Syllabus

History 261
New Mexico State University – Alamogordo
nmsua.edu

The History of New Mexico

Peter L. Eidenbach
Pete's faculty web pages

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New Mexico History – Hist 261 Eidenbach
NMSU-A Mission
The mission of the New Mexico State University at Alamogordo is to provide quality learning opportunities for individuals in the diverse community we serve.

ADA Statement
If you have a disability and would benefit from on-line classroom accommodation(s), please call the Office of Special Student Services at 439-3720.

Student Responsibilities
1. Register with Special Student Services and obtain accommodation documents early in the semester;
2. Deliver the completed accommodation and testing form(s) to the instructor(s) by mail within the first two weeks of beginning of classes (or within one week of the date services are to commence);
3. The instructor will return the signed form(s) to you; return them to SSD within five (5) days of receipt from faculty and at least one week before any scheduled exam; and,
4. Contact the Special Student Services Office if the services/accommodations requested are not being provided, not meeting your needs, or if additional accommodations are needed. Do not wait until you receive a failing grade. Retroactive accommodations cannot be considered.

Faculty Responsibilities
1. Sign the Accommodation Request Form and Testing Accommodation Form (when received), retain a copy, and return the original to the student within five (5) working days of receipt;
2. Contact Special Student Services immediately if there are any questions or disputes regarding accommodation(s), disruptive behavior, etc.; and,
3. Refer the student to Special Student Services for any additional accommodations.

In Case of Emergency
If you are on-campus and someone in your family needs to contact you in an emergency, the person calling should use the following telephone numbers:
* Alamogordo Campus, Daytime: 439-3700 (Admissions Office)
* Alamogordo Campus, Evening: 439-3761 (Science Center Secretary)
* Holloman AFB, Daytime: 479-4318 (NMSU-A/HAFB Coordinator) or 572-3971 (Base Education Office)
* Holloman AFB, Evening: No emergency number is available.
This class is **self-directed and reading intensive** — we will rely heavily on the reading of primary sources—the original documents that record our state's 400+ year history. To fully appreciate those documents we will also investigate their historic context: our state's geography, environment and prehistory. Because New Mexico's original native peoples left no written records we must rely on the oral traditions of contemporary tribes and the archaeological record preserved beneath our feet.

This class is also somewhat experimental—designed to escape the purely text-based format of most distance classes. We will use several additional electronic technologies when possible, so students are encouraged to download and learn to use several on-line software resources.

At a minimum, students will need access to a computer with:
- an up-to-date web browser (Explorer, Firefox, Safari, etc);
- Adobe Acrobat;
- QuickTime Player; RealPlayer;
- Office PowerPoint, Open- or NeoOffice Impress

Optional, but recommended software:
- **Skype** - a free voice-over-internet conferencing program;
- **Second Life** (SL) a free basic account and client software - SL is a virtual world. NMSU has its own island - **Aggie Island**. Tiopete will hold virtual office hours Sat. evenings from 5:30–6:30 at his Second Life Office and at other times as needed.
- one of several **VRML (3D) players**.
  - links to several examples of historic virtual reality 3D presentations are posted on tiopete's web pages.

If your computer does not have a built-in microphone and speakers you might want to get an inexpensive headset for use with Skype and SL.
History 261  - Eidenbach

History of New Mexico
SYLLABUS

COURSE WEB PAGE: http://nmsua.edu/tiopete/new-mexico-history/

August – December 2010
Instructor: Peter L. Eidenbach
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physical Office Hours: Mon/Wed. 4:00 – 4:45 PM or by appointment
Faculty Office, Alamogordo Campus

NMSU-A’s Mission is to provide quality learning opportunities for individuals in the diverse community we serve. NMSU strives to promote student competence, confidence, and success; maintain active ties with the main campus; afford equal opportunity to all members of the public.

GENERAL OBJECTIVES
1. Explore the natural, cultural, and political history of New Mexico, the Land of Enchantment.
2. Integrate the neglected history of southern New Mexico into statewide history.

LEARNING OUTCOMES
a. What should a student of New Mexico History know?
b. What learning experiences will foster that knowledge?
c. How will student learning be assessed?

A student of New Mexico History should become familiar with:
1. The State’s prehistoric past;
2. The State’s basic historical timeline from A.D. 1540 to 1950;
3. The State’s natural and political geography;
4. The State’s ethnic diversity;
5. basic biographies of significant historical figures.
Several class learning experiences will foster those objectives:
1. text reading of primary sources;
2. compilation of a chronology, web bibliography, etc.;
3. map study;
4. individual primary source research.

The instructor is a professional archaeologist with forty years experience in the history and archaeology of New Mexico. He has taught Anthropology at the Alamogordo Branch for the past 25 years, has served as a federal agency cultural resource manager and Contracting Officer's Representative, and research director for Human Systems Research, an archaeological contractor to federal, state, and local agencies. He has authored numerous monographs and articles on New Mexico history and is a member of the Tularosa Basin Historical Society Pioneer editing committee.

CONTENT

The course includes: text assignments and Blackboard readings, including lectures and slide shows;
6 short home study projects;
continuing forum discussions
1 term project/lesson plan in NM history
a final essay exam, due December 7, 2010

MATERIALS

all required text materials are free online. The reading schedule below contains internet links (urls) to these readings. The list of url links is also on tiopete's New Mexico History web page. When you visit these links, consider browsing their source site.

The primary text will be John Kessel's *Kiva, Cross and Crown*, which is online and in-print if you want to buy a print copy. Start reading Kessel right away, and finish by the end of the semester.

Note: Page numbering in the list below sometimes shows the actual document page and/or the PDF page number in parentheses: 18 (25) - actual page 18, PDF page 25.
WEEKLY READING SCHEDULE

Week 1  
**COURSE INTRODUCTION**

*A Cuarto Centennial History of New Mexico*, Robert J. Torrez

*Geography of New Mexico*

*America's Priceless Heritage - New Mexico*, BLM

an overview of New Mexico culture history

*New Mexico Timeline*

Week 2  
**THE LAND OF ENCHANTMENT**

New Mexico's environment

*From the Rio to the Sierra: An environmental history of the Middle Rio Grande Basin*, Dan Scurlock

pp. 22–29; 82–136

maps: *New Mexico Base Maps* - NMBGMR

maps: *Shaded Relief Map: New Mexico*

Week 3  
**THE PALEOINDIAN BIG GAME HUNTERS**

*Clovis and Folsom*, Lamm

graphics: *Stone Tool Tour* with Dennis Stanford

graphics: *Folsom Point* - AMNH

Week 4  
**ARCHAIC FORAGERS** - the introduction of agriculture

discussion: term project

*High Rolls Cave: Insectos, Burritos, y Frajos, Archaic Subsistence in Southern New Mexico*, Lentz  pp. 259–284

Week 5  
**THE ANCIENT FARMERS** - Anasazi and Mogollon

video: Those Who Came Before

*Chaco Canyon* - take the tour and browse

graphics & VR: *Chaco - Traditions of the Sun Gran Quivira*, Gordon Vivian

Week 6  
**THE LITTLE ICE AGE & GREAT DROUGHT**

*Little Ice Age*, Mann

*2000 Years of Drought Variability in the Central US*, Woodhouse and Overpeck
Week 7  THE TWO ENTRADAS - ATHABASKANS & SPANIARDS
   The Early Western Apache, 1300-1700. Forbes
   Relation of the Reverend Father Frier Marco de Nica
   Letter to King Charles I. Francisco Vazquez de Coronado, 1541

Week 8  EXPLORATION & SETTLEMENT OF NEW SPAIN
   Declaration of Pedro de Bustamente, 1582
   Account of the Journey to the Provinces and Settlements of New Mexico, 1583 - Espejo
   Record of Marches by the Army, New Spain to New Mexico, 1596-98. Onate

Week 9  THE PUEBLO REVOLT & RECONQUEST
   Revolt of the Pueblo Indians of New Mexico and Otermín's Attempted Reconquest, 1680-1682  Revolt Part 2

Week 10  THE EASTERN FRONTIER: PLAINS APACHES, COMANCHE, KIOWA
   Reversed Colonialism (Comanches) - Hamalainen
   Quanah Parker: Last Chief of the Comanches. Gorman
   Calendar History of the Kiowa - 17th Annual BAE - Mooney

Week 11  MEXICAN INDEPENDENCE & THE SANTA FE TRAIL
   Comerciantes, Arrieros, Y Peones: The Hispanos and the Santa Fe Trail (Merchants, Muleteers, and Peons)
   THE DIARY OF PEDRO IGNACIO GALLEG0 - Part One
   THE DIARY OF PEDRO IGNACIO GALLEG0 - Part Two

Week 12  WAR WITH MEXICO
   Notes of a Military Reconnaissance. William Emory
   pp. 18 (25) – 63 (92)

Week 13  THE CIVIL WAR IN NEW MEXICO
   Hispanos and the Civil War in New Mexico: a reconsideration.
   D. Miller
   The Civil War in New Mexico
   explore and read the four essays
THE LAST INDIAN WARS

A Scout with the Buffalo-Soldiers. F. Remington
In search of an elusive enemy: the Victorio Campaign. Gott

The Ranching Era & The Railroads Arrive

History of New Mexico: Its Resources and People
- Anderson. Railroad history pp. 896 (496) - 909 (509)
The Stockman and the Carpenter - Eidenbach

WORLD WAR II, THE COLD WAR & SPACE RACE

the Army Air Force, White Sands Proving Ground
A Brief History of White Sands Proving Ground, 1941–1965. Eidenbach

4. EDUCATIONAL PHILOSOPHY
Effective education depends on three things: interaction between the student and instructor; mastery of new intellectual tools; and integration of new knowledge with old.

This course will stress comprehension and understanding, not rote memory. Class discussion and questions are encouraged, by the use of an discussion forum, optional Skype and Second Life meetings.

5. CLASS BEHAVIOR
Honesty, courtesy, and respect for other students, faculty, and staff is a basic requirement for participation in a college program. Questions, discussion and comments are welcomed as part of the necessary interaction between students and instructor. Disruptive, abusive or rude postings will not be tolerated. Individuals whose behavior interferes with the class will be asked to withdraw from the class if such behavior persists. If necessary, the problem will be referred to administrative and student authorities for disciplinary action.
6. PROJECTS, EXAMS, GRADES

Grades will be based on:

home projects and a term research project/lesson plan emailed to instructor (and posted in Blackboard); discussion posts based on assigned readings; a final essay exam emailed to instructor.

% of grade     due:

- 6 home projects (Satisf. or Unsatisf.)  30%       @ biweekly
- discussion posts (S or U, weekly)    20%       weekly
- Term Research Project (letter grade)  20%       October 15
- final essay exam (letter grade)       30%       December 7

This course will rely on positive products of study rather than negative testing to determine student deficiencies. New Mexico history is much too broad and diverse to provide a minimum standard corpus of knowledge that can be adequately assessed using standardized testing methods.

Instead of reliance on testing, grades will be based on the successful design, presentation, and completion of a Lesson Plan Research Project, chosen by the student (approved by the instructor), that makes a contribution to New Mexico history.

This research project will be presented as a lesson plan conforming to the style and standards developed by the NPS Teaching With Historic Places program and must include all readings text and graphic illustrations.

This research project will involve the location and collection of primary source material which can later be presented on the Townsend Library website as a New Mexico history resource for use by other students in the community. All collected materials should be submitted in a clean, complete set of copies, or, if appropriate, in digital form on disk or CD.

All research project explanatory text should be fully referenced in a standard academic format and accompanied by a complete bibliography. The lesson plan MUST contain copies of all maps, photos, text.
7. RESEARCH PROJECT - History Lesson Plan

Each student will choose one important historic place in their hometown or a nearby community, research its history and prepare a lesson plan which conforms to the Teaching with Historic Places guidelines. Begin by exploring examples of the Teaching with Historic Places online lesson plans.

The best choices would be places that are accessible to the general public, listed on the National Register of Historic Places or the New Mexico Register of Cultural Properties and among the properties documented by the Historic American Building Survey. Information on all of these lists are embedded as links in their names. The best place to start looking for a lesson candidate is the County listing of both Registers maintained by the New Mexico Historic Preservation Division.

8. DISCUSSION POSTS

Each week students will read one or more titles in the reading schedule. After reading the material, you will post a comment of 50 words or less to the discussion for that week, identifying or highlighting:

a. the reading's most important point;
b. its historical significance;
c. its major flaws or inaccuracies.

9. HOME PROJECTS

1. New New Mexico Timeline
2. Explore New Mexico Architecture
3. On-Line Historic Journal Links
4. Teaching with Historic Places
5. A Visual History of your Town
6. Itinerary for a Regional Historic Tour

Projects will be submitted as text documents to Blackboard and directly to the instructor via email. All submissions MUST have your NAME and Assignment Number (ie. #1, #2, etc.). The filename should have your initials and project number. (for example: project #1 from Maria Baca would use "MB #1")
HOME PROJECTS

These short home projects will help you develop your historical research and presentation skills. Read the instructions carefully, then decide how you plan to proceed. 1) Write down an explicit, succinct statement of what you plan to do, and how you will do it. 2) Carry out you plan, keeping notes. Once your project is complete, 3) discuss the results and why they are important.

Once you have completed the project, prepare the report, submit it as a Blackboard assignment and email it to tiopete directly. Each page should include your name, date, project number, page number, etc. Develop good record keeping skills!

Name the file with your initials and the assignment number: for example: Project 1 from Juan Doe: "JD#1"

Each project you submit should include:
  1. Brief introduction. What are you investigating?
  2. Method. How did you investigate?
  3. Results. What did you observe and record?
  4. Interpretation. What does it all mean?

These projects are open-ended. How you design the details, and how complex you make the project are up to you. Above all, use your imagination. Remember, during research, historians face unknown situations almost all of the time. Successful research depends on what you can capture from moment to moment as opportunities present themselves.

Project reports should be submitted at regular intervals suggested by the schedule. Grades will be "Satisfactory" ie. full credit, or "Unsatisfactory" - no credit. You may redo any project graded with "U" for re-submission and full credit. Keep copies in case I make a clerical error or email fails. The principal reason for low grades in this course is failure to complete these projects and submit the reports. If you have any questions, ask!
Home Project # 1 - New New Mexico Timeline

Chronologies of important events are an essential component of history. Many timelines specific to New Mexico are available, including the short example from the New Mexico Genealogical Society cited in the readings list. Download that timeline and begin expanding it to include additional historic events you think are most important in our state's history, especially those important in your own community and those relating to the research project you will undertake.

Continue to add to this timeline during the semester and turn in an initial draft by mid-semester, March 12th.

Home Project #2 - Explore New Mexico Historic Architecture

Our state's history is embodied in places. Often the more noteworthy places are architectural—buildings, ruins, and built landscapes, the most important of which have been recorded by the New Deal program the Historic American Building Survey, or HABS. In more recent times HABS has been joined by HAER, the Historic American Engineering Record.

In today's information age almost all of HABS/HAER has been digitized and made available from the Library of Congress over the internet at the American Memory Built in America page.

Browse the HAB/HAER collections by Place: "New Mexico." The location listings include a wealth of sites with several types of information including architectural drawings, large format B&W photographs, and data pages which might include field notes, photo captions, histories.

Pick several New Mexico listings and prepare a brief (50–100 word) description of each, identifying its historic importance. Append a site specific url link to each description.
Today, in the 21st century, many printed history journals have been digitized and are available on-line for free, but these are largely unknown among students and the general public. As Ulric Neisser once pointed out: "We can see only what we know how to look for." Primary and high school students are seldom sufficiently familiar with our state's history and often lack the research skills to track down older, more obscure historic sources and journal articles. During this project each student will select an historical journal and compile a bibliographic listing with url links of ten important articles on New Mexico history.

Many noteworthy historic periodicals and journals have been digitally archived on the Making of America web sites at Cornell and Univ. of Michigan libraries.

Several neighboring states provide online access to their journals, including:
Chronicles of Oklahoma
Southwestern Historical Quarterly
Kansas Historical Quarterly

Pick a journal or popular periodical and search for articles important to New Mexico History. Create a bibliographic reference for each article (title, author, journal, volume, date, pages, etc.) and add a url or link for that article.

Collect references for at least ten articles, consulting more than one journal if necessary. Then submit your list to me as a Blackboard assignment and via email as a text document. (.rtf, .doc, .pdf, .wpd - all ok)
Home Project #4 - Teaching with Historic Places

Many of the students in this class are likely to become educators. Teachers at all levels are often unaware of the numerous resources already developed to teach social science and history, available on line. One of the more prominent is the Teaching with Historic Places program developed by the National Park Service and the National Trust for Historic Preservation. At the moment, there are four lesson plans available for New Mexico. They include:

- The Battle of Glorieta Pass: A Shattered Dream (91)
- Glorieta and Raton Passes: Gateways to the Southwest (117)
- Gran Quivira: A Blending of Cultures in a Pueblo Indian Village (66)
- The Hispano Ranchos of Northern New Mexico: Continuity and Change (96)

Pick one of these lesson plans, read and study it and answer the specific questions which follow the readings, maps, and illustrations. Try to answer each question in a single sentence following a brief restatement of the question.

Home Project #5 - A Visual History of your Town

In the new millennium more and more graphic information, photographs, maps, old postal cards, have become available online. Every town in our state has a unique history but, sadly, most are not well documented in standard history books. The resources to do these town histories are now at hand.

First, find a brief written history of your town (check with local historical societies, WPA oral histories at the Library of Congress, Chambers of Commerce, etc.).
Then, search the internet and try to find visual items which document that history.
Write up a brief summary of your town's history, notable events and persons, and illustrate it with several historic photographs if you can find some of interest.
Heritage tourism is part of New Mexico's biggest industry. Several years ago, the National Park Service started a National Register of Historic Places Travel Itinerary Program, beginning with the American Southwest. Visit that link and examine their itinerary. Note that almost all of the historic sites included are part of the NPS system and the itinerary is biased toward the northern part of the state.

Pick a small region in New Mexico which contains important historic sites accessible to the public and that has been neglected by travel promotion. Identify the important historic sites, museums, and monuments. Choose a one-day travel route (about 200 miles long) that will connect a practical selection of the historic sites in a pre-planned itinerary. Highlight and label the itinerary on a state highway map, including brief descriptions of the chosen historic sites. Lots of state maps are available at: NM Tourism Dept.

1) Write up a one page description of the tour, 2) describing the important historic sites, and 3) add a tour map.

FINAL ESSAY EXAM

A final essay question will be assigned November 15, and posted on Blackboard to be completed before December 7. This essay should be about 250 words in length.
CHEATING AND PLAGIARISM

Cheating, plagiarism or copying on projects, term paper or exam will result in loss of credit for the first offense, and a failing grade for the second offense. The instructor's decision is final, subject only to written appeal to the college administration and student senate.

This does not mean you cannot consult with other students. Collaboration is the lifeblood of scientific inquiry and is encouraged in this class. Your interpretations and written assignments, however, must be your own. When you collaborate or use the insights or data of others be sure to cite your source by author, year, title, etc.

Unsure about Plagiarism? Check these sites:
http://science.widener.edu/svb/essay/plagiar.html
http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html
http://www.vanderbilt.edu/HonorCouncil/plagiar.html
http://webware.princeton.edu/Writing/wc4g.htm
http://www.indiana.edu/~wts/wts/plagiarism.html

LETTER GRADES

Letter grades assigned for exams, projects, mid- and final grade reflect the following degrees of achievement:

A – superior, original, and thought-provoking work indicating self-directed study;
B – competent, well organized, thoughtful, and thorough effort;
C – adequate, acceptable effort, lacking clear, complete, self-confident mastery of material;
D – minimal or inadequate mastery; poor organization, serious errors, or incomplete presentation of thesis and argument.
F – failure to complete assignment; lacking central focus, adequate argument; inadequate understanding of material reflecting insufficient scholastic effort.