

HIST 4485 Cultural Heritage in the American West

Dr. Ann McCleary, History Department, University of West Georgia
Spring 2020

McCleary office hours: Tuesday, 11-3, and Wednesday, 1:30-4:30, in the Center for Public History, lower level of the Ingram Library, and Monday 8-10:30 on-line office hours in Course Den and by email. Additional office hours are available by appointment.

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Class meetings: Humanities 206

- This is a hybrid class. We will meet every Wednesday from 11:00-12:15, but we will not meet on Monday, unless needed.
- Most of our class meeting time will be before we leave for New Mexico. We will not meet regularly after we return, but we will still meet two times (see schedule).
- Our Study Away trip counts as some of your class meeting time.
- Three additional meeting times related to the logistics of the Study Away trip are also included on course schedule and are required. Please note that we may add meetings, if needed.

Class description

New Mexico and the southwestern United States have long been a mosaic of different cultures—the Native Americans who lived here for centuries, the Spanish-speaking Hispanic residents who first came to New Mexico in 1598, and Anglo-Americans who came in increasing numbers with the opening of the Santa Fe Trail in 1822 and especially after the region became a U.S. Territory in 1850.

At the same time, New Mexico and the Southwest have become a place of myth and symbol—a romanticized, often nostalgic world that conjures up images of pre-industrial life in the late nineteenth and twentieth centuries, as the United States was becoming increasingly industrialized. Nineteenth century art and literature depicted the region as an idyllic one of Native American communities and stunning landscapes. By the twentieth century, tourists were coming to the region regularly, as it became more accessible by train and then by automobile. Route 66, the highway from Chicago to Los Angeles established in 1926, helped spark that development, as did an increasing passion for the landscape and culture of the region boosted by a growing tourist culture. Scholars like Chris Wilson and Hal Barron have focused on the cultural appropriation that occurred during this process, creating a marketing image—what Wilson calls the “myth” of Santa Fe—that would shape the region through the present day.

Our class will explore, analyze, and interpret the cultural heritage of this region and the process of commodification. We will explore the complex challenges of heritage preservation that have occurred here. What is this cultural heritage, both tangible and intangible? How has this cultural heritage evolved over the past century? What does its evolution tell us about the region and its people? What roles have tradition bearers had in preserving their culture? What is visible today as tourists like us travel the region—what are we expected to see and understand? But what does that cultural heritage actually tell us about New Mexico today? And, perhaps most

importantly, how do we as historians and preservationists document and preserve this culture today?

The beginning part of the class, before the spring break trip, will focus on providing background for our travel to New Mexico. While in New Mexico, students will engage in travel and hands-on learning involving journaling and fieldwork. After we return, students will reflect and write on what they learned during the experience.

Learning objectives

Through this class, students will:

1. demonstrate understanding of the history and cultural heritage of New Mexico and the Southwestern United States.
2. analyze, evaluate, and interpret elements of this cultural heritage through writing weekly Course Den posts, a journal, a food blog, and a research paper.
3. evaluate the impact of tourism and historic preservation on the cultural heritage of the southwestern United States
4. demonstrate the ability to research using historical and cultural research methods
5. demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation

Study Away Class Requirements

This class incorporates a required Study Away trip to New Mexico. All students will receive a handbook with these regulations, our program schedule, and Study Away program logistics. Students are expected to read and follow all the university and program trip requirements.

We are creating a website for our New Mexico Study Away class, and all student work will be published on that website.

Required Readings

Books:

Michael Pettit, *Artists of New Mexico Traditions*. University of New Mexico Press, 2012.

Marta Weigle, *Alluring New Mexico: Engineered Enchantment, 1821-2001*. University of New Mexico Press, 2010.

Carmella Padilla and Jack Parsons, *The Chile Chronicles: Tales of a New Mexico Harvest*. UNM Press, 1997.

Susan Croce Kelly and Quinta Scott, *Route 66 and Its People*. University of Oklahoma Press.

Additional readings will be available on Course Den.

Additional website resources on New Mexico history and culture:

Office of the State Historian, *New Mexico History*, accessible at <http://newmexicohistory.org/>

University of New Mexico Libraries, Center for Regional Studies, *Celebrating New Mexico Statehood*, accessible at <https://nmstatehood.unm.edu/node/3>

University of New Mexico, *New Mexico Digital Collections*, accessible at <https://nmdc.unm.edu/>

Class Assignments

Weekly Course Den posts (25% of class grade)

All students will write a weekly Course Den post on the readings, engaging the discussion question for the week, which will be posted on Course Den. Responses should be around 500-600 words.

Course Den posts are due on Tuesdays by 9:00 AM. All students are expected to read posts by fellow students on Tuesday and to respond to three posts by Tuesday at 11:59 PM with meaningful comments.

These posts will help form a basis for our face-to-face discussion on Wednesdays.

Course Den posts are due weekly through March 10. These will be graded.

Trip Journal and Field Notes (20% of class grade)

While in New Mexico, all students will keep a *daily* journal incorporating observations and reflections on that day's experience, along with a response to a daily question. Students have the option of writing their journals by hand or they may be word-processed.

Please see some examples of journals here:

- Laurie Kalb, for the New Mexico Folklife Project, and available here: <https://www.loc.gov/collections/new-mexico-folklife-project/?fa=subject:reports>
- Or another example from the American Folklife Center: https://www.loc.gov/folklife/edresources/edcenter_files/Sample_fieldnotes.pdf

Journals will be submitted on **March 25** for grading. These may be submitted on paper or online, but are due no later than 11:00 AM.

Food blog (10% of class grade)

All students will write a "blog" on a foodways topic approved by the instructor. Food blogs should contain approximately 800 words and analyze and interpret an aspect of foodways experienced during the Study Away experience. All food blogs should include your own photos, but additional historical photos may be added as well, as appropriate

Food blogs will be published on the class website, so please be sure to review and edit appropriately.

The food blog posts are due on Course Den on **April 1 at 11:59 PM**.

Fieldwork and Research paper (35% of class grade)

All students will complete a research paper on an aspect of the cultural heritage of New Mexico, focusing on the area where we are traveling. Students will choose a topic early in the semester and conduct some initial research on that topic before leaving for the trip. All topics must be approved by the instructor to be sure that they are viable for what we will see!

While in New Mexico, students will document that tradition through photography, field notes, and conversations/oral interviews as appropriate.

Upon return, students will produce an eight- to ten-page, double-spaced paper that interprets and analyzes your topic as you experienced it in New Mexico. The paper should be illustrated with photographs from the trip (and any additional historical or contemporary photos that you find that are appropriate) and it should draw upon the themes from the course readings and the research completed before (and after) our return.

All papers will be published on our class website, so be sure that they are reviewed and edited for publication.

Papers should include a bibliography of sources you used, divided by primary and secondary sources. Students will also include field notes for their research projects from the field trip.

Papers may be submitted early but are due no later than Friday, **April 24, to Course Den by 5:00 PM**

Class participation and discussion (10% of class grade)

Students are expected to come to class and to participate in online and face-to-face class discussions every week.

Students are required to attend all Study Away group meetings to prepare for the trip.

Plagiarism will not be tolerated.

Any plagiarized work will result in an “F” for the final class grade. Please review the AHA statement on plagiarism, available on the UWG History Department website, available at <http://www.westga.edu/~history/statementonplagiarism.pdf>

UWG Common Language for Course Syllabi

Additional important information for all students is included in this link. Please review at the beginning of the class. <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

Study Away Photo Contest

We will be sponsoring our Study Away/Study Abroad photo contest again this year for our trip to New Mexico! We will share the photo categories and submission dates as soon as we have those available. Winners will be announced at our dinner on April 28 and all contest photos will be published on our Study Away website.

Class Schedule

Please note that this schedule is subject to change. All changes will be announced on Course Den. Please look for the weekly announcements every Monday!

Please note that there are three meetings planned for both Study Away classes, and these are shown in **red** on the schedule below.

Class Introduction

January 6 First class meeting, syllabus review, discussion of Study Away requirements

Unit 1: Understanding New Mexico and the Southwest

January 8 Class meeting: The myth of the Southwest

- Read Weigle, Part 1

January 15 New Mexico history: a mosaic of cultures, a sense of place

- Read and discuss: Weigle, *Alluring New Mexico*

Unit 2: Documenting New Mexico

January 22 Class meeting: Documenting cultures

- Read: Folklife and Fieldwork: An Introduction to Cultural Documentation, available at <https://www.loc.gov/folklife/fieldwork/pdf/FolklifeandFieldwork2016forWeb.pdf>
- Review: Cultural Documentation guidelines, available at <https://www.loc.gov/folklife/edresources/ed-trainingdocuments.html>
- Mary Hufford, "American Folklife: A Commonwealth of Cultures," available at <https://www.loc.gov/folklife/cwc/index.html>

January 23: New Mexico Study Away trip meeting, 4-5 p.m. Location to be announced.

January 29 Class meeting: New Mexico National Heritage Fellows

- Read and discuss Michael Pettit, *Artists of New Mexico Traditions*.

February 5 Class meeting: New Mexico Folklife Project

- Review and discuss the New Mexico Folklife Project Collection: <https://www.loc.gov/collections/new-mexico-folklife-project/about-this-collection/>

Unit 3: New Mexico Architecture

February 12 Class meeting: Religious architecture

- Read and discuss: Marc Treib, *Sanctuaries of Spanish New Mexico*, 1993, Complete Part 1 and review inventory of churches, available as eBook from UWG library

February 19 Class meeting: Community and housing

- Read: *Villages of Hispanic New Mexico*, available on Course Den
- Read; *Living Shrines: Home Altars of New Mexico*, available on Course Den

Unit 6: New Mexican Culture: food, music, and art

February 26 Class meeting: New Mexico foodways

- Read and discuss Carmella Padilla and Jack Parsons, *The Chile Chronicles: Tales of a New Mexico Harvest*.
- Additional reading on Course Den.

March 2 Possible class meeting or online discussion: New Mexico music

- Review: Hispano Culture of the Northern Rio Grande: The Jan B. Rael Collection, at the American Folklife Center, Library of Congress, including the following selections:
 - Read: “Nuevo Mexicanos of the Upper Rio-Grade: Culture, History and Society,” at <https://www.loc.gov/collections/hispano-music-and-culture-from-the-northern-rio-grande/articles-and-essays/nuevo-mexicanos-of-the-upper-rio-grande-culture-history-and-society/english/>
 - Read: “La Musica Nuevo Mexicana: Religious and Secular Music from the Jun B. Rael Collection,” at <https://www.loc.gov/collections/hispano-music-and-culture-from-the-northern-rio-grande/articles-and-essays/la-musica-nuevo-mexicana/english/>
 - Read: “Hispano Folk Theater in New Mexico,” at <https://www.loc.gov/collections/hispano-music-and-culture-from-the-northern-rio-grande/articles-and-essays/hispano-folk-theater-in-new-mexico/english/>
 - Listen to some of the music!
- New Mexico Federal Music Project, <https://nmdc.unm.edu/digital/collection/fmp/search>
Additional reading:

- “Introduction,” John Donald Robb, “Hispanic Folk Music of New Mexico and the Southwest,” University of New Mexico Press, 2014, available as eBook through UWG

Just for fun:

- “The Ten Best Songs of New Mexico,” at <https://www.latinousa.org/2017/11/08/10-best-songs-new-mexico-music-americas-forgotten-folk-genre/>

March 4 Class meeting: Native American Craft and Art

- Leah Dilworth, “Handmade by an American Indian:” Souvenirs and the Cultural Economy of Southwestern Culture,” on Course Den

- Introduction and Chapter 3 from Karl A. Hoerig, *Under the Palace Portal*, on Course Den.
- “New Rules for the Palace Portal Vendors Approved,” at <https://www.abqjournal.com/1247593/new-rules-for-palace-portal-vendors-approved.html>

March 5: Study Away Logistics Trip, 4-5 p.m. for all program recipients. History 3205.

Unit 7: Tourism and Route 66

March 11 Class meeting: Route 66 and tourism

- Read and discuss Susan Croce Kelly and Quinta Scott, *Route 66 and Its People*. University of Oklahoma Press.
- Route 66, Center for South Research, available at <https://libguides.unm.edu/route66/home>

Unit 8: Study Away Trip (tentative schedule)

March 12 Depart for Albuquerque

March 13 Visit Coronado Historic Site and Kasha-Katuwe Tent Rocks National Monument

March 14 Visit Petroglyph National Monument, Rio Puerco Bridge (a Route 66 site), and Acoma Pueblo. Possible visit to Flea Market at State Fair Grounds in Albuquerque on return

March 15 Visit Santa Fe

March 16 Visit El Rancho de las Golondrinas (pending arrangement of private tour), followed by Pecos National Historical Park; return with stops at “Old West” style towns of Cerrillos and Madrid.

March 17 Planned activities in Albuquerque, including visit to Old Town.

March 18 Free day in Albuquerque

March 19 Return to Atlanta

Unit 9: Writing about New Mexico and the Southwest

March 25 Class meeting: to talk about trip and research project
Journals due

April 1 **Food blog due** to Course Den, with photos

April 24 **Final papers due** to Course Den, with photos and field notes

April 28: Study Away group meets and shares research, 5- 7 p.m. Location to be announced.