What You See Is What You Get?

HIST3379 A Cultural History of New Mexico
Taught in partnership with ASPH 1300 Introduction to Photography for KNW credit
SMU-in-Taos - January 3-14, 2016

Instructor: Carla Mendiola
E-mail: cmendiola@smu.edu
Classroom: tbd

COURSE DESCRIPTION & OBJECTIVES

This course, taught only at SMU-in-Taos, explores 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. 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 critically examine how narratives of these people and places have been constructed through words and pictures. 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. The class will involve lectures, readings, discussions, activities, field trips, and the examination of primary and secondary documents, images, and films. This course will help students gain a better understanding of New Mexico’s people and history, through different perspectives, and in a broader context.

LEARNING OUTCOMES

1. Students will explore the local history and culture of these groups within broader regional and national contexts, from pre-contact to the twentieth century. Students will develop critical thinking, reading and writing skills through readings, field trips, class discussions, and short writing assignments. (HD) Students will gain a better understanding of the identity formation of different cultural groups – Native Americans, Hispanos and Anglos – and how these groups influenced each other as they shaped New Mexico’s history. Through readings, lectures, and field trips students will learn about the complexity of how these groups’ identities and relationships developed - conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments. Students will demonstrate their understanding by engaging in critical discussions about readings and class materials related to the historical, cultural, social, and political conditions of the relationships between these three groups. They will answer test and journal questions to demonstrate their understanding of the material and the history of the groups under study.

2. Students will research and evaluate sources in preparation for the final project and oral presentation.

3. Students will consciously engage in the narrative construction process by sharing their work through a combined written, visual, and oral presentation at the end of the term. (OC1) Students will demonstrate proficiency by selecting, organizing, and using appropriate photographs and information gathered in the previous research task. They will create a concise, well-organized presentation that includes brief historical descriptions that accompany historic photographs. (OC2) Students will use appropriate vocal and visual cues as they consciously engage in the narrative construction process by creating their own narrative and sharing their work – historical and visual - through an oral presentation.
TENTATIVE READING LIST
The final reading list will be shorter and involve all or part of the following sources (books, articles, etc.).
Additional readings may be selected based on class progress and student interest. Any additional readings
will be made available on reserve, electronically, or in class and may include articles, online databases, or
excerpts from supplementary books.

Gibson, Arrell. The Santa Fe and Taos Colonies: Age of the Muses, 1900-1942. Norman: University of
Oklahoma Press, 1983. [excerpt]

Harris, Alex. Red, White, Blue and God Bless You: A Portrait of Northern New Mexico. Albuquerque:
University of New Mexico Press, 1992 [excerpt]

(Originally published 1893) [excerpt]

Redding, Mary Anne and Krista Elrick, eds. Through the Lens: Creating Santa Fe. Santa Fe: Museum of
New Mexico Press, 2008 [excerpt]

Sandweiss, Martha. Print the Legend: Photography and the American West. New Haven: Yale University
Press, 2002. [excerpt]

Simmons, Marc. New Mexico: An Interpretive History. Albuquerque: University of New Mexico Press,

Smiles, Sam and Stephanie Moser, eds. Envisioning the Past: Archaeology and the Image. Malden, MA:
Blackwell, 2005. [excerpt]

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

Mexico Press, 1988. [excerpt]

Wilson, Chris. The Myth of Santa Fe: Creating a Modern Regional Tradition. Albuquerque: University of
New Mexico Press, 1997. [excerpt]

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

ATTENDANCE
You are expected to attend all classes and field trips. See me after class if you are tardy or you will be
counted as absent. Due to the concentrated nature of this session, an absence of one day qualifies you to
be dropped from the class. It is your responsibility to check with classmates, then with me, about material
missed due to tardiness or absence.

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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 reading assignments, class discussion
10%  Part 1: Pre-reflection journal entry: Part A (before doing readings), Part B (after doing readings)
10%  Mid-term Exam
20%  Part 2: Research of historic photos online in library, and journal with mid-term reflection
10%  Final Exam
10%  Part 3: Final reflection
20%  Part 4: Final journal with both words and photographs
10%  Part 5: Final presentation

ASSIGNMENTS
The central assignment of the course is an ongoing, multi-stage project that includes daily journal entries, reflections and a research task to find historic photographs and supporting text. See grade section of syllabus.

ASSIGNMENT SUBMISSIONS

- I will send you assignments & updates via e-mail. You will send me your work via e-mail as well. Unless I say otherwise, please include all work as part of the e-mail message, not as attachments.
- Include “Taos Jan 2016” and a short title in the e-mail heading.
- I recommend saving an electronic copy for yourself and possibly printing a hard copy as a backup. If I require a printed copy of your work, then it must be typed and stapled, using standard paper format of 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.
- All assignments are due in my e-mail box before the beginning of class. If I receive an assignment after class has begun, the work will be docked a letter grade, and another grade for each additional day it is late.

FIELD TRIPS

The class will take several field trips to supplement class readings and assignments. Field trips will include excursions to Taos area sites, possibly more distant destinations. Through a combination of trips to natural settings, exhibits, and historic sites students will gain a first-hand appreciation for the different time periods and cultures they have been studying in the classroom. Field trips are subject to change due to weather and course adjustments.

HIST3379 A Cultural History of New Mexico — Carla Mendiola
ASPH 1300 Basics of Photography – Debora Hunter

Blue text indicates shared time of ASPH1300 and HIST3379.

**Meals** (subject to change)
7:00am-9:00am  M-F  (7:30-10:30am S-S)  Breakfast, pack trip lunch
11:30am-1:00pm  M-F  hot soup and sandwiches
5:00pm-6:30pm  all week  dinner
5:00pm-6:30pm  Sunday cookout; dinner before Tue colloquia

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<th>Monday</th>
<th>Tuesday</th>
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<td><strong>January 4 1st class Morning</strong></td>
<td><strong>Pre-reading assignment due</strong></td>
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<td>Lunch on campus</td>
<td>Afternoon:</td>
<td>Photography class: Photography lab time</td>
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<td><strong>History class field trip:</strong> Pot Creek Pueblo</td>
<td><strong>Discussion of shared theme – Photos of Native Americans</strong></td>
<td><strong>History class field trip:</strong> * La Hacienda de los Martinez</td>
<td><strong>Shared Field Trip:</strong> Chimayo</td>
<td><strong>Morning:</strong> History class field trip: * (Turley Mill * Kit Carson</td>
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<td><strong>Afternoon:</strong></td>
<td><strong>Class Introduction</strong></td>
<td><strong>Photographic context</strong></td>
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<td><strong>Lecture – Native Americans</strong></td>
<td><strong>Discussion of shared theme - Identity</strong></td>
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<td><strong>Film: “The Last Conquistador</strong></td>
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<td><strong>Afternoon:</strong></td>
<td><strong>Historical context</strong></td>
<td><strong>Photographic context</strong></td>
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<td><strong>History class field trip:</strong></td>
<td><strong>Discussion of shared theme – Manifest Destiny</strong></td>
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<td>* San Francisco de Asis church</td>
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<td><strong>Photography class:</strong></td>
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**Theme/s:** Visual and textual perceptions of New Mexico’s people and places over time

**Time Period:** Native American cultures before 1536

**Time Period:** From early encounters to Colonial clashes and accommodations, 1536-1821 - Spanish Exploratory & Colonial period, 1821-1848 - Mexican Period

**Time Period:** From political nation-building to redefining multicultural nations, 1848(1850)-1912 - Territorial Period, 1912-present – Statehood

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<thead>
<tr>
<th>11 Morning:</th>
<th>12 Morning:</th>
<th>13 Last day of class</th>
<th>14 Departure day</th>
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<tr>
<td><strong>Mid-term exam Journal due</strong></td>
<td><strong>Lecture – Land and Tourism</strong></td>
<td><strong>Final exam</strong></td>
<td><strong>Morning:</strong> Final Presentations</td>
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<td>Project library time</td>
<td>Project library time cont.</td>
<td>Lunch on campus</td>
<td><strong>Afternoon:</strong> Final Presentations</td>
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<td>* Student groups meet with professors * Students cont. individual research and group work</td>
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**Theme/s:** Redefining multicultural nations through words and images

**Time Period:** 1848(1850)-1912 - Territorial Period, 1912-present - Statehood

This syllabus and schedule are subject to adjustment at instructor’s discretion.