

History 3379
A Cultural History of New Mexico
SMU-in-Taos, JanTerm 2019

Fulfills HC (breadth), HD, OC, and IL

Professor Andrew R. Graybill
Email: agraybill@smu.edu

This interdisciplinary course explores the history of New Mexico, from the pre-contact era to the present. In the first half of the class, we will consider New Mexico's successive and overlapping waves of human settlement, from Pueblo Indians, to the Spanish empire, the Mexican Republic, and the United States, with particular attention to the complex relationships between Native peoples, Hispanos, and Anglo-Americans. Then we will turn to a handful of key topics that continue to define the so-called Land of Enchantment even today: religion and spirituality; the natural world (particularly New Mexico's scarce water resources); and its enduring cultural symbolism, as reflected in literature and film. Carefully planned field trips will significantly enhance student learning.

READINGS:

Four books are required for this course. I will also distribute photocopies of several chapters (marked *) from The Plazas of New Mexico.

deBuys, William. River of Traps: A New Mexico Mountain Life. 1990; San Antonio: Trinity University Press, 2007.

Gómez, Laura E. Manifest Destinies: The Making of the Mexican American Race. New York: NYU Press, 2008.

Silko, Leslie Marmon. Ceremony. 1977; New York: Penguin, 2006.

Weber, David J. What Caused the Pueblo Revolt of 1680? New York: Bedford/St. Martin's, 1999.

COURSE GOVERNANCE:

If you need academic accommodations for a disability, you must first contact Alexa Taylor in the office of Services for Students with Disabilities (alexat@smu.edu) to verify the disability and to establish eligibility for accommodations. You should then schedule an appointment with me in order to make appropriate arrangements. Students who require accommodation for this class must contact both Ms. Taylor and me no later than Monday, January 7.

I take plagiarism – stealing and passing off another's ideas as your own, or using information without crediting the source – very seriously. Please consult the SMU Honor Code (http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp) for a fuller explanation of this offense. Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the internet or published

sources; submitting an entire paper written by someone else; submitting a paper written for another class (and thus not original work); and copying another student's work (even with that student's knowledge and permission). In short, when you write your essays for this course, you will need to be meticulous about giving credit to any and all sources. As this is so important, if you have any questions at all, please do not hesitate to let me know.

Finally, a note on professionalism. Discourteous or disruptive conduct will not be tolerated. You must arrive at class punctually and join in our activities for the entirety of the session. So as not to distract from your own learning or that of your classmates, you may not use cell phones, iPods, or any other PDAs during class (they must be stowed, out of sight, before we begin). Neither may you use laptop computers of any kind during class. I realize this may be inconvenient for some, but it is nonnegotiable.

COURSE REQUIREMENTS:

Attendance is mandatory, and each missed session will result in a half-grade penalty (i.e., from A- to B+, and so forth) assessed on the final grade. Two or more absences may result in an administrative drop. Reading assignments must be completed before the class meeting for which they are assigned. Students in the course will be expected to participate actively in class discussions, and will also complete two in-class essays (details to come) as well as a take-home final examination (details to come).

Final grades will be calculated as follows:

Class Participation:	15%
First in-class Essay (day 3; January 9):	25%
Second in-class Essay (day 7; January 15):	25%
Take-home Final Examination (due January 18):	35%

I consider the course syllabus a contract of sorts between us – if we all abide by its dictates we should have smooth sailing indeed.

LEARNING OUTCOMES:

- Students will contextualize, in their own prose, main events, actors, and primary sources in a defined historical period (HC breadth)
- Students will 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 (HD)
- Students will a) select, organize and use appropriate evidence or information to suit a specific or targeted audience; and b) use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience (OC)
- Students will a) select and use the appropriate research methods and search tools for needed information; and b) evaluate sources for quality of information for a given information need (IL)

FIRST WEEK – JANUARY 7-11, 2019

- DAY 1: Native Peoples**
Reading: Weber, What Caused the Pueblo Revolt, intro. & chaps 1-3
Morning: Indians of New Mexico
Afternoon: Field Trip: Pot Creek Pueblo (with Mike Adler)ⁱ
- DAY 2: Spain in the Southwest**
Reading: Weber, What Caused the Pueblo Revolt, chaps. 4-5
Morning: The Spanish Entrada and the Pueblo Revolt of 1680
Afternoon: Field Trip: Hacienda de los Martinez and Taos Plaza
- DAY 3: The Borderlands**
Reading: Gomez, Manifest Destinies, intro. & chaps. 1-2
Morning: Anglo-American Expansion
Afternoon: *First in-class essay*
- DAY 4: U.S. Conquest**
Reading: Gomez, Manifest Destinies, chaps. 3-4 & epilogue
Morning: The U.S.-Mexico War and the Taos Rebellion of 1847
Afternoon: Field Trip: Taos Pueblo
- DAY 5: Sanctity and Spirituality**
Reading: Wilson, The Plazas of New Mexico, chaps. 1-2, 5*
Morning: Field Trip: Santa Fe
Afternoon: Field Trip: Chimayó

SECOND WEEK– JANUARY 14-16, 2019

- DAY 6: The Natural World**
Reading: deBuys, River of Traps, chaps. 1-6
Morning: Preservation and Conservation
Afternoon: Field Trip: El Valle (with Bill deBuys)
- DAY 7: Water**
Reading: deBuys, River of Traps, chaps. 7-14
Morning: Field Trip: Hydro-cultural Tour (with Sylvia Rodriguez)
Afternoon: *Second in-class essay*
- DAY 8: Representation**
Reading: Silko, Ceremony, entire
Morning: Field Trip: Mabel Dodge Luhan House
Afternoon: “The Missing”

ⁱ Dates and times (and feasibility) of this and all field trips are subject to change as these events must be coordinated with other aspects of the Taos program.