

INDIGENOUS CULTURES OF THE SOUTHWEST

ANTH 3120 – SPRING 2019
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: CHEM 106

Course Description:

The first four 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, 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:

All course readings will be uploaded to Canvas for your convenience. There is no primary text for this class. However, a bibliography of all books, chapters, and articles used in this course are 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. During the discussion a few members of the class will be responsible for leading the discussion and focusing attention on the purpose and main points in assigned readings. I will also assist in leading each discussion. I will delegate who will be responsible for each week's discussion during the first session.

Course Website:

All course materials, readings, and any other resources necessary for this course will be available on Canvas. **All assignments, quizzes, and correspondence must be submitted to my UNT e-mail directly. Please use your UNT e-mail ONLY to submit assignments, quizzes, and correspondence.**

Evaluation:

This course is grounded in critical thinking. There will be many opportunities for you to sharpen your critical thinking skills as the class discussions, quizzes, midterm, term paper, and final exam will all require critical thinking. **All work must be submitted using Microsoft Word, Times New Roman font, 12-point font, double-spaced, 1 inch margins (top, bottom, right, and left).**

Class Participation: (12% of total grade)

Participation in class discussions is 12% of your grade. All relevant questions, input, and observations are welcome. I expect students to respect each other's input, whether you agree or not. I welcome challenges to any perspective, including my own, as long as they are presented respectfully. Your student-lead discussion will make up the bulk of your participation grade. **Do not miss class on the day you are leading a class discussion! If you must miss class, let me know as soon as possible so that I can make future arrangements for you to lead discussion.**

Quizzes: (8% of total grade; due on Fridays)

Students will take nine small quizzes during this course. There will be four/five questions on each quiz. Quizzes will be based on assigned readings and lectures. It will not take more than a couple sentences to answer each question on your quizzes. The first four

quizzes will prepare you for the midterm and the last five quizzes will prepare you for the final exam. Moreover, the first four quizzes make up your midterm review and the last five quizzes make up your final review. Keep all quizzes and any notes I write on your quizzes. Please take these quizzes seriously as they are easy grades and make up a sizable portion of your total grade. All quizzes are due on Fridays. I will not accept late quizzes without prior notification or a legitimate excuse. **Your lowest quiz grade will not be included in your final grade.**

Topic Selection: (5% of total grade; due by 5:00 PM on 01/29/19)

There are several topics for the term paper provided on Canvas. Students must submit their topic selection by 5:00 PM on 01/29/19. No more than two students can write on a particular topic. However, the topics covered in this course are not exhaustive. Students are encouraged to explore other topics related to indigenous experiences for their term papers. If you are interested in a topic that is not on Canvas, discuss the topic with me and I will decide if the topic is relevant to this course.

Annotated Bibliography: (15% of total grade, due by 5:00 PM on 02/13/19)

Students must submit an annotated bibliography by 5:00 PM on 02/13/19. In an annotated bibliography each reference is followed by a brief description of the main point(s) and/or purpose(s) of the source being referenced. Each description must be between 100 and 150 words. You are required to use a minimum of eight **credible** references for your paper. We will discuss what sources are **credible** and what sources are **not credible**. **An example of an annotated bibliography is provided on Canvas.** I will devote class time on 02/12/19 to discuss any concerns or issues you might have constructing your bibliographies.

Rough Draft Term Paper: (15% of total grade due by 5:00 PM on 03/01/19)

Students must submit a rough draft of their 4-5 page paper by 5:00 PM on 03/01/19. The purpose of this paper is to develop your **critical thinking skills** by pushing you to analyze and think critically about the information you read regarding indigenous people. Your paper should include 1-2 questions or concerns related to your topic. Your paper should represent your own independent work. If, after reviewing your papers, I think it is necessary to have one-on-ones, I will let you know directly via email. **Do not wait until the last minute to write your draft. Your draft weighs just as much as your final paper.** I will give you all an opportunity to ask questions about your rough draft in class on 02/28/19. Your paper should include (**see political science example on Canvas**):

1. an introduction (your 1-2 questions or concerns go here in addition to their relevance to indigenous populations),
2. background research on the topic supported by cited references,
3. a discussion of how other researchers have addressed your questions or concerns (with supporting references),
4. your own speculations as to why your questions or concerns have not been addressed if they have not been addressed by other researchers (consider biases in research, dominant narratives, intellectual power, and other topics we cover in class),

5. your own answers to your questions and your own arguments supporting your answers if you do not agree with how other researchers have answered your questions (**this is only applicable to students addressing questions**),
6. how you think the concerns you present should be addressed (**this is only applicable to students who are focused on concerns or issues related to indigenous populations**),
7. how addressing the questions or concerns you present might impact indigenous populations in a positive or negative way, and
8. how addressing your questions or concerns might contribute to a more holistic understanding of indigenous experiences in the Southwest

Final Term Paper: (15% of total grade; due by 5:00 PM on 04/05/19)

Students must submit their final paper by 5:00 PM on 04/05/19. **Late papers will only be accepted under extenuating circumstances.** I will evaluate your final paper in light of the critiques I gave you on your rough drafts. If you address the issues I point out in my critiques, you will get a passing grade on your paper. **In short, do not ignore my critique of your rough drafts!** I will give you all an opportunity to ask questions about your paper in class on 04/04/19. If you need more time, make an appointment with me prior to the due date.

Midterm Exam: (15% of total grade; during class on 03/07/19)

Students will take their midterm during class on 03/07/19. The midterm will consist of short answer questions and a couple of bonus questions. If you review your first four quizzes, you should do fine on the midterm.

Final Exam: (15% of total grade; during class on **05/07/19**)

Students will take their final exam during class on **05/07/19**. The final exam will consist of short answer questions and a couple of bonus questions. If you review your last five quizzes, you should do fine on the final exam.

Grading Composition:

Class Participation.....	120
Quizzes.....	80
Topic Selection.....	50
Annotated Bibliography.....	150
Rough Draft Term Paper.....	150
Final Term Paper.....	150
Midterm Exam.....	150
<u>Final Exam</u>	<u>150</u>
Total Points.....	1000

Grading Scale:

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

Course Policies:

Late Work: Late quizzes, assignments, bibliographies, rough drafts, term papers, and exams 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: Attendance is necessary for this course and will be recorded. You will miss information vital to your quizzes and other assignments if you do not attend every class. See <https://policy.unt.edu/policy/06-039> for the **Student Attendance and Authorized Absences** policy.

Extra Credit: Extra credit will be offered on some quizzes and on both the midterm and final exams.

Misconduct: The **Code of Student Conduct** and the **Prohibition of Sexual Assault and Retaliation** are available at <https://deanofstudents.unt.edu/conduct>. 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>. In short, cheating, fabrication, forgery, facilitating academic dishonesty, plagiarism, and sabotage are not tolerated at UNT.

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. In addition, students with disabilities who are seeking accommodations are required to register with the Office of Disability Accommodations (ODA). For more information visit the ODA website at <https://disability.unt.edu/> or contact the ODA directly at 940-565-4323.

Contacting the Professor: I am available during my office hours on Tuesday and Thursday 1-3 PM. I am also available 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.

Course Schedule:

DATE	DEADLINES	TOPIC	ASSIGNED READINGS
15 January 2019, Tuesday		Course Introduction	Course Syllabus
17 January 2019, Thursday		Peopling of the Southwest: Literally and Figuratively Speaking	Huckell 2005; Griffin-Pierce 2000:35-37, 119-123, 234-237, 310-312
22 January 2019, Tuesday		Southwest Archaeology and Mexico	Kelley and MacMillan 2005
24 January 2019, Thursday		Southwest Social and Political Complexity	Lekson 2005
25 January 2019, Friday	Quiz #1, 5PM		
29 January 2019, Tuesday	Topic Selection, 5PM	Southwest Archaeology and Identity	Stinson 2010; Seymour 2010; Preucel 2005
31 January 2019, Thursday		Colonialism: Spanish, Mexican, and US Relations	Griffin-Pierce 2000: 15-28, 79-83, 205-215
1 February 2019, Friday	Quiz #2, 5PM		
5 February 2019, Tuesday		Genocide & The Indian Removal Act	Fixico 2018; Fenelon and Trafzer 2014; Carlson and Roberts 2006
7 February 2019, Thursday		Indian Wars	Schake 2013
8 February 2019, Friday	Quiz #3, 5PM		
12 February 2019, Tuesday		Discuss Bibliographies	
13 February 2019, Wednesday	Annotated Bibliography, 5PM		
14 February 2019, Thursday		Reservations and Sacred Lands	Fixico 2013 Chapter 1; Chapter 6;
19 February 2019, Tuesday		Ethnocide; Indian Residential Schools; Eugenics	Fixico 2013 Chapter 2; Annett 2006; Rutecki 2011
21 February 2019, Thursday		Paternalism	Fixico 2013 Chapter 3
22 February 2019, Friday	Quiz #4, 5PM		
26 February 2019, Tuesday		Indigenous Entrepreneurship	Fixico 2013 Chapter 7
28 February 2019, Thursday		Discuss Rough Draft	
1 March 2019, Friday	Rough Draft, 5PM		
5 March 2019, Tuesday		Midterm Review	
7 March 2019, Thursday	MIDTERM EXAM		
11-15 March 2019		SPRING BREAK	
19 March 2019, Tuesday		Rebuilding Identities and Confronting Prejudice	Fixico 2013 Chapter 5
21 March 2019, Thursday		Indigenous Pueblo & Hopi	Griffin-Pierce 2000 Chapter 2 & 3
22 March 2019, Friday	Quiz #5, 5PM		
26 March 2019, Tuesday		Indigenous Navajo	Griffin-Pierce 2000 Chapter 9
28 March 2019, Thursday		Collective Memory & Action; Red Power	Fixico 2013 Chapter 5
29 March 2019, Friday	Quiz #6, 5PM		
2 April 2019, Tuesday		Intersectionality & Multiple Identities	Leavitt et al., 2015; Young 2018
4 April 2019, Thursday		Discuss Final Paper	
5 April 2019, Friday	Final Paper; 5PM		

9 April 2019, Tuesday		Sovereignty and Self-determination	Barr 2011; Brand 2016; Richland 2016
11 April 2019, Thursday		NAGPRA and Repatriation	Fixico 2013 Chapter 8; Griffin-Pierce 2000; 118-119
12 April 2019, Friday	Quiz #7, 5PM		
16 April 2019, Tuesday		Intellectual Histories and Alternative Narratives	Wilcox 2005; Colwell-Chanthaphonh and Ferguson 2006
18 April 2019, Thursday		Indigenous Perspectives & Critical Theory	Watkins 2005; Weiss 2007
19 April 2019, Friday	Quiz #8, 5PM		
23 April 2019, Tuesday		Ethics and Responsibility	Zimmerman 1989; Brodie & Renfrew 2005
25 April 2019, Thursday		Major Accomplishments	Lewis 2010; TBD
26 April 2019, Friday	Quiz #9, 5PM		
30 April 2019, Tuesday		Ongoing Resistance	Griffin-Pierce 2000:417-426
2 May 2019, Thursday		Final Review	
7 May 2019, Tuesday	FINAL EXAM Rm		

Bibliography (AJPA format):

Annett KD . 2006. Why we are not sorry for our crimes: The residential schools settlement farce Native American Times, Tulsa, OK. p 4.

Barr J. 2011. Geographies of power: Mapping Indian borders in the “Borderlands” of the early Southwest. *The William and Mary Quarterly* 68(1):5-46.

Brand L. 2016. “Great conceptions of their own power”: Native and U.S. diplomacy in the old Southwest. *The Western Historical Quarterly* 47:261-281.

Brodie N, Renfrew C. 2005. Looting and the world’s archaeological heritage: The inadequate response. *Annual Review of Anthropology* 34:343-361.

Carlson LA, Roberts MA. 2006. Indian lands, “Squatterism,” and slavery: Economic interests and the passage of the Indian Removal Act of 1830. *Explorations in Economic History* 43:486–504.

Colwell-Chanthaphonh C, Ferguson TJ. 2006. Memory pieces and footprints: Multivocality and the meanings of ancient times and ancestral places among the Zuni and Hopi. *American Anthropologist* 108(1):148-162.

Fenelon JV, Trafzer CE. 2014. From colonialism to denial of California genocide to misrepresentations: Special issue on Indigenous struggles in the Americas. *American Behavioral Scientist* 58(1):3-29.

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

- Fixico DL. 2018. When Native Americans Were Slaughtered in the Name of 'Civilization'
<https://www.history.com/news/native-americans-genocide-united-states>
- Griffin-Pierce T. 2000. Native peoples of the Southwest. University of New Mexico Press.
- Huckell BB. 2005. The first 10,000 years in the Southwest. In Cordell LS, Fowler DD, editors. Southwest archaeology in the twentieth century. The University of Utah Press, Salt Lake City. p 142-156.
- Kelley JH, MacWilliams AC. 2005. The development of archaeology in Northwest Mexico. In Cordell LS, Fowler DD, editors. Southwest archaeology in the twentieth century. The University of Utah Press, Salt Lake City. p 81-96.
- Leavitt PA, Covarrubias R, Perez YA, Fryberg SA. 2015. "Frozen in time": The impact of Native American media representations on identity and self-understanding. *Journal of Social Issues* 71(1):39-53.
- Lekson SH. 2005. Complexity. In Cordell LS, Fowler DD, editors. Southwest archaeology in the twentieth century. The University of Utah Press, Salt Lake City. p 157-173.
- Lewis R. 2010. "The new Navajo cinema: cinema and nation in the indigenous southwest." *Velvet Light Trap* 66:50-61.
- Preucel RW. 2005. Ethnicity and southwestern archaeology. In Cordell LS, Fowler DD, editors. Southwest archaeology in the twentieth century. The University of Utah Press, Salt Lake City. p 174-193.
- Richland JB. 2016. Dignity as (self-)determination: Hopi sovereignty in the face of US dispossessions. *Law & Social Inquiry* 41(4):917-938.
- Rutecki GW. 2011. Forced sterilization of Native Americans: Later twentieth century physician cooperation with national eugenic policies? *Ethics & Medicine* 27(1):33-42.
- Schake K. 2013. "Lessons from the Indian Wars." *Policy Review* 177:71-79.
- Seymour DJ. 2010. Beyond married, buried, and baptized: Exposing historical discontinuities in engendered O'odham households. In Roth BJ, editor. Engendering households in the prehistoric Southwest. The University of Arizona Press, Tuscon. p 229-259.
- Stinson SL. 2010. Gender, household ritual, and figurines in the Hohokam regional system. In Roth BJ, editor. Engendering households in the prehistoric Southwest. The University of Arizona Press, Tuscon. p 116-135.
- Watkins J. 2005. Through wary eyes: Indigenous Perspectives on Archaeology. *Annual Review of Anthropology* 34:429-449.

Weiss L. 2007. Heritage-making and Political Identity. *Journal of Social Archaeology* 7:413-431.

Wilcox DR. 2005. Discussion of Southwest archaeology in the twentieth century. In Cordell LS, Fowler DD, editors. *Southwest archaeology in the twentieth century*. The University of Utah Press, Salt Lake City. p 220-225.

Young K. Fall 2018. A fight over identity: Native American sports mascots. Phi Kappa Phi Forum 18-12.

Zimmerman IJ. 1989. Human bones as symbols of power; aboriginal American belief systems towards bones and grave-robbing archaeologists. In: Layton R, editor. *Conflict in the Archaeology of Living Traditions*. London. p211-216.

Links to some readings:

Fixico DL. 2018. When Native Americans Were Slaughtered in the Name of 'Civilization': <https://www.history.com/news/native-americans-genocide-united-states>