

Syllabus for SMU-IN-TAOS JUNE Term 2012

CFB 3382, The History, Art, and Architecture of Mexico and New Mexico, from their origins to the twentieth century

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This course surveys the history of Mexico and New Mexico from earliest human presence until the twentieth century. It sets New Mexico in the wider and deeper context of Mexico, but also identifies qualities that are particular to New Mexico in the development of its culture through history. One central way in which the course so identifies New Mexico is by emphasizing New Mexican art and architectural history, both of which are examined in their regional and historical contexts. By the end of the course students should possess a clear general knowledge of Mexican history and art history, and a more intimate acquaintance with New Mexico's past and present within that broader history. Students will become familiar with the myriad contexts in which art and history exist, economic, environmental, geographical, political, religious, and social, to name only some. They will also understand the cultural landscape of contemporary New Mexico in its relationship to the histories and art histories studied this term. Class discussions and reading assignments complement field trips to places of historical and artistic interest in northern New Mexico, including the campus on which students live during May Term.

Course aims and learning outcomes

To demonstrate knowledge and understanding of course content, students will produce notes on daily assigned readings and use these to participate in daily group discussions. Students will revise their daily notes based on group discussion and faculty assessment.

To apply their knowledge and develop more profound comprehension of course matter, students will accompany faculty on frequent field trips, engaging in 'field' discussions; in these, they will invoke relevant facts and ideas derived from readings and classroom discussion and apply them to the site or museum being visited. Short essays responding to selected field trips will serve as concrete follow-up.

In class discussions, assigned writings, and written examinations, students will cite and analyze historical and art-historical evidence derived from reading assignments, class discussions, and field trips and relate such evidence to events, sites, and objects encountered during the term.

Incrementally over the term, in conjunction with faculty and the Fort librarian, students will engage in independent, guided research on a topic relevant to Fort Burgwin, Northern New

Mexico, and Mexico. They will gather, sort and then synthesize in an extended written paper primary research materials and their newly-acquired knowledge and applied understanding of course matter.

Students will present the results of their research to class colleagues, explaining their research process as well as the results of their investigations. Students will evaluate their own work as historians and art historians; class colleagues and faculty will assist students in assessing the value of their research projects for the course, using the criteria of each discipline as measure.

After participating fully and attentively in all aspects of the class, students will be able to identify the main events, actors, and evidence involved in the histories of Mexico and New Mexico. They will also be able to summarize in their own prose the major changes that took place over time in those two regions.

Required texts

Texts marked with an asterisk (*) are available at the SMU bookstore on the main campus. You will not find them in Taos: bring them to Fort Burgwin with you. Other required readings will be on reserve in the Fort Burgwin Library, distributed in class, or available electronically.

Pre-course required reading, to be done before arrival at the Fort (with a short test administered on the material the first day of class):

Alonso de Benavides, *A Harvest of Reluctant Souls: The Memorial of Fray Alonso de Benavides, 1630* (University of New Mexico Press, 2012)

Required texts to buy:

Benavides, *Harvest ...* (as above)

*John L. Kessell, *Spain in the Southwest: a Narrative History of Colonial New Mexico, Texas, and California* (University of Oklahoma Press, 2002)

*Janet C. Berlo and Ruth B. Phillips, *Native North American Art* (Oxford University Press, 1998)

*Gauvin Alexander Bailey, *Art of Colonial Latin America* (Phaidon Press, 2005)
Other required reading (multiple copies available in library):

David Weber, *On the Edge of Empire: the Taos Hacienda of Los Martínez* (Museum of New Mexico Press, 1996 (this book is out of print; used copies are expensive; several copies will be available on reserve in the Fort Burgwin library)

Course requirements with final-grade weightings

- (1) Reading assignment notes (daily): 20% of final grade
- (2) Tests (three, first day 5%; midterm 10%; final 15% each): 30% of final grade
- (2) Response papers (three, worth 5% each): 15% of final grade
- (4) Research paper project, with multiple components: total worth 30% of final grade
- (5) Class participation: 5% of final grade

NOTE: Due dates for course requirements are on schedule below.

(1) Notes on reading assignments (20%) are due at the end of each class. The length of the explanation that follows reveals how critical these notes are to this class, and to your success in it. Required readings are listed throughout the syllabus *on the date each will be discussed in class*. Read the assignments before class and come ready to discuss them. Each day, bring notes identifying the three most significant points from each separate reading assigned for a particular day. Be sure you know where in each reading the points you've chosen are made, and be ready to defend these points with relevant facts and concepts. You may add to your notes during class; be sure additions can be distinguished from your original notes.

Reading notes are submitted and graded on the day the material is discussed in class. We can't accept late notes or notes for classes missed except in the most unusual circumstances. (See attendance policy below.) Grades for this assignment are S+++ (excellent, command of concepts at the highest level, or A); S+ (very good, mixed command of concepts and facts, or B); S (satisfactory, mostly notes on the facts, or C); S- (unsatisfactory, mere lists of facts, or D); or S—(failing, see instructors at once, or F). If you earn three S- grades, you also should see instructors immediately.

Worth: 20% of final grade.

(2) Three tests: one on the pre-course reading, a midterm, and a final. A short test on the pre-course reading [see above] is required in all SMU Cultural Formations classes; this test will be administered at the start of the first full class. It is worth 5% of your final grade. The midterm is worth 10% of your final grade; the final exam is worth 15% of your final grade. Dates are given below. All tests are essay and open book, requiring the application of facts and concepts from readings, field trips, and guest-lecturer talks to the questions asked. A high degree of specificity and sense will be expected in every case. In total, exams count for 30% of your final grade.

(3) Three response papers to field-trips (3 pages each, typed, double-spaced, proofread). Specific topics will be assigned in class, based on 'prompts' provided by the instructor. The best papers will combine a high degree of factual and conceptual specificity with careful observation and informed analysis. Response papers will be graded in the same way reading notes are graded. (See above.) They are worth 5% each, 15% of the final grade.

(3) Research paper project. You will write a paper on a topic central to the course, not extensively covered in class, and researchable at the Fort. A Bibliography handout and a Final Paper handout will explain guidelines for successful completion of the project. Topics must be approved by the instructor early in the course. These research projects are your contribution to the group's understanding of Mexican and New Mexican history and art history. The research paper project, with its several components due at various times (see below), stretches across May Term; the component parts are carefully calibrated to guide you to a well-done project. In total, the project accounts for 30% of your final grade.

Once your topic is approved, you will work with the Fort librarian and instructors to assemble a preliminary bibliography (and an outline of your paper. Preliminary bibliographies and outlines will be graded. You'll then have the chance to revise them, for another, better, grade. The revised bibliography will be annotated. (In other words, each entry will be accompanied by 4 or 5 sentences assessing the work's likely significance for your paper.) Final papers (text portion 6 to 8 typed double-spaced pages plus endnotes and bibliography) should be carefully written and proofread; they must correspond to your revised, graded bibliography and outline. For full credit, your graded preliminary and revised bibliographies and outlines must be included with the final paper. Final papers submitted without your graded earlier work (bibliographies, outlines) will have up to 5 points deducted.) You will present your work to class colleagues, in a brief illustrated talk.

Components of the research-paper project will be graded in the same way reading assignment notes and response papers are graded:

1. preliminary bibliography, 2%

A list of print resources available in the Fort library that pertain to your topic and seem likely to provide useful information for your research. See Bibliography Handout.

2. Revised, annotated bibliography, 5%

A list of print resources available in the Fort library that best serve your research; annotation means a short explanation (75-100 words) of what each source will contribute to your paper.

3. outline of paper, 3%

See Paper Handout.

4. illustrated presentation to the class, 5%

5. Completed paper, 15%

See Paper Handout.

(4) Participation – defined as prepared, informed, relevant contributions to class discussions, whether in the classroom, with guest lecturers, or on field trips – is critical to the success of this class. Instructors will track each student's comments, weight them for their usefulness to the group endeavor; informed participation is worth 5% of your final grade.

NOTE on CLASSROOM PROCEDURES AND ETIQUETTE

Class attendance is required each day listed on the syllabus, with absence excused only for documented serious illness or a death in the immediate family. Other approved excuses will be judged case by case. In general, absences must be approved by the program director and instructors in advance. Obviously, advance warning isn't always possible: please inform instructors right away if anything seems likely to interfere with your focus on this class. Typically, there are no make-ups for missed quizzes and exams; and no late work will be accepted.

If you plan to attend graduation on the main campus, contact instructors and SMU-in-Taos Executive Director, Dr. Michael Adler, in advance of your arrival in Taos for approval; instructors will work with you to arrange appropriate additional work to compensate for absence, should your request be approved.

Students enrolled in a May Term Wellness course are responsible for keeping their academic instructors aware of Wellness activities likely to affect class attendance. Student will find the instructors very willing to shift schedules or make alternative arrangements with sufficient advance notice.

Active, informed involvement in class is the best way to learn and, thus, to do well in this class. Class participation is worth 5% of final grade. This grade will be earned by your demonstrating mastery of key facts, concepts, and themes relevant to class matter and derived from class readings, discussions, field-trips, and the like – and bringing those ideas into class meetings. Expect to be called on in class discussions of readings, and other class activities. Better still: volunteer!

It is assumed that all the work you do in this class will be your own, or acknowledged formally [in footnotes, for example, on a paper] as the work of others. Instructors will be glad to review the procedures for citing others' work in the body of a paper and in its notes and bibliography.

Cell phone use of any kind, including texting, is prohibited in class.

SCHEDULE (tentative, subject to change)

May 15 (W)

Evening (after dinner): Meet with instructors for overview of class and brief discussion of pre-course reading test for tomorrow

May 16 (Th)

8.30, Meet in our assigned classroom

Exam on pre-class reading

Discussion topics: Mexican native cultures before the European incursion and first Spanish settlements in America

Field trip: Taos Pueblo

Reading for today: Berlo and Phillips, introduction and chapters 1 and 2

NOTE: No reading notes due today; we'll go over the day's reading in class and discuss note-taking.

May 17 (F)

8.30 Reading notes due in class; also Taos Pueblo response paper

Field trip (subject to schedule change): Dr. Michael Adler, SMU-in-Taos executive director, leads a 'walkabout' to Pot Creek, an archaeological site across the highway from Fort Burgwin 11 a.m. Fort Library, with instructors and Fort librarian, for orientation and discussion of approaches to choosing a research topic.

Reading: Kessell, chapters 2-5

May 18 (Sa) and May 19 (Su) Decide on research topic and begin to assemble a preliminary bibliography; instructors available to consult by prior arrangement

No new reading

May 20 (M)

8.30 Reading notes due in class; also response paper on Pot Creek site

Discussion topics: Spanish Conquest of the Mexica Aztecs and immediate aftermath; indigenous arts and Spanish colonial arts in the American Southwest

Field trip: Millicent Rogers Museum, Taos

Reading: Kessell, pp.146-165; 171-180; 185-191; Bailey, introduction

May 21 (T)

Reading notes due in class; also response paper to Millicent Rogers Museum

Discussion topics: Spanish expansion into Northern New Mexico, 1540-1600 and beyond; the Spanish organization of 'New Spain' as a colony; domestic architecture in colonial New Mexico

Reading: Weber, *Hacienda de los Martínez*, begin

May 22 (W)

Reading notes due in class

Field trip: the Hacienda de los Martínez, Taos

Reading: Weber, *The Hacienda de los Martínez*, finish

May 23 (Th)

Reading notes due in class

All-day field trip to Santa Fe: New Mexico Museum of History; Plaza of Santa Fe; Santa Fe Trail; Cathedral of St. Francis

Reading: Bailey, chapters 5 and 6 (Mission and Country Churches; Metropolitan Cathedrals)

May 24 (F)

No reading notes today

Preliminary bibliographies due in class

Discussion topics: Colonial art and architecture of New Spain

Reading: Bailey, chapter 3 (Image of Empire and chapter 7, Town and Country)

May 25 (Sa) and May 26 (Su)

Continue research projects in Fort Library; instructors available to consult by appointment.

May 27 (M)

Reading notes due in class for ch.7 of Bailey and for Weber from yesterday's reading and today's reading both

Revised, annotated bibliographies and outlines for research projects due in class; returned to you today

Discussion topics: Native-Spanish Relations in Mexico and New Mexico; Art in New Mexico, the colonial era and after

No reading

May 28 (T)

Reading notes due in class

Discussion: Colonial art in New Mexico and the indigenous response

Field trip: Church of S. Francisco de Asís, Ranchos de Taos and the Mabel Dodge Luhan House, Taos

Reading: Bailey, Eyeing the Other

May 29 (W)

No reading notes due in class

Discussion topic: Mexican Independence from Spain and New Mexico's Experience of Mexican Independence to 1848

No new reading

May 30 (Th)

Research projects due

10 a.m. RESEARCH PRESENTATIONS, in Fort Library

May 31 (Fr) FINAL EXAMINATION, open-book, in class

June 1 (Sat)

Official end of May Term and departure from campus: provided you have submitted a complete research project, taken the final exam, and turned in all response papers, you have finished this course.

READING LIST for CFB 3382 (Bakewell/Bakewell)

***indicates books to buy before coming to the Fort; other books will be available electronically and/or on reserve (multiple copies) in the Fort library**

***Alonso de Benavides, *A Harvest of Reluctant Souls: The Memorial of Fray Alonso de Benavides, 1630* (University of New Mexico Press, 2012)**

NOTE: This is a pre-reading, required of all CF courses and the subject of a brief exam the first day of class.

***John L. Kessel, *Spain in the Southwest: a Narrative History of Colonial New Mexico, Texas, and California* (University of Oklahoma Press, 2002): Chapters 2-5 and pp.146-165; 171-180; 185-191; 199-203. This book also serves as a general reference text for the history of New Mexico**

***Janet C. Berlo and Ruth B. Phillips, *Native North American Art* (Oxford University Press, 1998): Chapter 1, "An Introduction to the Indigenous Arts of North America," pp.1-36; and Chapter 2, "The Southwest," pp.37-60.**

***Gauvin Alexander Bailey, *Art of Colonial Latin America* (Phaidon Press, 2005): Chapters 2, Eyeing the Other: the Indigenous Response; Chapter 3, The Image of Empire; Chapter 5 Mission and Country Churches; Chapter 6, Metropolitan Churches; and Chapter 7, Town and Country Arts**

David Weber, *On the Edge of Empire: the Taos Hacienda of Los Martínez* (Museum of New Mexico Press, 1996): all