Topics Covered & Assigned/Recommended Readings

M = chapters from Moris on Canvas, R & W = Reid & Whittlesey, K = Kantner not ER
C = chapters from Cordell recommended, S = chapters from Stuart’s *Anasazi America* (ER)
Tr = chapters from Trimble, S & P chaps from Sheridan & Parezoo, G-P chapters from Griffin-Pierce
*Trimble’s People*, *S & P’s Paths of Life* & *G-P Native Peoples of SW* all good, recommended.

**Week 1. Introduction**
1. Introduction to SW, M ch 1, Ortiz (ER), rec. C ch 1 not ER 1-08

**Week 2 Context & Methods**
2. Lands & Peoples, M ch 2, rec C ch 2 & K chs 1 & 2 not ER 1-13
3. Studying Ancient Southwest M ch 3, rec R&W ch 1 & C ch 3 1-15

**Week 3 Foraging to Faming**
4. Deep Roots, M ch 4, rec R & W ch 2 & 3 & rec. C ch 4 1-20
5. Hohokam, M ch 5, R & W ch 4 (ER) & rec. C ch 5 1-22

**Week 4 Emergent Pueblos**
6. Mogollon & Mimbres, M ch 6, R & W ch 6 (ER) & rec. C ch 6 1-27
7. Chaco, M ch 7; Stuart, Diamond & Fagan (ER), rec C ch 7 1-29

**Week 5 Moving on**
8. Aztec & Mesa Verde, M ch 8, R & W ch 7 & 9 C ch 8 2-03
9. Becoming Rio Grande Pueblos, M ch 9, Maryboy & Begay (ER) 2-05

*Assignment 1 due 2-10 (latest turn-in w/out penalty on 2-17)*

*Use ER sources by Stuart, Diamond & Fagan for #1.*

**Week 6 River Pueblos**
10. Spanish Entrada, M ch 10 2-10
11. Eastern Pueblos, M ch 11, rec. G-P ch 2 & Tr pp 38-120 2-12

**Week 7 Desert Pueblos**
12. Zuni, M ch 12 & rec. G-P ch 4 (no class 2-17, Monday classes) 2-19

**Week 8 Policies**
14. Policies towards SW, M ch 14 (covered on mid-term & final) 2-26

*Mid-term test through #14 in class/or test center Logan, March 3*

**Week 9 Sierras**
15. Tarahumara & Huichol, M ch 15, rec S-P pp 141-61 3-05

*Spring Break, March 9-13 (no classes)*

**Week 10 Desert Indians**
16. Seri & Yaqui, M ch 16 & rec. G-P ch 6, S-P pp 187-211, 35-59 3-17
17. Last day when drop allowed, 3-17

**Week 11 River & Canyon Indians**
20. S. Paiutes, M ch 20 rec. G-P ch 11, Tr pp 324-350, S-P 163-85 3-26

**Week 12 Frontier Nomads**
21. Utes, M ch 21 rec. Duncan & Simmons ER, rec, Tr pp 297-323 3-31
22. Frontier Apache, M ch 22 & rec. G-P ch 10, S-P pp 61-90 4-02

**Week 13 Modern Apache**
23. Modern Apache, M ch 23, rec. Tr pp 245-296 4-07
24. Apache & Dine Women, M ch 24, Farrer A & B (ER) 4-09

**Week 14 Dine’ Nation**
25. Dine’ culture, M 25 & rec. G-P ch 9, Hall & Holiday chs. ER 4-14
26. Dine’ history, M ch 26, Maryboy ER, rec. Tr pp 121-194 4-16

**Assignment 2 due 4-14**

**Week 15 Modern Southwest**
27. Modern Dine’, M ch 27, rec. Benedek (ER) & Tr pp 433-57 4-21

*Final test at test centers 11:50-1:15, T 28 April, everything from Policies*
Course content

This course reviews the past and present cultures of the American Southwest (with a brief excursion southwards into northern Mexico). The first month reviews the Southwest’s past cultures and its magnificent archaeological heritage. Then we turn to the various Pueblo peoples like the Zuni and Hopi, as well as the canyon and desert peoples of Arizona and northern Mexico. In the final part of the course we look at the major nomadic peoples—the Utes, Apaches, and Navajo—and explore Navajo adaptations over time in greater detail. Their situation provides an overview of the special problems and prospects facing all native peoples in the Southwest today. However, the main focus in this course is on the Southwest cultural heritage as represented in archaeological remains and in the various traditional cultures of the First Peoples living in the Greater Southwest. Anthropology 4110 carries “depth” credit in social sciences (DSS) for non social science students who need university studies credits to graduate.

Required Text for this course is a draft of Southwestern Indians by Prof. Moris found as individual chapter files for each week on the homepage for this course in Canvas. Most students find it easier to study from hard copy, so you may print out these files for your own use. You are strongly urged to read chapters and ‘lecture notes’ before class. For today’s cultures, three texts are recommended (see below) but not required, with Trimble being the first choice because of his focus on living Southwest Indians

Recommended (but not required) (you may order from internet, http://www.alibris.com)

Students who intend to work in archaeology or native studies as careers should consider adding the following standard texts, very useful in this field (see also Amazon.com).

A. For students with an archaeology emphasis:
   Cordell & McBarrin (2012) Archaeology of the Southwest (best single source)
   Reid & Whittlesey (1997) The Archaeology of Ancient Arizona ($5-10 used)
   Kantner, John (2004) Ancient Puebloan Southwest (about $19-22 used)

B. For students with a cultural resources emphasis (three essential):
   Trimble, Stephen (1993) The People ($4-10 used)
   Sheridan & Parezo (1996) Paths of Life ($6.84-9.04 used)
   Griffin-Pierce (2000) Native Peoples of the Southwest (copies available used)

C. A non-academic but useful short overview is the booklet by Bahti & Bahti (1997)
   Southwestern Indian Tribes, highly recommended (about $15).

Course Objectives

- To review all the major, native cultural traditions within the Southwest
- To discuss what is known about the prehistoric cultures of the SW
- To examine critically how ethnographers have approached the study of the SW
- To highlight what is known of the modern history of SW native peoples
- To recommend major sources for the further study of Southwestern peoples
- To use the Navajo (or Dine) to illustrate the transition into modern life
- To introduce outstanding individuals who speak for their native people.
Why Take This Course?

- There are more than 55 different native peoples living in the US Southwest (not counting others who once lived in nearby Mexico). Yet many of us who live on what had been their territory know little about them.
- This region has the largest group of “reservation Indians” in the USA, with the Navajo (or Dine) holding land equal to the state of West Virginia and having their own economy and government right at our door step.
- The SW was where anthropology as an academic discipline took form, yielding a magnificent literature which describes traditional life ways all across the region.
- There is now also an emergent literature and artistic traditions by native authors, artists, and craftspeople which rivals any in the world for its stellar quality.
- The native peoples of the SW have a distinctive world view, whose philosophical outlook is of major interest to philosophers and students of religion.
- There remains the puzzle of what happened to this region’s many earlier inhabitants, whose vast archeological sites are a world treasure.
- Finally, mastery of materials on the SW is required for many who plan to have careers related to the region’s cultural resources and its native peoples.

For Whom Useful?

1) Students taking anthropology, American studies, or history as their major
2) Native Americans interested in learning about their own heritage
3) Professionals in training for careers in state & federal agencies
4) Those planning on working in SW museums or with SW cultural resources
5) Students preparing to teach social studies in general education
6) Those who work with and advise minority students in this region
7) Employees of the various tribes, national parks and BIA in this region

Pedagogic Perspective

What is a “Depth” (DSS) Course?

Those courses which count for “depth” credit were introduced into the University Studies curriculum so that all undergraduates will be exposed to some specialized work outside their majors. Anthropology 4110 meets this requirement, taking you beyond the usual summary sources to look in detail at both our ancient societies in the SW and the Indian nations who still occupy these lands.

Undergraduate (4110) or graduate (6110) credit?

This course bridges undergraduate and graduate studies, sharing the same lectures. However, students who register as graduate students (6110) will be required to do more reading, take expanded tests, and will be expected to show greater mastery of their chosen assignment topics when submitting work to be graded. Students who are undergraduates should register instead for the less demanding 4110 (DSS) credits.
Why both Ancient & Modern Indians?

A major goal of this course is to introduce both ancient peoples and their modern descendents in the Southwest. This means we must cover what might be two courses in one semester, so lectures will be intense, reviewing new topics every session. Those needing background on SW Indians consist of two, overlapping groups: people thinking of careers in national parks, other agencies, and our many SW museums, and those who will be working with today’s Indians, Indian youth, and others who will teach about SW Indians as they are today. This course is a compromise, organized to meet both sets of interests (which overlap), but consequently the curriculum is tight without space for much discussion and review during class times. Use e-mail to raise questions.

How to master high content courses

This class relies upon formal lectures of the traditional kind, which cover much material in each session. To succeed in mastering SW materials “in depth”, you will find extra resources provided on the Canvas “homepage” for your use: study questions from previous years, lecture notes, and sample tests. Do your best to read the assigned chapter for each day before class, because then the materials will be familiar as high points are outlined in the broadcast time. You may wish to print out lecture notes to have before you as we go through each lecture (found on a separate Canvas file). While many other sources are recommended, you can get an A in this class based on just what you hear in the class broadcasts. However, many students aspire to careers related to our subject. For them, doing extra preparation makes good use of our review of a challenging subject.

To succeed, you should plan on attending all lectures, reviewing summary points after each lecture, setting aside more than one study session before the test, and if possible joining a study group to prepare for the mid-term and final tests. Also review the sample tests, which are similar to those you will take in this course (covering the same topics). The university requires you to assess each course you take, in an IDEA survey (sent to you directly by e-mail, so do not delete it when received towards the end of the course.)

Which texts to buy?

The Canvas files by Moris provide a complete text on our subject. Two supporting texts are also recommended, by Cordell & McBrinn (2012) on archaeology and by Trimble (1993) on our modern SW Indians (see page 2 above). In addition, used copies of standard texts, by Reid & Whittlesey (1997) on ancient Arizona, and by Sheridan & Parezo (1996) on SW cultures and Griffin-Pierce (2000) also on SW cultures are all good and quite useful. Those without previous background should purchase the trade booklet by Bahti and Bahti, Southwestern Indian Tribes for an overall and brief introduction.

Contacting your professor

Office hours for this course are from 10:00 to 11:30 T/R the days of class. However broadcast sites usually become active ten minutes before class time, so use this
preliminary period to raise any questions you wish to discuss with the professor or others in the class. Also, most administrative announcements will occur at the start of class, so be present. The best way to contact your instructor is by e-mail, to jon.moris@usu.edu. If telephoning, use 435-678-8505 (with voice mail) except in emergency 435-678-2044 (home number, no voice mail). Usually he will reply within a day of receiving an e-mail to his USU address. As noted below, always contact your USU instructors to discuss any problems early, before the last drop day or if you have missed assignments and tests. All registered students get graded, so DO keep your registration current. If you drop before mid-term but paid fees under a student loan, you become liable to repay funds loaned to you, so check with your advisor first!!

Course Requirements:

Part A below discusses general course requirements shared by all students; Part B discusses your two assignments, which differ between undergraduates (4110 students) and for those registered for graduate credit (6110).

PART A (all students)

1) Print a copy of this syllabus, and read it. Then affix page one into your notebook, which will tell you what topic and assigned readings are needed for each day.

2) Send e-mail to the instructor jon.moris@usu.edu using an e-mail address he will then employ when communicating with you. IT IS BETTER TO SEND MESSAGES DIRECT, RATHER THAN THROUGH CANVAS.

3) Decide if you wish to buy the recommended, supplementary texts (by Cordell & McBrinn Archaeology of the Southwest and by Trimble, The People). If you order by the internet—through Amazon or www.alibris.com you can get Trimble for under $10, but remember students all over the nation look for texts, so copies will disappear rapidly. For those with cultural interests, other texts by Griffin-Pierce and Parezo & Sheridan are also available used on-line and give excellent supporting readings, but are not required.

4) You can pass the course without supplementary texts, but you will need to read the Moris chapters on file for each week under Canvas (separate for reach lecture by week), and use also ‘lecture notes’ posted to the mid-term module to assist you when studying. The two tests (mid-term & final) will be based on what we cover in class. Most students do better if they print out the lecture notes and review them before and after each class.

5) Attend all class sessions (T/R 12:00-1:15 pm), offered over the interactive video conferencing (IVC) system throughout the state from Blanding’s CEU San Juan campus (via USU). Each day deals with a different topic, including information not in your text. The topics covered & detailed assigned readings are shown on the course outline below.

6) Read assigned chapters on Canvas before each lecture, since the lectures attempt to highlight and consolidate materials presented in class broadcasts. For some lectures, required additional readings can be found under our library’s “electronic reserves”.

7) Prepare two written submissions based on your own reading. They differ between those for Anthropology 4110 students (undergraduates) and those taking this course for Anthropology 6110 graduate credit. (See instructions below under B.) The first is due on February 10th, the second on April 14th. Each counts 20% of your final grade. On
electronic reserve for you are added readings on ancient societies, the Navajo, and on the Hopi and Utes, providing additional resources for your written assignments. Many of our students are in Logan, and so can draw upon the rich resources of our library, plus many "hard copy" books (E99 section) on the 2nd floor of the library.

8) **Take two tests on the assigned days**, a mid-term and a final (on 3 March and 28 April). Each counts 30% of your overall course grade. Sample questions for Part I of the test (multiple choice) can be found in the Canvas module for the mid-term. About half the questions in each test will come from the sample tests found on Canvas.

9) **All students** will take part I of each test, similar to the sample tests, but students enrolled for graduate credit will also complete essay questions (part 2) on each test.

10) **Inform your instructor within the first week if you have disabilities limiting your participation in this course.** If you do, you must be registered with USU’s Disabilities Center for those with special needs. Every effort will be made to assist you, within the limits of the resources available within distance education.

11) **Communicate any difficulties or problems to your instructor,** so that we can work with you to insure you finish the course and gain maximum advantage from it. Do this early, not when it is too late to drop or after tests you have failed.

12) **Be sure assignments are your own work,** since copied work (plagiarism) is graded F (as are materials taken directly from the internet).

13) **Complete the IDEA course survey** late in the semester, it is **required** by the University.

14) **Please show courtesy to your fellow students** by arriving on time, not talking privately in class, and not doing things which distract other students (such as eating). Turn off your cell-phones before class. If you must leave early, sit near the door.

15) Anyone who expects to miss more than 10% of the course (3 lectures) should instead register for some other course. Attendance roll will be kept, and may be used to adjust your grade if you miss more than 10% of the course without adequate reason.

16) **Your final grade will be a weighted average** of your four scores, two from assignments and two from the mid-term and final tests, assignments counting for 20% each and tests for 30% each in computing your overall course grade. Students who score F on the mid-term (below 60%) are advised to drop the course immediately unless they anticipate being able to dramatically improve their output. The last drop day is March 17, 2015.

17) **All registered students will be graded,** and any tests or assignments missed will be given a grade of 0. Incompletes carrying a grade into the coming academic year are only allowed because of unavoidable emergencies, and must be approved by the instructor before the conclusion of the course. All tests must be taken on assigned days except for emergencies, which must be reported at once to the instructor and special arrangements made to complete the work immediately.

18) If for any reason you cannot complete the course, discuss your problem with the instructor and arrange for an official withdrawal—ALWAYS!

PART B (Assignments, which differ between 4110 and 6110 students)

*All assignments should deal with topics for which you can find sufficient resource materials. Students away from major libraries in Logan, Salt Lake, Orem, Provo, Price or Blanding should draw upon the pdf files already provided under USU’s “electronic reserves” (See Appendix Two). The two main assignments require you to analyze first the ancient*
societies of the Southwest and then one modern society of your choosing—thus they deal with similar themes and sources. However, for graduate students (Anthr 6110) their submissions should address specific, technical questions not required of Anthr 4110 students.

Assignment One: "Explaining Chaco" (Due Feb. 6). Do not use the Moris chapter as your main source when completing your assignment—show independent thinking & analysis.

“What can we say about Ancestral Puebloans, based on Chaco’s Evidence?” (For Anthr 4110 students).

Draw upon the e-reserve readings by Fagan, Stuart, and Diamond to give an overview of life for Ancestral Puebloans (“Anasazi”) at Chaco. What do we know about them? How did the system develop, and why was it later abandoned? What are the major mysteries about which analysts differ in regard to Chaco? Organize your presentation of answers to these (and any other questions you find relevant) into a coherent essay. List your sources internally as citations and at the end of your paper under a heading “works cited”. Follow accepted style (similar to that used in references at the end of each Moris chapter). Do not plagiarize other people’s work. If you have never written a major term paper, you should consult two books: Booth’s The Craft of Research (on sale in the USU bookstore) and Publication Manual of the American Psychological Association. You may use whatever style you prefer—methods of citations differ between disciplines—but be consistent in your usage. No limit is set for either assignment, but attempt to show your mastery of detail (thus more rather than fewer pages, and not three or four paragraphs!).

“Differing Interpretations of Chacoan Culture” (for Anthr 6110 students)

Analyze critically the various viewpoints which have been advanced to explain the Ancestral Puebloan sites in Chaco Canyon and at similar sites within a larger “Chaco system”. In your review, discuss the nature of the evidence, and the rival explanations which might account for this evidence. Make full use of arguments advanced by Fagan, Diamond, and Stuart in their interpretations of Chaco’s rise and fall as a system, plus more recent views by the Solstice Project. You should also relate these specifics to the larger question of the nature of “abandonments” in the San Juan basin (here see Varien’s arguments), and to tribal claims about their past linked to these sites. Your text should be approximately 15 pages, equivalent to a term paper. Follow accepted style throughout, cite all sources from which you draw specific facts, and list all your sources at the end under a heading “works cited”. You may adjust your focus towards particular themes useful to you in your career preparation. Do not plagiarize other people’s work.

Assignment Two: “Introducing a Southwest Indian People” (Due April 15). Do not use our Canvas chapters by Moris as your main sources when completing your assignment.

“Introducing a Southwest Indian People” (Anthr 4110 students)
Imagine you have been asked to describe an existing Southwest people for a junior college audience back East. What would you tell them? The topics might include origin legends, pre-contact situation, traditional culture, events leading to US control, the reservation years, prominent leaders or life histories, and situation today. Your text should be approximately 10 to 15 pages, i.e. equivalent to a major term paper. It will be assessed in respect to both the depth of your coverage and the quality of your writing. Your references should be listed in standard APA or social science style (illustrated throughout the Moris chapters on file under Canvas). If you have difficulty choosing a topic, consult the small book by Bahti and Bahti, *Southwestern Indian Tribes*, which introduces all the main Southwest peoples.

For Anth 6110 students, define a specialty topic within our larger course themes related preferably to a living, Southwest people to address, reviewing the specialized literature. This topic should relate to your own career goals, if feasible.

*As an example*, you might address "Managing Cultural resources of People X in today’s Southwest": Assess what cultural resources should be emphasized to present some living Southwest people, as well as their efforts to present themselves to the public. This might start with the topics listed above for Anthr 4110 students, but should then focus on specific resources (history, language, crafts, archaeology) and the efforts being made to use these resources for the tribe’s common benefit.

You should adapt this assignment to your own interests and professional needs, but discuss your choice of topic with professor Moris early. Be sure you can find enough sources to provide an in-depth term paper. Also, organize your presentation to meet professional standards, i.e. list all references, use the same style throughout, and provide detailed descriptions where appropriate. In addition to "e-reserve" sources already provided for this course, make full use of tribal web-sites and other electronic data bases, but do not use only electronic sources. On the Southwest, print books and articles remain a primary source to examine for most specialized topics.

**Grades**

Your final grade for this class will be an average of your assignment grades (together 40%), and the two tests (together 60%). Grades given are on the usual 100% scale as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94—100%</td>
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<td>A-</td>
<td>90—93%</td>
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<td>B</td>
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<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<td>C+</td>
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<td>D</td>
<td>Below 60%</td>
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Any missing assignments (unless special arrangements have been approved by the instructor) will be given a grade of 0 in computing your overall class grade at the end of the semester. Any assignments more than one class session late may be penalized by reduced grade. Your instructor will try to work with you if you have disabilities or unusual work and family situations, but such problems must be discussed in advance and all students will be treated equally.
Educational Outcomes

This is a “depth” course (DSS) which can be taken for University Studies credit by by students from other colleges. By “depth” several features prominent in this course are emphasized:

- A mastery of details in some specialized field
- A competency above “average” in a subject
- Going beyond superficial impressions
- Being in command of a given subject area

For majors, this course “deepens” concepts and materials already learned in lower division courses, and in the linked survey courses “North American Indians” (Anth 3110) and “Archaeology in North America” (Anth 3300). It also links directly to several companion courses at an advanced level in USU’s curriculum:

- Ancient Desert West (Anth 4360)
- American Indian History (His 4710)
- Native American Studies (Eng 3620)

Thus this course strengthens the anthropology program’s goal of attaining depth in the discipline’s subfields, with its joint focus on SW archaeology and on cultural anthropology of various native peoples. Evidence of “depth” will be demonstrated in each student’s synthesis of a “mini-ethnography” of a selected native people. These submission will be graded as to their mastery of the relevant literature.

Students will be encouraged to visit the Anthropology Museum to draw upon its resources when familiarizing themselves with the Southwest as a culture area. They will also be urged to make full use of the region’s many, excellent museums. This learning will assist students when formulating their own projects.

The course reviews several major controversies among those trying to explain the SW past. It contrasts “natural science” and “humanistic” interpretations, to sharpen students’ critical thinking and analytic skills. Several assigned readings and books present the factual basis upon which interpretations rest. A particular focus will be to review how interpretations of sites and cultures have changed over time. This exposure will help students assess the strengths and weaknesses of specific methods used when investigating past cultures.

In preparing their own “mini-ethnographies,” students will be assisted to discover the libraries’ rich resources as well as Internet sources. Students computer skills will be evidence in their compilation of select bibliographies, and in submission of a mini-ethnography. They will also receive written comments on their writing and communication skills, evidenced in the two required assignments. These will be individually graded by the instructor.

Finally, this course gives anthropology and western history or folklore specialists a good grasp of one culture region, a key skill for obtaining jobs related to Utah’s Indians and this state’s magnificent cultural resources. Success will be evidenced “on the job” as our students go on into professional training and then out into jobs in this field.
Personal Outcomes

In area-studies topics, such as this one, students need to focus on acquiring competency rather than merely certification. Certificates matter more in discipline-based careers. In applied fields, employers look instead for evidence of achievement, which in turn requires a cluster of competencies which cut across the usual academic disciplines. This course introduces you to several of the key fields you need to master: archaeology, obviously, but also ethno-history, and the cultural sensitivity to deal with native peoples in school or work after you graduate.

As your instructor for this semester, I will function more like a trail guide than as a resident expert telling you what you must know. Our subject covers many different topics, on which you can find magnificent resources—far more than any one person can master, or we can cover in class. The degree you will benefit depends directly on how much effort you give. A trail guide points out the interesting sights and key locations, but the hikers must make their personal journeys to visit and master the materials displayed. The advantage of having a guide arises from gaining assistance where to go and how to look—it makes your time more efficient. Having a guide in this topic (as in life) cannot substitute for making a sincere effort to get to the best places where we learn the most.

Students who take this course tend therefore to be self-selected individuals, people who have a strong interest in either our region’s impressive past cultures or links to today’s vibrant Indian cultures, such as the Utes and Dine in Utah. Building a competency in this area of study will allow you to make sophisticated use of the many academic resources which focus on our Indian Southwest. It can also become the basis of a career, either working for various national agencies whose territory overlaps the Southwest—notably our National and State Parks, the Forest Service, and the Bureau of Land Management—as well as for the various tribal peoples themselves or the Bureau of Indian Affairs. Those who choose a career serving our Indian citizens have the most to gain from having a more comprehensive and up-to-date understanding of the topics we shall cover, but there are also others such as staff working in our museums or our many teachers who either instruct native students or teach about native history and culture in their courses.

Outline of the Course

Read carefully to know which topics and materials to review by which dates

INTRODUCTION

Part One introduces the Greater Southwest in relation to our first two topics. They highlight why this subject has special relevance to those of us living in the Four Corners states (Utah, Colorado, New Mexico and Arizona) or hoping to have careers linked to this region’s cultural resources.

To see how a native anthropologist explains his people, start with the Alfonso Ortiz interview, under the Library’s “electronic course reserves”. In the listings below, M refers to chapters available to you as computer files under Canvas (required), and G-P to a cultural text, Griffin-
Pierce’s *Native Peoples of the Southwest*. Two additional ancillary texts are recommended (indicated by C and Tr): Cordell & McBrinn (2012) *Archaeology of the Southwest* and Trimble’s *The People*. Select chapters from Thomas (T) *Exploring Native North America* and Stuart (S) *Anasazi America* are found on e-reserve, plus chapters from another widely used archaeology text, Reid & Whittlesey’s *The Archaeology of Ancient Arizona*. Two others archaeology texts, by Kanter (K) his *Ancient Puebloan Southwest*, and Lekson (L) his *A History of the Ancient Southwest* are recommended—being the most used, graduate texts—but are not on electronic reserve.

In general, to earn graduate 6110 credit, students must do all the readings assigned to undergraduates plus additional detailed sources appropriate to their interests. Students using this course as career preparation are encouraged to view all sources.

We deal with a large and dynamic literature, and these are the key texts. At least here you have many key sources where you can access them at home on your computer. Logan students can find most of these same sources in the library’s second floor, most under the E99 catalogue number—visit that section, also in Price & Blanding! (See Appendix 5)

**ANCIENT SOUTHWEST CULTURES**

Part Two (chapters 3-9 by Moris, as Canvas files) covers what we know about the ancient cultures of the Southwest. There is a huge literature on Southwestern archaeology. Three standard texts by Cordell & McBrinn, Kanter, and Reid & Whittlesey review the same topics, updated by Lekson’s 2008 graduate level text. Selections from Reid & Whittlesey and by Thomas give you a second opinion (indicated by R & W or T in these notes), so also Stuart’s chapters (S). Both Cordell & McBrinn (C) and Kanter’s texts (K) are **recommended** if you want current views, but are not on electronic reserve. Again, if you plan to work as an archaeologist, you will want to own these standard texts, look them up for used copies under alibris.com or Amazon.com. However, you will be tested only on what we cover in class, drawn mostly from the Moris chapters. The “lecture note” files posted for the mid-term and final tests are the best, single source to use.

1. Introducing the Southwest (M ch 1 & Ortiz ER, rec. Cordell & Kanter chs 1 not ER Jan. 08
2. Lands & Peoples (M ch 2 , rec. Cordell ch 2 & Kanter ch. 2 not ER) Jan. 13
3. Studying Ancient SW (Moris & Cordell chs 3, rec. Stubbs “Native Languages” ER.) Jan. 15
4. Deep Roots (Moris ch 4, rec. R & W chs. 2 & 3 ER, Cordell ch 4 not ER) Jan. 20
5. Hohokam & Neighbors (Moris ch 5, rec. R & W ch 4 ER, Cordell ch 5 not ER) Jan. 22
6. Mogollon & Mimbres (Moris ch 6, rec. R & W ch 6 ER, Cordell ch 6 not ER ) Jan. 27
7. Chaco (Moris ch 7, Fagan & Diamond & Stuart alll on ER, rec. Cordell ch 7 not ER) Jan. 29
8. Aztec & Mesa Verde (Moris ch 8, rec. R & W ch. 7 ER, also. K chs 4-5, Cordell ch 8 Feb. 3
9. Becoming Rio Grande Pueblos (Moris ch 9, Maryboy & Begay ER)

**PUEBLO PEOPLES**

In Part Three of this course, we turn to the living descendants of the Ancestral Puebloans, peoples like the Hopi and Zuni who lived in villages when first encountered by the Spanish
(hence “Pueblo”—or town people). Our primary source will be the draft Moris chapters found for each week on Canvas, plus related chapters in Griffin-Pierce (shown here a G-P). However, texts by Sheridan & Parezo (S-P) and Trimble (Tr) review the same topics, and are both recommended. A key initial reading by Ortiz (a Tewa anthropologist) on E-reserve sets the stage. As we review Southwestern tribes and nations, you should think ahead to identify one to use for assignment 2 (due on April 14th). If you are new to the Southwest, a small trade book by Bahti & Bahti (1997) *Southwestern Indian Tribes* (KC publications) makes a good introduction.

10. Spanish Entrada (Moris ch 10), read ahead rec Trimble pp 35-110) Feb.10
   Assignment 1 due 2-10 (latest turn-in w/out penalty on 2-17)
   No class, Monday classes meet today Feb. 17
14. Policies towards SW Indians (Moris ch 14, covered on mid-term & on final) Feb. 26

*March 3, mid-term test in class for RCDE sites, at test center for Logan (make appointment for taking test during class time in advance), covers everything through Policies. See Canvas for sample mid-term test from previous years. Anth 6110 students will answer Part B (essay questions) as well as Part A (for Anth 4110 students).*

**SIERRA, RIVER, & DESERT PEOPLES**

Part Four presents less-known Indians, those living up and down the Colorado River (the Yumans) as well as in the deserts around Phoenix and Tucson and down into northern Mexico. S & P below refers to Sheridan & Parezo’s (1996) *Paths of Life*—a key source on these peoples, Tr to Trimble’s *The People* (both recommended but not required), G-P to Griffin-Pierce, *Native Peoples of SW*.

15. Tarahumara & Huichol (Moris ch 15, rec. S & P pp 141-61) Mar. 05
   *Spring break* March 9-13, no classes
   *March 17, last day to drop with W on transcript*
17. O’odham (Moris ch 17, Zapeda ER, rec. G-P ch 5, S-P pp 115-140 & Tr pp 354-84) Mar. 19
   *NOTE: Yuman peoples would usually have separate lectures, but are here combined on 3-24.*

**MOUNTAIN & PLATEAU PEOPLES**

Part Five introduces nomadic peoples never conquered by the Spanish but intimately involved with the Southwest’s Spanish, Mexican and American rulers. We deal with four main peoples, two “Numic” (Southern Paiutes & Utes) and two “Athapaskan” (Apaches and Navajo, now known as Dine’). All but the Apaches are found at least partly in Utah, so pay close attention even though we shall move rapidly over many linked topics, also note several additional readings
on electronic reserve about the Utes not required for class, see Wilkinson & Carrier chapters. So also with Navajo sources, you would be wise to read all by Hall, Holiday, and McPherson.

21. Utes (Moris chs 21, rec. Duncan & Simmons ER, also Trimble pp 297-393) Mar. 31
22. Frontier Apache (Moris ch 22, rec. G-P ch 10, S & P pp 61-90) April 02
23. Modern Apache (Moris ch 23, rec. Trimble pp 245-296) April 07
   Assignment 2 due 4-14, mini-ethnography of a SW people for Anth 4110, special topic 6110
26. Dine History (Moris ch 26, Maryboy & Hall ch 8 ER, rec. Trimble pp 136-194) April 16

SOUTHWEST TODAY

Part Six takes us forward to the Southwest as it is today, using the situation of the well-described Dine’ as the local example but also reviewing emergent problems and prospects for all native nations in the contemporary Southwest. Again, “Tr” refers to pages in Trimble. An article by Bruchac in National Geographic (September 2004) is strongly recommended by a Native American describing the renaissance in today’s Indian Country, NG found in most libraries.

27. Modern Dine’ (Moris ch 27, rec. Benedek ER also Trimble pp 435-57) April 21
   Final test (11:30 – 1:20pm) on T of finals week (everything since ch 13) in test centers April 28
   Find sample final test from previous year on canvas, also review lecture notes files; Anth 6110
   students will answer part B on test (essay questions) as well as Part A (for Anth 4110).

APPENDIX ONE

MATERIALS ON E-RESERVE FOR THIS COURSE

These are sources originally in the library’s ER holdings for this course. We will try to get them installed in canvas by weekly modules, so you can access them from the course homepage. However, the system for doing this has changed, and it may be some of these sources will not appear. Except for the first one, all are optional but recommended. The three by Fagan, Diamond & Stuart are needed to complete assignment one.

NOTE: In the library’s listing of these sources, those by Dozier (on Hopi), by Simmons (not listed by name, but as “the Ute Indians of Utah…”s), by Carrier (on Ute Mountain Utes), and by Schwarz (on Navajo Women) are out of order, occurring towards the end of the list and not where shown here. The library also makes changes without asking teachers; however, this list is correct as of 1-5-13.

APPENDIX TWO

ADDED SOURCES FOR USE IN ASSIGNMENT TWO

Additional Sources on the Navajo (if your Assignment Two is on Navajo)

Additional Sources on the Hopi (if your Assignment Two is on Hopi)


Additional Sources on the Utes (if your Assignment Two is on Utes)


APPENDIX THREE

CONTENTS OF DRAFT TEXT SOUTHWEST INDIANS

(Chapters by Moris found on Canvas homepage by lecture date)

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<th>Chapter topic:</th>
<th>Read before date:</th>
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<td>1. The Greater Southwest</td>
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<td>3. Studying the Ancients</td>
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<td>4. Deep Roots</td>
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<td>5. Ballcourts to Platform Mounds: the Hohokam</td>
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<td>6. Pithouses to Pueblos: the Mogollon</td>
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<td>7. Center Place to Great Houses: Ancestral Puebloans</td>
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<td>8. People of the Move</td>
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<td>9. Tracks of the Ancestors</td>
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<td>10. Spanish Entrada</td>
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<td>11. Eastern Pueblos</td>
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<td>12. Zuni</td>
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<td>13. Hopi</td>
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<td>14. Southwest Indian Policies</td>
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APPENDIX FOUR

Recommended Overall Sources on SW Indians

These are the basic sources a working professional specializing on the past and present cultures of our Southwest will want in his/her personal library collection. Sometimes used copies are available for only a few dollars, see http://www.alibris.com or http://www.amazon.com.

A. Covering the region’s archaeology:


Recent issues of Archaeology Southwest, issued quarterly by the Center for Desert Archaeology.

B. Covering the region’s native peoples:


**APPENDIX FIVE**

*Some Recommended USU Library Books Overlapping This Course*

Cheek, *Ancient Peoples of the Southwest: A.D. 1250*  
E 99. P9 C475

Page & Page, *Hopi*  
E 99. H7 P33

Page & Page, *Navajo*  
E 99 .N3 P34

Sheridan & Parezo, *Paths of Life*  
E 78 .S7 P38

Trimble, *The People*  
E 78 .S7 T75

Mails & Evehena, *Hotevilla*  
E 99 .H7 M35

National Geographic Society, *The World of the American Indian*  
E 77 .W 88

Turner & Turner, *Man Corn*  
E 78 .S7 T877

Cordell, *Prehistory of the Southwest*  
E 78 .S7 C67

Dutton, *American Indians of the Southwest*  
E 78 .S7 D79

Plog, *Ancient Peoples of the American Southwest*  
E 78 .S7 P556

Frazier, *People of Chaco*  
E 99 .P9 F74

Riley, *Rio del Norte*  
E 99. P9 R 535

Rushforth & Upham, *A Hopi Social History*  
E 99 .H7 R 87

Thomas, *Exploring Native America*  
E 77 .T49

Ortiz, *New Perspectives on the Pueblos*  
E 99 .P9 N48

Kamp, *Life in the Pueblo*  
E 99 .S547 L53

Klein & Ackermab, *Women & Power in Native N. America*  
E 98 .W8 W 657

Opler, *Apache Odyssey*  
E 99 .A6 C46

Worchester, *The Apaches*  
E 99 .A6 W67