

ARIZONA HISTORY

Fall 2009 Honors History 105

Section 15550

Class Hours: MWF 10:00-10:50 a.m.

Location: HTA-5

Instructor: Mike Steinberg

How to contact me (in order of preference):

1. Home # 623-582-0528 (leave message; I will call you back)
2. Social Science Department # 623-845-3685 (leave message with Brigida)
3. Home Website: ehgalba@aol.com
4. Office Hours: By appointment

Course Description

This course will cover the prehistoric and contemporary Native American experience, Spanish colonial times, the Mexican National period, the U.S. federal territorial years, and Arizona's political

and economic development during the twentieth century. Prerequisites: None.

Honors Note:

Students in honors classes are encouraged to assume a greater responsibility for their own learning

and to express and defend their ideas. Students may be asked to contribute to the design of course

assignments to reflect their own specific interests within the discipline.

Required Books:

Sheridan, Thomas E., *Arizona: A History*. Tucson: University of Arizona Press, 1995.

Turner, Nancy E., *These Is My Words: The Diary of Sarah Agnes Prine, 1881-1901, Arizona Territories*. New York: Regan Books, HarperCollins Publishers, 1999.

Webb, George, *A Pima Remembers*. Tucson: University of Arizona Press, 1959.

Course Competencies:

1. Review the physiography, principle rivers, flora, fauna, and climatic changes characteristic of Arizona.
2. Describe the prehistoric cultures of Arizona and the origins of contemporary Native Americans.
3. Describe the Spanish years in Arizona and the significance of the early Spanish explorations and expeditions into Arizona.
4. Describe the establishment in Arizona of missions, presidios, and towns by the Spanish; and their introduction of essential industry.
5. Describe the increased interest in the Southwest in the early nineteenth century, and the significance of the arrival of the early pathfinders in Arizona.
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6. Describe the significance to Arizona of the war against Mexico in 1846, the treaty of Guadalupe Hidalgo, and the Gadsden Purchase.
7. Describe the creation of Arizona routes to California and the military topographical missions that

opened and secured the roads.

8. Describe the development of transportation in Arizona, and the introduction of mule trains, camel caravans, stagecoaches, and steamboats on the Colorado.

9. Describe the effects of the American Civil War on Arizona during the Confederate presence, and reoccupation by Union forces.

10. Describe the significant political and economic features of Arizona as a federal territory.

11. Describe government Indian policy in Arizona and the Apache's uprising of the 1870s.

12. Describe the growth of the Arizona territory resulting from generous land policy extended to settlers.

13. Describe modern Arizona in the aftermath of the construction of Roosevelt Dam and on the subsequent Salt River dams.

14. Describe the success of the Salt River Project and Central Arizona Project in laying the foundations for the vast growth of contemporary Phoenix and the state in general.

Course Requirements:

Quiz: 50 points

There will be an essay/multiple choice quiz on prehistoric cultures and native peoples (Weeks 1-3).

Exams: 300 points

There will be three closed book exams including a comprehensive final exam. Each exam will be worth 100 points. One essay from exams #1 and 2 will be completed at home. Before each exam, I

will give you study questions. The exams will consist of:

1. Choice of two (2) essay questions (35 points each; total 70 points)

2. Choice of two (2) identification terms (5 points each; total 10 points)

3. Twenty (20) multiple choice items (1 point each; total 20 points)

MAKE-UP TESTS WILL BE ALLOWED ONLY IN CASE OF AN EMERGENCY! Students must contact the instructor no later than the day of the test.

Exam Preparation:

1. Examinations will be drawn heavily from lectures which are supplemented by readings. I will not ask you anything on an exam that has not been discussed in class! If you are absent you will be missing valuable course content.

2. It is important that students take complete notes and advisable to read assignments closely to familiarize yourself with the material and to connect the readings with the lectures.

3. Taping of class lectures is not permitted.

4. The instructor recommends that students use the resources (e.g. tutors/videos/study guides) provided by the Center for Learning (#623-845-3810) when needed.

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Cheating

Anyone caught cheating (including plagiarizing) will be subject to any or all of the following: a zero

for the work involved; an immediate "F" in the course; referral to the campus Academic Standards

Committee for possible further discipline, including expulsion. (See Student Handbook, pp. 330-331).

Reports-40 points

Short written and oral reports will be presented on:

1. A topic provided by the instructor-10 points (see page 8)
2. An issue selected by the student-30 points (see pages 9-10)

Honors Note: All written work completed by honors students will be graded with an emphasis on depth and thoroughness of understanding.

Attendance and Participation (30 points)

Students are expected to participate in class activities and discussion. Up to thirty (30) points will be awarded for your contribution to the class.

Attendance Policy

1. Each student is responsible for the information and materials presented every class day unless excused for official absences (see Student Handbook, pp. 46-47). Please call the instructor immediately if you will not be attending a class so your absence can be excused.
2. EXCESSIVE ABSENCES and ARRIVING LATE for class will cause points to be deducted. As a rule, two (2) points will be deducted for each unexcused absence after three (3) absences.
3. A student who has missed more classes than the number of times a class meets per week will need to meet with the instructor to discuss why he/she should not be withdrawn from the class.

Extra Credit

Each student may select extra work assignments worth up to 35 points. See pages 10-11 for details.

Grade Breakdown:

Quiz: 50 points A-378-420

Exams: 300 points B-336-377

Reports: 40 points C-294-335

Attendance and Participation: 30 points D-252-293

Total: 420 points F-below 252

Extra Credit: maximum, 35 points

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Requests:

1. Please let the instructor know if you intend to drop the class or would like him to withdraw you.
2. Let the instructor know beforehand if you have to leave the room during class.
3. If you must be late to class please enter the room quietly and sit in the back of the classroom.
4. Speaking to one another or doing any other activity other than listening to the instructor is rude.

Please refrain from doing so.

5. Gum chewing is permissible only when it helps you stay awake in class. If you are falling asleep

in class you shouldn't be in class!

6. Only water is permissible in the classroom.

7. All cell phones should be shut off.

8. The instructor summarizes the content of each class at the end of the period. Please begin to gather your materials only when the instructor has dismissed class.

Disabled Student Resources:

Every reasonable effort will be made to accommodate disabled students. Students requiring

special assistance and/or accommodations (e.g. a note taker) should consult the instructor. The Disabled Student Resources Center (623-845-3080) in the TDS 118 building is a good resource for further assistance.

Note:

Please note that course content may vary from this outline to meet the needs of this particular group.

Announcement in class of any changes shall constitute adequate notification to all class members whether present or not. It is the student's responsibility to remain informed about all class matters.

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CLASS SCHEDULE

Week 1

August 25 Course Introduction; The Land

August 27 Anasazi & Mogollon

August 29 Hohokam

Readings: Sheridan, Introduction & Chapter 1

Week 2

September 1 Labor Day (no class)

September 3 Apache & Navajo

September 5 Hopi & Colorado River Peoples

Readings: Sheridan, pp. 28-29, 33-35, 73-75

Week 3

September 8 Discussion, *A Pima Remembers*

September 10 Indian Warfare; Quiz Review

September 12 **Quiz**; Spanish Colonial Period Overview

Readings: Webb, *A Pima Remembers* (MUST READ ENTIRE BOOK), Review readings for Weeks 1 & 2

Week 4

September 15 The Spanish Conquistadores Arrive

September 17 Black and Gray Robes: The Spanish Missionary Period

September 19 The Presidio System & the Founding of Tucson

Readings: Sheridan, Chapter 2

Week 5

September 22 Pathfinders & the Santa Fe Trail

September 24 Manifest Destiny & the Mexican War; the Forty-Niners

September 26 Early Mining Settlements: Colorado River, Bradshaw Mountains, Tubac; Charles D. Poston (Father of Arizona)

Readings: Sheridan, Chapter 3, pp. 63-66; 70-71

Week 6

September 29 Boundary & Railway Surveys; the Butterfield Overland Express Company

October 1 The Civil War and Early Territorial Government; Martha Summerhayes

October 3 Cut the Tent-The Bascom Affair; The Navajo Long Walk

Readings: Sheridan, pp. 60-63; 66-70; 112-114

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Week 7

October 6 "Old Gray Fox" & The Indian Wars

October 8 Geronimo: Freedom Fighter or Bloodthirsty Savage?

October 10 The Freighters and the Railroads, Exam Review

Readings: Sheridan, Chapters 5 & 6

Week 8

October 13 **Exam #1** (Chapters 2-5)

October 15 Cattle Ranching, Sheep Herding & the Pleasant Valley War

October 17 Lode Mining; "The Angel of the Mining Camps"

Readings: Sheridan, Chapters 7 & 8

Week 9

October 20 Law & Order; The Myth of the OK Corral

October 22 When Copper was King; Dr. James Douglas & the Phelps Dodge Co.

October 24 The Rise of Phoenix

Readings: Sheridan, Chapters 8 & 9; pp. 154-155, 161-171, 199-203

Week 10

October 27 Founding of Valley communities

October 29 Territorial Government; Josephine Brawley Hughes (The Mother of Arizona)

October 31 Discussion: *These Is My Words*

Readings: Turner, *These Is My Words* (MUST READ ENTIRE BOOK), Sheridan, pp. 187-199

Week 11

November 3 The Magnificent Experiment: Building Roosevelt Dam

November 5 The Progressive Movement and the Road to Statehood (1912); George VII

November 7 The Mexican Revolution; White Gold & World War I, Exam Review

Readings: Sheridan, pp. 171-186; 205-216

Week 12

November 10 **Exam #2** (Chapters 6-11)

November 12 The 1920's: Health Seekers, Boosters and the Growth of Tourism

November 14 The Colorado River & California Water Wars

Readings: Sheridan, pp. 216-227 & Chapter 12

Week 13

November 17 The Depression and the New Deal

November 19 Arizona Transformed by World War II

November 21 Guest Speaker: Mas Inoshita, "Japanese Internment Camps"

Readings: Sheridan, Chapter 13 & pp. 269-278, 286-288, 294-300

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Week 14

November 24 The Explosive Fifties and The Big Boom

November 26 Race Work & Social Action

November 28 Thanksgiving Recess (no class)

Readings: Sheridan, pp. 278-286

Week 15

December 1 One Big Canal: The Central Arizona Project

December 3 Who Owns Arizona's Water?

December 5 Video: *Making Sense of Place*

Readings: Sheridan, pp. 289-294, 340-353

Week 16

December 8 Current Issue Team Presentations

December 10 Current Issues Team Presentations

December 12 Final Exam Review

Readings: Sheridan, Chapter 17

Final Exam (everyone must take): Wednesday, December 17, 10:00-11:50A

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HISTORICAL TOPIC REPORT (10 POINTS)

GUIDELINES

1. Oral presentations are short (1-2 minute) summaries of the significance of a person or event in Arizona history that you will be asked to present from your seat.
2. Topics will be chosen by students or assigned by the instructor alphabetically as indicated by the class roster a week in advance. Please come and see me if you have any problems with a specific assignment.
3. If you are unable to give your presentation you can reschedule, provided you let the instructor know before class. If you show up unprepared the instructor will not reassign a topic and you will receive a 0 for this assignment.

GETTING STARTED

1. First, look up your term in your textbook for background information.
2. Next, find at least one other source. This could be another book, magazine, journal or newspaper article, etc. Online sources are acceptable but not encouraged.

PAPER

1. The paper must be a maximum of ONE PAGE in length, typed, double-spaced with one inch margins.
2. Prepare a TITLE PAGE. Include the title of the topic, your name, course number and the date of submission.
3. Type your BIBLIOGRAPHY on a separate page.
There is no specific style for your BIBLIOGRAPHY but your bibliographic citations should include the last name of author, first name, title, place of publication, publisher and date of publication. All electronic sources should include the web site. The GCC Library provides free style sheet handouts (e.g. MLA style) on how to prepare a bibliography!
4. On the date of your presentation you will hand in what you have written.
5. Proofread your paper before submitting it. Points will be deducted for sloppy writing and for not meeting the guidelines noted above.

WRITTEN & ORAL PRESENTATIONS

1. Your presentation should IDENTIFY the topic with a brief overview.
2. Explain how the topic fits into the material we are covering and why it is IMPORTANT in Arizona history!

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CURRENT ISSUES REPORT (30 POINTS)

GUIDELINES

- Students will research, prepare a short written report, and give an oral report as part of a team on one of five issues (i.e. water, transportation, sprawl, immigration, and the environment).
 - During the second week of class, students will prioritize (#1-5) on an index card which issue they would like to study. The instructor will assign students to teams.
- Note: In addition to the current issues report, team members will work together on class

projects throughout the semester.

PAPER-20 POINTS

1. The paper must be a **MAXIMUM** of **TWO PAGES** in length, typed, double-spaced with 1 inch margins.
2. Prepare a **TITLE PAGE**. Include the title of the topic, your name, course number and the date of submission.
3. Type your **BIBLIOGRAPHY** on a separate page.

At least **TWO SOURCES** must be used. Sources may include but are not limited to:

- Books (other than class materials!)
- Periodicals: journals, magazines, newspapers
- Reports, government publications, published interviews, a television series or episode, etc.

Note: The GCC Library collects the *Arizona Highways* and *Phoenix* magazines and the *Arizona Capitol Times* weekly newspaper.

There is no specific style for your bibliography but your bibliographic citation(s) should include the last name of author, first name, title, place of publication, publisher, date of publication. All electronic sources should include the web site.

2. The paper should include:

- A **SUMMARY** critiquing the issue and relating it to events in Arizona history.
- Your **OPINION** about your research.

3. Proofread your paper before submitting it. Points will be deducted for sloppy writing and for not meeting the guidelines noted above.

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ORAL PRESENTATION-10 POINTS

Each team will select a team leader who is responsible for coordinating the work of team members. The team leader's efforts will be taken into account for earning class contribution points.

A team presentation of approximately 15 minutes will be prepared and given on a date noted in your syllabus. The style of presentation will be left up to the group, however; it should have a definite **PAST, PRESENT** and **FUTURE** theme.

General guidelines for each student's role in the presentation:

- Briefly **SUMMARIZE** the issue(s) as you understand it.
- Emphasize aspects of your presentation that enables the class to see how you **FEEL** about its importance.

The instructor will use a critique sheet for grading. Both the instructor and one of the other team's members will evaluate the presentation and the final point total will be an average of the evaluators' scores.

EXTRA CREDIT (UP TO 35 POINTS)

1. Historical Site Report (10 points). Limit-1

Guidelines

1. Visit a site that has historical significance, write a paper about the site, and give an oral presentation. Obtain your instructor's **APPROVAL** before you visit the site.
2. The site could be a historic building, town or museum.
3. If available, bring adequate brochures about the site to distribute to your classmates when you give your oral presentation.

Paper

1. The report should be no longer than TWO PAGES in length, typed, double-spaced with 1 inch margins.

2. Prepare a TITLE PAGE. Include the title of the topic, your name, course number and the date of submission.

3. Points you may wish to discuss (but are not limited to):

- The history of the site and why it is significant? (in your opinion)
- What you saw during your visit that peaked your interest (e.g. was there an exhibit or object you especially enjoyed?)
- New facts or stories you learned.
- Would you recommend the site to others? If so, why?

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4. Proofread your paper before submitting it. Points will be deducted for sloppy writing and for not meeting the guidelines noted above

Oral Presentation

Using your paper as a guide, present a brief presentation to the class about your site

2. Current Events Report (5 points each; maximum 10 points) Limit-2

- Choose a newspaper, magazine or journal article related to current events in Arizona history.
- Write a maximum one page essay in which you SUMMARIZE the article and form an OPINION. The paper must be typed, double-spaced with 1 inch margins.
- Attach the article to your paper.
- Using your paper, present a brief ORAL REPORT about the article to the class.

3. Primary Sources Reaction Papers (5 points each; maximum 10 points). Limit-2

- The instructor will hand out primary source materials such as newspaper articles, journal entries, and selections from oral history interviews. Students may earn credit for SUMMARIZING the content of a source and REACTING to it.

4. Guest Speaker (maximum 5 points)

- We will have a GUEST SPEAKER during the latter part of the semester. Students may write a SUMMARY of what the speaker said and their REACTION to it.