

SYLLABUS

COURSE # AND TITLE: ANTH 254, Contemporary Cultures of the Four Corners
OF CREDITS: 3

CATALOG DESCRIPTION: Explores the rich diversity that gives the Four Corners region such a distinctive character. Emphasis placed on the experiences and contributions of the Native Americans, Hispanics, European immigrants, and others who have made their homes here. Taught using a combination of classroom lectures, field trips, films and other media, and hands-on activities. Students will participate in community-based oral history and/or service learning projects; and guest lecturers will contribute unique perspectives on the history and contemporary culture of the Four Corners.

Semester Offered: Fall and Spring

Prerequisites: APRD 80+ or RDNG 113; APEN 84+ or ENGL 111

Common Student Learning Outcomes

Upon successful completion of San Juan College programs and degrees, the student will...

<i>Learn</i>	<i>Students will actively and independently acquire, apply and adapt skills and knowledge to develop expertise and a broader understanding of the world as lifelong learners.</i>
<i>Think</i>	<i>Students will think analytically and creatively to explore ideas, make connections, draw conclusions, and solve problems.</i>
<i>Communicate</i>	<i>Students will exchange ideas and information with clarity and originality in multiple contexts.</i>
<i>Integrate</i>	<i>Students will demonstrate proficiency in the use of technologies in the broadest sense related to their field of study.</i>
<i>Act</i>	<i>Students will act purposefully, reflectively, and respectfully in diverse and complex environments.</i>

GENERAL LEARNING OBJECTIVES:

1. Understand the basic vocabulary used by anthropologists to describe and discuss cultures
2. Understand the concept of "The Four Corners"
3. Understand the geology and environmental resources that both provide opportunities and set limits on the carrying capacity and kinds of activities that are appropriate for the region
4. Understand the range of variation within human groups within the Four Corners region, appreciate the value of such diversity, understand that many of these cultures are endangered, and recognize the need to preserve and protect these cultures so that the unique characteristics and cultural knowledge of such peoples is not lost to humanity
5. Understand the history of the Four Corners region, beginning with its earliest inhabitants (Paleo-Indians, archaic peoples, and the Ancestral Puebloans/Anasazi) and ending with recent historical events and issues, with emphasis on the local communities and cultural groups who live within the San Juan College area of outreach.
6. Understand the role played by different cultural groups in this history
7. Recognize the social, cultural, and/or environmental issues that are meaningful in terms of the region

SPECIFIC LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to

- 1) Understand the basic vocabulary used by anthropologists to describe and discuss cultures
 - a) Use anthropological terminology accurately and appropriately in discussions, examinations, and written work
- 2) Understand the concept of "The Four Corners," as evidenced through one or more of the following:
 - a) Identifying the "Four Corners" and discussing the factors used to define this area
 - i) Geological characteristics of the region
 - ii) Geographical boundaries
 - iii) Social and cultural characteristics
 - iv) Environmental characteristics
 - b) Identifying places of significance in the Four Corners region, both natural and man-made. For example,
 - i) producing photo-text documents for at least 4 "places of significance" that describe and discuss the cultural, social, and/or historical meaning of these places to the people who live within the Four Corners region. These documents will become part of a collection of mapped places and places names that will be added to by succeeding classes.
 - c) Participating in one or more field trips to identify, observe, and record appropriate information on significant geological features in the area
- 3) Understand the geological, environmental, and other resources that both provide opportunities and set limits on the carrying capacity and kinds of activities that are appropriate for the region, and demonstrate this understanding by incorporating information on the following in written papers and/or discussions:
 - a) Water resources
 - b) Soils and lands appropriate for farming
 - c) Uranium and other mineral resources
 - d) Oil, natural gas, and helium resources
 - e) Other natural resources
 - f) Human resources
- 4) Understand the range of variation within human groups within the Four Corners region, appreciate the value of such diversity, understand that many of these cultures are endangered, and recognize the need to preserve and protect these cultures so that the unique characteristics and cultural knowledge of such peoples is not lost to humanity
 - a) Native Americans
 - b) EuroAmericans
 - c) Other
- 5) Understand the history of the Four Corners region, beginning with its earliest inhabitants (Paleo-Indians, archaic peoples, and the Ancestral Puebloans/Anasazi) and ending with recent historical events and issues, with emphasis on the local communities and cultural groups who live within the San Juan College area of outreach.
 - a) Participate in field trips and hands-on experiences that expand knowledge and understanding of the earliest inhabitants of the region, such as
 - i) visiting prehistoric sites such as Chaco Canyon, Mesa Verde, Aztec Ruins, Salmon Ruins and/or other Ancestral Puebloan (Anasazi) sites with a knowledgeable guide and prepare oral or written reports
 - b) Participate in field trips and hands-on experiences that expand knowledge and understanding of one or more cultural groups and or their contributions to the history and culture of the Four Corners area, such as
 - i) Attending Native American ceremonies that are open to the public or as guests of native consultants(e.g., the Jicarilla Goo-Jii-Aah; Navajo Yei-bi-Cheii; Ute Mountain Ute Bear Dance; etc.);
 - ii) Interviewing elders about local history, land use, herbs, animal husbandry, farming practices, marriage customs, educational practices, and other forms of cultural knowledge;
 - iii) Preparing and/or eating traditional foods;
 - iv) Listening to and learning music or dance of a cultural group from the region;
 - v) Listening to and learning traditional stories or songs as told or sung by knowledgeable

- elders;
- vi) Exploring places of cultural significance (e.g., the Dinétah) with knowledgeable guides;
 - vii) Visiting Hispanic settlements in the Gobernador region and up the LaPlata River;
 - viii) Visiting local museums such as the Aztec museum and the Gateway and talk with museum staff about the history of the region and the artifacts and materials within their collections;
 - ix) Visiting sites related to more recent history, such as mining areas, river projects; and so forth
- 6) Understand the role played by different cultural groups in the history of the Four Corners, as evidenced by one or more of the following:
- a. Conducting oral history interviews with knowledgeable consultants from the Four Corners region whose experiences and or personal histories reflect the kinds of contributions that have been made by different cultural groups
 - b. Conducting oral history interviews with at least one individual whose story reflects and/or has contributed to the history and diversity of the area
 - c. Preparing a life history narrative, accompanied by photos and other data, which details the individual's life and the contributions they have made to the history of the area.
 - i) Interviewing knowledgeable consultants from the Four Corners region who have significant knowledge regarding the kinds of changes that have occurred in the area
 - ii) Interviewing individuals who reflect the diversity of cultural groups that make the region unique, such as
 - (1) Native Americans groups who occupy the region
 - (a) Navajo,
 - (b) Jicarilla Apache
 - (c) Ute
 - (2) Hispanic and Spanish-speaking individuals,
 - (a) people who settled the Gobernador region and who names are reflected in the place names of the area
 - (b) recent Spanish-speaking who have moved to the area
 - (3) Euro-Americans
 - a. individuals and groups whose families moved into the region in the late 1800s and early 1900s as farmers and traders and teachers and who brought a diversity of religions and ways of life
 - b. individuals from Oklahoma and Texas and elsewhere who came to the area as a result of the oil boom of the 1950s and who stayed to contribute to the rapid growth of population in the region;
 - c. recent immigrants attracted by the environment; Others
 - (iii) Conducting research using primary documents from New Mexico, Colorado, Arizona, and/or Utah sources
- 7) Recognize the social, cultural, and/or environmental issues that are meaningful in terms of the region, as evidenced by the following:
- (a) Student will identify one or more social, cultural, and/or environmental issues that are meaningful in terms of the region
 - (b) Student will conduct primary and secondary research on this issue
 - (c) Student will present the results of research in both written and verbal format
 - (d) Student will develop, **as appropriate**, a service learning project that would address the issue or need.

Syllabus developed by Karen Beally Date: Sept 2004

Syllabus reviewed by John Wilson Date: 10-1-04

A current syllabus must be on file in the dean's office for every course being taught during a given semester.