

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**  
(ONE COURSE PER FORM)

1.) DATE: <b>2-5-14</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>HIS</b> Number: <b>106</b> Title: <b>Southwest History</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:          Number:          ; Prefix:          Number:          ; Prefix:          Number:          ;	
Prefix:          Number:          ; Prefix:          Number:          ; Prefix:          Number:          ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>PAUL HATCHER</b> PHONE: <b>623-845-3797</b> FAX:	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) <u>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</u> <u>Core Areas:</u> <b>Select core area...</b> <u>Awareness Areas:</u> <b>Cultural Diversity in the United States (C)</b>	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> <b>DECHST</b> prefix <input type="checkbox"/> Elective  Current General Studies designation(s): <b>C, H, SB</b>  Effective date: <b>2014 Fall</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: <b>HANNES KVARAN</b> Chair/Director Signature: _____	

AGSC Action:          Date action taken:          ☐ Approved          ☐ Disapproved

Effective Date: \_\_\_\_\_

## **Arizona State University Criteria Checklist for**

### **CULTURAL DIVERSITY IN THE UNITED STATES [C]**

#### **Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

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

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		<b>1.</b> A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	Course competencies, course outline, syllabus, textbook table of contents, additional reading list, assignments
		<b>2.</b> A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Course competencies, course outline, syllabus, textbook table of contents, additional reading list, assignments
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	Designation
HIS	106	Southwest History	<b>CULTURAL</b>

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>Example</b> -See 2b. Compares 2 U.S. cultures	<b>Example</b> -Compares Latino & African American Music	<b>Example</b> -See Syllabus Pg. 5
1. The course must contribute to an understanding of cultural diversity in contemporary U. S. society.	The course integrates cultural diversity as its content includes the Native Americans of the Southwestern US, from a historical perspective (more primitive age), and how they relate to the more contemporary Native American. Mexicans and Mexican-Americans are a large part of the course material, as it delves into the Mexican expansion into the Southwestern US, from the settling of the west, the California Gold Rush, the Mexican-American influence for the US in World Wars I and II, economic opportunities in the "post war" west, the Mexican-American "identity" and culture, and the role Mexican-Americans play in the current political structure of the US. African-American influence are shown in the westward expansion, and military aspects (Buffalo Soldiers, for example), as well as their growth within US Republican, Democrat, and Independent US forums.	<p>Course Competencies: 3, 5, 6, 7, 9, 10, 11, 13,</p> <p>Syllabus: Weeks 3, 4, 6, 7, 8, 10, 12, 13, 15, 16</p> <p>Clayton and Chamberlain text chapters: 3 - 12</p> <p>Book report requirement/Additional reading</p> <p>Examples of chapter assignments/content, in regards to cultural diversity in contemporary U.S. society:</p> <p>Chapter 6 -- Railroad building, cattle ranching, farming, mining, oil, logging, fishing -- all were industries undertaken by Mexican Americans, Native Americans, Black Americans, and Asian Americans. These were the industries that these diverse group of people specialized in, and passed through generation to generation.</p> <p>Chapter 8 -- The identity of Mexican Americans, Black Americans, Asian Americans, European Americans, as well as their contributions, is examined.</p>

		Chapter 12 -- The growth of urban America, the political and business leaders in the Mexican American and Black community, the continued spirituality of southwest Native Americans, and changes within the humanities is examined.
2a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions of gender, racial, ethnic and/or linguistic minority groups within the United States.	Southwest History is an in-depth study of culture-specific elements, as it goes into great detail about the lives and cultures of the new "Americans" (Mexican-Americans) in the southwest U.S. The course traces the land ownership and business ventures of Mexican-Americans, Black Americans, and Asian Americans. As Mexican-Americans became apart of the fabric of this growing region of the country, their culture stayed true, even as the new Mexican-Americans became "Americanized". The course studies this culture, as well as how these new Americans fought to keep it. The culture of Black Americans is also studied, as inexpensive land and opportunity for power and wealth pulled Black Americans from the southeast and northeast, into this growing region. Black Americans brought their culture with them. As the Southwest grew, Asian Americans were a vital part of that growth, especially as it came to southwest railroad building, and the business ventures that came along with it. And finally, as the Southwest grew, the course studies Native American culture and how it stayed strong. Even as the US Government attempted to "Americanize" these people, the Native Americans of the Southwest handed down, from generation to generation, their beliefs, religious teachings, and cultural elements that are distinct to many different tribes and bands of the Southwest US.	<p>Course Competencies: 3, 5, 6, 7, 10, 11, 13</p> <p>Syllabus: Weeks 3, 4, 6, 7, 8, 10, 12, 13, 15, 16</p> <p>Clayton and Chamberlain text chapters: 3 - 12</p> <p>Book report requirement/Additional reading</p> <p>Assignment examples:</p> <p>Chapter 7 -- Explain the role the railroads played, from a political perspective, during this era in the Southwest. (Within this chapter, the role of Mexican-Americans is examined, where it comes to not only the building of the railroads, but how their influence, politically, begins to grow).</p> <p>Chapter 8 -- a) Discuss the new-found "Mexican-American" experience in the growing Southwest in the late 19th century.</p> <p>b) Explain some of the issues encountered by Black Americans in the Southwest in the late 19th century.</p> <p>Chapter 11 -- Discuss the videos you watched, regarding the Navajo Code Talkers. What intrigued you? Discuss, in detail, 3 aspects of the video. (within the video, students will learn about the vital role the Navajo Indians played during WW II).</p>

## **HIS 106 – Southwest History**

### **Justification for Cultural Diversity Designation**

The history of the American southwest is a full one. As the population of the American southwest exploded, starting around 1850, many from different cultural backgrounds found their way to this expansive area of the United States. In HIS 106, Southwest History, students will receive an in-depth study of these cultures. The southwest United States became the new home of folks from Mexico, looking to make a new life in this area. They will become Mexican-Americans, and this course will chart that journey. Black Americans, whom mostly called the eastern part of the United States “Home” will also find their way to the southwestern region of the United States, and they will carry their culture with them. Native Americans, who have lived in this region for hundreds upon hundreds of years, will continue to pass their culture down from generation to generation, and HIS 106 will study that. American women built the United States, more than they have ever been given credit for. As they traveled west with their families along wagon trails, or worked in factories as American men were at war, American women stood strong, and became pillars of their families, companies, towns, and country. Southwest History gives students the cultural awareness of all these groups who were so vital to the growth of the area that we live in now, and love as much as we do – the southwestern United States.



### Southwest History

Course: <b>HIS106</b>	Lecture <b>3</b> Credit(s) <b>3</b> Period(s) <b>3</b> Load
First Term: <b>1999 Fall</b>	Course Type: <b>Academic</b>
	Load Formula: <b>S</b>

**Description:** Survey of Hispanic, Anglo, African-American and Native cultures of the peoples who have settled the American Southwest. Emphasis on cattle, mining, fur trade and transportation industries and role development of the region

**Prerequisites:** None

### MCCCD Official Course Competencies

1. Describe the characteristics of the prehistoric native cultures of the American Southwest. (I)
2. Describe the nature of the early Spanish exploration and settlement of the American Southwest. (II)
3. Describe the social, political, and economic characteristics of the Mexican Interlude (1821-1845) in the Southwest. (III)
4. Explain the process by which control of the Southwest was lost by Mexico and taken over by the United States. (III, IV, V)
5. Identify and describe important U.S. sectionalist and political upheavals during the mid-nineteenth century, and explain their effects on the development of the Southwest. (V)
6. Trace the development of an effective national American Indian policy and its impact on the Southwest. (VI)
7. Define and exemplify the process of Americanization of the Southwest. (VII)
8. Trace the establishment of law and order in the Southwest. (VIII)
9. Describe the nature and impact of Southwestern cattle industry from 1820-1880. (IX)
10. Trace the evolution of the mining industry in the Southwest from the mid-nineteenth century through the early decades of the twentieth century. (X)
11. Identify and exemplify important social, economic, and political events on the Southwest during the twentieth century. (XI)
12. Trace the evolution of policies regarding water use in the Southwest. (XII)
13. Describe the role of the Southwest in twentieth century American politics. (XIII)

## MCCCD Official Course Outline

### I. Prehistoric Indian Cultures

#### A. The origins of humans in America

1. Middle East
2. Africa
3. Japan and Peru
4. Siberia-Bering Sea land bridge
5. Date of migration

#### B. Lithic (Stone Age) traditions

#### C. Sedentary traditions

#### D. Nomadic traditions

### II. The Spanish Era

#### A. The legacy of Panfilo de Narvaez

1. Cabeza de Vaca
2. Fray Marcos de Niza
3. F.V. de Coronado and companions
4. Hernando de Soto

#### B. The first permanent entradas into the Spanish borderlands

1. Antonio de Espejo
2. Juan de Onate
3. New Mexico: settlements and explorations
4. Texas
5. Arizona (Pimeria Alta)
6. California
7. The Roman Catholic Church in the Southwest

### III. The Mexican Interlude: 1821-1848

#### A. The Mexican political milieu of the 1820's

1. Liberals vs. Conservatives
2. Antonio Lopez de Santa Anna

#### B. Mexican administration of the northern frontier

1. Immigration policy
2. Texas
3. New Mexico and Pimeria Alta
4. California

#### C. The administration of Texas: 1821-1835

1. The Austin Empresario
2. Relations between America and Mexico
3. The Fredonia Revolt

### IV. The Americanization of the Southwest

#### A. Zebulon Pike

#### B. Western fur trapping

#### C. Spanish fur trapping activity in the Upper Rio Grande Valley

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- D. Exclusion of American fur trappers by Spanish law
  - E. Santa Fe trade
    - 1. Spanish policy
    - 2. Effects of Mexican Independence, 1821
  - V. Political Upheaval in the Southwest
    - A. Texas Rebellion
    - B. The Mexican War
    - C. The Compromise of 1850
    - D. The Gadsden Purchase
  - VI. American Indian in the Southwest
    - A. Horse Creek Indian Council, 1851
    - B. Quaker Policy or small reservation policy under Grant
    - C. Dawes Severalty Act
    - D. The Southwest and the Indians
  - VII. Anglo Development of the Southwest
    - A. Gold Rush
    - B. Transportation
      - 1. Cape Horn route
      - 2. Trans-Panama route
      - 3. Steamboats on the Colorado River
      - 4. Camel experiment
      - 5. Railroads
  - VIII. Outlaws of the Southwest
    - A. Law and order in the states and territories
    - B. Government corruption
    - C. The Gilded Age
    - D. Populism and progressivism
    - E. Vigilante movement
    - F. Texas
    - G. New Mexico: Lincoln County War
    - H. Arizona
  - IX. Ranching and Farming
    - A. National domain in question
      - 1. Homestead Act
      - 2. Timber Culture Act
      - 3. Desert Land Act
      - 4. Timber and Stone Act
    - B. Cattle industry
    - C. Sheep industry
    - D. Farming and irrigation
  - X. Mining
    - A. Importance to the development of the region
      - 1. Population
      - 2. National mineral supply
-

- 3. Economy
  - 4. Folklore
  - B. The Spanish Tradition
    - 1. Placer mining and drifts
    - 2. The Arrastre process
    - 3. The patio process
  - C. California Gold Strike
  - D. Arizona mining
  - E. Government monetary policy in the 1870's
    - 1. Crime of 1873
    - 2. Bland Allison Act, 1878
    - 3. Sherman Silver Purchase Act, 1890
  - F. Copper mining
  - G. Nature of mining
    - 1. Requirements of copper mining
    - 2. Open pit mining
    - 3. Shaft mining
  - XI. Twentieth Century Southwest
    - A. Statehood: Arizona and New Mexico
    - B. American Indians
    - C. Hispanics
    - D. African Americans
  - XII. Water
    - A. Before 1902
    - B. After 1902 Reclamation Act
      - 1. Dams
      - 2. Control of underground water
  - XIII. Twentieth Century Politics in the Southwest
    - A. The Gilded Age
    - B. Southern California
    - C. Arizona
    - D. Reformation under Hiram Johnson
    - E. Texas Pa Ferguson
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Last MCCCCD Governing Board Approval Date: **4/22/1997**

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All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



## GLENDALE COMMUNITY COLLEGE

**HIS 106**

**Southwest History—Class #27351**

**Glendale Community College**

**6000 W. Olive Av. Glendale, AZ 85302**

**Spring 2013 January 12-May 9**

<b>Class Hours:</b>	On-Line
<b>Class Location:</b>	On-Line
<b>Instructor:</b>	Paul Hatcher
<b>Office:</b>	AT-142—Athletics Building (N. of pool, E. of tennis courts, west entrance)
<b>Office Hours:</b>	Call or Email for appointment
<b>E-Mail:</b>	paul.hatcher@gccaz.edu
<b>Phone:</b>	623-845-3797
<b>College Website:</b>	www.gccaz.edu

### **About this on-line course:**

This online course is **NOT** an open entry-open exit course. There are due dates for all work, and penalties for submitting items late. If you have any issues or concerns, please don't hesitate in letting me know...together, we will work through it—in other words...**COMMUNICATE**. Also, please be advised that you will need to put just as many hours into this course as you would a classroom course.

### **Accessing the course:**

<https://ecourses.maricopa.edu/webapps/login/>

To access the course, you must know your MEID and Password.

### **Communication for this on-line course:**

Communicate with the instructor via phone and/or email. We can also set up a time to meet at GCC Main. Also, we can utilize Google chat. I will be available for immediate help on Tuesday mornings, between 9:30am-10:30am.

### **Using Canvas:**

<https://learn.maricopa.edu/>

### **Canvas help:**

You can access Canvas help from the Canvas website.

**Student help:**

Help desk: GCC Main Campus, HT2-130. They can help with any software issues.

**Required Texts:**

Anderson, Gary Clayton, and Kathleen P. Chamberlain, Power and Promise: The Changing American West. Pearson Education, Inc, 2008.

Weber, David J., The Taos Trappers. University of Oklahoma Press, 1982.

**Course Description:**

Survey of Hispanic, Anglo, African-American and Native cultures of the peoples who have settled the American Southwest. Emphasis on cattle, mining, fur trade and transportation industries and role development of the region.

**Course Competencies:**

1. Describe the characteristics of the prehistoric native cultures of the American Southwest (Chapter 1).
2. Describe the nature of the early Spanish exploration and settlement of the American Southwest (Chapter 2).
3. Describe the social, political, and economic characteristics of the Mexican Interlude (1821-1845) in the Southwest (Chapter 3).
4. Explain the process by which control of the Southwest was lost by Mexico and taken over by the United States (Chapter 3).
5. Identify and describe important U.S. sectionalist and political upheavals during the mid-nineteenth century, and explain their effects on the development of the Southwest (Chapters 3, 4, 7).
6. Trace the development of an effective national American Indian policy and its impact on the Southwest (Chapter 5).
7. Define and exemplify the process of "Americanization" of the Southwest (Chapters 3, 4, 5).
8. Trace the establishment of law and order in the Southwest (Chapter 7).
9. Describe the nature and impact of Southwestern cattle industry from 1820-1880 (Chapter 6).
10. Trace the evolution of the mining industry in the Southwest from the mid-nineteenth century through the early decades of the twentieth century (Chapter 6).
11. Identify and exemplify important social, economic, and political events on the Southwest during the twentieth century (Chapters 7, 8, 9, 10).
12. Trace the evolution of policies regarding water use in the Southwest (Chapters 8 and 9).
13. Describe the role of the Southwest in twentieth century American politics (Chapters 11, 12).

### **Course Requirements:**

Tests 1, 2, and 3—	50 points each
Historical Site project—	100 points
Book Report--	100 points
Chapter assignments—	20 points each

Grading scale: A=90%-100%, B=80%-89%, C=70%-79%, D=60%-69%, F=59% or below.

**Exams:** There will be 3 exams worth 50 points each. Exams will consist of term identifications and essay questions, and be drawn from the text, other readings, and videos.

**Historical Site:** You must visit and/or research a Southwestern site that has historical significance and write a paper about the site. Your choice must be submitted via email to the instructor by January 20<sup>th</sup>, by 11:59pm (it can be submitted sooner) and approved by the instructor. The site, for example, could be a historic building, town, or museum. Be creative--the Grand Canyon or Meteor Crater won't work. Either will large towns that have had 300 page books written about it, like Prescott or Jerome. You can, however, pick a topic, building, or region of a larger historic town.

This paper will be 2-3 pages in length, typed, double-spaced, with 1½-inch vertical and horizontal margins. It must also include a works cited/bibliography page (a title page and works cited DOES NOT count in the 2-3 pages—you lose points if the paper is too short). You need to discuss the history of the site, as well as explain why this site is historically significant. The paper is due by **Sunday, April 28<sup>th</sup>, by 11:59 pm**. You lose 50 points if the paper is late.

**Book Report:** Weber's The Taos Trappers. Your report will be 2-3 pages in length. The report must be typed, double-spaced, 12-font, with 1½-inch horizontal and vertical margins. Do not simply tell me what the book is about--analyze the book, citing specific passages, and give me your thoughts and feelings. The report is due by **Sunday, April 28<sup>th</sup>, by 11:59pm**. You lose 50 points if the report is late.

**Weekly Assignments:** At the beginning of the week, you will be sent an assignment to complete, which will be due the upcoming Sunday, by 11:59pm. If you submit these assignments late, you lose ½ credit. However, even if you are late in submitting these assignments, I strongly suggest you submit them anyway, as partial credit is better than none, and the points really add up.

**\*\*This is not an English/Writing class. However, your writing needs to be of college quality, so your ideas can be understood. Anything you submit should be proofread, to assure quality\*\***

**Cheating/Plagiarism:** Will be dealt with using the current GCC Student Handbook. Please do not do it! There is never a need. I keep all submitted assignments, so if I have the feeling that I have read something similar to what you have submitted, I will go back and search. If you choose to work on assignments with other classmates, you may, but complete the assignments independently. Bottom line — DO YOUR OWN WORK.

**Student Responsibility:** Every student is expected to know and comply with all current published policies, rules and regulations as printed in the college catalog, student handbook, as well as in this syllabus.

**Disabled Student Resources:** Every reasonable effort will be made to accommodate disabled students. Students requiring special assistance and/or accommodations should contact the Disability Resources and Services (DRS), at 623-845-3080, TDS 100.

**\*The order of the readings is subject to change\***

**\*All assignments are due by the due date, by 11:59pm\***

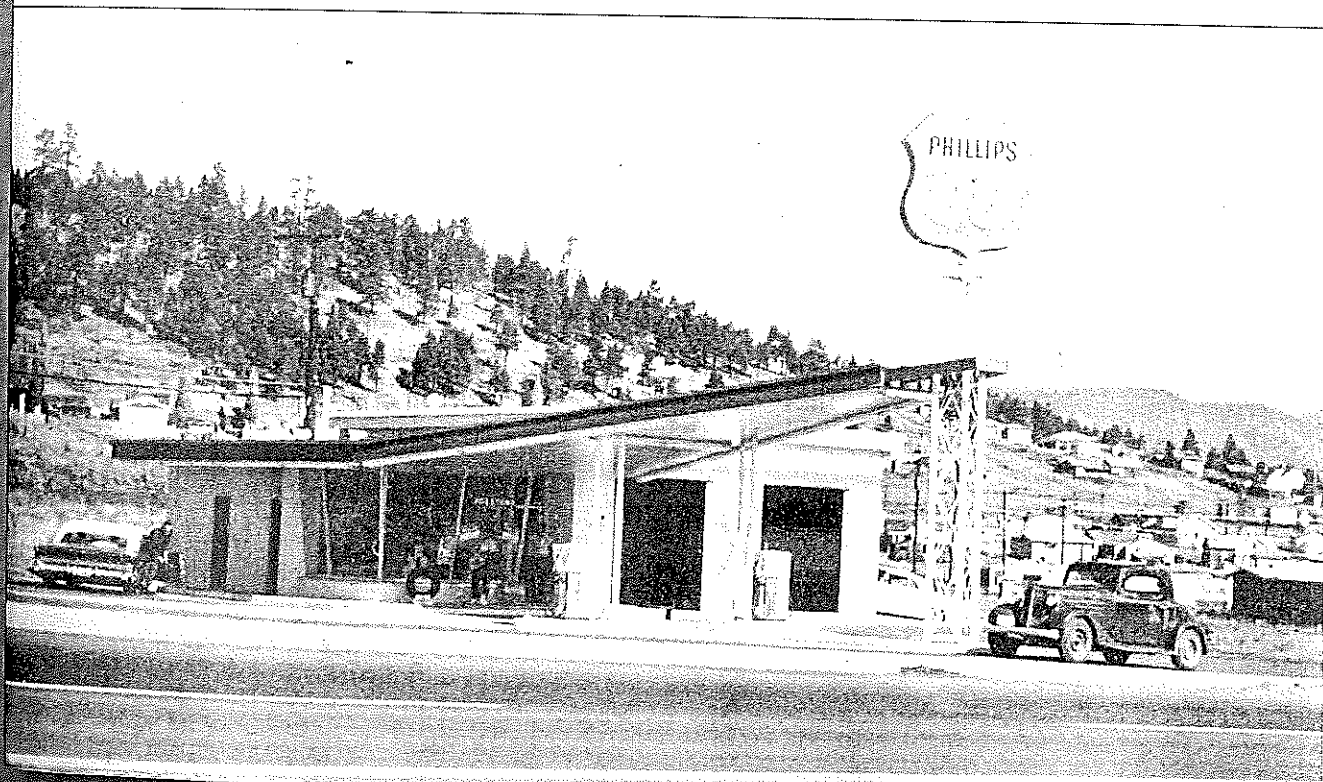
<b>Week 1</b> 1/12-1/20	Familiarize yourself with Blackboard and the syllabus, research and submit your historical site choice, acquire the texts... Chapter 1, "Early Natives of the Southwest", and Assignment #1 (Competency 1).
<b>Week 2</b> 1/21-1/27	Chapter 2, "Europeans and the Southwest", Assignment 2 (Competency 2).
<b>Week 3</b> 1/28-2/3	Chapter 3, "Development of the New Southwest", Assignment 3 (Competency 3, 4, 5, 7).
<b>Week 4</b> 2/4-2/10	Chapter 4, "American Southwestern Pioneers", Assignment 4 (Competency 5, 7).
<b>Week 5</b> 2/11-2/17	Test 1, Work on book report and historical site project.
<b>Week 6</b> 2/18-2/24	Chapter 5, "Wars in the Southwest", Assignment 5 (Competency 6, 7).
<b>Week 7</b> 2/25-3/3	Chapter 6, "The Southwest after the wars", Assignment 6 (Competency 9, 10).

<b>Week 8 3/4- 3/10</b>	Chapter 7, "Political and social law and order in the Southwest", Assignment 7 (Competency 5, 8, 11).
<b>Week 9 3/11-3/17</b>	Spring break, Work on book report and Historical site project.
<b>Week 10 3/18-3/24</b>	Chapter 8, "Diversity and identity in the late 19 <sup>th</sup> /early 20 <sup>th</sup> century", Assignment 8 (Competency 11, 12).
<b>Week 11 3/25-3/31</b>	Test 2, Work on book report and historical site project.
<b>Week 12 4/1-4/7</b>	Chapter 9, "Progressives in the Southwest", Assignment 9 (Competency 11, 12).
<b>Week 13 4/8-4/14</b>	Chapter 10, "The 'new' Southwest" (Competency 11).
<b>Week 14 4/15-4/21</b>	Work on book report and historical site projects.
<b>Week 15 4/22-4/28</b>	Chapter 11, "The modern Southwest", Assignment 11 (Competency 13), Submit book report and historical site projects.
<b>Week 16 4/29-5/5</b>	Chapter 12, "The direction of the future Southwest", Assignment 12 (Competency 13).
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# POWER AND PROMISE

The Changing American West

Gary Clayton Anderson • Kathleen P. Chamberlain





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