

**ANT 322M/AMS 321**  
**Native Peoples of the Southwest**

“They told us these stories to make us think.”

—Navajo consultant

(Hill and Hill 1945: 317)

**Instructor Information:**

Anthony K. Webster

Office Hours:

Phone Number

Email address: awebster@utexas.edu

**Course Description:** Objectives: This class explores the diverse Native cultures of the Southwest. The class focuses on the philosophical underpinnings and the frameworks of meaning and moral responsibility of indigenous peoples of the American Southwest. The goal is to give students a broader view of the Native peoples of North America and specifically of the Southwest. By focusing on the diverse groups of the Southwest, this course aims to increase knowledge concerning specific Native populations. The course will involve three ethnographies and readings that will orient students to peoples and issues of import in the Southwest. This course pays particular attention to the expressive forms of Native American peoples and cultures of the Southwest as well as political economy.

**Required Texts.**

1. Kristin Erickson (2008) *Yaqui Homeland and Homeplace: The Everyday Production of Ethnic Identity*. Tucson: University of Arizona Press.
2. Keith Basso (1996) *Wisdom Sits in Places: Language and Landscape among the Western Apache*. Albuquerque: University of New Mexico Press.
3. Gwyneria Isaac (2018). *Mediating Knowledge: Origins of a Zuni Tribal Museum*. Tucson: University of Arizona Press.
4. Copies of required readings will be available in the following manner: Articles with next to them are available through UT Library on-line or are open access journals also available on-line. Go to those sources and download the article. Articles with (Canvas) next to them are available on Canvas.

**Course Requirements.**

1. Three book reviews 3-5 pages (double spaced) (each worth 20% of your grade)
2. Film review 4-5 pages (double spaced) (15%)
4. Reading Presentations (15%)
5. Participation (10%)

I will not accept late papers. Plagiarism is not acceptable.

Each student will be asked to lead discussion on approximately 2 readings over the course of the semester (the actual number of presentations will depend on the number of students in the class). A BRIEF handout (summarizing the main points and having a set of discussion questions) is required when presenting.

You will be required to write a brief (3-5 pages) review on each of the three ethnographies assigned. This review should consist of both a brief summary of the work and an evaluation of the work as well.

Each student will be required to write a brief review (4-5 pages) of the film *Drunktown's Finest* (shown during week 12). This review should evaluate the film, but also place the film within the context of the class. How does the film speak to issues discussed in the class? How does it challenge certain assumptions about Native peoples of the Southwest?

All syllabuses, like life, are works in progress. As the semester progresses, changes to the syllabus may need to be made. Changes, as well, perhaps, to our lives may need to be made.

## SCHEDULE

Week One [REDACTED]: Introductions

Week Two [REDACTED] Rethinking the Southwest

Film: *When Your Hands Are Tied*

<https://vimeo.com/10752418>

Week Three: [REDACTED] The Southwest in *our* Imagination

- L. Dilworth: "Chapter 1: Representing the Hopi Snake Dance". In 1996. *Imagining Indians in the Southwest: Persistent Visions of a Primitive Past*. Washington, DC: Smithsonian Press. 21-75; (**Canvas**)
- L. Dilworth: "Chapter 2: Discovering Indians in Fred Harvey's Southwest." In 1996. *Imagining Indians in the Southwest: Persistent Visions of a Primitive Past*. Washington, DC: Smithsonian Press. 77-124 (**Canvas**)
- Wilcox, Michael. 2010. "Marketing Conquest and the Vanishing Indian: An Indigenous Response to Jared Diamond's *Archaeology of the American Southwest*." In *Questioning Collapse*. (eds. Patricia McAnany and Norman Yoffee). Cambridge: Cambridge University Press. 113-141. (**Canvas**)

**Week Four:** [REDACTED] Pueblos (Tewa)

[Begin reading Erickson *Yaqui Homeland and Homeplace*]

- Brandt, Elizabeth. 1980. "On Secrecy and the Control of Knowledge: Taos Pueblo." In *Secrecy: A Cross-Cultural Perspective*. New York: Human Sciences Press. 123-143. (**Canvas**)
- Debenport, Erin. 2011. "As the Rez Turns: Anomalies Within and Beyond the Boundaries of a Pueblo Community." In *American Indian Languages in Unexpected Places* (edited by Leighton C. Peterson and Anthony K. Webster) special issue of *American Indian Culture and Research Journal*. 35(2): 87-109. **Online through UT Library.**
- Kroskrity, Paul. 2017. "Indigenous Tewa language regimes across time: Persistence and transformation." *International Journal of the Sociology of Language*. 246: 7-30. **Online through UT Library.**

**Week Five:** [REDACTED] Yaqui

Erickson *Yaqui Homeland and Homeplace*

- L. Evers and F. Molina. 1992. "The Holy Dividing Line: Inscription and Resistance in Yaqui Culture." *Journal of the Southwest*. 34(1): 3-46. **Online through UT Library.**
- D. Shorter. 2007. "Hunting for History in Potam Pueblo: A Yoeme (Yaqui) Indian Deer Dancing Epistemology." *Folklore*. 118 (December): 282-306. **Online through UT Library.**

<http://wordsandplace.arizona.edu/seywailo.html>

**TURN IN REVIEW OF ERICKSON** [REDACTED]

**Week Six:** [REDACTED] No Class

[Begin reading Isaac's *Mediating Knowledge*]

**Week Seven:** [REDACTED] Hopi

- S. Rushforth and S. Upham: "Chapter Six: Village Fission at Old Oraibi." In 1992. *A Hopi Social History*. Austin: University of Texas Press. 123-148. (**Canvas**)
- S. Rushforth and S. Upham: "Chapter Seven: Accommodation to the Modern World (A.D. 1910-1990)." In 1992. *A Hopi Social History*. Austin: University of Texas Press. 149-176. (**Canvas**)
- A. Geertz: 1994. "Chapter Ten: *Hippie-Sinom* (Hippie People) and the Crisis of Meaning." In *The Invention of Prophecy*. Berkeley: California UP. 288-319. (**Canvas**)

Week Eight: [REDACTED] Zuni

Isaac *Mediating Knowledge*

- Tedlock, Barbara. 1995. "Aesthetics and Politics: Zuni War God Repatriation and Kachina Representation." In *Looking High and Low*. (ed. Bright, Brenda Jo). Tucson: University of Arizona Press. 151-172. (**Canvas**)
- Tedlock, Dennis. 1983. "On Praying, Exclaiming, and Saying Hello in Zuni." In *The Spoken Word and the Work of Interpretation*. Philadelphia: Pennsylvania UP. 178-193. (**Canvas**)
- Colwell-Chanthaphonh, Chip and T.J. Ferguson. 2006. "Memory Pieces and Footprints: Multivocality and the Meaning of Ancient Times and Ancestral Places among the Zuni and the Hopi." *American Anthropologist*. 108(1): 148-162. **Online through UT Library.**

TURN IN REVIEW OF ISAAC [REDACTED]

Week Nine: ([REDACTED]) O'odham

- D. Kozak and D. Lopez: "Chapter 2: History of Cattle, History of Devils." In 1999. *Devil Sickness and Devil Songs: Tohono O'odham Poetics*. Washington, DC: Smithsonian Press. 31-63. (**Canvas**)
- D. Kozak and D. Lopez: "Chapter 3: O'odham Cosmology and Devil Way." In 1999. *Devil Sickness and Devil Songs: Tohono O'odham Poetics*. Washington, DC: Smithsonian Press. 64-97. (**Canvas**)
- Waddell, Jack O. 1976. "The Place of the Cactus Wine Ritual in the Papago Indian Ecosystem." In *Realm of the Extra Human*. (ed. A. Bharati). The Hague: Mouton. 213-228. (**Canvas**)

Week Ten: [REDACTED] Navajos

[Begin reading Basso's *Wisdom Sits in Places*]

- Denetdale, Jennifer. 2014. "I'm not running on my gender:" The 2010 Navajo Nation Presidential Race, Gender, and the Politics of Tradition. In *Formations of United States Colonialism*. (ed. Alyosha Goldstein). Durham: Duke University Press. 316-334. (**Canvas**)
- Denetdale, Jennifer. 2007. "Discontinuities, Remembrances, and Cultural Survival: History, Diné/Navajo Memory, and the Bosque Redondo Memorial." *New Mexico Historical Review*. 82(3): 295-316. (**Canvas**)
- Peterson, Leighton. 2011. "'Reel Navajo': The Linguistic Creation of Indigenous Screen Memories." In *American Indian Languages in Unexpected Places* (edited by Leighton C. Peterson and Anthony K. Webster) special issue of *American Indian Culture and Research Journal*. 35(2): 111-134. **Online through UT Library.**

*Week Eleven:* [REDACTED] Apaches (mostly Western Apache)

*Basso Wisdom Sits in Places*

- Welch, John. 1997. "White Eyes' Lies and the Battle for *Dził nchaa si'an*." *American Indian Quarterly*. 21(1): 75-109. **Online through UT Library.**
- Nevins, M. Eleanor. 2008. "'They live in Lonesome Dove': Media and contemporary Western Apache place-naming practices." *Language in Society*. 37(2): 191-215. **Online through UT Library.**
- Schröder, Ingo. 2004. "Parades and Beauty Pageants: Encountering Authentic White Mountain Apache Culture in Unexpected Places." *Etnofoor*. 17(1/2): 116-132. **(Canvas)**

**TURN IN REVIEW OF BASSO ([REDACTED])**

*Week Twelve:* ([REDACTED])

*Film: Drunktown's Finest*

(This film will be shown over the course of two days. Make sure to come to class both days and make sure to take notes while you watch the movie. A review of this film will be [REDACTED])

*Week Thirteen:* ([REDACTED]) No Class

*Week Fourteen:* [REDACTED] Displacements

- Hill, Jane. 2008. "Chapter 3: The Social Life of Slurs." In *The Everyday Language of White Racism*. Malden, MA: Wiley-Blackwell. 49-87. **(Canvas)**
- Webster, Anthony. 2015. "Beauty of Navajoland." Chapter 4. *Intimate Grammars*. University of Arizona Press. 89-126. **(Canvas)**
- Keller, Robert and Michael Turek. 1998. "The Just and Necessary Protection of the Grand Canyon." In *American Indians & National Parks*. Tucson: University of Arizona Press. 156-184. **(Canvas)**

*Film: Blood Journey*

<http://video.nytimes.com/video/2010/04/21/us/1247467672743/bloodjourney.html?emc=etal>

Week Fifteen: ( ) Wrapping Up

*Film: Weaving Worlds*

**FILM REVIEW DUE** ( )

### **Special Needs**

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to me at the beginning of the semester and accommodations needed should be discussed at that time. See following website for more information:

<http://deanofstudents.utexas.edu/ssd/providing.php>

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building.

Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.