ARIZONA STATE UNIVERSITY

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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

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

Awareness Areas

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: ☒ No ☐ Yes; Please identify courses: _____

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

Mark von Hagen
Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 3/6/09

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

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 Social and Behavioral Sciences Criteria

HST 343 meets the criteria for the General Studies "Social and Behavioral Sciences" designation by (1) introducing students to understanding and knowledge of human interaction by examining the history of a significant US region, the Southwest; (2) by appealing to a number of different social sciences in grasping Southwest history, including history, cultural geography, political science, and sociology; and (3) by guiding students in the use of classical historical methods of the gathering of evidence and drawing of conclusions, in major written assignments - a report on local museums, and a research paper.

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
☒	☐	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
☒	☐	2. Course content emphasizes the study of social behavior such as that found in: • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY	Syllabus
☒	☐	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). **OR** b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus
☒	☐	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus
		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
[redacted] HST	343	The American Southwest	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)
Underscore the knowledge of human interaction	Course examines historical developments of a major U.S. Region -	They will be syllabus
Emphasizes history, Cultural Geography, political science, sociology -	All of these disciplines are represented in the syllabus	- All three parts of the syllabus - Historical survey, case study in water policy, sciences
Emphasizes historical method	The course highlights classic historical enquiry - sources of information	for research paper, and museum report in syllabus

ARIZONA STATE UNIVERSITY

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 19th 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 Territorial History (New Mexico, 200)

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