

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

Ethnic Studies 130 | US History 158
Spring 2023
Tu-Th 9:30-10:50 AM
RWAC 115 (in person)
Email: rfrank@ucsd.edu
Phone: 534-6646

Ross Frank
Office: SSB 227
Office Hours:
Tu. 1:00-3:00 PM,
Wed. 10:00-noon
and by appt.

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:

| Assignments: | | Grading scale: | | | |
|---|-----|----------------|----|-------|----|
| Reading questions blog & in-class participation | 25% | 93-100 | A | 73-76 | C |
| Midterm exam (in class) | 20% | 90-92 | A- | 70-72 | C- |
| Essay assignment | 25% | 87-89 | B+ | 67-69 | D+ |
| Final examination (in-class) | 30% | 83-86 | B | 63-66 | D |
| | | 80-82 | B- | 60-62 | D- |
| | | 77-79 | C+ | 0-60 | F |

- **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/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>

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 web site, 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](https://canvas.ucsd.edu)
(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. **P**

WEEK 2 **APRIL 11** First Contact and Cabeza de Vaca
 Cabeza de Vaca. *Adventures in the Unknown Interior of America*, 82-151. **P**
 Matilda Coxe Stevenson. "Cosmogeny" in *The Sia*." BAE 11th Annual Report, 26-58. **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
 Gutiérrez. *Corn Mothers*, Chapter 2, 39-94.
 "Statements Submitted for the Symposium on *When Jesus Came, the Corn Mothers Went Away*, at the 1993 Annual Meeting of the Organization of American Historians." *American Indian Culture and Research Journal* 1993; 17:3, 164-177.

APRIL 20 Native Frontiers in Revolt
 Carroll L. Riley. *The Katchina and the Cross*, Chapters 12-13, 199-234.
 Charles W. Hackett and C. C. Shelby, eds. *Revolt of the Pueblo Indians and Otermín's Attempted Reconquest, 1680-1682*, 341-346. **P**

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
 "Discovery of the Bay of Espiritu Santo." Lilia M. Casis, trans., *Texas Historical Association Quarterly*, 1898; 2(4): 281-310. **P**
 Juliana Barr. *Peace Came in the Form of A Woman*. Chapter 1, 27-68.
 Jesús F. de la Teja. "Forgotten Founders: The Military Settlers of Eighteenth Century San Antonio de Bexar," in Poyo and Hinojosa, *Tejano Origins in Eighteenth-Century San Antonio*, 27-38.

MAY 4 Detecting Social Development in 18th Century Frontier Communities

Gerald E. Poyo. "The Canary Islands Immigrant of San Antonio: From Ethnic Exclusivity to Community...", in Poyo and Hinojosa, *Tejano Origins in Eighteenth-Century San Antonio*, 41-58.

Richard Eighme Ahlborn. "The Will of a New Mexico Woman in 1762." *New Mexico Historical Review* 1990; 65:3, 319-356. **P**

Fray Agustín de Morfí. "Account of Disorders, 1778." *Coronado's Land: Essays on Daily Life in Colonial New Mexico*. ed. and trans. Marc Simmons, 127-161. **P**

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
- Robert H. Jackson. *Indian Population Decline: The Missions of Northwestern New Spain, 1687-1840*, Chapter 1, 13-54.
- Haas, Lisbeth/Tac, Pablo. "Indian Life and Customs at Mission San Luis Rey." 3-40, 192-213. **P**
- Hinojosa, Gilberto M. "The Religious Indian Communities: The Goals of the Friars." in Poyo and Hinojosa, *Tejano Origins in Eighteenth-Century San Antonio*, 61-83.
- 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.
- Marc Simmons. "The Chacón Economic Report of 1803." *New Mexico Historical Review*, 1985; 60:1, 81-88. **P**
- MAY 18** Colonial Development in Alta California
- La Pérouse, *Monterey in 1786*. **P**
- Our People, Our Culture. Our History.
<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**

Nickolai Petrovish Rezanov and George von Langsdorff. From *A Russian on the soil of Nueva California*, in *A World Transformed*, 95-134. **P**

MAY 25 Ending Spanish Colonial Rule

Don Pedro Bautista Pino, "Exposition on the Province of New Mexico, 1812", selections, *Three New Mexico Chronicles*. **P**

WEEK 9 MAY 30 Northern Provinces of Mexico After Independence - I
 Frank de la Teja and John Wheat. "Bexar: Profile of a Tejano Community, 1820-1832" in Poyo and Hinojosa, *Tejano Origins in Eighteenth-Century San Antonio*, 1-26.
 Calvin A Roberts & Susan A. Roberts, *New Mexico*. Chapter 6, 87-105.
 Richard Henry Dana, *Two Years Before the Mast*. Chapters 11-15.
<http://www.gutenberg.org/ebooks/4277> **P**

JUNE 1 Northern Provinces of Mexico After Independence - II
 Teresa Palomo Acosta and Ruthe Winegarten. *Las Tejanas: 300 Years of History*, Chapter 2, 25-57.
 Frederick William Beechey. From *Narrative of a Voyage to the Pacific and Beering's Strait*, in *A World Transformed*, 167-198. **P**
 Richard Henry Dana, *Two Years Before the Mast*. Chapters 16-19, 21.
<http://www.gutenberg.org/ebooks/4277> **P**

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. **P**

JUNE 8 Reforming Cultural and Economic Frontiers
 Magoffin. *Down the Santa Fe Trail*, 149-181. **P**
 Weber, David J. "Refighting the Alamo: Mythmaking and the Texas Revolution."

THURSDAY, TUESDAY 13 **FINAL EXAM** (8:00 – 11:00 AM)

Majoring or Minor 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