

FA15_HIST_260_501_MELZERR

HIST 260: HISTORY OF NEW MEXICO

FALL 2015

Instructor: Richard Melzer, Ph.D.

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Office Hours: Mondays & Wednesdays, 11:00 a.m.-1:30 p.m.;

Tuesdays, 1:00-1:30 p.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 1540 to 1912. (HIST 220, taught each spring, focuses on the period since 1912.)

TEXTBOOKS

Optional: Calvin A. & Susan A. Roberts, *New Mexico*. Albuquerque: University of New Mexico Press, **ANY EDITION**.

Not optional: Richard Melzer, editor, *From Where I Stand: Contrasting Views of New Mexico History*. Island Park, New York: Whittier Press, 2001. **2nd edition only**.

Not optional: Class Binder: **essential** course materials.

COURSE OBJECTIVES

1. To introduce students to basic themes in New Mexico's social, 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.

COURSE SCHEDULE

WEEK #1 Monday, August 17:

Syllabus Review & Introduction: What is history & why should we study it?

Wednesday, August 19:

Spanish Exploration & Conquest of the 16th Century

Roberts & Roberts, *New Mexico*, pages 1-37, especially, pages 23-37

WEEK #2 Monday, August 24:

Spanish Exploration & Conquest of the 16th Century (continued)

Melzer, *From Where I Stand*, Chapter 1

Wednesday, August 26:

Spanish Conquest of the Late 16th Century

WEEK #3 Monday, August 31:

New Mexico Map Quiz (first 10 minutes of class)

Spanish Conquest of the Late 16th Century (continued)

Wednesday, September 2:
Spanish Settlement of the 17th Century
Roberts & Roberts, *New Mexico*, pages 37-43
Melzer, *From Where I Stand*, Chapter 2

WEEK #4 Monday, September 7:
Labor Day Holiday

Wednesday, September 9:
Spanish Settlement of the 17th Century (continued)

WEEK #5 Monday, September 14:
Spanish Settlement of the 17th Century (continued)

Wednesday, September 16: **Mexican Independence Day**
Essay #1 due
Causes of the Pueblo Revolt
Roberts & Roberts, *New Mexico*, pages 43-52
Melzer, *From Where I Stand*, Chapter 3

WEEK #6 Monday, September 21:
Causes of the Pueblo Revolt (continued)

Wednesday, September 23:
The Pueblo Revolt
Roberts & Roberts, *New Mexico*, pages 52-54

WEEK #7 Monday, September 28:
The Spanish Reconquest, 1681-1700
Roberts & Roberts, *New Mexico*, pages 52-59

Wednesday, September 30:
18th Century New Mexico
Roberts & Roberts, *New Mexico*, pages 59-86

WEEK #8 Monday, October 5:
18th Century New Mexico (continued)

Wednesday, October 7:
18th Century New Mexico (continued)
Review Sheet #1 due
Optional Review, 6-7 p.m.

WEEK #9 Monday, October 12:
Exam #1 (first 45 minutes of class)
New Mexico Under Mexican Rule, 1821-1846
Roberts & Roberts, *New Mexico*, pages 92-99

Wednesday, October 14:
New Mexico Under Mexican Rule, 1821-46 (continued)

WEEK #10 Monday, October 19:
The American Invasion Begins, 1821-1846
Roberts & Roberts, *New Mexico*, pages 89-92
Melzer, *From Where I Stand*, Chapter 4

Wednesday, October 21:
The American Invasion Begins, 1821-1846 (continued)

WEEK #11 Monday, October 26:
The U.S.-Mexican War, 1846-1848
Roberts & Roberts, *New Mexico*, pages 99-105

Wednesday, October 28:
Essay #2 due
Early U.S. Territorial Rule, 1850-1861
Roberts & Roberts, *New Mexico*, pages 107-114
Melzer, *From Where I Stand*, Chapter 5

WEEK #12 Monday, November 2:
Early U.S. Territorial Rule, 1850-1861 (continued)

Wednesday, November 4:
Review Sheet #2 due
New Mexico in the Civil War, 1861-1862
Roberts & Roberts, *New Mexico*, pages 114-120
Melzer, *From Where I Stand*, Chapter 6
Optional Review Session, 7-8 p.m.

WEEK #13 Monday, November 9:
Exam #2 (first 45 minutes of class)
New Mexico in the Civil War, 1861-1862 (continued)

Wednesday, November 11:
“Obstacles” to “Progress,” 1862-1912
Melzer, *From Where I Stand*, Chapters 10 & 11

WEEK #14 Monday, November 16:
Defeat of the Nomadic Indians
Roberts & Roberts, *New Mexico*, pages 120-124
Melzer, *From Where I Stand*, Chapter 7

Wednesday, November 18:
Defeat of the Nomadic Indians (continued)

WEEK #15 Monday, November 23:
 Defeat of the Outlaws
 Roberts & Roberts, *New Mexico*, pages 124-130
 Melzer, *From Where I Stand*, Chapter 8

Wednesday, November 25:
 Defeat of the Outlaws (continued)

Optional extra credit projects due

WEEK #16 Monday, November 30:
 The Coming of the Railroad to New Mexico
 Roberts & Roberts, *New Mexico*, 131-147
 Melzer, *From Where I Stand*, Chapter 9

Wednesday, December 2:
 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

Friday, December 4:
Optional Review Session, 4:30-5:30 p.m. in A131

WEEK #17 **Exam #3**
 Mon., Dec. 7, 4:30 p.m.

GRADING

<u>GRADED ACTIVITY</u>	<u>DATE DUE</u>	<u>% OF FINAL GRADE</u>
New Mexico Map Quiz	Monday, August 31	5%
Essay #1	Wednesday, Sept. 16	10%
Essay #2	Wednesday, Oct. 28	10%
Review Sheet #1	Wednesday, Oct. 7	3.3%
Review Sheet #2	Wednesday, Nov. 4	3.3%
Review Sheet #3	Wednesday, Dec. 2	3.3%
Exam #1	Monday, Oct. 12	20%
Exam #2	Monday, Nov. 9	20%
Exam #3	Mon., Dec. 7	<u>25%</u>
TOTAL		100%

REVIEW SHEETS

Review sheets are included in your Class Packet. Your completed review sheets are due on the dates listed above.

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 <i>completely</i> done | D | for review sheets that are <i>partly</i> done |
| C | for review sheets that are <i>mostly</i> done | F | for review sheets that are <i>not submitted</i> |

If students fail an exam, they should make an appointment to meet with the instructor to review their review sheets before the next exam.

TUTORING

Students who seek assistance in studying should

1. ask questions in class, during office hours, via phone, or via email;
2. attend optional review sessions;
3. seek tutoring assistance at the Learning Center (925-8907).

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
<u>TOTAL.....</u>	<u>100 points</u>

Sample exams (with answer keys) are in the course binder.

Make-Up Exams

Make-up exams are essay exams and are generally considered more difficult. (See LATE POLICY statement below.)

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 earn an A+

93-97 : A 83-86 : B 70-78 : C 63-66 : D

90-92 : A- 80-82 : B- none: C- 60-62 : D-

87-89 : B+ 77-79 : C+ 67-69 : D+ 0-59 : F

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.

ACADEMIC HONESTY

Students cannot use I-Pads, cell phones, ear phones, or other electronic equipment during quizzes or tests.

Students found cheating or plagiarizing will receive a zero for the quiz, exam, or essay in question.

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.

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 & Share Partners are also valuable in case you miss a class and need to get the notes from that day. They are also good folks to work on review sheets and study with for quizzes or exams.

EXTRA CREDIT

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

1. attending *all three* review sessions
2. writing a third essay based on a chapter in *From Where I Stand*
3. writing an acceptable *one-page reaction paper* on one of the following activities:
 - a. going on historical field trips on your own or with the class, 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 Pueblo Indian Cultural Center (in Albuquerque), the Camino Real Museum (between Socorro and TorC) the National Hispanic Cultural Center (in Albuquerque), the Farm and Ranch Heritage Museum (in Las Cruces), the Space Museum (in Alamogordo), the National Atomic Museum (in Albuquerque), the Albuquerque Museum, or the Museum of New Mexico (in Santa Fe).
 - b. viewing one of the following videos available in the campus library at no charge: "The Voyage of Discovery: Spanish Colonial Exploration" "VanAnn Moore as Dona Tules & Susan Magoffin" "The Mission" "The Ballad of Gregorio Cortez" "Land Grants in Valencia County" "Geronimo and the Apache Resistance" "Seasons of the Navajo" "The New Mexico Buffalo Soldiers" "Trouble in Lincoln County" "Sheriff Pat Garrett" "Albuquerque: Places of the Heart" "More Albuquerque Places of the Heart" "Early Albuquerque: The Railroad Boom Years" "Fred Harvey and the American West"
 - c. reading one of the following books (mostly historical novels): Irwin A. Blacker, *Taos* (1959), 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), or any novel by Eugene Manlove Rhodes, Rudolfo Anaya, Frank Waters, John Nichols, Richard Bradford, Leslie Marmon Silko, or 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.

Extra credit reaction papers are due by November 25, but can be handed in at any previous time during the semester.

LATE POLICY

Students who miss exams or turn assignments in late will lose 5 points for every day they do not make-up the missed exam or submit the late 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.

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 925-8560 or at <http://www.unm.edu/~vcadvise/equalaccess.htm>.

Students who have been tested and have special needs should present their documentation to the instructor as early in the semester at possible.

PERSONAL CONVERSATIONS

Students who need to have personal conversations during class will be told to leave the room and return when their conversations are over.

CELL PHONES

Students can bring cell phones into class to receive emergency calls. However they must be set to "discreet" and should not ring during class. If you have an emergency call you should leave the room, deal with the situation, and return.

ATTENDANCE

Students are expected to attend all class meetings. Attendance is taken prior to the start of each class meeting. To be late is to be absent.

Students with 3 consecutive absences or 5 total absences will be dropped from the class 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 another trusted member of the class) and carefully reread the reading assignment for the day.