

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School New College of Interdisciplinary Arts and Sciences Department/School School of Humanities, Arts & Cultural Studies

Prefix: AMS Number: 428 Title: Peoples and Cultures of the American West, to 1848 Units: 3

Course description: **Provides an integrated understanding of change over time within and between the native, Mexican, Anglo, Asian and African American communities of the region by looking into the major formative historical forces affecting these populations individually and collectively.**

**ETH 428 Peoples and Cultures of the American West, to 1848
LAS 428 Peoples and Cultures of the American West, to 1848**

Is this a cross-listed course? Yes If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course: N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

Requested designation: Historical Awareness–H **Mandatory Review:** No

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

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

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Dr. Eduardo Pagán E-mail eduardo.pagan@asu.edu Phone 602.543.6081

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Louis G. Mendoza Date: 10/29/18

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

| ASU--[H] CRITERIA | | | |
|--|--------------------------|--|--------------------------------------|
| THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA: | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. History is a major focus of the course. | Course syllabus and reading schedule |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. The course examines and explains human development as a sequence of events influenced by a variety of factors. | Course syllabus and reading schedule |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. There is a disciplined systematic examination of human institutions as they change over time. | Course syllabus and reading schedule |
| <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. | Course syllabus and reading schedule |
| | | THE FOLLOWING ARE NOT ACCEPTABLE: | |
| | | • Courses that are merely organized chronologically. | |
| | | • 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. | |

Historical Awareness [H]

Page 3

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|--|-----------------------------|
| AMS/ETH/LAS | 428 | Peoples and Cultures of the American West, to 1848 | 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 checklist) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---------------------------|---|--|
| 1. | This course examines the history and development of the American West from the time that Spain laid claim to the land to the time that the United States claimed it. | Please see the four textbooks used for the course and the flow of weekly topics, on pages 3-5. |
| 2. | This course traces the evolution of social, economic, and political interactions between American Indians, Europeans, African Americans, Anglo Americans, and Asians, as each group entered what is now the American West | Reading and discussion schedule on pages 3-5. The books utilized in this course by Gutierrez, Monroy, and Weber are particularly mindful of the role of American Indians in relationship to Spanish colonizers and institutions, and American colonizers and institutions. |
| 3. | Part of the focus of this course is on the development and transformation of the major economic activities of the American West, the role of labor, and the role that race played in labor relations. | Reading and discussion schedule on pages 3-5. The books utilized in this course by Monroy and Weber are particularly mindful of the development of key industries that characterized the Western economies of the nineteenth century, and the role that race played in the formation of labor policies. |
| 4. | Among the major themes examined in this course are the development of religious and cultural ideologies that shaped Spanish colonial policy, the struggles between the ideals of representative democracy and rule by the aristocracy, and evolving American ideas of racial supremacy that guided national expansion and conquest in the nineteenth century. | Reading and discussion schedule on pages 3-5. All of the books utilized in this course, by Gutierrez, Monroy, Weber, and Winders allow for an examination of how these different ideas evolved, competed with one another, and eventually came to characterize the American West at the end of the nineteenth century. |

AMS/ETH/LAS 428:
PEOPLES AND CULTURES OF THE AMERICAN WEST, TO 1848

Instructor: Eduardo Pagán, Bob Stump Endowed Professor of History

Office: FAB N231

Phone: 602.543.6081

Email: eduardo.pagan@asu.edu

Office Hours: Monday and Wednesday, 9:00 – 10:00AM

Please note: If you are unable to meet during office hours, I will be happy to try to schedule a meeting that will accommodate your schedule, or chat online through email.

Catalog Description (Effective Fall 2019)

Provides an integrated understanding of change over time within and between the native, Mexican, Anglo, Asian and African American communities of the region by looking into the major formative historical forces affecting these populations individually and collectively.

Course Description

This course will survey the social and economic development of what is now the American West, from the “prehistory” of the region to the impact of the Spanish and American colonial enterprise. This course strives to provide an integrated understanding of change over time within the native, Mexican, Asian, African American, and Anglo communities of the region by looking into the major formative historical forces affecting these populations. Topical emphasis will be upon the cultural and social impact of economic transformation over time. Evaluation will be based upon class participation, two midterm exams, and a final exam.

Prerequisite(s): ENG 102 or 105 or 108 with C or better

General Studies: Social-Behavioral Sciences (SB)

Course Objectives

1. Students will gain an understanding of the major historical forces that transformed the American Southwest and how different communities were affected.
2. Students will gain an understanding of the complex interactions within and between peoples of the American Southwest.
3. Students will read and analyze key studies by major historians of the American West.

Student Learning Outcomes:

1. Students will be able to identify the major historical forces that created the American Southwest.
2. Students will be able to identify the key factors that shaped its populations.
3. Students will be able to explain major differences in the experiences of the region’s different populations.

Course Policies

Academic Integrity

The essence of the ASU honor code is that you are, or will become, a person of integrity. It is essential to your development as an educated individual. Thus the ASU honor code as stated in the Student Handbook will be strictly upheld. Any instance of cheating, plagiarizing, or otherwise presenting someone

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else's work as your own will not be tolerated and will result in failure of this course and a report to the Dean of Students. If you do not understand what constitutes plagiarism, please seek clarification from me or other faculty at once. A zero-tolerance policy is in effect.

Assignments and Evaluation:

Attendance and participation (25%): attendance and participation in class is a significant component of your grade. Thus, if you feel that weekly attendance and class engagement are not for you, please consider taking a different class, or be prepared for the consequences of absenteeism in your final grade.

Three papers (25% each): in five double-spaced typed pages, you will make a critical and informed argument focused on the required readings and class discussions. The details of these assignments will be discussed in class and posted on Blackboard/Canvas.

Grade Policies:

| | % of Total Grade | Total Points |
|----------------------------------|-------------------------|---------------------|
| Attendance & Class Participation | 25% | 250 |
| Writing Assignments (2) | 25% | 500 |
| Final paper (1) | 25% | 250 |
| Total | 100% | 1,000 |

Grading Scale:

A+ = 97-100; A = 93-96; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D = 60-69; E = 0-59

Attendance and Class Discussions:

This exploration of fashion and the body is designed in a seminar format. You will therefore be expected to actively participate in a critical and informed manner during class. Readings are to be completed before class. Twenty percent of your final grade will depend upon your classroom contributions. The weekly reading load for this course is, on average, about 100 pages a week or fifty pages a class.

Creating a Healthy Learning Environment:

ASU is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. Everyone is responsible for participating in and assisting with creating and maintaining an environment free from all forms of discrimination, harassment, and retaliation. All are required to cooperate with any investigation of allegations of violations of this policy.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you

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know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs> .

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> , is available if you wish discuss any concerns confidentially and privately.

Disruptive, Threatening, or Violent Individuals on Campus

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed.

Accommodations for Religious Practices

ASU strives to be sensitive to the religious practices of the various religious faiths represented in its student body and employees. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances.

Accommodations for University-Sanctioned Activities:

Students who participate in university-sanctioned activities that require classes to be missed, will be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands, faculty advisor, etc.) shall, as early as possible, provide the course instructor with the schedule of any student who may be required to miss class because of a university-sanctioned activity. Students shall inform their instructors early in the semester of known required class absences, and immediately upon learning of unscheduled required class absences.

Missed or Late Work

Incomplete work due to documented medical, family and personal emergencies will be treated on a case-by-case basis. It is your responsibility to make up missed assignments. Excused late work must be completed within one week of the original assignment due date. Remember that an excused absence does not excuse you from work due during this time. Routine requests to make up missed work due to absences will not be granted. Late assignment submissions without pre-authorization of just cause will be penalized at a rate of one letter grade per day late, including weekends and holidays. If you do not hand in your final paper on time, you will receive a zero for the assignment.

Student Support

All students desiring assistance, whether academic or personal in nature, can take advantage of a number of outstanding services, *all free of charge*. For help with academic issues, such as tutoring, contact the Student Success Center in Fletcher Library, Lower Level 2, at 602.543.6151. For help with personal issues including, but not limited to, stress and depression, contact Student Health Services in UCB 221, at 602.543.8019.

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Required Readings (in alphabetical order):

1. Ramon Gutierrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Stanford: Stanford University Press, 1991).
2. Douglas Monroy, *Thrown Among Strangers: The Making of Mexican Culture in Frontier California* (Berkeley: University of California Press, 1993).
3. David J. Weber, *The Mexican Frontier, 1821-1846: The American Southwest under Mexico* (Albuquerque: University of New Mexico Press, 1982).
4. Richard Bruce Winders, *Crisis in the Southwest: The United States, Mexico, and the Struggle over Texas* (Wilmington, DE: Scholarly Resources, 2002).

Students with Documented Disabilities:

Any student needing academic adjustments should speak directly to Disability Support Services and the instructor, as early in the semester as possible. All discussions will remain strictly confidential. This syllabus is available in alternative formats upon request. Please contact Dr. Adel Darr in the Disability Resource Center (DRC) located in UCB 130, at 602.543.8145.

Sharing or Distributing Course Material:

All course material and content, including spoken lectures, are copyrighted. Students may not share outside the class, upload, sell, or distribute course content, including notes created for this course. An exception may be made by the instructor on a case-by-case basis for an authorized support service for a student whose abilities require such service.

Unforeseen Instructor Absence:

All efforts will be made to contact students through email via Blackboard/Canvas, or through a department representative, in the case of an unforeseen instructor absence. However, if no notice is available on the day of class, and the instructor is not present, you may leave 15 minutes after the beginning of class.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session.

Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical.

About two weeks before the class finishes, watch for an email with "NCIAS Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU email address.

Reading/Discussion Schedule:

America Before Europe

First Week: Seeing a Hispanic America

- o Gutierrez, "The Pueblo Indian World of the Sixteen Century," *When Jesus Came*, 3-38.

Second Week: Old World Meets New

- o Gutierrez, "The Spanish Conquest of New Mexico," *When Jesus Came*, 39-94.

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- Ibid, “Seventeenth-Century Politics,” 95-142.

Spanish Empire and Colony in Nuevo Mexico

Third Week: New Spain’s Northern Frontier

- Gutierrez, “The Reconquest of New Mexico,” *When Jesus Came*, 143-175
- Ibid, “Honor and Social Status,” 176-206.

Fourth Week: The End of the Spanish Era in Nuevo Mexico

- Gutierrez, “Marriage and the Church,” *When Jesus Came*, 241-270.
- Ibid, “The Bourbon Reforms on the Northern Frontier,” 298-336.
- **First paper due**

Spanish Empire and Colony in la California

Fifth Week: Spanish Colonial Policy and the Lure of American Enterprise

- Monroy, “If Its Inhabitants Are Addicted to Independence,” *Thrown Among Strangers*, 3-50.
- Ibid, “Brutal Appetites: The Social Relations of the California Missions,” 51-98.

Sixth Week: The End of the Spanish era in *la California*

- Monroy, “To Join As Neighbors: Pueblo Life in Los Angeles,” *Thrown Among Strangers*, 99-162.
- Ibid, “Heaven, Or Some Other Place: A Conquered Los Angeles,” 163-232.

Seventh Week: The Territory of California

- Monroy, “At Considerable Less Wages: Mexicans and the Labor Crisis of Southern California,” *Thrown Among Strangers*, 233-280.
- Ibid, “People and History: An End and A New Beginning,” 281-285.

Mexican Nationalism

Eighth Week: The Rise of a New American Republic

- Weber, “¡Viva la Independencia!” “The New Politics,” *The Mexican Frontier*, 1-42.
- Ibid, “The Collapse of the Missions,” “The Church in Jeopardy,” 43-82.

Ninth Week: Political Reform and the Collapse of Stability

- Weber, “Indios Bárbaros, Norteamericanos, and the Failure of the Velvet Glove,” and “Crumbling Presidios, Citizen-Soldiers, and the Failure of the Iron Fist,” *The Mexican Frontier*, 83-106.
- Ibid, “The New Colonialism: Americans and the Frontier Economy,” “Regulating the Economy: Frontier vs. Nation,” 107-157.

Tenth Week: Demographic Changes and the Politics of Control

- Weber, “‘To Govern is to Populate’: The People of Texas,” “The ‘Texas Game’ Again? Peopling California and New Mexico,” *The Mexican Frontier*, 158-206.
- Ibid, “Society and Culture in Transition,” “Separatism and Rebellion,” “The Mexican Frontier in Perspective,” 207-286.

Eleventh Week: The National Narrative of Conquest

- “The Alamo” (1960)
- “The Alamo” (1960)
- **Second paper due**

Duel of Eagles Over Tejas y Coahuila

Twelfth Week: Capitalist Expansion and Manifest Destiny

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- Winders, “Setting the Stage for Crisis: Colonization and Revolution,” *Crisis in the Southwest*, 1-29.
- Ibid, “Prelude: Texas and Mexico at Odds,” 30-70.

Thirteenth Week: War Between the American Republics

- Winders, “Act One: Annexation and the Coming of War,” *Crisis in the Southwest*, 71-89.
- Ibid., “Act Two: To the Halls of the Montezumas,” 91-132.

Fourteenth Week: Life and Society in the American West

- Winders, “Act Three: Conquering a Peace,” and “Encore: Setting the Stage for Crisis,” *Crisis in the Southwest*, 133-152.
- **Thanksgiving Break: class dismissed**

Imperial America

Fifteenth Week: Demographic and Political Changes since 1848

- “The Alamo” (WGBH)
- **Final paper due**

When Jesus Came,



*the Corn Mothers
Went Away*

*Marriage, Sexuality, and Power in
New Mexico, 1500–1846*

Ramón A. Gutiérrez

STANFORD UNIVERSITY PRESS
Stanford, California





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THROWN AMONG
STRANGERS

*The Making of Mexican Culture
in Frontier California*

DOUGLAS MONROY

UNIVERSITY OF CALIFORNIA PRESS
BERKELEY LOS ANGELES LONDON

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The Mexican Frontier, 1821-1846

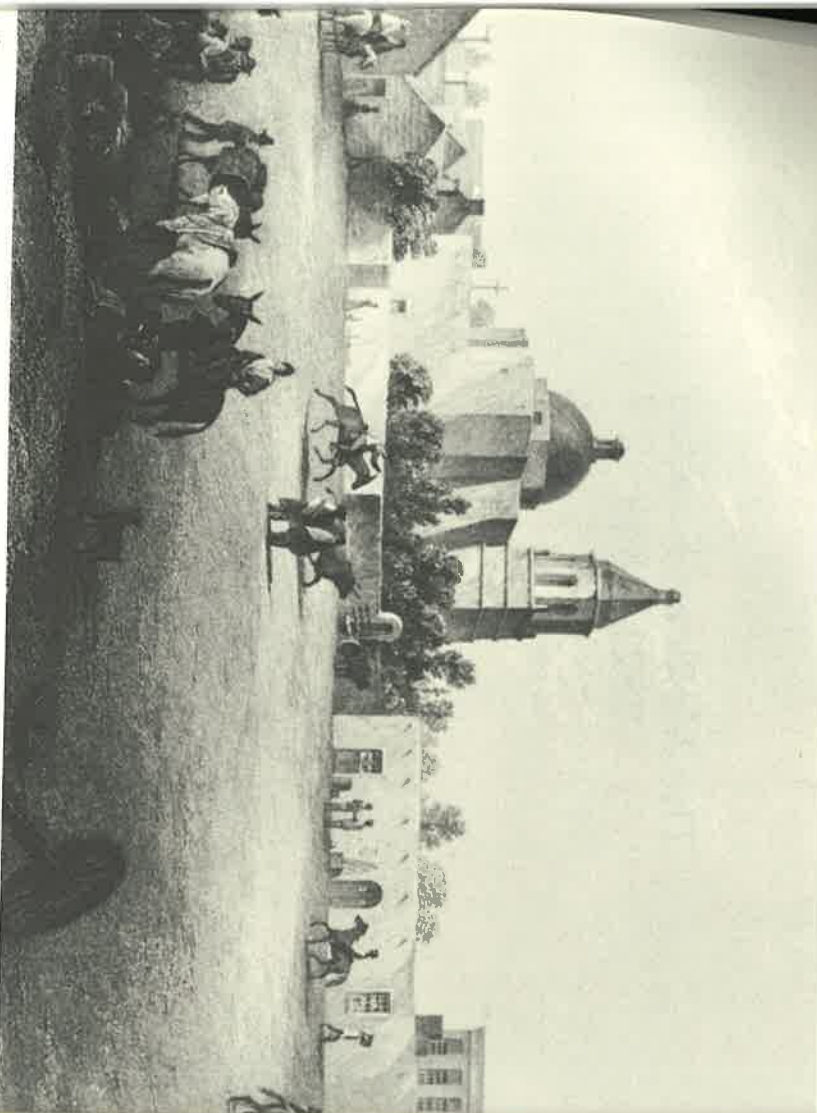
The American Southwest Under Mexico

David J. Weber
Southern Methodist University

HISTORIES OF THE AMERICAN FRONTIER

Ray Allen Billington, General Editor
Howard R. Lamar, Coeditor

UNIVERSITY OF NEW MEXICO PRESS
Albuquerque



Military plaza of San Antonio. The open and unadorned military plaza of San Antonio, located behind the parish church of San Fernando. The church fronted on the town's main or civil plaza. Steel engraving from a drawing by Arthur Schott, 1853 (William H. Emory, *Report on the United States and Mexican Boundary Survey* [2 Vols.; Washington, D.C., 1857], 1, frontispiece).

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**Crisis in
the Southwest**

The United States,
Mexico, and
the Struggle over Texas



The American Crisis Series
Books on the Civil War Era

RICHARD BRUCE WINDERS



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ABOUT THE AUTHOR

Richard Bruce Winders is a recognized authority on U.S.-Mexican relations during the first half of the nineteenth century. Mr. Polk's *Army: The American Military Experience in the Mexican War* received the Jerry Coffey Memorial Book Prize for the best work in the field of military history for 1997. He served as assistant editor on *The United States and Mexico at War: Nineteenth-Century Expansionism and Conflict*, an encyclopedia project for Macmillan (1998). He has developed educational programs and material designed to assist teachers and students. A biography for juvenile readers, *The Life and Times of David Crockett, Frontier Legend*, is forthcoming. Awarded his doctorate in U.S. history from Texas Christian University, Winders has held the position of historian and curator at the Alamo since 1996.

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