



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Letters and Sciences Department IHC

Subject HST Number 343 Title Southwest History Units: 3.0

Is this a cross-listed course? No  
If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? Yes If so, list all academic units offering this course CLAS  
Course description: \_\_\_\_\_

**Requested designation:** Literacy and Critical Inquiry-L  
*Note- a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).  
Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014 For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Arts and Design core courses (HU)
  - Social-Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SQ/SG)
  - Cultural Diversity in the United States courses (C)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

**Contact information:**

Name Ian Moulton Phone 480 727-1172

Mail code 0180 E-mail: ian.moulton@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Ian Moulton Date: 2/3/15

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">syllabus</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.  <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
HST	343	American Southwest	L

Explain in detail which student activities correspond to the **specific** designation criteria.

**Please use the following organizer to explain how the criteria are being met.**

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	200 of 400 points in the course (50%) are based on writing assignments	The two Virtual Visits/Web Reports are based on writing assignments. (100 points) Half of the midterm and final assessments are 5-6 page essays (50 + 50 = 100 points).
2	Writing is analytical in nature.	All writing assignments involve historical analysis of data and texts, including gathering, interpreting, and evaluating evidence. Sample assignments are attached.
3	Writing is sustained and grade is based on lengthy assignments.	The midterm and final assessments both involve 5-6 page writing assignments that involve historical analysis.
4	Feedback on writing is constant throughout the semester.	Writing assignments are due throughout the semester: Deadlines in the syllabus are February 8, March 6, March 29, and May 7.

**Catalog Description:**

HST 343 American Southwest

Development of the region from 1848 to the present.

## HST343 – SOUTHWEST HISTORY – Spring 2014- ASU POLY

**Instructor:** Judy Comer-Schultz, PhD  
**Email:** [JudyCS@asu.edu](mailto:JudyCS@asu.edu)  
Cel phone: 602-750-3671  
**Office:** Ofc is 233T in Santa Catalina

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### **Books Required:**

Lamar, Howard. *The Far Southwest, 1846-1912: A Territorial Reader*, Revised Edition (Univ of New Mexico Press, 2000). ISBN: 9780826322487

deBuys, William. *The Great Aridness*. (Oxford Univ Press, 2011) ISBN: 9780199974672

**\*\*Required Journal article readings in pdf format will be uploaded into our BB website for you.**

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Last Day Drop/Add Jan 18th  
(Academic Status Report # 1: 2/19 – 2/16)  
(Academic Status Report # 2: 3/23 – 3/30)  
(ASU W/D deadline April 5th)

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**Other Requirements:** You need to maintain and check your email & do not go over quota with your electronic mailboxes since this can cause you to miss important emails. “I didn’t get your email” is not acceptable. I discourage you forwarding your ASU to Yahoo, Hotmail or AOL – this often results in over-quota and other problems which are not my problem and will not be an excuse for you.

This course is offered by the School of Letters and Sciences. For more information about the school, visit our website: <https://sls.asu.edu/>. If you have questions or concerns, please send your inquiry to [sls@asu.edu](mailto:sls@asu.edu).

**Course Description:** Satisfies General Studies – (L or SB) & H  
Origins, historical development, and future of the region and of the multiethnic society in the Southwest, 1848 to the present day. Role of the Southwestern states in U.S. history since 1850 emphasizing politics, the environment, the roles of industry and labor, and ethnic minorities. We include and consider the roles of gender, race, and ethnicity all through the course and pay close attention to the changes in politics and the economy of the Southwest during the 20th century. Our examination expands to include the rocky relationship between the federal gov't & the Southwest, immigration, Native American topics and military expansion. Urban growth played a large part in 20th century growth in the West and this was true in the Southwest as well. Throughout this class we also consider and include literature, the arts, tourism and cultural development specific to the Southwest along with the vital environmental issues specific to the region, most notably the Sonoran Desert.

**Course Methods:** We will make use of readings, audio lectures, Twitter and online discussions in FB, virtual visits to museums & historic sites and two written assignments.

**Participation:** Since throwing BB out & using Facebook, the vast majority, over 90%, of students have earned all of the Participation points. I believe this is because FB is simply more fun, more engaging, far less clicking around to read posts and students realize early on that other students are actually **READING** the posts of other people...a rarity in BB because it simply takes too much time to click on people's names, go back to home screen, click on another person's name, etc. I require that you post twice a week...this can be a whole new post of your own about the readings or something interesting you have found, or sometimes replies to me or others. Participation is assessed at Midterm time (50 pts) and again at the end (50 pts). Most people far exceed the minimum and earn all of these points which I think is awesome.

C1, C2, C3

**Two Assessments:** One at Midterm and one at semester's end. Guidelines & questions are posted well ahead of due date.

} see attached for details

**VIRTUAL Field Work:** History is not found only in books. You will be required to do TWO "VIRTUAL VISITS" to historic sites/places, or online museum exhibits or web presentations relevant to the American Southwest. On our Facebook page you will develop a detailed post to describe your selections and include links, photos and "create a photo album" that you can share with the class. A one-page set of Guidelines for Virtual Field Work will be posted during Week Two. **You should prepare these reports OFFLINE** and copy/paste them into a post when they are ready, proofread and edited. Grammar, spelling and good writing skills all apply to online work in FB just like any other writing assignment.

C1  
C2  
C3

**Can these be "in person" visits?????** Of course, yes, if you are or will be near a museum or historic site in the Southwest between Jan 12<sup>th</sup> and May 1st by all means, go in person, take your camera and have at it! ASU Library offers "Culture Passes" which you can use and pick up TWO FREE admissions to a variety of places around our area in the Valley - - **BUT only one of your Virtual Visits can be an Arizona site**...we want to be broader than just Arizona.  
<http://lib.asu.edu/policies/culture-pass> - you CANNOT count visits you made months or years ago UNLESS you combine it with updated virtual work and research on the site and include that updated information in your report.

**LATE WORK:** Nothing in this class is a surprise or posted with only hours or days for you to complete them. All assignments and assessments are posted with WEEKS to prepare and complete them. As such there can be **no late work** without verification from the Student Advocate office (see below).

**SAVE YOUR WORK ON FLASH DRIVES.** There can be no "my computer crashed" stories. Be fanatic about SAVING your work in two or more ways in every class you have.

**"My internet or computer crashed or I will be away from internet access for a while."** - This is an online class. Please plan ahead if you expect to travel and know that "away from internet access" in this day and age is a pretty tough argument to sell. All of us travel - - just plan ahead and you will be fine. The ONLY exception I ever make is for Active Duty or drilling Reservists/National Guard who always have orders to prove their situation for brief periods of non-access.

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**ALL Assignments in this class are REQUIRED.** If you skip one, you will automatically fail this class. All assignments are “all or nothing,” and incomplete work will not be read or graded and will be given a zero. Please do not email me and tell me that you “are happy with a B or C” and you plan to skip a major assignment. **You will fail the class.** (*Yes, believe it or not, I do get folks who say they are “happy with a C!”*)

Also, all Assignments must be complete - - there can be no “partial credit.” Particularly with the Midterm and Final Assessments, if any part is missing it will be a zero.

**Emergencies:** Emergencies will only be considered if verified by the Dean’s office and Student Advocate’s office that have services to support you and your family in any kind of emergencies. They can be accessed at: <http://www.asu.edu/studentaffairs/vp/advocacy/help.htm> at the Tempe Campus and <http://www.poly.asu.edu/students/studentaffairs/> at the Poly Campus - if you think your work might be late for these kinds of reasons, I will only accept the work if you have verification from Student Affairs and in emergencies they are happy to help you, contact your instructors for you and they offer a variety of other support programs to help with decision-making. Please do not email me that a relative died or you have had some other family emergency and expect that I can just take your word for it. This is especially true if you are asking to have a major assignment due date extended in ANY of your classes. **Emergencies CANNOT be taken care of “after the fact.”** Do not just disappear from class or not turn work in and then tell me after the due date has passed that you had some kind emergency – follow the procedure in the paragraph above from the moment you discover an emergency and let that office take care things for you – that is what they are there for, to serve and they are happy to help students having emergencies.

**Grading & Breakdown of Points and Plus/Minus System:**

Your Advisor can tell you how and when the plus/minus system affects you, your major or post-degree plans and GPA.

A+ = 96 & above	B+ = 86-89%	C+ = 76-79%	D = 60-69%
A = 93-95%	B = 83-85%	C = 70-75%	E = Below 60%
A- = 90-92%	B- = 80-82%		

**Scale to figure your grade based on points earned:**

A+ = 384 & above	B+ = 344 –359	C+ = 304 – 319	D = 240 - 279
A = 372 – 383	B = 332 – 343	C = 280 – 303	E = Below 240
A- = 360 – 371	B- = 320 – 331		

**Point Value of Assignments:**

Two Virtual Visits/Web Reports (50 pts each)	100 points
Midterm Assessment	100 points
Final Assessment	100 points
Participation (50 pts at Midterm time & 50pts at the end)	100 points
<b>Total Points for this Course =</b>	<b>400 points</b>

C1, C2,  
C3, C4  
For details see  
sample assignments attached

**Citation Style in the History:** On the Midterm and Final, you will use Turabian format for citations and works cited (bibliography) in this department. This is the format used by historians and History Departments nationwide. It is **not an option** to use MLA or APA for work in this class. If you are a History major you no doubt have a copy of *The Manual for Writers* by Kate Turabian already in hand and if not, **you should.**

For others in class, you can pick up copies of these in most second hand bookstores and I recommend not going older than 5 years in terms of publication date. There are also many useful websites for learning Turabian as well.

**Plagiarism & Academic Integrity Statement:** I follow the ASU Academic Integrity guidelines. The full policy and procedures that define and explain plagiarism along with the university's penalties and consequences can be found on the ASU website at Academic Integrity Policy at ASU (<http://www.asu.edu/studentaffairs/studentlife/judicial>) and in your ASU Catalog. We will look at this website together during Week One and any questions will be answered for you at that time. Plagiarism can result in being dropped from the class, failed in this class and an "XE" grade notation can appear on your ASU transcript that publicly notes "Failed by Plagiarism." These are serious outcomes and can prevent acceptance to upper division programs, internships and other kinds of long-term consequences.

***Americans with Disabilities (ADA) Compliance Statement:***

All disability-related needs are handled confidentially by ASU and this includes in the classroom and by faculty. If you have needs identified by DRS, they will provide you the directions and forms necessary. If you feel that you are in need of their testing and services you can make contact with them at Disability Resources for Students (<http://campus.asu.edu/polytechnic/drc/>)

***Writing Guidelines, the Writing Center, Online Handouts & Learning Resource Centers:***  
ASU Writing Center (<http://studentsuccess.asu.edu/writingcenters>)

***Stress Reduction, Academic Workload & Time Management Pressures:***  
ASU Confidential Counseling Center (<http://students.asu.edu/counseling>)

***Disclaimer:*** A Syllabus represents a carefully planned outline of a course but it cannot be written in stone. There may be changes when circumstances indicate that slight modifications are necessary. I will strive to keep any changes to a minimum and I will give you plenty of notice if any adjustments become necessary.

***ACADEMIC STATUS REPORTS:*** *These are reports made to the Registrar when students are below 70% or below a C in the work in a class. You see the dates when these reports are required to be made in the Table on next page. If you are above 70%, you need not worry about these and I also make these reports when students have missed too many classes*

**HST 343 – Session C – Table of Important Dates on NEXT PAGE**

**\*\*VIDEOS sometimes become unavailable & others not available at time of preparing the syllabus suddenly become available online. So it will happen that required videos change during the semester.**

**FMG = Films on Demand via the ASU Library.** You must be logged in with your ASURITE ID in order to access the database. If you have problems, call the Library. We have few if any problems with FMG over the several years we have used it.

**Also, videos or pdf articles can be added when they become available to us during the semester.**

Week Of		
1/12 – 1/18	Get books & post Intro on our FB Page	Drop/Add Jan 18th Post Intros
1/19 – 1/25	<b>Lamar:</b> Introduction & Part One: New Mexico <b>FMG:</b> "Why Geography?" video # 8053 and "The Battle for Glorieta Pass," video # 3192	
1/26 – 2/1	<b>Lamar:</b> Part Two: Colorado <b>FMG:</b> "The Sand Creek Massacre," video # 37436	
2/2 – 2/8	<b>Lamar:</b> Part Three: Utah <b>FMG:</b> "The Mormons", Parts 1 & 2, videos # 44383 & 44384	Web Report # 1 due 2/8
2/9 – 2/15	<b>Lamar:</b> Part Four: Arizona <b>In FMG:</b> "We Shall Remain: Geronimo," video # 44692	
2/16 – 2/22	<b>FMG:</b> "Angel Island," video # 29444 and "Season of the Navajo," video # 33511 <b>In BB:</b> Richard White, "The Imagined West" & Wiegler, "Desert to Disney World"	
2/23 – 3/1	<b>In FMG:</b> Hoover Dam, video #: 44082 and Civilian Conservation Corps, video # 44081 <b>deBuys:</b> Intro & Chapter One	
3/2 – 3/6	<b>deBuys:</b> Chapter Two (videos TBA)	Midterm due 3/6 by 9pm
3/7 – 3/15	SPRING	BREAK
3/16 – 3/22	<b>deBuys:</b> Chapters Three & Four	
3/23 – 3/29	<b>deBuys:</b> Chapters Five & Six (videos TBA)	Web Report # 2 due 3/29
3/30 – 4/5	<b>deBuys:</b> Chapters Seven and Eight (videos TBA)	
4/6 – 4/12	<b>deBuys:</b> Nine, Ten and Eleven (videos TBA)	
4/13 – 4/19	<b>Topic:</b> Culture, Diversity & the Arts of the Southwest <b>FMG:</b> "Luis Valdez," video # 3096 (add'l videos TBA) Website: <a href="http://parentseyes.arizona.edu/">http://parentseyes.arizona.edu/</a>	
4/20 – 4/26	<b>Topic:</b> Immigration & Political Culture <b>FMG:</b> "Broken Border," video #37482 & "Illegal Immigration," video # 36257	
4/27 – 5/1	<b>Topic:</b> Tourism & Myth/Lore of the Southwest (videos TBA)	Partic Pts added 5/1
5/4 – 5/9 Finals Week		Paper Due in BB by May 7th by 9pm

} C4

} C4

} C4

} C4

## HST343 Guidelines for Evaluating Historic Sites, historical societies & Museums

\*\*Although Arizona is part of the West and Southwest, I encourage you to broaden your perspective. We don't want "Arizona history" alone. We can always chat about and look at Arizona historic sites as part of our ongoing FB dialogue and we will do that. And please **avoid duplication**....pay attention to which sites have already been presented.

You have TWO of these reports to do during the semester. If you can or want to do so, you are more than welcome to make in-person visits to historic sites, historical societies or museums in the American Southwest. If you go in person you should include the date of your visit; admission tickets, **photos**, etc. You may also upload a video to YouTube and share the link with us. While you have **much freedom to be creative, these are still serious analyses of how history is presented in public venues and settings**. It is helpful to include more tourist-related information in terms of cost to visit but keep that info for the very end and do not get caught in presenting a travel piece instead of serious research and analysis. **Selected websites must be created by qualified and credentialed persons or organizations. DO NOT COPY/PASTE any text from your selected websites**....you will already be providing the link....your report needs to be 100% in your words. If you wish to provide a quote, then put it into quotation marks and cite it.

Historic evaluations of sites/museums are **not** just write-ups of your own opinion or simply going there (in person or virtually) & having a nice outing. You must place the site into **historical context** for HST343 and **identify the historic features** and/or **historical significance** of the site. If you go in person always introduce yourself to someone at the site or if working virtually email persons listed on the website. Give them the opportunity to know that your interest is part of an upper division class at ASU - - they love knowing that scholars and schools are including them in their class and often will do more for you once they know the reason for your visit or your interest.

Also, if you go somewhere in person **take time to observe** how the public, of all ages, actually uses the site - - in other words, from what you can see is the public at the site largely just enjoying the fun aspects or are they actually going through exhibits, are they reading signage, or appear to acquiring the historic information? Are there guided tours? Self-guided tours? Does cost prohibit the public from being able to do all the possible activities? Is the site friendly to all ages or does it appear to target particular age groups?

When using websites for historic sites, does the site/website seem to focus most on tourism over dissemination of historical information? Avoid commercial sites. Most often a historic site has an official website. What is the role of myth, lore, and/or legend at the physical site or on their website? Does actual historical fact seem to get lost in the lore or is it fairly easy for the average visitor to discern the difference? Is there a "gift shop" online? And if so, what kinds of items are for sale? Are there touristy trinkets or items reflecting real history? Both? Which items sell the most? (ask or email the staff).

With historical societies, historic buildings or houses or museums, talk to or email the staff about funding, grants and grant-writing and local support; future plans for the site? Also, ask about the use of volunteers versus paid staff. What problems do historical societies & museums face these days? How do they solve some of these problems at the society/museums you visit?

You must have **web links, pictures or graphics** and PROOFREAD. Doing these reports in Facebook does not mean that they can be casually worded. So although you can do these earlier than they are due, PLEASE DO NOT RUSH through them....there are no re-writes. Wait until you are 100% ready to post the report in its entirety. Often students write their post in MSWord and copy/paste it into FB when ready. Take your time. These are not one paragraph...**they are often quite lengthy posts**.

Scholar Hal Rothman wrote a book about tourism and the West/Southwest, "**The Devil's Bargain**" – referring to the inherent trade-off between western states needing tourism dollars, some even economically dependent on tourism, yet environmentally sites are threatened, some sites lose grasp of presenting good history, and others fall victim to stereotypes & prioritize popular myths & legend. Would you say that any of the sites you visited in person or virtually have made a "Devil's Bargain" with any aspects of the site's presentation? Be specific.

*"Public History is history that is seen, heard, read, and interpreted by a popular audience. Public historians expand on the methods of academic history by emphasizing non-traditional evidence and presentation formats, reframing questions, and in the process creating a distinctive historical practice....Public history is also history that belongs to the public. By emphasizing the public context of scholarship, public history trains historians to transform their research to **reach audiences outside the academy**."* – **using this definition, how does the site you visited fit (or not) this definition and explanation for the public presentation of history?**

## HST343 MIDTERM – SPRING 2014 – SESSION C - ASU POLY

**Please do not be late**...if there is an ASU-caused internet problem, we'll deal with it but other than ASU-caused problems, Midterms must be on time and must be 100% complete or they will become a zero and automatic fail of HST343. Proofread, use page # citations in Part One, plan and organize...you do not want to hand in a “draft-quality” paper.

Turabian is the required format and footnotes are the easiest way to enter your citations. The ASU Writing Center and the ASU Library has online Turabian Guides.

Please upload **ONE DOCUMENT**. When you are finished with both Part One and Part Two simply combine them into one document labeled “Part One” and “Part Two.”

### PART ONE: 50 points

Prepare a brief essay of 5-6 pages (do not submit less than 5 pages or more than 8 pages). BE SURE to have an Introductory paragraph that presents your overall thesis and a CONCLUSION to end your essay. In your essay you will discuss and compare New Mexico, Colorado, Utah and Arizona in terms of their early relationship with the federal government from their late territorial period to statehood.

Were the challenges faced by each state's path to statehood similar or quite different? As you work through your comparison and now that you are finished with the Lamar book, did one of the four state's stories become your favorite? Why?

(throughout the essay be sure to offer specific examples for your points and include page # references in your footnotes)

### PART TWO: 50 points

Please **just label your answers 1- 50** and **only enter the answer**, not long explanations. You can Google, work in groups, whatever it takes, to find these answers. There is no partial credit, an answer is either right or wrong....if anyone uploads less than 45 of these answered it will be a zero. (Everyone **should** earn 50/50 here.....)

1. The world's largest \_\_\_\_\_ is located at Kitts Peak AZ.
2. I was born in Yuma and went on to be a leader in the migrant farm workers movement.
3. *Arizona v. California* was a famous judicial and legislative over \_\_\_\_\_.
4. I was a Sun Devil, too. And I did make into Cooperstown in 1993. My nickname was “Mr. October,” and I came to ASU first on a football scholarship but switched to baseball after my freshmen year. Who am I?
5. I finally surrendered in Arizona in 1886.
6. October 26, 1881.
7. What Army Colonel led the San Creek Massacre?
8. In 1974, film maker \_\_\_\_\_ used a film set in the 1870s to make a social commentary on racism in the 1970s. What was the film?
9. A simple but important technological invention that empowered people to claim and protect their land in the West was \_\_\_\_\_.
10. The Missions of the Southwest are not all the same. Those founded the earliest were founded by \_\_\_\_\_ and those built after 1767 were founded by the \_\_\_\_\_.
11. The short-lived Pony Express began in the city of \_\_\_\_\_ and ended its route in the city of \_\_\_\_\_.
12. What was the actual profession of gunfighter and gambler Doc Holliday?

**AMERICAN SOUTHWEST FINAL – HST 343 – SESSION C –FALL 2013 – ASU POLY**

**Because we will be at semester's end no late papers can be considered and PLEASE use proper file format and upload the correct file the first time!**

Finals must be on time and must be 100% complete or they will become a zero and automatic fail of HST343. Proofread, use page # citations and plan, organize & PROOFREAD...you do not want to hand in a "draft-quality" paper. You can include or build upon some of your points and comments from DPs if you feel they have relevance but you must cite and identify yourself just like you would any other source.

**Turabian** is the required format and the ASU Writing Center and the ASU Library has online Turabian Guides. Any paper with no citations or just a few citations in a 6 page paper cannot earn more than C....we have reviewed and gone over citations as a standard in upper division work enough times that by December proper citations are simply a given.

You have TWO OPTIONS for the Final. Most likely you will rely primarily on Bryant again and also upon Velez-Ibanez, the films and the journal articles to find evidence or examples to bolster your response. But if you find it useful to refer back to or include any of our sources you are free to include them as well. In either of the below options you must make good use of our sources but may include your own views of course...just be careful to strike a balance between use of source and your own views. Basically, avoid polemics.

---

**Option One: (100 points)**

In the Midterm Exam you explored "*some of the ways in which the American Southwest formulated a "regional culture" between 1920 and 1940.*"

In the Final paper, "*describe some of the ways in which the American Southwest "regional culture" transformed after 1920. Do you believe that a "regional culture" was strengthened, threatened or possibly weakened since 1920? Why?*"

---

**Option Two: (100 points)**

For those yearning to work on more of a reflective essay: "In what ways has study of the American Southwest changed your perceptions of the region? In your planned careers which of the issues explored by our authors, films or journal articles are likely to have significance to or a direct impact upon your work? Be as specific as possible. Despite the current political issues in the Southwest will the attraction, myth, and/or lore of the American Southwest survive?"

13. In the 1850s, \_\_\_\_\_ began manufacturing heavyweight trousers for gold miners, made of the twilled cotton cloth known as "genes" in France. He had intended to make tents, but finding no market, made a fortune in pants instead.
14. September 11, 1857 in Utah.
15. April 15, 1862: the westernmost battle of the Civil War occurs at \_\_\_\_\_ in the state of \_\_\_\_\_.
16. February 24, 1836.
17. In 1872, Congress designated the first National Park. Where was/is it?
18. May 19, 1848.
19. Still unresolved, the state of \_\_\_\_\_ has been fighting against the plan to store \_\_\_\_\_ at Yucca Mountain.
20. In 1900, over 6,000 people died in the worst hurricane in American history that hit the city of \_\_\_\_\_. (Believe it or not, Hurricane Katrina is # 3),
21. In 1881, the book \_\_\_\_\_ by author \_\_\_\_\_ became a bestseller and made Americans aware of abuses against American Indians.
22. When you see Captain Jack Sparrow & his ship in some scenes of the "Pirates of the Caribbean" movies (such as "At World's End,") the ship isn't on water at all but instead in the middle of the \_\_\_\_\_ in the state of \_\_\_\_\_. Hint: watch this clip on YouTube: <http://www.youtube.com/watch?v=t-aBDKJHmuU>
23. Folks living south and around the bomb test sites in the southwest and who contracted all kinds of cancers after the 1950s and 1960s bomb testing are referred to as \_\_\_\_\_.
24. The filmmaker most known for his use of Monument Valley in his movies was \_\_\_\_\_.
25. In 1967, a popular western film portrayed a "blue-eyed Indian." What was the film and who was the actor?
26. Originally from Sun Prairie Wisconsin, this artist is most associated with New Mexico. Who is she?
27. Founded by the former CEO of Target Corporation, what museum opened in Phoenix in April of 2010 and is the largest museum of its type in the world?
28. What famous singing cowboy created and endowed one of the most prestigious Western history museums in the U.S.? Where is it located and what is its name?
29. The year was 1947, in Los Angeles and continues to be one of the most intriguing and argued "unsolved murders" in U.S. history. What is the case called and what was the victim's real name?
30. Although he has a famous "drive" named for him, this former Department of Water and Power engineer in Los Angeles also died feeling horribly and personally responsible for one of the worst dam failures in U.S. history that occurred in 1928. Who was he and what was the name of the dam disaster?
31. What 1974 film made use of the story from question # 46 to build its own storyline?
32. Although the state border of California does not even touch me, southern Cal gets 29% of the power I produce, the city of Los Angeles alone gets another 16% for a total of 45% of my power going to California while Nevada only gets 24% and Arizona just 19%. What or what am I?
33. In the Centennial year of 1876, which western state was admitted to the Union?
34. More than 100 members of the \_\_\_\_\_ tribe were killed in 1871 at the \_\_\_\_\_.
35. In 1887, Congress passed the \_\_\_\_\_ Act which effectively abolished the land holdings and leadership structures of \_\_\_\_\_.
36. Which two southwestern states were admitted to the Union in 1912?
37. In 1869, what famous one-armed man began exploring the Colorado River?
38. "The Big Bonanza," also called the \_\_\_\_\_ Lode was discovered in the state of \_\_\_\_\_ in the year \_\_\_\_\_.
39. In 1846 after years of abuses and violence against them, the Mormons began their westward migration, leaving the city of \_\_\_\_\_ in the state of \_\_\_\_\_.
40. In 1902 who opened their first store in Kemmerer, Wyoming?
41. Which state capital is located at a place with the highest elevation in the U.S.?

42. The \_\_\_\_\_ people of the southwest have lived in the same location longer than any other culture in the Nation.
43. The \_\_\_\_\_ have the largest population of any Native American group in the United States.
44. Route 66 began (begins) in the city of \_\_\_\_\_ and ends in the city of \_\_\_\_\_. On its way, which states does Route 66 include?
45. In 1962, NASA opened its doors at the famed Manned Spacecraft Center in what city?
46. Founded in 1892 by \_\_\_\_\_, the \_\_\_\_\_ was formed to first protect Yosemite National Park.
47. In 1943, a series of riots broke out between sailors and marines against local area Mexican youth. In what city did these riots occur and what are the riots called?
48. In 1951, atomic bomb testing began in the state of \_\_\_\_\_.
49. He jokingly jabbed at the free-wheeling nature of the City of Angels when he mused that if you “tip/turn the world over on its side and everything loose will land in Los Angeles.” Who said this?
50. Who really owns the west and southwest? In other words which states have the highest amount of land actually owned by the federal government? What are the top ten states in order of most owned by the feds? (federal land includes Indian reservations, BLM, national parks and monuments and military installations)  
Hint: Go to: <http://bigthink.com/ideas/21343>



# THE FAR SOUTHWEST

1846-1912 *A Territorial History*

HOWARD R. LAMAR



REVISED EDITION

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CLIMATE CHANGE  
AND THE FUTURE  
OF THE AMERICAN  
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# A GREAT ARIDNESS

"This is on the short list of key books for anyone who lives in or loves the American southwest. A remarkable book."—BILL MURPHY



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