addendum should be clearly labeled and dated as such.

- I. **COURSE DESCRIPTION:** There are many ways in which to approach the examination of culture and lifeways of the peoples of the southwest. In this course we will examine and explore the cultural past, present, and future of indigenous peoples residing in Texas, New Mexico, and Arizona.
- II. **SUCCESS PREREQUISITES:** ENGL1310 and ANTH 1010
- III. **NEXT COURSE IN SEQUENCE:** None
- IV. **COURSE OUTCOMES:** Upon completing the course, the student, as evaluated by the instructor, should be able to:
 - A. Recall, recognize, and explain the cultural lifeways and systems of the Western Apache, Diné (Navajo), Wichita, Hopi, Zuni, and other American Indian Nations.
 - B. Recognize, identify, and apply anthropological inquiry when critically interrogating text regarding indigenous peoples.
 - C. Identify the importance of place, space, and language within an indigenous people of the southwest framework.
 - D. Position historical and contemporary, issues, themes, and topics related to indigenous peoples of the southwest within larger frameworks of anthropological exploration.
 - E. Critically examine the role and impact of colonialism on indigenous peoples in these geographies.
- V. **Text:** *Portraits of the Whiteman;* Keith Basso, Cambridge Publishing, ISBN# 978-0-521-29593-2
Wisdom Sits in Places; Keith Basso, University of New Mexico Press, ISBN# 978-0-826-31724-7
Native Peoples of the Southwest; Trudy Griffin-Pierce, University of New Mexico Press, ISBN# 978-0-826-31908-1
Brujérias; Nasario Garcia, Texas Tech Press, ISBN# 978-0-8967-2-6079

Other Materials: Journal for writing/sketching

- VI. **Comprehensive Outline of Subject Content:** This course will be underpinned by Griffin-Pierce text, and additional readings will come from the remaining books. Additional readings will be posted on line. We will tackle the content in three (3) sections, as follows:

- A. **Past:** In this section, we will explore the ways in which the past has impacted the present, and will impact future lifeways of indigenous peoples in the southwest.
- B. **Present:** In this section, we explore current daily lived experiences of indigenous peoples of the southwest.
- C. **Future:** In this final section we critically examine future problems, issues, and concerns regarding indigenous life in the southwest.

VII. **Instructional Methods:** Students will be exposed to a variety of instructional methods to include, class lecture and discussion, video films, slide presentations, audio samplings, writing, hands-on applications/exercises, and performance. Students will also be required to participate in online activities. This is a large class; however, we will follow the following: Tuesdays: Instructor led-discussion to establish the context and background for the readings and outlines key content, arguments, and ideas in the readings. Thursdays [co-creation of knowledge day]: Partial Instructor led-discussion and a small group of students [co-creators], delegated in advance, will facilitate the discussion or an activity along with the instructor, raising questions, stimulating debate, and integrating ideas from the readings into the collective analysis and critical interrogation of the materials covered for the week.

VIII. **Attendance Policy:** Students must attend class in a regular and timely manner (attendance will be taken) to gain the full benefit of information presented in this course. The following policy is intended to help students make appropriate decisions regarding their attendance:

For excessive unexcused absences, a student's final grade for the course will be reduced by one letter grade. (Note: the final grade will not be reduced from a "D" to an "F" due to lack of attendance.) The number of unexcused absences considered "excessive" is based on the length of the class meeting: In class sections with 75-minute meetings, the fourth unexcused absence is excessive.

Instructors have the authority to excuse absences; however, they are not required to do so. Instructors will consider excusing an absence only if the student seeking to be excused submits written verification that the absence was caused by significant unforeseen circumstances beyond the student's reasonable control. Instructors will judge the merit of each petition and then decide whether to excuse the absence.

LATE ARRIVALS. A student who enters the classroom after instruction has begun distracts both the instructor and the other students - such action is discourteous. Students who arrive after attendance is taken must advise their instructor to prevent being marked absent.

- IX. **Evaluation Techniques:** Students will be evaluated by the following: Three (3) sets of reading response notes worth 100 pts each; midterm worth 100 points; project proposal worth 100 points; indigenous peoples project worth 100 points; and, final exam worth 100 points. The maximum number of points a student can earn totals, 700 points. There will not be opportunities for extra credit.
- X. **Academic Integrity:** Academic integrity is a non-negotiable. Academic dishonesty or misconduct is not condoned nor tolerated at institutions within the University of North Texas system. Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed to gain undeserved intellectual credit, either for oneself or for another. Academic misconduct is behavior that results in intellectual advantage obtained by violating specific standard, but without deliberate intent or use of fraudulent means.

Academic dishonesty includes submission of essays that have been previously submitted for a grade in another class. This includes high school classes or previously undertaken college courses. Students should write new essays for this course or risk a plagiarism charge.

Anthropology Department Undergraduate Plagiarism Policy

Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. You should always provide references for any facts, statistics, quotations, or paraphrasing of information that are not common knowledge. The Department of Anthropology does not tolerate plagiarism or any other form of academic dishonesty. Students suspected of academic dishonesty will be given a hearing in which they are informed of the charges. Clear evidence in support of the charge will merit failure in the course. For more information on the university's policies regarding academic integrity and dishonesty, see the Center for Student Rights and Responsibilities at: <http://www.unt.edu/csrr/>.

- XI. **Grading:** Students can earn up to 700 points for the semester. The breakdown is as follows:

Reading Response Notes (3x100)

300

Project Proposal	100
Midterm	100
Project	100
Final	100
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Total	700pts

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.

o February: 02/22/18

o March: 03/22/18

o April: 04/19/18

♣ **Midterm Exam:** On 03/20/18, 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 04/05/18.

♣ **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 (04/26, 05/01, or 05/03) you will come to class ready to briefly present your work to your peers.

o 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:** TBA

XII. **Make-up Policy:** If there are extenuating circumstances, the student should contact the instructor in advance; however, each unit has a flexibility built in already, which should allow completion.

XIII. **A.D.A. Policy:** UNT complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting the Office of Services to Students with Disabilities: <https://disability.unt.edu/> or by calling: 940-565-4323.

XIV. **General Education Goal Statement:** Upon completion of University of North Texas [Anthropology] degree, students will have accomplished the following five outcomes:

#1: Critical Thinking: Critical thinking skills include, but are not limited to, the ability to comprehend complex ideas, data, and concepts; to make inferences based on careful observation; to make judgments based on specific and appropriate criteria; to solve problems using specific processes and techniques; to recognize relationships among the arts, culture, and society; to develop new ideas by synthesizing related and/or fragmented information; to apply knowledge and understanding to different contexts, situations, and/or specific endeavors; and to recognize the need to acquire new information.

*All courses will contain assignments that demonstrate critical thinking, but not all courses will include all listed critical thinking elements.

#2: Effective Communications: Effective communication is the ability to develop organized, coherent, unified written or oral presentations for various audiences and situations.

#3: Computer Proficiency: Computer proficiency includes a basic knowledge of operating systems, word processing, and Internet research capabilities.

#4: Civic Responsibility: Preparation for civic responsibility in the democratic society of the United States includes acquiring knowledge of the social, political, economic, and historical structures of the nation to function effectively as citizens in a country that is increasingly diverse and multicultural in its population and more global in its view and functions.

#5: Global Awareness: Global awareness includes knowledge of the geography, history, cultures, values, ecologies, languages, and present-day issues of different peoples and countries, as well as an understanding of the global economic, political and technological forces which define the interconnectedness and shape the lives of the world's citizens.

XV. **ELECTRONIC DEVICE POLICY:** Cell Phones and other electronic devices are disruptive to the class. If a student's work or family situation requires the student to keep the device turned on during class, the student must turn the phone to a silent or vibrate mode. If a student must receive a call during class, the student will leave the room. **A student may not make a call during class. Cell phones and all**

electronic devices may not be used during an exam unless stipulated by an instructor. Use of a cell phone or electronic device during an exam is considered academic misconduct, and the student will be subject to the appropriate penalties. This policy may be strengthened by the instructor.

XVI. **UNATTENDED CHILDREN POLICY:** "For personal safety of children and potential problems in supervision, children should not be at any location on campus without adult supervision. No children are permitted in classrooms, laboratories, teaching areas or the Library."

XVII. **INSTITUTIONAL STATEMENT:** Each student is responsible for being aware of the information contained in the University of North Texas Catalog, Student Handbook, and semester information listed in the Class Schedule.

XVIII. **GLOBAL EDUCATION MISSION:** Global education is an institutional commitment to providing learning environments that provide a cross-cultural global perspective through all facets of the educational process. This institutional commitment to global education shall manifest itself throughout the entire institution, providing support for diversity, international, and inter-cultural educational opportunities. These opportunities will be institutionalized through curricular and co-curricular activities. The institutional commitment to Global Education will assist in preparing students for an increasingly technological and global society.

APPEALING GRADES

To appeal grades, students must submit original graded essays and exams reflecting the instructor's original comments. It is the students' responsibility to retain graded as well as ungraded assignments both for grade appeal and for study/review.

GRADE OF "I" (INCOMPLETE)

The *UNT Office of the Registrar* explains the grade of "I" as follows:

What is an Incomplete (I) Grade?

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course later by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and entered on the grade roster by the instructor. Grades of "I" assigned to an undergraduate course at the end of the Fall 2007 semester and later, will default to "F" unless the instructor has designated a different automatic grade. See also Removal of "I" policy.

How to Get an Incomplete (I) Grade?

An "I" grade is a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the

course later by completing specific requirements that the instructor must list on the electronic grade roster. All work in the course must be completed within the specified time (not to exceed one year after taking the course.)

How to Remove an Incomplete (I) Grade

A student may remove a grade of "I" within one year by completing the stipulated work. After completion of the stipulated work the instructor of record records the final grade on a UNT Grade Change Form and obtains the department chair's signature. The instructor's academic dean completes processing with the Registrar's Office, where the grade point average is adjusted accordingly. For undergraduate courses taken Fall 2007 or later, if a student does not complete the stipulated work within the time specified, the grade will default to F unless the instructor has designated a different automatic grade. The GPA is adjusted accordingly, and the student will be subject to academic penalty should any exist

TECHNOLOGY REQUIREMENTS & RESOURCES FOR TECHNICAL HELP/TECHNICAL ASSISTANCE

<http://it.unt.edu/helpdesk>

NEED HELP?

Contact the UNT IT Helpdesk

Phone: 940-565-2324
E-Mail: helpdesk@unt.edu
Location: Sage Hall, Room 130

WEEKLY CALENDAR (Tentative)

Section One: Preliminary Considerations

Week One – Jan. 16 & Jan. 18

- Introduction to course
- Indigenous Peoples of the Southwest: Who are they?
- **Readings:** None

Week Two (Origin Stories) – Jan. 23 & 25

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

Week Three (a look at colonialism)– Jan. 30 & Feb. 02

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

Week Four (Indigenous Nations & Us) – Feb. 06 & 08

- **Readings:** Basso, Wisdom Sits in Places, Preface, Chapter 1
- **Readings:** Basso, Portraits of the Whiteman, Foreword, Preface,

Week Five (Language, Space and Place)–Feb. 13 & 15

- **Readings:** Basso, Wisdom Sits in Places, Chapter 2
- **Readings:** Basso, Portraits of the Whiteman, Chapter 1

Section Two: Present

Week Six (Social Roles, and Language) – Feb. 20 & Feb. 22

- **Readings:** Basso, Wisdom Sits in Places, Chapter 3
- **Readings:** Basso, Portraits of the Whiteman, Chapter 2

Week Seven (Cultural Lifeways) - Feb. 27 & March 01

- **Readings:** Griffin-Pierce, Native Peoples, 115-122, 130-147
- **Readings:** Garcia, 54-67

Week Eight (A Look at Religion) – March 06 & 08

- **Readings:** Griffin-Pierce, Native Peoples, 71-74, 85-107
- **Readings:** Garcia, 110-120

Week Nine– March 13 & 15

- Spring Break

Week Ten– March 20 & 22

- Midterm
- **Readings:** Basso, Wisdom Sits in Places, Chapter 4
- **Readings:** Basso, Portraits of the Whiteman, Chapter 3

Week Eleven – March 27 & 29

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

Week Twelve – April 03 & 05

- **Readings:** Basso, Epilogue
- **Readings:** Basso, Portraits of the Whiteman, Chapter 4

Section Three: A Look at the Future

Week Thirteen – April 10 & 12

- **Readings:** Basso, Portraits of the Whiteman, Chapter 5

Week Fourteen – April 17 & 19

- **Readings:** Garcia, Choose ten (10) readings from the following pages: 130-179, 221-237,252-260, 266-282, 293-308

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Week Fifteen – April 24 & 26

- Presentations (group 1)
- Presentations (group 2)

Week Sixteen – May 01 & 03

- Presentations (group 3)

Week Seventeen – May 08 & 10

- **Final Exam**

Course

Name of Instructor

I, _____ have received a copy of the course syllabus. I fully understand the requirements and expectations for this course.

Printed Name

Date

Signature