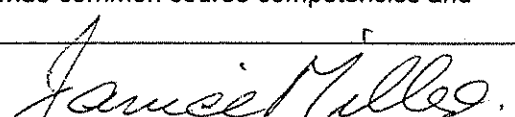


Polytechnic, Tempe, and West campuses

1.) DATE: 6/8/2009	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: HIS Number: 106 Title: Southwest History Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: Dr. Scott White PHONE: 480-423-6206 FAX: 480-423-6298	
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.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Social and Behavioral Sciences (SB) Awareness Areas: Select awareness area...	
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 or 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"/> DEC HIS prefix	
<input checked="" type="checkbox"/> Elective	
Effective date: 2010 Spring 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, governed by district-wide common course competencies and outline <input type="checkbox"/> no	
Chair/Director: Janice J. Miller, SCC	Chair/Director Signature: 

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

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

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Course is designed to advance basic understanding and knowledge about human interaction.</p>	<p>Course comps./Outline. Syllabus. Dominguez Escalante Journal. Treaty of Guadalupe-Hidalgo. Book Review assignment. Article review assignment. Assigned Primary source articles: Coronado Expedition 1540-1542. Don Juan de Onate 1596-1628. Journey of Fray Marcos de Niza. Messages and Papers of the Presidents 1789-1902. Memorial of the Chinese Six Companies 1876. primary source articles in Major Problems in American History by Hurtado and Iverson.</p>

ASU--[SB] CRITERIA

<input type="checkbox"/>	<input type="checkbox"/>	<p>2. Course content emphasizes the study of social behavior such as that found in:</p>		<p>Course Comps./Outline. Syllabus. Treaty of Guadalupe-Hidalgo. Book review and article review assignments. Primary source documents: Onate Expedition. Marcos de Niza Journey. Messages and Papers of Presidents; Hurtado/Iverson articles: Navajo Long Walk; Poems and Stories of Navajo Women. Chinese Memorial to President Grant.</p>
		<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<p>History</p>	

ASU--[SB] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	<p>Course comps/outline. Syllabus. Assigned primary sources: Coronado; Onate; Marcos de Niza; Presidents' Messages and Papers; Hurtado/Iverson articles. Chinese Memorial to President Grant.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Course comps/outline. Syllabus. Treaty of Guadalupe-Hidalgo. Book review and article review assignments. Assigned primary sources: Presidents' Messages and Papers; Hurtado/Iverson: Treaty of 1868 with Navajo; Navajo Long Walk; Poems & Stories of Navajo Women. Chinese Memorial to President Grant.</p>

ASU--[SB] CRITERIA

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.

Course Prefix	Number	Title	Designation
HIS	106	SOUTHWEST HISTORY	SB

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)
1. Course is designed to advance basic understanding and knowledge about human interactions.	Course provides an understanding of the history of the Southwest region of the United States from pre-Columbian to present day. It gives students knowledge and appreciation of events and human interactions during this period, utilizing comparative analysis to study historical, cultural, ethnic, economic and political areas.	Course comps.: 1-13 Syllabus weeks: 1-15. Dominguez-Escalante Journal: vii-144. Book review requirements - see syllabus. Article assignments: see syllabus. Treaty of Guadalupe-Hidalgo assignment: xi - 200. Assigned primary source documents: Coronado Expedition 1540-1542; Don Juan de Onate 1596-1628; Journey of Fray Marcos de Niza; Messages and Papers of the Presidents 1789-1902; Memorial of the Chinese Six Companies 1876; Major Problems in American History by Hurtado and Iverson.
2. Course content emphasizes the study of social behavior such as that found in: History	Course covers the dynamic and diverse history of the Southwestern region of the United States during this	Course comps.: 1,3,4,6,7,11,13. Syllabus weeks: 1-4, 7, 9-11, 13-15.

	<p>historical period of development. Students analyze this diversity and richness by studying social behaviors, using comparative and cultural tools, such as texts and a diverse range of primary documents, in order to understand the complexity of this region.</p>	<p>Treaty of Guadalupe-Hidalgo: ch. 5,7,8, app. 1-3. Book review requirement - see syllabus. Article assignment - see syllabus. Primary Source assignment: Onate Expedition. Fray Marcos de Niza Journey; Messages and Papers of the Presidents; Hurtado/Iverson: Navajo Long Walk, Poems & Stories of Navajo Women. Chinese Memorial to President Grant.</p>
<p>3b. Course emphasizes: the distinct methods of inquiry of the social and behavioral sciences. (e.g. historical analysis).</p>	<p>Course uses the tools of historical analysis and historiography to train students to use these tools in related courses, including other history courses, in order to evaluate and interpret historical data. Historiography is the social science of analyzing and comparing historical interpretations of the past by historians and other social scientists over the years. By these methods, students can utilize, compare and contrast changing social and political views and mores over an extended period of time.</p>	<p>Course comps.: 1-13. Syllabus weeks: lectures and class discussions, 1-13 - see syllabus. Assigned primary sources: Coronado; Onate; Marcos de Niza; Presidents' Messages and Papers; Chinese Memorial; Hurtado & Iverson articles.</p>

<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Course uses social and behavioral science perspectives and data to study historical events within the Southwest region of the United States. Utilizing all the related material, students will be able to comparatively analyze the period in question in order to more effectively understand the development and history of this dynamic region of the United States, and how it relates to the nation.</p>	<p>Course comps.: 2,3,4,5,6,9,10,12,13. Syllabus weeks: 2-9, 12-15. Treaty of Guadalupe-Hidalgo; Book review assignment - see syllabus. Article assignment - see syllabus. Assigned primary sources: Presidents' Messages and Papers; Hurtado/Iverson: Treaty of 1868 with Navajo; Navajo Long Walk; Poems & Stories of Navajo Women. Chinese Memorial to President Grant.</p>
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RATIONALE STATEMENT FOR SOCIAL AND BEHAVIORAL SCIENCES (SB)
DESIGNATION

HIS.106, Southwest History, meets the criteria ASU has designated for courses to train students in the methods of social sciences. The course focuses on the history of the Southwest region of the United States from pre-Columbian times to the present day. The course covers economic, political, social, ethnic, and military aspects of the Southwest, with emphasis on understanding those elements that helped develop the characteristics of the Southwest as a distinct region. The course trains students in the historical method as it examines past and present issues through old and new lenses, and gives them a greater awareness of the resources and methods used in historical studies, historical research, and analysis of historiography. Throughout the course, students are encouraged to study social behavior through comparative analysis using a variety of sources including texts, articles, government documents, memoirs, magazines, as well as movies and television. Through these multiple sources, the course provides the contextual framework for understanding the history of this region of the United States from early times into the 21st Century, including environmental, demographic, and economic changes.

HIS106 19976-99999

LEC 3 Credit(s) 3 Period(s)

Southwest History

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.

[Go to Competencies](#) [Go to Outline](#)

MCCCCD Official Course Competencies:

HIS106 19976-99999 Southwest History

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)

[Go to Description](#) [Go to top of Competencies](#)

MCCCCD Official Course Outline:

HIS106 19976-99999 Southwest History

- 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
 - 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

HIS 106: History of the Southwest

(Scottsdale Community College)

Instructor: Dr. Scott E. White

Office: FOB 110

Fall 2008: T&Th 1:30-2:45

Off. Hours: T 11:00-1:00 & W5-5:45

Room: SB185

Telephone: (480) 423-6206 (SB office); (480) 425-6738 (FOB)

E-mail: scott.white@sccmail.maricopa.edu

This course is designed to provide a basic survey and descriptions of the history of the Southwest region of the United States from early times up to the modern day. The course will cover economic, political, social, ethnic, and military historical aspects of the Southwest. Emphasis will be placed on understanding various elements that helped develop the characteristics of the Southwest as a distinct region.

Class Requirements and Grading

Examinations: There will be TWO (2) exams based on readings, lectures, in-class activities, and discussions. Each exam will be worth 150 points. The final will NOT be comprehensive. The exams will have essay questions. I prefer that all exams be written in a Blue Exam Booklet.

Make-up Exam Policy: Make-ups are given only in case of an emergency. The time and place of a make-up must be made within 48 hours of the original exam time. Once an appointment is set, the student must keep it. The make-up exam must be taken within ONE (1) week of the original exam date. Furthermore, the instructor will not entertain ANY requests for a make-up without verifiable documentation. Failure to comply with the preceding procedure means that there will be no make-up, and the student will receive a "0" for that exam.

Make-up exams are privilege, NOT a right!

Class Participation, assignments, & attendance: An unspecified amount of points will come from attendance, in-class activities, and take-home assignments. Many of these points cannot be made up. At the semester's end, the points from all three of these can be GREATER than one of the exams. The instructor will deduct points for coming to class late and leaving early. Attendance is taken at random.

Quizzes: There will be TWO quizzes in this course. There will be a U. S. geography and history quiz worth FORTY (40) points during the THIRD week of class and a quiz on Arizona worth TWENTY-FIVE (25) points during the FOURTH week.

Although the instructor objects to "pop" quizzes, I do reserve the right to give them if I feel that students are not doing the readings.

Book Review: There are TWO (2) book review assignment for this course on *The Dominguez-Escalante Journal* and *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*. These assignments will be worth FORTY-FIVE (45) points each. Assignment sheets will be given to the class by the fourth week. Please consult the "Course Schedule" section of the syllabus for the due date. FIVE (5) points will be deducted for each day the assignments are late.

NOTE: E-mail attachments will NOT be accepted.

OVER

Article Reviews: The articles for this assignment are on reserve at the library and Independent Study Lab, which is located in the Social Behavior Building. Please consult the hours of each place. You are **required** to read and write reviews of THREE (3) articles of your choosing from those on reserve. Please look at the "Course Schedule" section of your syllabus for the due dates.

Each review is worth TWENTY (20) points, and THREE (3) points will be deducted each day a review is late. Grammar and spelling will be a factor in your assignment's grade. **E-mail attachments WILL NOT be accepted.** A list of the articles and the assignment will be given to the class by the THIRD week.

Class Project: There is a class project. For the project, each student will read and review FOUR (4) books on topics that relate to the Southwest. TWO (2) of the books must be on the same topic for a comparison/contrast evaluation. Each review's length is to be 6 to 7 pages. The instructor must approve your books.

160 points will come from the reviews themselves (40 points for each review), 20 points will come from a brief (2 1/2 to 3 pages) comparison/contrast evaluation essay on two books that cover the same topic and 20 points will come from two required visits with the instructor (10 points each) during the semester.

More detailed information on this project will come during the THIRD week of class.

Extra Credit: Extra credit is OPTIONAL and should NOT be used as a substitute for assignments and regular class attendance. You can potentially earn up to FIFTY (50) points of extra credit.

For extra credit you may do two reviews of books that cover a topic pertinent to the course. The instructor MUST approve the books you wish to review. The instructor will not accept a review from an unapproved book.

Each review can earn you a maximum of TWENTY (20) points for a total of FORTY (40). Please consult the "Course Schedule" section for approval and due dates.

Another option for extra credit is to write a review of a FOURTH article for TEN (10) points.

NOTE: E-mail attachments will NOT be accepted.

Dropping the Course: It is the student's responsibility to be aware of all course withdrawal procedures and dates. Failure to get the appropriate forms filled out by SCC's specified deadlines could result in a failing grade in the course.

Excessive absences also can result in a student being withdrawn from the course.

Incompletes: No grade of Incomplete, or "I," will be given that does not conform to SCC's guidelines and specifications.

Grading: The grades on exams and assignments, and for the overall course, will be based upon a 10% scale – with 90% being the bottom “A”, 80% being the bottom “B”, etc. The course grade will be based upon all the points a student accumulates during the semester.

The instructor does use the “+” and “-“ grade options for the course grade. A “-“ grade goes from _0% to _3%, mid-range is _4% to _7%, and the “+” range is _8% and _9%.

** Students who require special accommodations need to contact the Disability Resource and Services office located in Room #144 in the Student Center. Phone: (480) 423-6570;
<http://www.scottsdalecc.edu/disabled/index.html>

Class Policies & Rules:

1) Please avail yourself of the instructor’s office hours if you have questions regarding the course or its topics. Office hours are for the benefit of students.

2) If you have to leave before class is over, please notify me before class begins. To minimize any disruptions, please sit close to a door.

Points will be deducted from a student’s attendance points if he or she leaves regularly without notifying the instructor. This is disruptive and disrespectful. If such conduct continues, after being addressed by the instructor, that student will be withdrawn from the class.

3) **BE ON TIME.** Coming in late is disruptive to other students and the instructor. If there are circumstances that may make you late for class, such as a job, please inform me.

Points will be deducted from a student’s attendance points if tardiness is excessive and if the student is more than TEN (10) minutes late. If tardiness persists, after being addressed by the instructor, the student will be withdrawn from the class.

4) Be courteous and respectful to others when they are speaking. I encourage discussion and dialogue in the class concerning the topics being examined.

5) Whispering and passing notes to other students is disruptive to other students and the instructor. Class time also is NOT the appropriate time for reading magazines, books, playing games, TEXTING, and studying for other classes.

Points will be deducted from a student’s attendance points for these activities. **If such activities persist, after being addressed by the instructor, the student will be withdrawn from the course. Such an action could jeopardize your academic career and future plans. Same rule applies for numbers 2 and 3 in this list.**

- 6) **TURN OFF** all cell phones, pagers, and any other devices that make noises. The only exceptions are law enforcement officers, emergency service personnel, and parents.
- 7) It is expected that you will attend class. Keep in mind that a significant part of the course grade will come from attendance and that excessive absences can result in being withdrawn.
- 8) Please turn in all assignments on time. Points will be deducted for late assignments. Assignments that are more than THREE (3) days late will not be accepted.
- 9) Personal computers are to be used only for taking notes during class time. If a student persists in using their computer for anything other than note taking, and after having been addressed by the instructor, that student will no longer be permitted to use their computer during class time.
- 10) The instructor does NOT accept e-mail attachments for assignments. An e-mail attachment serves only as confirmation that the assignment was completed on the due date. Failure to turn in a paper copy the following day will result in deductions. All assignments must typed and printed out on paper.
- 11) **Cheating on exams, quizzes, and assignments will not be tolerated!!** Anyone caught cheating will automatically receive a failing grade and will be withdrawn from the course. In addition, that student will be subject to any sanctions the college administration deems appropriate. This falls under academic dishonesty provisions.

This includes plagiarism on writing assignments – whether it is from another student’s paper or a source outside of the classroom setting, including those on-line. Academic dishonesty also includes writing another student’s name on attendance sheets or any other in-class activity sheets. This is the crime called FORGERY, and it can be prosecuted as a felony when committed on official documents.

Don’t risk losing everything you, and others, have worked for and want you to achieve. If you are withdrawn due to academic dishonesty violations, it will haunt you for a very long time. Getting into a 4-year university, graduate, law, business, or medical school will be very difficult to do.

If you are aware of any instances of academic dishonesty among fellow students, please inform the instructor within a week of the incident. All discussions will remain confidential. A departmental and university investigation will ensue for the suspected students.

- 12) Please inform me of any extenuating circumstances of which I should be made aware. In addition, notify as soon as possible, if something occurs during the semester that could affect your class performance. Any and all discussion will be kept in the strictest confidence.

Required Readings:

There are TWO (2) required books for this course, which are available at the bookstore. The reading assignments are given in conjunction with the course schedule. You should attempt to complete readings because you will be accountable for the material on the exams. The books are:

The Dominguez-Escalante Journal: Their Expedition Through Colorado, . . . in 1776, edited by Ted J. Warner.

Richard Griswold Del Castillo, *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*.

Course Schedule

PART I

August 25 – October 21: Native Civilizations, *la Entrada*, Spanish and Mexican periods, the American Entrance, and the Republic of Texas.

Readings: *Dominguez-Escalante Journal*.

September 1: **LABOR DAY – NO CLASS (MONDAY)**

September 11: **U. S. Geography and History Quiz.**

September 18: **Arizona Quiz.**

September 23: Approval date for the FIRST extra credit book review. NO books for the 1st book review option will be approved after this date.

September 25: **Last day to meet with instructor to get 2 of 4 books approved for class project.**

September 30: **DUE:** 1st article review assignment.

October 3: Last day for course withdrawal WITHOUT an instructor's signature.

OCTOBER 23: MID-TERM EXAM

PART II

October 21 – December 11: the Mexican War & US annexation, westward migration, the Civil War, Indian relations & wars, territorial period, Asian immigration, Depression & WWII, and current issues.

Readings: *Treaty of Guadalupe Hidalgo: A Legacy of Conflict.*

October 28: **DUE:** *Dominguez-Escalante* review assignment. **ALSO, Last day to meet with instructor to get the next 2 books approved for class project.**

October 30: **DUE:** 1st extra credit book review AND 2nd article review assignment.

November 4: **DUE:** First TWO required book reviews for class project . **ALSO,** approval date for the SECOND extra credit book review. **NO** books for the 2nd book review option will be approved after this date.

November 11: **VETERANS DAY (TUESDAY) – NO CLASS.**

November 27 – 30: **THANKSGIVING DAY BREAK – NO CLASS.**

November 25: **DUE:** 3rd article review assignment.

December 1: Last day for course withdrawal WITH instructor's signature.

December 4: **DUE:** *Guadalupe Hidalgo* review assignment.

December 9: **DUE:** Last 2 required book reviews for class project AND comparison/contrast evaluation essay on two of your books that covered the same subject.

December 11: **DUE:** Second extra credit book review .

Final Exam: Thursday, December 16 from 1:30 to 3:20.

NOTE: This syllabus is subject to change. The instructor will endeavor to follow this syllabus, but events do occur throughout the course of a semester and adjustments need to be made. However, the instructor will make all attempts to announce to the class any changes in the syllabus, especially with respect to dates. Students are responsible for all information in this syllabus – including the “Class Policies & Rules” section.

District and College Notice: Students are responsible for knowledge of all college policies included in SCC's catalog and student handbook.

THE DOMÍNGUEZ-ESCALANTE JOURNAL

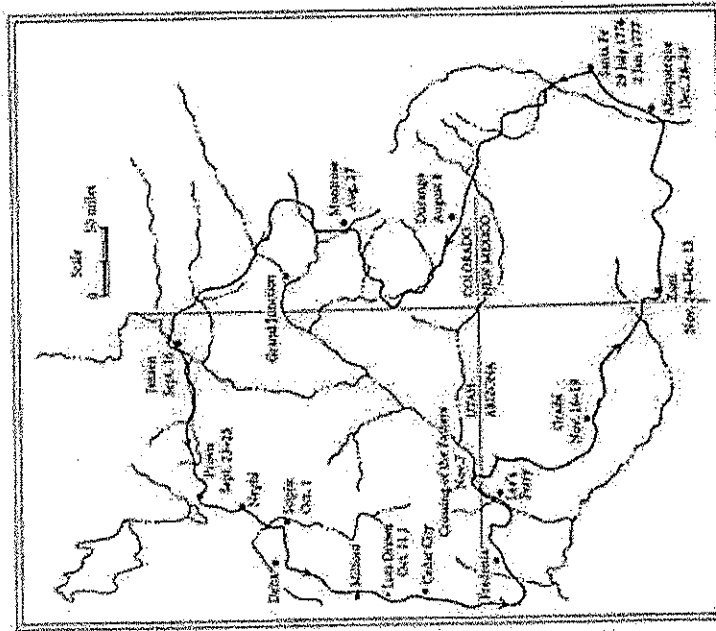
THEIR EXPEDITION THROUGH
COLORADO, UTAH, ARIZONA,
AND NEW MEXICO IN 1776

Translated by Fray Angelico Chavez

Edited by Ted J. Warner

Foreword by Robert Himmerich y Valencia

University of Utah Press
Salt Lake City



DOMÍNGUEZ-ESCALANTE ROUTE, 1776

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The Treaty of Guadalupe Hidalgo

A Legacy of Conflict

By

Richard Griswold del Castillo



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*To Mom and Dad,
for the love and support that made this possible*

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