GENERAL STUDIES COURSE PROPOSAL COVER FORM

Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>New College of Interdisciplinary Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/School</td>
<td>School of Humanities, Arts &amp; Cultural Studies</td>
</tr>
<tr>
<td>Prefix:</td>
<td>AMS</td>
</tr>
<tr>
<td>Number:</td>
<td>428</td>
</tr>
<tr>
<td>Title: Peuples and Cultures of the American West, to 1848</td>
<td>3</td>
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</tbody>
</table>

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.

Is this a cross-listed course? Yes

If yes, please identify course(s):

| 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 shared course? No

Is this a permanent-numbered course with topics? No

Requested designation: Historical Awareness–H

Mandatory Review: No

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.

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:
<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Eduardo Pagán</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
<td><a href="mailto:eduardo.pagan@asu.edu">eduardo.pagan@asu.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>602.543.6081</td>
</tr>
</tbody>
</table>

**Department Chair/Director approval: (Required)**

<table>
<thead>
<tr>
<th>Chair/Director name (Typed):</th>
<th>Dr. Louis G. Mendoza</th>
<th>Date:</th>
<th>10/29/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair/Director (Signature):</td>
<td></td>
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</table>
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:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. History is a major focus of the course.</td>
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<tr>
<td></td>
<td></td>
<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors.</td>
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<tr>
<td></td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
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<tr>
<td></td>
<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
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**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.
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>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.</td>
<td>Please see the four textbooks used for the course and the flow of weekly topics, on pages 3-5.</td>
</tr>
<tr>
<td>2.</td>
<td>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</td>
<td>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.</td>
</tr>
<tr>
<td>3.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>4.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 “prehistoric” 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...
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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Total Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Class Participation</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Writing Assignments (2)</td>
<td>25%</td>
<td>500</td>
</tr>
<tr>
<td>Final paper (1)</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1,000</td>
</tr>
</tbody>
</table>

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
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.
Required Readings (in alphabetical order):

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

Second Week: Old World Meets New

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**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

- **Fourth Week: The End of the Spanish Era in Nuevo Mexico**
  - Gutierrez, “Marriage and the Church,” *When Jesus Came*, 241-270.

- **First paper due**

**Spanish Empire and Colony in la California**

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

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

- **Seventh Week: The Territory of California**

**Mexican Nationalism**

- **Eighth Week: The Rise of a New American Republic**

- **Ninth Week: Political Reform and the Collapse of Stability**

- **Tenth Week: Demographic Changes and the Politics of Control**

- **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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**Thirteenth Week: War Between the American Republics**
- Ibid., “Act Two: To the Halls of the Montezumas,” 91-132.

**Fourteenth Week: Life and Society in the American West**
- **Thanksgiving Break: class dismissed**

**Imperial America**

**Fifteenth Week: Demographic and Political Changes since 1848**
- “The Alamo” (WGBH)
- **Final paper due**
When Jesus Came,

Went Away

the Gorn Mothers

New Mexico, 1500–1846

Marriage, Sexuality, and Power in,

Ramon A. Cuitchens
Douglas Monroy

In Frontier California
The Making of Mexican Culture

Strangers Among

The University of California Press
Berkeley Los Angeles London
Contents
Illustrations
Contents
Richard Bruce Winders

Books on the Civil War Era

The American Crisis Series

The Struggle over Texas, Mexico, and the United States, Crises in the Southwest