

**SMU-in-Taos - January 9-18, 2017 (PRELIMINARY)**  
**HIST3379 A Cultural History of New Mexico – Prof. Carla Mendiola**

Instructor: Carla Mendiola  
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Classroom: tbd

## **COURSE DESCRIPTION & OBJECTIVES**

This course, taught only at SMU-in-Taos, will critically examine how narratives of the people and places of New Mexico have been constructed through words and images. We will explore the complex history of New Mexico's dominant ethnic groups – Native Americans, Hispanos and Anglos – as they struggled to define themselves and their world, through both conflict and cooperation. Through class lectures, activities, field trips, and assignments we will study the identity formation of these cultural groups by examining how this area's history has been created, perceived, shared, and promoted. We will consider how these people lived in a distinct, constantly changing place, and how that connected to the broader context of national and international history. Class activities will stimulate critical thinking, reading and writing through lectures, readings, discussions, field trips, short writing assignments and the examination of primary and secondary documents, images, and films. In addition to learning history, students will also become producers as they design their own project to share what they have learned about a topic of their choice.

## **LEARNING OUTCOMES**

1. Historical Contexts (Breadth): Students will contextualize, in their own prose, main events, actors, and primary sources in a defined historical period.
2. Human Diversity (HD) Proficiencies & Experiences (P&E): Students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments
3. Oral Communication (OC) P&E: Students will be able to (1) select, organize and use appropriate evidence or information to suit a specific or targeted audience, and (2) use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.
4. Information Literacy (IL) P&E: Students will (1) select and use the appropriate research methods and search tools for needed information. And (2) evaluate sources for quality of information for a given information need.
5. Student will be expected to think critically about their sources and what they are learning, synthesize their knowledge and observations, reflect upon their own perspectives and how those may have changed over the course of the term, and coherently express themselves in writing and in an oral presentation.

## BEHAVIOR IN CLASS

Please conduct yourself in a respectful and attentive manner at all times, both on campus and on field trips. This includes completing all assignments on time and being prepared to participate in discussions. Give the speaker (instructor, guest lecturer, classmate) your full attention. Keep distractions to a minimum. Distractions include, but are not limited to, arriving late, leaving the room, texting, ringing cell phones, packing your books, and talking. Be sure to have all necessary supplies for taking notes and tests.

## GRADES

Understand that I do not give grades, you earn them. It is your responsibility to keep up with the readings and assignments and get them to me by the deadlines.

- 10% Class participation: attendance, completing assignments, class discussion
- 30% Personal journal and reflections: Pre-reading, Mid-term, Final journal
- 30% Museum Show: Individual research (10%), Team report and mockup (10%), oral presentation (5%), peer team evaluation (5%)
- 30% Exams: Mid-term and Final

## ASSIGNMENTS

Course assignments are a combination of exams, a multi-part journal that includes reflections questions, and a museum exhibit design project that includes a research task, team report and oral presentation.

Mid-term and final exams will review historical content and central themes presented in lectures, readings, and other class activities.

The journal includes class field trip/activity observations, intellectual connections to the central themes of the course, and personal reflections. These entries can be as brief as a paragraph each or as long as the student wishes. These reflections can serve as a source of inspiration and material for the final project.

For the museum show design project, students will select a topic that caught their interest, then research using (1) online archival photographic collections, and other library resources, to locate historic photographs, and (2) library resources to uncover the historical context of their topic, photographs, and the people involved (photographer and/or person in the photo). Individual research reports will be combined into a team report that explains the overall team museum show design. Students will make oral presentations of their final projects that integrate word and photographic imagery. A separate handout will provide details.

## ASSIGNMENT SUBMISSIONS

- All assignments are due before class, unless otherwise noted, or the assignment grade will be docked.
- Required format is typed, using standard 1" margins, 12 pt, Times New Roman, with page numbers, and a heading with your name, the course number, the semester and year, and the date.

## FIELD TRIPS

To gain a first-hand appreciation for the different time periods and cultures being studied in the classroom, the class will take field trips to a combination of natural settings, exhibits, and historic sites. Field trips are subject to change due to weather or professor's discretion.

## ATTENDANCE

You are expected to attend all classes and field trips. See me after class if you are tardy. It is your responsibility to check with classmates, then with me, about material missed due to tardiness or absence.

## READINGS & ASSIGNMENTS

[*Tentative readings will include 2-3 books with additional articles or excerpts from books that will be available in digital format, either online or by the professor*]

### Pre-Term for 1/9 Monday

- Student Questionnaire
- Pre-reading assignment in journal (See Journal for instructions.)

#### Required

Weigle, Marta, Frances Levin, and Louise Stiver, eds. *Telling New Mexico: A New History*. Santa Fe: Museum of New Mexico Press, 2009.

- “Part One” through “Part Seven”
- 7. Pueblo Space: An Understated Sacredness
- 9. Indian People of Southwestern North America
- 10. First Contact at Hawikku (Zuni): The Day the World Stopped

Lummis, Charles. *The Land of Poco Tiempo*. 1893. Reprint, Albuquerque: Univ. of Nebraska Press, 1980.

- Land of Poco Tiempo
- The City in the Sky

Wilson, Chris and Stefanos Polyzoides, eds. *The Plazas of New Mexico*. San Antonio, TX: Trinity University Press, 2011.

- 2. Center Place, Plaza, Square: Three Traditions of Place Making
- Acoma Pueblo
- Ranchos de Taos

### 1/10 Tuesday

#### Required

Smith, Sherry. “Charles Fletcher Lummis and the Fight for the Multicultural Southwest.” In *Reimagining Indians: Native Americans Through Anglo Eyes 1880-1940*, 119-144, 240-243. New York: Oxford University Press, 2000.

Weber, David J. *Edge of Empire: The Taos Hacienda of los Martinez*. Santa Fe: Museum of New Mexico Press, 1996.

- Photos accompanied by essay: La Hacienda de los Martinez

Weigle, Marta, ... eds. *Telling New Mexico: A New History*.

- 13. Spain in the New World
- 14. Juan de Oñate, Colonizer, Governor

### 1/11 Wednesday

- **Questions for guest speaker**

#### Required

Weigle, Marta, ... eds. *Telling New Mexico: A New History*.

- 19. Mexican Patriotism in New Mexico, 1821-1846
- 21. The Santa Fe Trail and Nineteenth-Century New Mexico
- 24. The U.S. Army in New Mexico, 1848-1886
- 35. Testifying to the Silence of Servitude (WPA Interviews)

Weber, David J. *Edge of Empire: The Taos Hacienda of los Martinez*.  
--- 6. Don Severino and the North Americans

Wilson, Chris, ... eds. *The Plazas of New Mexico*.  
--- Taos Pueblo

### **1/12 Thursday**

#### Required

Wilson, Chris. *The Myth of Santa Fe: Creating a Modern Regional Tradition*. Albuquerque: University of New Mexico Press, 1997.  
--- Introduction and Conclusion

Wilson, Chris, ... eds. *The Plazas of New Mexico*.  
--- Chimayó  
--- Santa Fe

### **1/13 Friday & 1/16 Monday**

- **Mid-term exam and assignments due**

#### Required

Chávez, Thomas E. *An Illustrated History of New Mexico*. Albuquerque: University of New Mexico Press, 2002.

McAuley, Skeet. *Sign Language: Contemporary Southwest Native America*. New York: Aperture, 1989.  
--- "The Way It Is" by Luci Tapahonso

### **1/17 Tuesday & 1/18 Wednesday**

- **End-of-term exam and assignments due**

Note: Course calendar, assignments, and field trips are subject to change at professor's discretion & potential shared activities with Ways of Knowing class.

Potential field trips: Taos Pueblo feast day and observance of sacred dance, Hacienda de los Martinez, Chimayo, Santa Fe, Kit Carson Museum, Millicent Rogers Museum, River Gorge Bridge, and/or others

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<b>9 Monday 9am-12pm, 1-4pm</b>	<b>10 Tuesday 9am-12pm, 1-4pm</b>	<b>11 Wednesday 9am-12pm, 1-4pm</b>	<b>12 Thursday 8am-5pm</b>	<b>13 Friday 9am-12pm, 1-4pm</b>
<u>Morning:</u>  Class lecture  <u>Afternoon:</u>  Class activity	<u>Morning:</u>  Class lecture and activity  <u>Afternoon:</u>  Field trip(s)	<u>Morning:</u>  Class lecture and activity  <u>Afternoon:</u>  Field trip(s)	<u>Morning:</u>  All day field trip to Chimayo and Santa Fe	<u>Morning:</u>  Class lecture  <u>Afternoon:</u>  Library research
<b>16 Monday 9am-12pm, 1-4pm</b>	<b>17 Tuesday 9am-12pm, 1-4pm</b>	<b>18 Wednesday 9am-12pm, 1-4pm</b>	<b>19 Thursday</b>	
11 <u>Morning:</u>  Field Trip  <u>Afternoon:</u>  Library research	12 <u>Morning:</u>  Class lecture and library research  <u>Afternoon:</u>  Project time	13 Last class day <u>Morning:</u>  Final Exam  <u>Afternoon:</u> Final Presentations	14 Departure day	