Anne Allbright

History Department

Office Hours: TBA

aallbright@smu.edu

**A Cultural History of New Mexico**

**HIST 3379**

SMU-in-Taos

 J-Term

**Course Description:**

This class, taught only at SMU-in-Taos, is a history course that uses an interdisciplinary approach to evaluate New Mexico’s cultural history. We will explore the struggles between the state’s dominant ethnic groups- Native Americans, Hispanos, and Anglos- and examine the various ways in which New Mexico and its people of are defined culturally, internally and externally. Many representations of New Mexico exist, and we will look at how the state and residents have been depicted, which include “myths” along with a more realistic historical and cultural portrayal of what actually constitutes as New Mexico. While the course examines Spanish colonialism, the emphasis of the class will be spent on the late 1800s continuing well into the 20th century, as New Mexico becomes a tourist destination and cultural art center. We will look at this cultural borderland through various lenses such as colonization, dances, fiestas, and ceremonies, tourism, arts and crafts, photography, film, literature, immigration, historical accounts and geography as it relates to its inhabitants and establishing a cultural history in New Mexico. We will take fieldtrips that include going to museums, Pueblos, artists’ homes, historical landmarks, and we will explore the landscape to gain a fuller understanding of the importance the environment plays in people’s religion and identity. Our final class will look at modern New Mexico.

**University Curriculum and learning outcomes for students**

This course offers material that meets the purposes of the “pillar” named “Individuals, Institutions, and Cultures” in the University Curriculum, as those purposes are defined in the following statement: “To understand complex social systems, graduates of SMU will explore contemporary efforts to document and analyze the interaction of individuals, cultures, and institutions that shape economic, political, and social experiences.”

The **learning outcomes** for students who take this course are those given for level one of the

“**Individuals, Institutions, and Cultures**” pillar of the University Curriculum:

“1. Students will be able to identify the types of interactions and influences that arise between or among individual, social, cultural, political, or economic experiences.

2. Students will be able to summarize basic empirical phenomena in the study of individual, social, cultural, political, or economic experiences.”

The various interactions and influences visible in past and current New Mexico of the sorts described in the first outcome statement will be pointed out to students in classes, described and analyzed in readings, and exemplified in at least some of the sites that they will visit during the course.

After passing through the variety of learning experiences that the class provides, students will also be able to summarize “basic empirical phenomena” of the sorts described in the second outcome statement, and will be able, if they apply the knowledge they have gained to what they observe around them in New Mexico, to identify and summarize other phenomena in those same categories.

**Required Texts:**

*Death Comes for the Archbishop* by Willa Cather

All other readings will be available on Blackboard.

**Grade: Class Participation and Discussions:** **20%**

This grade includes the quality of discussions inside

the classroom and on fieldtrips. Contributing is key.

Book and article discussions will be graded here, and

Separately if you incorporate them into your essays and

Final exam.

**Two Essays** : Students will be expected to include **Unit One: 20%**

information from various readings, lectures, **(Final Exam)** **Unit Two: 40%**

discussions, and fieldtrips. Primary sources and

secondary sources will also be used for these essays.

**Research Project 20%**

**Schedule:** Please note that unless otherwise noted in class or through email, this will be the course schedule. Changes can occur, especially fieldtrip times. Be flexible!

**Unit One: Historical New Mexico: Pre-Colonial, Colonialism, Incorporation and Resistance**

We will briefly discuss these periods: Pre-Hispanic, The Spanish Northern Frontier, Mexican Frontier, and Anglo arrival and American possession of what is New Mexico. Key ideas in this unit will explore the themes of resistance, incorporation, acculturation, accommodation and the blending of cultures, in addition to myth making. This unit will help you look at the region throughout different eras and understand the fluidity and the difference of people in New Mexico.

**January, Sunday, 5th: Arrive in Taos**

**Monday, 6th: Historical New Mexico and the Southwest under New Spain and Mexico**

* **Meet:** 9:00am-12:00pmand 1:00-4:00
* **Course Introduction**
* **Themes:** Colonialism: Identities, Catholicism, Conversion, Accommodation, Blending of Cultures and Resistance
* **Discuss:** Weber *The Spanish Frontier in North America*, chapters: “Introduction” 1-13; and “Frontiers and Frontier Peoples Transformed” 302-34; and “The Spanish Legacy and the Historical Imagination” 335-360
* **Discuss**: Weber: *The Mexican Frontier 1821-1846 The American Southwest Under Mexico,* chapters: “Preface” xv-xxiii; “Society and Culture in Transition” 207-42

**Tuesday, 7th:** Historical New Mexico and the Southwest under New Spain and Mexico cont.

* **Meet:** 9:00am-12:00pm and 1:00-4:00
* **Field trip:** **Fieldtrip**: to Taos Pueblo and Hacienda de los Martinez and Pot Creek Pueblo, Taos Pueblo; Church of San Francisco de Asís, Ranchos de Taos

**Wednesday, 8th:** Historical Southwest under New Spain and Mexico cont.

* **Meet:** 9:00am-12:00pm and 1:00-4:00
* **Discuss:** Cather, *Death comes for the Archbishop*
* **Discuss: Research Projects**
* **End of Unit 1**
* **Receive: Essay Question(s)** Begin working on your essay.

**Thursday, 9th: Tourism in New Mexico and Taos: An Art Colony and Hotbed of Cultural Activity**

* **Meet:** 9:00am-12:00pm and 1:00-4:00
* **Lecture:** Tourism/Rituals and Celebrations of Identity
* **Discuss:** Feast Days: Continuity and Change
* **Discuss:** article “Travel, Exoticism, and the Writing of Region: Charles Fletcher Lummis and the “Creation” and “Travels in the American Southwest by Martin Padget
* **Discuss:** article to be determined
* **Fieldtrips:** E.L. Blumenschein Home and Museum and Mabel Luhan Dodge House and possibly Millicent Rogers Museum

**Friday, 10th: Indian Art Markets, Feast Days and Fiestas** **and Tourism, Santa Fe and Modernism**

* **Meet:** 9:00am-12:00pm and 1:00-4:00
* **Discussion and Lecture:** Tourism and Modernism and The Myth of Santa Fe and Indian Art Markets, Feast Days and Fiestas
* **Discuss:** article “The Battle between 'Art' and 'Progress': Edgar L. Hewett and the Politics of Region in the Early-Twentieth-Century Southwest” by Carter Jones Meyer
* **Discuss:** article byWanda Corn, “The Great American Thing”.
* **Discuss:** article “Elle Meets the President: Weaving Navajo Culture and Commerce in the Southwestern Tourist Industry” by Laura Jane Moore
* **Fieldtrip to Santa Fe**: La Fonda Hotel, Plaza and Cathedral, Museum of Indian Arts and Culture, Georgia O’Keeffee Museum, among other possible museums

**Monday, 13th:**

* **Library** at 9:00 to finish Essay I (due at 11.30) and finalize Research Projects
* **Meet:** 1:00-4:00 to **Present Research Projects**

**Tuesday, 14th: Modern Day New Mexico**

* **Meet:** 9:00am-12:00pm and 1:00-4:00
* **Short Lecture**: Modern Day New Mexico
* **Recap** showing continuity, adaption, and change among Nuevo Mexicans, Indians and Anglos.
* **Watch:** videos and see modern representations of New Mexico
* **End of Unit 2**

**Wednesday, 15th:**

* **Summarize Themes**
* **Final Exam (Unit 2 Essay)**

**Thursday, 16th**: **Depart Taos**

**Class Policies**

1. **Students are expected** to complete the readings prior to class discussion.
2. **Attendance is mandatory.** Given this is a short intersession course, it is crucial for you to attend every class. If you miss one fieldtrip, your final grade will be docked an entire letter grade. Or, if you miss more than one on-campus class, you will also be docked an entire letter grade off of your final course grade. If you are 30 mins late to a class this will be considered an absence. Also, note the importance of class participation is in this course. It is hard to earn these points if you are not present and contributing. If you need to miss more than one class, you should talk with me beforehand. Please communicate with me. I reserve the right to drop any student who does not meet the attendance requirement.
3. **Late essays** will not be accepted.
4. **Religiously observing students** wishing to be absent on holidays that require missing class should notify the professor in writing at the beginning of the semester and make an appointment to discuss in advance acceptable ways of making up any missed work. (See University Policy No. 1.9)
5. **Disability Accommodations:**Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit [http://www.smu.edu/alec/dass](https://webmail.smu.edu/owa/redir.aspx?C=d68136d5e1a2403ab5093be1c68eb592&URL=http%3a%2f%2fwww.smu.edu%2falec%2fdass" \t "_blank) to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.
6. **Academic Honesty:** Students are expected to uphold the SMU Honor Code. See “The Honor Code” chapter of the Student Handbook, available from the Office of the Dean of Student Life and on line.
7. **Honor Code:**
	1. All papers should reflect your own effort only.
	2. Plagiarizing (the misrepresentation of language or ideas produced by other as being one’s own work) is a violation of the honor code—that includes purchasing a research papers from a professional company. Remember to cite all sources of information and ideas to prevent problems, and to write in your own words.
	3. You may not submit the same paper (or substantially similar papers) to meet the requirements of more than one course without the written approval and consent of all instructors concerned.
	4. If you have any questions about the Honor Code please contact me.