Social and Economic History of the Southwest I (1500-1848)

Ethnic Studies 130 | US History 158
Ross Frank
Spring 2023
Tu-Th 9:30-10:50 AM
Ross Frank
Office: SSB 227
Office Hours:
Tu. 1:00-3:00 PM,
Wed. 10:00-noon
RWAC 115 (in person)
Email: rfrank@ucsd.edu
Phone: 534-6646

Office hours in SSB 227: Monday 1-2pm, Wednesday 3-5pm, and by appointment.
Please email me for a Zoom office hour appointment.
Zoom office hours link: https://ucsd.zoom.us/j/98721759234

This syllabus may change without notice. Last update: 3/30/2023

COURSE ORGANIZATION

The geography we call the Southwest, from Texas to California, became a region in the American imagination through a complex history of Indigenous people’s placemaking, Spanish colonial occupation from Mexico, and American invasion in the mid-19th century. This course provides an understanding of the formation of central issues that we face today: continuing colonial relations, racial-ethnic differentiation, borders, immigration, and indigenous sovereignties, among others.

COURSE OBLIGATIONS

Course Assignments & Expectations

You are expected to attend class meetings and keep up with the reading assignments. Podcasts are available after class for missed sessions and study.

Course evaluation will be based on:

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<tr>
<th>Assignments</th>
<th>Grading scale</th>
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<tr>
<td>Reading questions blog &amp; in-class participation</td>
<td>25%</td>
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<tr>
<td>Midterm exam (in class)</td>
<td>20%</td>
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<td>Essay assignment</td>
<td>25%</td>
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<td>Final examination (in-class)</td>
<td>30%</td>
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<td>Reading questions blog &amp; in-class participation</td>
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<td>Midterm exam (in class)</td>
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<td>Essay assignment</td>
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<td>Final examination (in-class)</td>
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<td>80-82 B-</td>
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- **Blog entries**: I will post reading questions online in advance of most class sessions. You will contribute blog entries on CANVAS providing your take on the reading questions and commenting on the reading selections. You will use these questions to prepare for discussion of the readings and underlying themes. Blogs should be completed at least an hour before each class. Your blog entries will also help you absorb the reading material assigned during the quarter, and to prepare for other
assignments.

- **In class discussion**: Participation in discussions held throughout the quarter will count for part of your class grade. See “Discussion Ethics” below.

- **Midterm (in-class)**: The midterm provides the opportunity to incorporate and expand upon class readings, lectures, discussions, and blog entries. It will consist of a brief essay and identification and incorporation of key terms or concepts.

- **Essay assignment**: The written assignment will be a 5-8 page interpretive essay on a theme or topic of your choice. Guidelines for this assignment will be discussed later in the quarter. You must meet me in person during regular office hours (Zoom must be scheduled in advance), or by appointment (in-person or Zoom), at least once during the quarter in order to discuss the subject of your written assignment and your timetable for its completion. The essay may be turned in as early as Thursday, May 4, and no later than Thursday, June 1.

- **Final (in-class)**: The Final Exam is cumulative, but weighted towards the material after the Midterm. The format will be similar to the midterm, but ask for more a substantive essay as well as identification and incorporation of key terms or concepts.

### Academic Honesty

All work submitted in this course must be your own and original. Each student is expected to be familiar with and abide by UCSD’s policy on Integrity of Scholarship, available at:

- [https://academicintegrity.ucsd.edu/excel-integrity/define-cheating/index.html](https://academicintegrity.ucsd.edu/excel-integrity/define-cheating/index.html)
- [https://academicintegrity.ucsd.edu/process/policy.html](https://academicintegrity.ucsd.edu/process/policy.html)

### Discussion Ethics

Our study of the Social and Economic History of the Southwest involves challenging commonly held understandings of race, gender, sexuality, nation, and class. Please engage one another in discussion with respect, generosity, and consideration. Abusive or harsh language, personal attacks, intimidation, will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit:

- [https://ucsd.edu/about/principles.html](https://ucsd.edu/about/principles.html)

### Use of Course Materials

My lectures and course materials, including materials that I have created posted on Canvas, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course.

You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way without my express prior written consent. You also may not allow others to do so.
Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission.

Accommodations
If you have a medical condition or different physical or learning needs for which you may need accommodation in order to participate fully and successfully, please speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities: https://osd.ucsd.edu

If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that we can adjust accordingly.

Electronic Devices
Please remember to turn electronic devices off or set to vibrate/silent during class.

ASSIGNED READING
These books are required reading and are available at UCSD Bookstore:

Alvar Nuñez Cabeza de Vaca. Adventures in the Unknown Interior of America
(a PDF of this text is available in CANVAS)

La Pérouse, Monterey in 1786.
Susan Shelby Magoffin. Down the Santa Fe Trail and into Mexico.

These and all other ETHN 130 | HIUS 158 readings are available on CANVAS (canvas.ucsd.edu).

SYLLABUS
The reading(s) that follow each week heading are to be read before that scheduled lecture. Be prepared to discuss the reading assignments during lecture.

Please Note: The required books are available at the bookstore or may be purchased online. Readings are available on CANVAS. Primary source readings are marked P in the syllabus.

WEEK 1  APRIL 4  Setting the Stage: Connecting Prehistory and Historic Pueblo Culture

APRIL 6  Spanish Colonial Enterprise and Northern Exploration
Alvar Nuñez Cabeza de Vaca. *Adventures in the Unknown Interior of America*, 1-81.

**WEEK 2**  
**APRIL 11**  
First Contact and Cabeza de Vaca  
Cabeza de Vaca. *Adventures in the Unknown Interior of America*, 82-151. P


**APRIL 13**  
Establishing Frontier Colonies  
Ramón Gutiérrez. *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846*, Chapter 1, 3-36.

**WEEK 3**  
**APRIL 18**  
Reading Native-Spanish Social and Economic Relations  

**APRIL 20**  
Native Frontiers in Revolt  

**WEEK 4**  
**APRIL 25**  
Reconquest in New Mexico  
John L. Kessell and Rick Hendricks, eds. *By Force of Arms: Journals of don Diego de Vargas, New Mexico, 1691-93*, 367-462. P

**APRIL 27**  
**MIDTERM EXAMINATION**

**WEEK 5**  
**MAY 2**  
Rebuilding the Northern Frontier  

Juliana Barr. *Peace Came in the Form of A Woman*. Chapter 1, 27-68.  

**MAY 4**  
Detecting Social Development in 18th Century Frontier Communities


**FIRST DATE FOR WRITTEN ASSIGNMENT**

**WEEK 6** MAY 9

California Indian World View & Settling Alta California

Pedro Fages. *A Historical Description of California by Pedro Fages*. vii-xi, 1-83. P

Steven W. Hackel. *Children of Coyote*. Chapter 6, 221-271.

MAY 11

Texas Missions & Native Groups - Comparing Southwestern Mission Systems


**WEEK 7** MAY 16

New Mexican Vecino Society and the Bourbon Reforms

Ross Frank. “‘They conceal a malice most refined’: Controlling Social and Ethnic Mobility in Late Colonial New Mexico”, in *Social Control on Spain’s North American Frontiers: Choice, Persuasion, and Coercion*, 77-94.


MAY 18

Colonial Development in Alta California

La Pérouse, *Monterey in 1786*. P

Our People, Our Culture. Our History. [https://youtu.be/HNJXh52sgFo](https://youtu.be/HNJXh52sgFo)

**WEEK 8** MAY 23

Colonial Geopolitics and the Southwest

George Vancouver. From *A Voyage of Discovery to the North Pacific Ocean*, in *A World Transformed*, 61-99. P

**MAY 25**
Ending Spanish Colonial Rule
Don Pedro Bautista Pino, “Exposition on the Province of New Mexico, 1812”, selections, *Three New Mexico Chronicles*.

**WEEK 9 MAY 30**
Northern Provinces of Mexico After Independence - I

**JUNE 1**
Northern Provinces of Mexico After Independence - II
Frederick William Beechey. From *Narrative of a Voyage to the Pacific and Beering’s Strait*, in *A World Transformed*, 167-198.

**LAST DATE FOR WRITTEN ASSIGNMENT**

**WEEK 10 JUNE 6**
Seizing the Southwest: The Mexican-US War and the Lost Land
Magoffin, Susan Shelby. *Down the Santa Fe Trail and into Mexico*, Forward and 1-149.

**JUNE 8**
Reforming Cultural and Economic Frontiers
Weber, David J. “Refighting the Alamo: Mythmaking and the Texas Revolution.”

**THURSDAY, TUESDAY 13**
**FINAL EXAM** (8:00 – 11:00 AM)
### Majoring or Minoring in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: Monica Rodríguez, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or nmrodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu