



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 343 The American Southwest 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:

Is this multisection course?: [X] No [ ] Yes; Is it governed by a common syllabus?

Mark von Hagen
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 3/6/09

## HST 343: The American Southwest

### Course Description

HST 343 surveys the history of the American Southwest – Arizona, Colorado, New Mexico, and Utah – from 1848, when much of the region was acquired from Mexico, to the present. Dividing into three parts, the class first presents a territorial history of each of the four Southwest states, examining their economic and political development, their relation to the idea of “manifest destiny” and to U.S. Indian policy, the passage of each toward statehood, and the role of prominent and colorful individuals in these histories. The second part of the class is devoted to the history of water politics in the Southwest, with a special focus on Senator Hayden and the major irrigation projects on the Colorado and Gila Rivers. And the third reviews the history of science in the Southwest, including consideration of atomic weapons development, tree ring dating, agricultural hybridization, astronomy and space exploration, the relation of the universities to private science, and the role of women in science in the Southwest. Class activities include study of three books, lectures and discussions, and nine videos; requirements include classroom participation, a museum field report, a written mid-term examination, a research paper, and a final examination.

### Meeting Historical Awareness Criteria

HST 343 meets the criteria for the General Studies “Cultural Diversity in the United States” designation by introducing students to the history of an important region in the US, the Southwest (Arizona, Colorado, New Mexico, and Utah); by following the development of these states, and their social, economic, and political institutions, in their development from territory to statehood; and by considering the relationships over time of events and ideas to their wider contexts, particular in relation to important arenas such as water policy and science policy. Students develop a keen sense of the Southwest as possessing a distinct identity rooted in a common historical experience.

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

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	Designation
HST	343	The American Southwest	H

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)
History major focus	The course examines the history of a major US Region, from 1848 present	Throughout the syllabus -
Systematic examination of human institutions over time	The course examines the 4 major states of the Southwest, in their passage from territory to statehood	Syllabus - see special topics on water policy and scientific history, p. 2 at three
Examines relationship of ideas and artifacts in social, political, economic context	Course considers Southwest history in social, political, economic context.	Throughout the syllabus



HST 343 (71148)

## History of the American Southwest: 1848-Present

Fall 2008

Wednesday 5:40-8:30pm

Instructor: Dr. Todd Bostwick

Office hours: Friday 2:00-4:00pm

Office location: Pueblo Grande Museum, 4619 E. Washington Street, Phoenix

Daytime phone: 602-495-0901; Email: todd.bostwick@cox.net

### **Class Description:**

This class surveys the history of the American Southwest – generally defined as Arizona, Colorado, New Mexico and Utah – from 1848, when much of the region was acquired from Mexico, to modern times. Class activities include student readings from three books, classroom lectures and discussions, and nine videos. Class topics are organized into three parts.

The first part of the class is a Territorial history of each state which examines the evolution of Euro-American political and economic systems in the mid-to late 19<sup>th</sup> century and their impact on Native Americans, Hispanics, and Mormons. The concept of Manifest Destiny and the influence of the U.S. Indian policy on the Southwest are discussed. Several important individuals are profiled, including Territorial governors, Mormon leaders Brigham Young and Jacob Hamblin, and the Apache warrior, Geronimo. Several remarkable women with Southwestern Territorial experiences, such as Martha Hughes Cannon, also are discussed. During Territorial times, Congress forced the acceptance of the two party system, trial by jury, free public schools, and anti-polygamous marriage as a required condition of Statehood. The class will examine how each of the four Southwestern states had different responses to these national goals, with the Territorial period in the Southwest not ending until Arizona and New Mexico became states in 1912. In addition, brief histories of the cattle and mining industries in the Southwest are presented, as well as the role of the sheriff in maintaining law and order in Arizona and New Mexico during Territorial times. A number of famous sheriffs (e.g., Wyatt Earp, Pat Garrett, and Buckey O'Neill) and infamous outlaws (Billy the Kid, Tom Horn and Pearl Hart) are profiled.

A history of water politics in the Southwestern deserts is the subject of the second part of the class, in particular Arizona Senator Carl Hayden's involvement in the development of several massive and controversial irrigation projects along the Colorado and Gila Rivers during the 1920s to 1960s. The consequences of those projects for people today are considered.

The third part of the class reviews the history of science in the Southwest. Topics covered include the development of the atomic bomb, the invention of tree ring dating, agricultural hybridization experiments, astronomy, and interplanetary exploration. We discuss the role of the federal government, private institutions, and state universities in a number of important discoveries made by scientists, including women, working in Arizona and New Mexico over the last century and continuing to the present.

### Three (3) Required Readings:

(1) Lamar, Howard R. *The Far Southwest 1846-1912: A Territorial History*. Revised edition. Albuquerque: University of New Mexico Press, 2000.

(2) August, Jack. *Vision in the Desert: Carl Hayden and Hydropolitics in the American Southwest*. Fort Worth: Texas Christian University. 1999.

(3) Webb, George E. *Science in the American Southwest: A Topical History*. Tucson: University of Arizona Press, 2002.

### Class Requirements:

- (1) Attend class (**attendance is required**) and participate in discussions [10% of grade]; absences must have a valid excuse, such as a doctor's note or permission from the instructor; poor attendance = lower grade.
- (2) **Pop quizzes** [8% of grade] to test if students have read assignments before class.
- (3) **Museum report**- visit a local or regional history museum, write a 3-5 page report on your visit: what were the subjects and/or themes, how were they organized and displayed or otherwise communicated, was it a balanced and fair presentation, and overall what did you learn that you didn't know before you visited? [10% of grade].
- (4) Two tests: **Mid-term and Final Exam** [30 % each, for a total of 60% of grade]; make-up exams are allowed with permission from the instructor before the exam; University policy does not allow final exams to be taken early.
- (5) Prepare a short research **paper** [20% of grade]
  - (a) Pick any subject matter related to the American Southwest: use at least three published sources (books, articles, papers, diaries. etc.) other than the three required readings; information from the World Wide Web is acceptable if from a government or other institutional web site, but can only count as one of the three published sources; original family documents are acceptable as one source
  - (b) Must be typed with title of paper and student's name on top of first page
  - (c) Minimum of five and maximum of ten pages in length
  - (d) Compose your paper in three parts:
    - Introduce topic and why it's important in one to two paragraphs
    - Discuss topic and related issues
    - Provide conclusions in one to two paragraphs
  - (e) Use endnotes or footnotes, or cite in parenthesis the author's last name and year of publication, e.g., (Jones 1992), for material you use in the paper that was taken from a particular source, especially quotes
  - (g) List at the end of your paper all of the references you cited – this page does not count as one of the five minimum pages
  - (h) Knowingly presenting another person's words without proper credit is **plagiarism**, which will result in "zero" points for your paper.

**Incomplete Grades:** Incompletes with a legitimate excuse will be considered by the instructor, but the student must fill out a Request for Incomplete form and the incomplete must be completed within a year or a low/failing grade will be assigned the student.

**Extra Credit, Optional** [Up to 5% of grade]: Read and review a book on Southwest history (with permission of instructor).

## **Class Schedule and Reading Assignments:**

8/27 Class Introduction: What is the American Southwest?

Video: *American Indians of the Southwest*

9/3 **Book 1. New Mexico: Feudal Frontier** [Lamar, pp. 1-32] and

Taos and Conquest by Merchants [Lamar, pp. 33-96; Chapters 2-4].

9/10 **New Mexico and Arizona: Civil War** [Lamar, pp. 97-120; Chapter 5] and

The Santa Fe Ring [Lamar, pp. 121-150; Chapter 6]

Video: *History of Billy the Kid*.

9/17 **Colorado: Early Mining** [Lamar, pp. 179-197; Chapter 8] and

Politics and War [Lamar, pp. 198-236; Chapters 9-10].

Video: *Sand Creek Massacre*.

9/24 **Colorado: Mining Revisited** [Lamar, pp. 237-261; Chapter 11] and

Lecture on the Life and Legends of Sheriffs in the Southwest

Video: *The Treasure of Cripple Creek, Colorado*.

*Museum visit report due*.

10/1 **Utah: Early Mormons (Latter Day Saints) and Their Exodus, and**

The State of Deseret and U.S. War [Lamar, pp. 265-306; Chapters 12-13]

Video: *The Trail of Hope*.

10/8 **Utah: Polygamy and Statehood** [Lamar, pp. 307-360; Chapters 14-15].

10/15 **Arizona: Arid Land and Apache Wars** [Lamar, pp. 361-398; Chapters 16-17] and

Politics and Tombstone [Lamar, pp. 399-439; Chapters 18-19].

Video: *Apache Wars*.

10/22 **Mid-term Exam** – Southwest Territorial History

10/29 **Book 2. Lecture on Historic Water Use and Regulation** in the Southwest and

Early Water Use in the **Phoenix region** [August, pp. 1-42; Chapters 1-2]

Video: *Down the Colorado: John Wesley Powell*.

11/5 **Gila River and Coolidge Dam** [August, pp. 43-68; Chapter 3] and

**Colorado River Compact of 1922** [August, pp. 69-94; Chapter 4]

Video: *An American Nile*.

11/12 **Arizona vs. California Water Wars** [August, pp. 95-138; Chapters 5-6] and

Central Arizona Project and Rio Grande Projects [August, pp. 139-214; Chapters 7-9]

11/19 **Book 3. Origins of Science in the American Southwest** [Webb, pp. 1-36] and

**Benjamin Silliman and Andrew Douglass** [Webb, pp. 37-74; Chapters 2-3]

11/26 The Scientific Community [Webb, pp. 77-119; Chapters 4-5] and

**Atomic Bomb Culture** [Webb, pp. 120-140; Chapter 6]

Video: *Trinity and Beyond: The Atomic Bomb*.

12/3 **Astronomy** [Webb, pp. 141-166; Chapter 7] and

Interplanetary Exploration [Webb, pp. 187-218; Chapters 9-10]

Video: *History of Lowell Observatory*.

\*Papers are due (late papers will be accepted on final exam day, but will receive one lower letter grade. No papers accepted after final exam).

12/11-17 **Final Exams**

From: <todd.bostwick@phoenix.gov>  
Subject: Lamar contents  
Date: March 9, 2009 9:28:41 AM MST  
To: <Kent.wright@asu.edu>  
1 Attachment, 430 KB

Save Slideshow

Let me know if there is anything else you need.

Todd Bostwick, Ph.D.  
City Archaeologist  
Pueblo Grande Museum  
602-495-0901  
todd.bostwick@phoenix.gov

*Howard Lamar, The Far Southwest  
1846-1912: A Rampine History (New Mexico,  
200)*

### CONTENTS

Preface to the New Edition	ix
Acknowledgments for the New Edition	xiii
Acknowledgments	xv
Abbreviations	xvii
Introduction	i
Map	18
PART ONE	
1. New Mexico: Feudal Frontier	21
2. Taos: Port of Entry	33
3. A Conquest by Merchants	51
4. In Hostile Array: Civil Government, 1851-1861	75
5. Civil War, 1861-1869	97
6. The Santa Fe Ring, 1865-1885	121
7. New Mexico Comes of Age, 1880-1900	151
PART TWO	
8. Gold and Popular Sovereignty: Jefferson Territory, 1858-1861	179
9. Colorado Territory: Politics and War, 1861-1868	197
10. The Politics of Admission and Development, 1864-1871	219
11. The Centennial State. 1876	227



## PART THREE

- |  |     |
|--|-----|
| 12. Deseret and Utah, 1847-1858                    | 265 |
| 13. Politics, Religion, and War, 1851-1861         | 285 |
| 14. Years of Impasse in Utah, 1858-1878            | 307 |
| 15. Government, Polygamy, and Statehood, 1870-1896 | 329 |

## PART FOUR

- |  |     |
|--|-----|
| 16. Arizona: No Man's Land, 1846-1863                                  | 361 |
| 17. Arizona: Beleaguered Territory, 1861-1874                          | 377 |
| 18. Arizona: Politics and Progress, 1877-1900                          | 399 |
| 19. The Admission of Arizona and New Mexico<br>to the Union, 1900-1912 | 423 |
| Bibliographical Essay  | 439 |
| Index  | 509 |