
HIST 2110: Survey of New Mexico History



Course: HIST 2110: Survey of New Mexico History

Section: 502

Meeting Times and Place: Tuesdays and Thursdays, 12:00 PM-1:15 PM, Valencia Arts & Sciences 133

Instructor: Dr. Scott Kamen

Office: Arts & Sciences 142A

Office Hours: Mondays from 1:30 PM-3:00 PM, Tuesdays from 1:30 PM-3:00 PM, Wednesdays from 1:30 PM-3:00 PM, and Thursdays from 1:30 PM-3:00 PM. Additional times by appointment. I will be holding office hours simultaneously in-person in my office and on Zoom. Please feel free to either stop by my office or attend my office hours virtually via Zoom. Office hours can be accessed via Zoom at:

A photograph of the Palace of the Governors in Santa Fe. The Palace is the oldest public building in continuous use constructed by European settlers in the continental United States.

Office hours can be accessed at:

<https://unm.zoom.us/j/8734503370>

The passcode to join office hours meetings is officehrs

Phone: 505-925-8567

Email: skamen@unm.edu

All email must come through your University of New Mexico email account. I do not use the Canvas messenger system.

Course Description: The primary objective of this course is to serve as an introduction to the history of New Mexico from the pre- Columbian times to the present day. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of New Mexico within the context of the Americas.

Course Student Learning Outcomes:

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of New Mexico from pre- Columbian times to the present day. **Bloom Taxonomy's Cognitive Process:** REMEMBER AND UNDERSTAND

2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.

Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. **Bloom Taxonomy's Cognitive Process:** UNDERSTAND, EVALUATE, APPLY

4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. **Bloom Taxonomy's Cognitive Process:** REMEMBER, UNDERSTAND, EVALUATE

5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. **Bloom Taxonomy's Cognitive Process:** CREATE, APPLY

6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." **Bloom Taxonomy's Cognitive Process:** APPLY, ANALYZE 16

Essential Skills That Will Be Developed in This Course:

1. Critical Thinking:

- a. Problem setting
- b. Evidence acquisition
- c. Evidence evaluation
- d. Reasoning/conclusion

2. Information and Digital Literacy:

- a. Authority and value of information
- b. Digital literacy

- c. Information structures
- d. Research as inquiry
- 3. Personal and Social Responsibility:
 - a. Intercultural reasoning and intercultural competence
 - b. Sustainability and the natural and human world
 - c. Ethical reasoning
 - d. Collaboration skills, teamwork, and value systems
 - e. Civic discourse, civic knowledge and engagement

Required Texts: Joseph P. Sánchez, Robert L. Spude, and Art Gómez, *New Mexico: A History* (Norman: University of Oklahoma Press, 2014; ISBN 9780806146638).

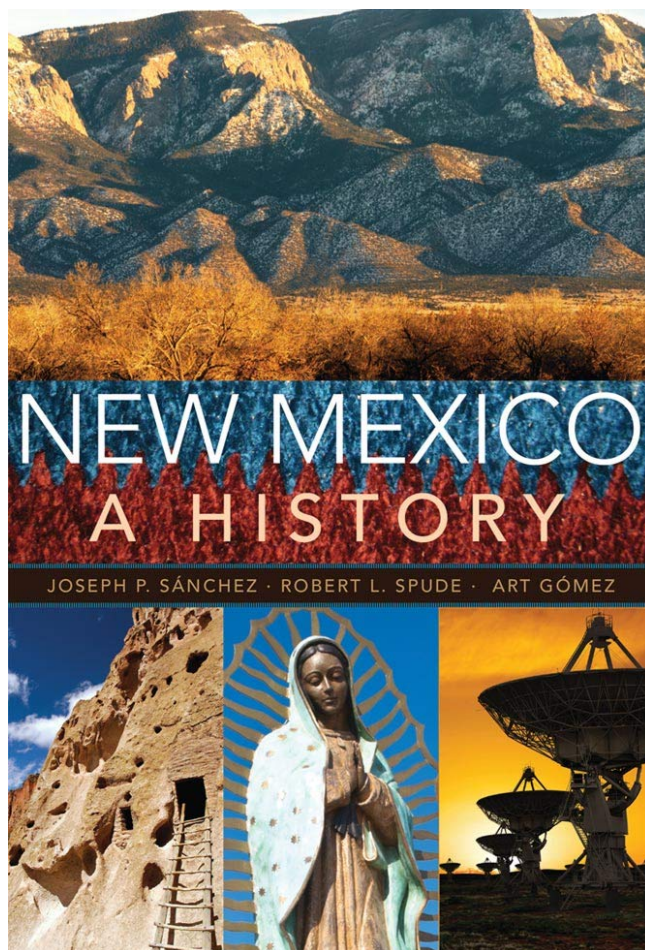
Edward Abbey, *Fire on the Mountain* (New York: Harper Perennial Modern Classics, 2012; 9780062193902). This novel will serve as the basis for the two short essays you will write this semester.

Additional readings will be made available on Canvas (and noted as such in the course outline).

Course Requirements:¹

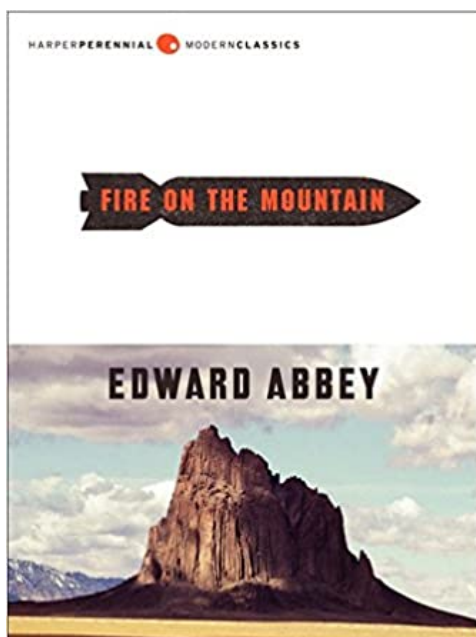
1. **Exams:** There will be three in-class exams. Each exam consists of short answer identification questions and essay questions. A study guide will be provided the week before each exam. **Exam 1 is on September 22. Exam 2 is on October 27. Exam 3 is on December 13.**

2. **Short Essays:** You will write two five-paragraph essays in response to prompts that address Edward Abbey's novel *Fire on the Mountain*. This means that it is essential for this course to obtain a copy of this novel. Your essays will need to have a clear thesis articulated in an introduction, a body with supporting evidence for that thesis, and a conclusion. The five-paragraph essay is a format that has been widely maligned for a variety of good reasons, but also provides a clear and structured way for you to



The cover of the required textbook for this course.

¹ The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other elements of the course and syllabus. Such changes, including date changes, will be announced in class.



The cover of Edward Abbey's *Fire on the Mountain*, the book that you will be reading for the short essays in this course.

develop a clear argument in response to a prompt. We will discuss the benefits and drawbacks of the five-paragraph essay format as well as pitfalls to avoid in writing your essays. You will submit your short essays via Canvas. Further details on the short essays and the rubric that I will use when

grading them will be distributed in class. The short essays are not the kind of assignment that can be thrown together the night before they're due. Make sure to start working on them well in advance of the due date. **The Short Essay #1 Final Draft is due by 11:59 PM on October 20 and Short Essay #2 is due by 11:59 PM on November 17.**

The short essays are not the kind of assignment that can be thrown together the night before they're due.

3. Short Essay #1 Rough Draft and Peer-Review: Before you submit Short Essay #1 for grading, you will submit a rough draft of your essay and complete a peer-review of another student's rough draft. The feedback you receive from the peer-review completed on your essay is intended to push you to think critically about your writing process and the ways in which your rough draft does and/or does not meet the objectives of the essay assignment. After submitting your rough draft and completing a peer-review of another student's rough draft, you will have the opportunity to revise and improve your essay before submitting your final draft. **Your rough draft of Short Essay #1 is due by 11:59 PM on October 6. Your peer-review of another student's rough draft is due by 11:59 PM on October 13.**

4. Reading Responses: It is necessary that you keep up with the assigned reading for this course. It will be very difficult to do well in this course if you fall behind with the reading. Each week, you will respond to a question or prompt that addresses the week's assigned reading on Canvas. Make sure that you pay close attention to the assigned readings in the course outline so that you know what reading (or readings) are assigned for any given week and will be addressed in that week's reading response on Canvas. The deadline for each week's reading response is just before the start of the first class of the week (**i.e. you need to ensure that you complete each week's reading response before 12:00 PM on Tuesday**). You are free to use the assigned texts while completing your reading response. However, since you will only have 15 minutes to complete your response it is essential that you complete the assigned reading before beginning your

You need to ensure that you complete each week's reading response before 12:00 PM on Tuesday

response. Once you attempt a reading response in Canvas the clock starts ticking and the reading response will automatically submit whatever you've written when the time is up. Don't attempt a reading response until you're ready to take and complete it. Each reading response is worth 10 points. You will receive at least 5 points for any reasonable attempt at a response. Your two lowest reading response scores will be dropped in the calculation of your grade. **The first reading response is an exception to everything you just read in this section. It will address your own background studying history rather than an assigned text and will be completed in class rather than on Canvas.**

5. Attendance: Attendance is necessary to your success in this course. You can receive up to 30 points simply by attending class. Three absences will be allowed with no need for an explanation and no penalty. If you have three or fewer unexcused absences you will receive the full 30 points for attendance. **Each additional unexcused absence after three will result in a deduction of 10 points per class from your point total in the course.** Absences do not relieve students from the responsibility for missed assignments and exams. Students must take the initiative in arranging with me to make up missed work resulting from an absence, including in the cases of officially excused absences and emergencies.

6. Class Participation: Class discussions will be a regular feature of this course. You are expected to read each week's assigned reading before coming to the first class meeting of that week and to participate in class discussions that address textbook readings and other course materials. 30 points of your grade will be determined on the basis of your participation in class discussions. **Do not blow this off—I will give you a 0 if you do not participate!** The points you receive for class participation will not be based on reciting "right" or "wrong" answers (which often will not exist in the context of discussion in this course) but rather on your willingness to participate in discussion and your engagement with the topics and issues covered in this course. The points you receive for class discussion can be a great way of bumping your grade up to a higher letter grade.

Course Policies:

1. Assigned Readings: Students are responsible for all assigned chapters in the textbook, the novel *Fire on the Mountain*, and additional assigned texts distributed on Canvas or handed out in class. Each week's assigned reading (see course outline at the end of this syllabus) should be read **before** attempting that week's reading response and coming to the first class meeting of that week. Keep in mind that reading *Fire on the Mountain* will be necessary both to complete the short essays and to meaningfully participate in the class discussions that will address the novel. You will struggle to do well in this course if you do not read *Fire on the Mountain*. Completing assigned readings for the week—whether they are from the textbook, the novel, or on Canvas—before submitting that week's reading

response will be necessary to prepare you both for writing that response and participating in class discussion.

2. Attendance, Participation, and Classroom Policies: Please arrive on time for class. If you do not arrive on time you will be marked as absent. Please be sure that cell phones are silenced during class and put away. Cell phones are fun and useful, and completely inappropriate to use in class. After a first warning, each time I catch you looking at your cell phone during class I will deduct 1% from your final grade. If you are caught using a cell phone during class, I will not interrupt class in order to call you out. Instead, I will send you an email informing you that you are either receiving your first warning or losing 1% of your final grade. As stated above, your attendance and participation comprise 60 points of your total grade. I reserve the right to dock any or all your attendance and/or participation points for a class period if you engage in behavior that is rude or disrespectful to me or your fellow students during that period. Examples of disrespectful or rude behavior may include using a laptop computer for something other than note taking, sleeping, chatting with your neighbor, or the use of a cell phone for any reason. There may be others and I'll know it when I see it. I may give you a warning, but I may not wish to disrupt class to correct you. **Consider THIS your warning.**

3. Late Work and Missed Exams: Late submissions of reading responses, the short essay rough draft, and the short essay self-review will only be accepted up to one week after the due date and will result in an automatic deduction of 50% of the possible points. After one week past the due date, those assignments will not be accepted and a grade of 0 will be given. Without an official excuse, the Short Essay #1 Final Draft and Short Essay #2 will only be accepted up to one week after the due date and will result in an automatic deduction of 50% of the possible points. After one week past the due date, those assignments will not be accepted and a grade of 0 will be given except in cases of official excuses. Without an official excuse, a missed exam will result in a grade of 0. Make-up exams will be provided to students who provide an official excuse within three business days of the exam day. After this time, a grade of 0 will be given. If you know you will be unable to take an exam or submit a short essay on time due to an officially excusable reason, please let me know as soon as possible. It is far easier to make alternative arrangements before an exam or due date than after.

4. Academic Integrity: This is a big deal and I take it VERY SERIOUSLY (as should you). Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. The University of New Mexico's definition of academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records. For further information, see the university's academic dishonesty policy at <https://policy.unm.edu/regents-policies/section-4/4-8.html>. **Any instances of academic dishonesty will result in a ZERO for that assignment and may be referred to the Dean of Instruction with the possibility of more serious consequences. A second offense will result in FAILURE OF THE COURSE. DO NOT ASK ME IF YOU CAN "MAKE UP" THE POINTS. YOU CAN'T.**

5. Grading System:

14 reading responses @ 10 points each	140
Short Essay #1 Rough Draft and Self-Review	30
2 short essays @ 75 points each	150
3 exams @ 100 points each	300
Attendance	30
Participation	30
Total Possible Points	680

Your grade can be calculated by dividing the number of points you have earned by the total number of possible points in the course (680).

A+ = 97+
A = 93-96%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
F = Below 60%

6. Extra Credit: An extra credit assignment or assignments will be announced over the course of the semester. Extra credit assignments will only be offered to the entire class. Additional extra credit assignments will not be offered to individual students.

7. Accommodations: If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Cheryl Dilger, the coordinator for Equal Access Services at 925-8910 or cdilger@unm.edu.

8. Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. I will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. More information can be found at <http://undocumented.unm.edu/>.

9. Title IX: Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you

ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

10. COVID-19 Health and Awareness: UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's Administrative Mandate on Required COVID-19 vaccination. If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you do need to stay home, please communicate with me at skamen@unm.edu; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let us know that you need support so that we can connect you to the right resources and please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

Course Outline:

Note that the required reading(s) should be completed before the first class of the week meets. Be sure to pay attention to the readings listed in bold followed by "(CANV)". They are required readings that are available on Canvas rather than in the textbook.

Week 1: August 23 and August 25: Native Peoples of New Mexico.

Assigned Readings: Ch. 1 of *New Mexico: A History* (in textbook and on CANV).

Week 2: August 30 and September 1: Spanish Conquest and Colonization.

Assigned Readings: Ch. 2 of *New Mexico: A History* (in textbook and on CANV) **and Man Is Shot at Protest Over Statue of New Mexico's Conquistador (CANV).**

Week 3: September 6 and September 8: Spanish Institution Building in New Mexico.

Assigned Readings: Ch. 3 of *New Mexico: A History*.

Week 4: September 13 and September 15: New Mexico under Mexican Rule.

Assigned Readings: Ch. 4 of *New Mexico: A History*.

Week 5: September 20 and September 22: From Mexican Rule to U.S. Rule.

Assigned Readings: Ch. 5 of *New Mexico: A History*.

Important Date(s): Exam 1 (covering chs. 1-4 of *New Mexico: A History*, **Man Is Shot at Protest Over Statue of New Mexico's Conquistador (CANV), and class material from weeks 1-4) on September 22.**

Week 6: September 27 and September 29: New Mexico and the U.S.

Assigned Readings: Ch. 6 of *New Mexico: A History* **and Life with New Mexico's Mule King (CANV)**

Week 7: October 4 and October 6: The Railroad, Land Grants, and the Struggle for

Statehood.

Assigned Readings: Ch. 7 of *New Mexico: A History*.

Important Date(s): Short Essay #1 Rough Draft due by 11:59 PM on October 6.

Week 8: October 11: Statehood at Last.

Assigned Readings: Ch. 8 of *New Mexico: A History*.

Important Date(s): Short Essay #1 Rough Draft Peer-Review due by 11:59 PM on October 13. No class on October 13 (Fall Break).

Week 9: October 18 and October 20: The Impact of Statehood and War.

Assigned Readings: **The Consequences of Statehood in New Mexico History (CANV).**

Important Date(s): Short Essay #1 Final Draft due by 11:59 PM by on October 20.

Week 10: October 25 and October 27: New Mexico as Artists' Mecca.

Assigned Readings: **Introduction to Edge of Taos Desert (CANV).**

Important Date(s): Exam 2 (covering chs. 5-8 of *New Mexico: A History*, *Life with New Mexico's Mule King* (CANV), *The Consequences of Statehood in New*

Mexico

History (CANV), and class material from weeks 5-9 on October 27.

Week 11: November 1 and November 3: The Great Depression and the New Deal in New Mexico.

Assigned Readings: Ch. 9 of *New Mexico: A History*

Week 12: November 8 and November 10: Hot War, Cold War, and New Mexico.

Assigned Readings: Ch. 10 of *New Mexico: A History*.

Week 13: November 15 and November 17: The Second Red Scare and Film in New Mexico.

Assigned Readings: **The Movie Hollywood Could Not Stop (CANV).**

Important Date(s): Short Essay #2 due by 11:59 PM on November 17.

Week 14: November 22: The Late Twentieth and Early Twenty First Century in New Mexico.

Assigned Readings: Ch. 11 of *New Mexico: A History*.

Important Date(s): No class on November 24 (Thanksgiving).

Week 15: November 29 and December 1: Development, Water Rights, and Film in Recent New Mexico History.

Assigned Readings: **Combining Entertainment and Education - An Interview with Robert Redford (CANV).**

Week 16: December 6 and December 8: Breaking Bad and the Legacy of Conquest in New Mexico.

Assigned Readings: **History's Ghost Haunting Vince Gilligan's New Mexico (CANV).**

Finals Week: Exam 3 (cover chs. 9-11 of *New Mexico: A History*, *Introduction to Edge of Taos Desert* (CANV), *The Movie Hollywood Could Not Stop* (CANV), *Combining Entertainment and Education - An Interview with Robert Redford* (CANV), *History's Ghost Haunting Vince Gilligan's New Mexico*

(CANV), and class material from 10-16) on Tuesday, December 13 at 12:00 PM.