

COURSE SYLLABUS

Course Title:	The Pueblo Indians		Date submitted:	May 2019 (AAC: 19-25)
Department:	Social Sciences			
Curriculum:	Anthropology			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ANT*145	Prerequisites:	
	Course Type:	L/D	None	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	Elective Type:	G/HU/LAS/SS		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	Credit Hours:	3	Corequisites:	
	Developmental: (yes/no)	No	None	
	Lecture:	3		
	Clinical:	0		
	Contact Hours:			
Lab:	0			
Studio:	0			
Other:	0			
TOTAL:	3	Other Requirements:		
Class Maximum:	35	None		
Semesters Offered:	F/Sp			
Catalog Course Description:	Deals with the experiences of the twenty Pueblo tribes, both currently and in the past. Against this backdrop the course will focus on five of the tribes which are located in Arizona and western and central New Mexico: the Hopi, Zuni, Acoma, Laguna, and the Taos. Through filmed interviews and selected readings, the course will offer a multi-faceted study of Pueblo religion and religious ceremonies, psychology, history, language and literature, daily life, health care, and artistic expression.			
Topical Outline: List course content in outline format.	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> A. The Pueblo Peoples B. Methods of Gathering Data 2. The Land <ol style="list-style-type: none"> A. Remnants of Anasazi Ancestors B. Sacred Sites 3. Damage to the Land <ol style="list-style-type: none"> A. Through Exploitive Business Practices 			

	<ul style="list-style-type: none"> B. Through Inter-tribal funding and Reservation Constriction 4. Religion <ul style="list-style-type: none"> A. The Creation Stories B. Diversity within the Pueblos 5. Religious Ceremonies <ul style="list-style-type: none"> A. Marking Cyclical Events B. Used for Healing Purposes 6. Spanish/Mexican Exploration and Exploitation <ul style="list-style-type: none"> A. Early Incursions B. The Pueblo Revolt 7. Daily Life and Health Care <ul style="list-style-type: none"> A. Everyday Experience – Past and Present B. Issues of Health and Appropriate Treatment 8. Language and Literature <ul style="list-style-type: none"> A. Diversity in Linguistic Structure B. Creative Expression 9. Federal Invasion of the Southwest <ul style="list-style-type: none"> A. Broken Treaties and the Establishment of the Reservations B. Economic Difficulties 10. The Arts I – Pottery, Sculpture, and Basketmaking <ul style="list-style-type: none"> A. Ancient Techniques B. Modern Enterprise 11. The Arts II – Jewelry Making, Fetish Carving, and Painting <ul style="list-style-type: none"> A. History B. Current Practice 12. Music and Dance <ul style="list-style-type: none"> A. Religious Ceremonies B. Social Expression
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <ul style="list-style-type: none"> 1. describe how the Spanish, Mexican, and later U.S. governmental policies left an indelible imprint on the Pueblos of the Southwest 2. explain how Pueblo religion and religious ceremonies form the very core of the peoples' personal and tribal identities 3. analyze the environmental factors that may have influenced the formation of particular behavioral patterns among the Pueblo people 4. identify the health issues that are most prominent on the Pueblo Reservations and evaluate the effectiveness of the various treatments 5. discuss fully or demonstrate one of the traditional Pueblo art forms 6. explain how the Pueblo peoples dealt with the waves of Spanish, Mexican, and U.S. Government incursions into their land 7. show how the complex structure of Pueblo religious beliefs and ceremonies helped them to retain their identity 8. select one Pueblo art and trace the steps of its construction from raw materials to completed form 9. provide adequate documentation in a recognized style (e.g. MLA, APA) 10. analyze and evaluate the social, cultural, and political forces that shape the

	<p>individual and society</p> <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>COMPETENCIES FULFILLED:</p> <p>Social Phenomena - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p>Demonstrates: Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Does Not Demonstrate: Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Ethical Dimensions (embedded) - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p> <p>Demonstrates: Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p>Does Not Demonstrate: Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. essay examinations 2. projects 3. papers
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required:</p> <p>Bahti, M. (1999). <i>Spirit in the stone: A handbook of Southwest Indian animal carvings and beliefs</i>. Tucson: Rio Nuevo Publishers.</p> <p>Blackburn, F., & Williamson, R. (1997). <i>Cowboys & cave dwellers</i>. Santa Fe: School of American Research Press.</p> <p>Boissiere, R. (1986). <i>Meditations with the Hopi</i>. Rochester, VT: Bear & Company.</p> <p>Archuleter, M.L., Child, B.J., & Lomawaima, K.T. (Eds.). (2000). <i>Away from home: American Indian boarding school experiences 1879-2000</i>. Phoenix: The Heard</p> <p>Brody, J.J. (1997). <i>Pueblo Indian painting</i>. Santa Fe: School of American Research Press.</p> <p>Ferguson, E. (1931). <i>Dancing gods: Indian ceremonials of New Mexico and Arizona</i> (7th paperback printing, 2001). Albuquerque: U. of NM Press.</p> <p>Ferguson, T.J., Colwell-Chanthaphonh, C., & Anyon, R. (2004, Winter). One valley, many histories: Tohono O'odham, Hopi, Zuni, and Western Apache history in the San Pedro valley. <i>Archaeology Southwest</i>, 18, Number 1.</p> <p>Gibson, D. (2001). <i>Pueblos of the Rio Grande</i>. Tucson: Rio Nuevo Publishers.</p>

	<p>Hodge, G.M. (Ed.). (1993). <i>Kachina tales from the Indian pueblos</i>. Santa Fe: Sunstone Press.</p> <p>James, H.C. (1974). <i>Pages from Hopi history</i>. Tucson: U. of AZ Press.</p> <p>Mails, T.E. (1997). <i>The Hopi survival kit</i>, New York: Penguin Group.</p> <p>Powell, J.W. (1972). <i>The Hopi villages: The ancient province of Tusayan</i>. Palmer Lake, CO: Filter Press.</p> <p>Sheridan, T.E. (1998). <i>A history of the Southwest: The land and its people</i>. Tucson: Southwest Parks and Monuments Association.</p> <p>Spicer, E.H. (1962). <i>Cycles of Conquest</i> (11th printing, 1997). Tucson: U. of AZ Press.</p> <p>All of the additional resources will be supplied by the Media Instructional Technologies Department</p> <p>Desired:</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>