

**HIST 260: HISTORY OF NEW MEXICO**

*SUMMER 2015*

10:00 a.m.-12:45 p.m.

(10-11:15 a.m. & 11:30 a.m.-12:45 p.m.)

*Instructor:* Richard Melzer, Ph.D.

*Office:* Room #142D, Academic Building

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*Office Hours:* Mondays & Wednesdays,  
9:30-10:00 a.m. & 4:15-5:00 p.m. & by appointment

**COURSE DESCRIPTION**

Introduction to New Mexico history from earliest human settlement to the present day, with emphasis on the period from 1540 to 1912.

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**TEXTS**

- **OPTIONAL:** Calvin A. & Susan A. Roberts, *New Mexico*. Albuquerque: University of New Mexico Press, 2006 (**or any edition**); **on reserve in the library.**
- **REQUIRED:** Richard Melzer, editor, *From Where I Stand: Contrasting Views of New Mexico History*. Island Park, New York: Whittier Press, 2001. **2nd edition only; on reserve in the library.**
- **REQUIRED:** Class Binder with **essential** course materials

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**COURSE OBJECTIVES**

1. To introduce students to basic themes in New Mexico's social, cultural, economic, and political history;
2. To develop and expand student skills required in college-level reading and writing as related to historical study;
3. To learn Southwestern geography as it relates to New Mexico history;
4. To provide opportunities for analysis and critical discussion of historical issues and themes.

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**COURSE SCHEDULE**

WEEK #1      Monday, June 1:  
                  Introduction & Syllabus Review  
                  Spanish Exploration & Conquest of the 16th Century

                  Wednesday, June 3:  
                  Spanish Exploration & Conquest of the 16th Century (continued)  
                  Roberts & Roberts, *New Mexico*, pages 1-36, especially 23-36

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WEEK #2      Monday, June 8:  
                  **New Mexico Map Quiz: first 10 mins. of class**  
                  Spanish Settlement of the 17th Century  
                  Roberts & Roberts, *New Mexico*, pages 37-43

Wednesday, June 10:  
**Isleta Catholic Church:**  
*bring lawn chairs; guests over 12 years old welcome*  
Causes of the Pueblo Revolt of 1680  
Roberts & Roberts, *New Mexico*, pages 43-52

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WEEK #3      Monday, June 15:  
The Pueblo Revolt of 1680  
The Spanish Reconquest, 1681-1700  
Roberts & Roberts, *New Mexico*, pages 53-59

Wednesday, June 17:  
**Tomé Catholic Church:**  
*bring lawn chairs; guests over 12 years old welcome*  
18th Century New Mexico  
Roberts & Roberts, *New Mexico*, pages 59-86  
**Essay #1 due: on any chapter in *From Where I Stand*, except 1, 2, 3, 8**

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WEEK #4      Monday, June 22:  
New Mexico Under Mexican Rule, 1821-1846  
Roberts & Roberts, *New Mexico*, pages 92-99

Wednesday, June 24:  
The American Invasion Begins, 1821-46  
Roberts & Roberts, *New Mexico*, pages 87-92  
Melzer, *From Where I Stand*, Chapter 4  
**Review Sheet #1 due**

Friday, June 26:  
**Optional review session, 10:00-11:00 a.m.**

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WEEK #5      Monday, June 29:  
The American Invasion Begins, 1821-46 (continued)  
The Mexican War, 1846-48  
Roberts & Roberts, *New Mexico*, pages 99-105  
**Exam #1, first 45 mins. of class**

Wednesday, July 1:  
The Mexican War, 1846-48 (continued)

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WEEK #6      Monday, July 6:  
Early U.S. Territorial Rule, 1850-1861  
Roberts & Roberts, *New Mexico*, pages 107-114

Wednesday, July 8:  
**Los Lunas Heritage & Art Museum:**  
*guests over 12 years old welcome*  
New Mexico in the Civil War, 1861-1862  
Roberts & Roberts, *New Mexico*, pages 114-120  
Melzer, *From Where I Stand*, Chapters 5 & 6  
**Review Sheet #2 due**

Friday, July 10:  
**Optional review session, 10:00-11:00 a.m.**

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WEEK #7: Monday, July 13:  
**Exam #2, first 45 mins. of class**  
"Obstacles" to "Progress," 1862-1900  
Defeat of the Nomadic Indians  
Roberts & Roberts, *New Mexico*, pages 120-124  
Melzer, *From Where I Stand*, Chapter 7

Wednesday, July 15:  
Defeat of the Outlaws  
Roberts & Roberts, *New Mexico*, pages 124-130  
Melzer, *From Where I Stand*, Chapter 8  
**Essay #2 due: on any chapter in *From Where I Stand*, except 1, 2, 3, 8**

**Thursday, July 16:**  
**The Coming of the Railroad to New Mexico**  
**Roberts & Roberts, *New Mexico*, pages 131-147**  
**Optional extra credit project due**

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WEEK #8: Monday, July 20:  
**No class meeting**

Wednesday, July 22:  
The Coming of the Railroad to New Mexico (continued)  
New Mexico's Struggle for Statehood, 1850-1912  
Roberts & Roberts, *New Mexico*, 148-151  
Melzer, *From Where I Stand*, Chapter 12  
**Review Sheet #3 due**

Thursday, July 23:  
**Optional review session, 10:00-11:00 a.m.**

**Friday, July 24:**  
**Exam #3, 10:00-11:00 a.m.**

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## CLASS SCHEDULE SUMMARY

<b>WEEK #1</b>	<u><i>The only week with nothing due!</i></u>	
<b>WEEK #2</b>	Monday, June 8	New Mexico Map Quiz
	Wednesday, June 10	Field trip to the Isleta Catholic Church
<b>WEEK #3</b>	Wednesday, June 17	Field trip to the Tomé Catholic Church Essay #1 due
<b>WEEK #4</b>	Wednesday, June 24	Review Sheet #1 due
	Friday, June 26	Optional Review Session, 10-11 a.m.
<b>WEEK #5</b>	Monday, June 29	Exam #1
<b>WEEK #6</b>	Wednesday, July 8	Field trip to the Los Lunas Museum Review Sheet #2 due
	Friday, July 10	Optional Review Session, 10-11 a.m. Last day to drop without Dean's approval
<b>WEEK #7</b>	Monday, July 13	Exam #2
	Wednesday, July 15	Essay #2 due
	<b>Thursday, July 16</b>	<b>Optional Extra Credit projects due</b>
<b>WEEK #8</b>	<b>Monday, July 20</b>	<b>No class session</b>
	Wednesday, July 22	Review Sheet #3 due
	<b>Thursday, July 23</b>	<b>Optional Review Session, 10-11 a.m.</b>
	<b>Friday, July 24</b>	<b>Exam #3, 10-11 a.m.</b>

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## GRADING

<u>GRADED ACTIVITY</u>	<u>PERCENTAGE OF FINAL GRADE</u>
New Mexico Map Quiz.....	5%
Review Sheet #1.....	3.3%
Review Sheet #2.....	3.3%
Review Sheet #3.....	3.3%
Exam #1.....	20%
Exam #2.....	20%
Exam #3.....	25%
Essay #1.....	10%
<u>Essay #2.....</u>	<u>10%</u>
<u>TOTAL.....</u>	<u>100%</u>

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## GRADE LEVELS

FOR EXAMS, TAKE-HOME ESSAYS, & FINAL COURSE GRADES

98-100: A+

STUDENTS MUST HAVE A 98 OR BETTER AVERAGE & DO AN EXTRA CREDIT PAPER IN ORDER TO QUALIFY FOR AN A+ FOR THE COURSE.

93-97 : A

70-78 : C

90-92 : A-

67-69 : D+

87-89 : B+

63-66 : D

83-86 : B

60-62 : D-

80-82 : B-

0-59 : F

77-79 : C+

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## REVIEW SHEETS

Review sheets are to help you prepare for exams. **They should not be done during class instead of taking notes.** Your completed review sheets are due on the dates listed above.

Review sheets are *not corrected*, but are graded in the following manner:

A for review sheets that are completely done

D for review sheets that are partly done

C for review sheets that are mostly done

F for review sheets that are not submitted

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## EXAMS

All exams are objective and include the following 4 parts:

Part 1: 30 Matching IDs..... 30 points

Part 2: 30 Short Answer Questions..... 60 points

Part 3: 5 Historical Map Questions..... 5 points

Part 4: 5 Historical Periods Questions... 5 points

TOTAL..... 100 points

Sample exams (with answer keys) are in your class binder. Students are urged to take the sample exams *after* studying for the test. If you do well, it is a good measure that you will do well on the test and you should have confidence (and less anxiety) going into the test.

Students can take make up exams, although they are essay exams and are considered harder.

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## ESSAYS

Two take-home essays are based on *any* two chapters **EXCEPT CHAPTERS 1, 2, 3, AND 8** (on Billy the Kid) of *From Where I Stand* that are of most interest to you.

Each essay will answer the question:

**Contrast** (point out the differences in) the two points of view in your chapter.

Each essay will be *no longer than one double-spaced page* and will be graded with a grading checklist in your class binder.

The instructor is willing to read and makes suggestions on an early draft of each essay, either in hard copy or via e-mail. Submit essays glued to e-mails rather than as attachments.

Each essay is worth 10% of your final grade.

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### **ACADEMIC HONESTY**

Students cannot use I-Pods, cell phones, earphones, or other electronic equipment during quizzes and tests.

Students found cheating or plagiarizing will receive a zero for the exam or assignment in question.

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### **LATE POLICY**

Students who miss exams or turn assignments in late will lose 10 points off the late exam or assignment.

This penalty is not enforced only if the student lets the instructor know *prior to* the due date that he/she has an emergency and will be unable to take the test or submit the assignment by the scheduled time.

If the instructor agrees that there is in fact an emergency, a new due date will be scheduled as soon as possible.

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### **CLASS PARTICIPATION**

Students are *not graded on their class participation*. However, those who participate regularly and well will benefit if they are within one point of the next higher grade level. In such a case the student would receive the higher grade. For example, if a student had an 89 average and had participated regularly and well he/she would receive an A- rather than a B+ for the course.

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### **PAIR & SHARE MOMENTS**

You will be asked to identify a person sitting near you to be your Pair and Share Partner.

Periodically, questions will be asked in class that you will discuss briefly with your Pair and Share Partner. After a few moments of discussion (called Pair and Share Moments), you may be asked to share your small group's ideas with the class as a whole. In this way we'll try to get as many people as possible involved in class discussions.

Pair and Share Partners are also valuable in case you miss a class and need to get the notes for the material you missed. Partners can be helpful when you are completing your review sheets and studying for exams.

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### EXTRA CREDIT

Students can earn 1 extra credit point to be added to your final average by

1. attending *all three* optional review sessions

*or*

2. writing a third essay based on a chapter in *From Where I Stand*

*or*

3. writing an acceptable *one-page reaction paper* on one of the following activities:

- a. going on historical field trips on your own, including to such places as the Spanish mission ruins at Abo, the Spanish mission ruins at Quarai, the Pueblo and Spanish mission ruins at Gran Quivira, the Acoma Pueblo, the Albuquerque Museum, the Albuquerque Balloon Museum, the Museum of New Mexico (in Santa Fe).
- b. viewing one of the following videos available in the campus library at no charge:  
"The Chaco Legacy"; "The Voyage of Discovery: Spanish Colonial Exploration"; "El Camino Real"; "El Camino Real and the Taos Trade Fairs"; "**The Mission**"; "Surviving Columbus"; "**The Ballad of Gregorio Cortez**"; "**La Tules**"; "Land Grants in Valencia County"; "Tome, New Mexico, Tour"; "History of the Santa Fe Trail"; "The U.S.-Mexican War"; "Susan Magoffin"; "The Native Americans: Natives of the Southwest"; "The Native Americans: Tribes of the Southwest"; "Geronimo and the Apache Resistance"; "Seasons of the Navajo"; "The New Mexico Buffalo Soldiers"; "Trouble in Lincoln County"; "Quien es? Billy the Kid"; "Sheriff Pat Garrett"; "Early Albuquerque: The Railroad Boom Years"; "Fred Harvey and the American West"; "Viva La Causa: 500 Years of Chicano History"
- c. reading one of the following books:  
Irwin A. Blacker, *Taos* (1959); Joseph J. Bohnaker, *Of Arms I Sing* (1990); Willa Cather, *Death Comes for the Archbishop* (1927); **Agnes Morely Cleaveland, *No Life for a Lady* (1941)**; Harvey Fergusson, *The Conquest of Don Pedro* (1957); Harvey Fergusson, *Grant of Kingdom* (1975); **Ruth Laughlin, *The Wind Leaves No Shadow* (1956)**; Tim MacCurdy, *Caesar of Santa Fe* (1990); or any novel by Eugene Manlove Rhodes, Rudolfo Anaya, Frank Waters, John Nichols, Richard Bradford, Leslie Marmon Silko, and Tony Hillerman.

Reaction papers should briefly describe the field trip, video, or novel and comment on its main points as they relate to our discussions in class.

Reaction papers can be submitted at any time before Thursday, July 16.

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### **SPECIAL NEEDS**

In accordance with the Americans with Disabilities Act, students with special needs based on learning disabilities are encouraged to discuss them with the instructor.

To be tested for learning disabilities, contact the Student Enrichment Center in the Library Building or at 925-8920.

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### **CELL PHONES, etc.**

Students can bring cell phones into class to receive emergency calls. However they must be set to "discreet" and should not ring during class. Lectures can be taped. No electronic equipment can be used during exams.

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### **PERSONAL CONVERSATIONS**

Students who need to have a personal conversation during class time will be asked to leave the room and return when their conversation is over.

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### **ATTENDANCE POLICY**

Students are expected to attend all class sessions, from 10:00 a.m. to 12:45 p.m.

Attendance is ***taken both before and at the end of each class session***. Students can only sign in *prior to and at the end* of each class by initializing the attendance book.

Late arrivals can not sign in, although they can stay to participate and take notes in class. Late arrivals are considered *absent*.

Students *must attend the entire class, from 10:00 a.m. to 12:45 p.m., to be given credit* as attending class. Students who *leave before 1:15 p.m.* (and therefore do not sign the attendance book at the end of class) are *officially absent*.

***Students with 2 consecutive absences (that is, missing 2 straight full days of class) or 3 regular absences (that is, missing any 3 full days of class) will be dropped from the course by the instructor.***

There are no "excused absences."

If you are forced to miss a class due to an emergency, you are encouraged to get the notes for the day you missed from your Pair and Share Partner (or any other reliable member of the class) and carefully reread the suggested reading for the day.