

GEOG 545: Geography of the Southwest

CR# 30672, Wed 1:00-3:30, Bandelier West 104

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Fall 2008 office hours: Wed 11-12, Thurs 12:30-1:30

The American Southwest is many things to many people. Originally home to some of the oldest urban settlements in North America, this arid region has undergone successive phases of conquest, colonialism, and economic development to become one of today's most complex (and most misunderstood) American cultural landscapes. This graduate seminar explores the Southwest using a variety of theoretical and methodological approaches drawn from the discipline of Geography. In addition to weekly readings, the course will also include field trips and substantial independent work relevant to each student's own research. Students from other departments are encouraged to join the seminar; it will provide an excellent opportunity to engage with geographical literature and method.

What will you get out of this course?

By the end of the class, you will have a firm grasp of the key concepts and theories that have been and are currently used to understand human-environment interactions in the American Southwest. You will also be able to identify which of these concepts and theories are applicable for your own independent research on Southwest topics. The course structure is designed to provide a learning environment in which students can achieve the following:

1. Students will be able to state and critique multiple theoretical approaches that scholars have used to interpret human-environment interactions in the American Southwest.
2. Students will be able to carry out significant independent research on a topic related to the geography of the American Southwest.
3. Students will be able to articulate how their own work is informed by and/or departs from existing scholarship on the geography of the American Southwest.
4. Students will be able to assess the relevance of geographical fieldwork for their own research interests.

What are your responsibilities in this course?

The goal of any seminar is to create a community environment in which scholars from different backgrounds and perspectives can share, critique, and develop ideas relevant to their individual academic interests. To that end, the primary responsibility of each seminar member is to engage in active discussion of assigned texts in every class meeting. Preparation for active discussion includes not only reading the assigned texts but also thinking about how they relate to other texts and to your own work. It should go without saying that attendance at all seminar discussions and field trips constitutes the bare minimum of participation in this seminar.

Required Texts

The required texts for this course are:

- Meinig, D.W. (1971) *Southwest: three peoples in geographical change, 1600-1970* (New York: Oxford University Press).
- Dunbar-Ortiz, Roxanne (2007) *Roots of resistance: a history of land tenure in New Mexico* (Norman: University of Oklahoma Press).
- Kosek, Jake (2006) *Understories: the political life of forests in northern New Mexico* (Durham: Duke University Press.).
- and numerous additional articles/chapter, to be accessed through WebCT

The optional texts for this course are:

- Espeland, Wendy Nelson (1998) *The struggle for water: politics, rationality, and identity in the American Southwest* (Chicago: University of Chicago Press).
- Wilson, Chris (1997) *The myth of Santa Fe: creating a modern regional tradition* (Albuquerque: University of New Mexico Press).

Required Assignments

You will demonstrate course content mastery through the following required assignments:

- **Participation in discussions** – This includes regular attendance, active engagement with ideas presented in required readings, and respectful consideration of peers' comments.
- **Leadership of two group discussions** – For two of the class meetings this semester, you and a partner will be responsible for leading the discussion. You are not expected to make a formal presentation, but you should certainly ensure that you both have read the texts carefully enough to identify the authors' key points and to suggest a set of questions that could guide a productive seminar discussion. This will typically involve doing a minor amount of background reading on the specific authors and texts (e.g. book reviews, article critiques/responses, etc.)
- **Submission of field reports** – After each field trip, you will submit a 1-page summary of what you consider to be the primary relevance of our activities for your own work.
- **Submission of preliminary and final independent research products** – Over the course of the semester, you are expected to conduct substantial independent research on a topic related to the geography of the Southwest. The nature of this research will necessarily vary by individual interest, discipline, and scholarly level. I will therefore ask you in the first week of class to “write your own assignment” and identify two research products that will be submitted in the middle and at the end of the semester. Once you submit your assignment design, I will give you feedback that indicates whether your proposal is appropriate or whether you should propose anything more (or less). As examples, you might consider the following:
 - annotated bibliography + literature review
 - annotated bibliographies on two different topics
 - literature review + thesis/dissertation proposal
 - thesis/dissertation proposal + grant application
 - field/archival project design + field/archival project results
 - two chapters of your thesis/dissertation
 - etc.
- **Oral presentation of your independent research** – In the second-to-last week of class, you will make a presentation (8-10 minutes) on your semester-long independent research. The presentation should both (a) identify your major findings/results/ progress and (b) explain how your research has been influenced by geographical scholarship on the American Southwest.

Off-Campus Field Trips

This course includes two field trips within New Mexico that will be conducted on Saturdays during the semester (September 27 and November 1). These field trips are designed to introduce you to specific places and landscape patterns in the Southwest while also illustrating various methods that have been and can be used in geographical scholarship. The field trips are an essential part of the course, and your attendance is required. For both of these trips, we will leave fairly early and return fairly late in the day, so please make sure you do not schedule any other activities on these dates. Please note that we will NOT meet during our regular class time on the Wednesday after each field trip. Please note also that you will be responsible for buying your own food during field trips. I am currently working to ensure that the transportation costs will be covered by the Geography Department.

Class Communications

Class materials will be posted on the course website on WebCT and will NOT be available in paper copies. To log in to our class site, go to <http://vista.unm.edu>, enter your UNM NetID and password, then click on GEOG 545. WebCT will contain PDFs of required texts, field trip protocols, oral presentation guidelines, etc. I will also use WebCT to make periodic class announcements via email. Please make sure that you check your WebCT mail regularly, or change the settings to forward messages to the email address you check most often.

Final Notes

This class is meant to help you think critically about the Southwest and your own research interests, but I realize that it is sometimes overwhelming to process significant amounts of new material over the few short weeks of an academic semester. If you find yourself getting bogged down, either in your reading comprehension or in your independent research, please come talk to me. I am very happy to help individual students in the development of good scholarly habits and the conceptualization of complex research questions or strategies. If my office hours conflict with your existing class schedule, I can arrange alternate meeting times.

Course Outline

(see detailed schedule, next page)

Week 1 – Introduction

Week 2 – Whither regional geography? (**assignment proposal due**)

Week 3 – Uses and divisions of land and people

Week 4 – Understandings of natural resource conflicts

Week 5 – Race, nature, and difference

Week 6 – Field Trip: Northern New Mexico (Saturday, September 27)

Week 7 – Knowledge claims, contests, and collaborations

Week 8 – Water shapes the Southwest I: Colonial transitions

Week 9 – Water shapes the Southwest II: Building an empire (**mid-term project due**)

Week 10 – Water shapes the Southwest III: Modernization and Urban Issues

Week 11 – Field Trip: Truth or Consequences (Saturday, November 1)

Week 12 – Tourism and the symbolic Southwest

Week 13 – Urban space and place

Week 14 – Military landscapes

Week 15 – Southwest Research Symposium (**in-class presentations, final projects due**)

Week 16 – Found objects: lessons from the Southwest

Course Calendar / Assignment Schedule

Week 1 (Wed 8/27) – Introduction

Week 2 (Wed 9/3) – Whither regional geography?

Readings:

Meinig, D.W. (1971) *Southwest: three peoples in geographical change, 1600-1970* (New York: Oxford University Press).

Francaviglia, Richard (1994) “Elusive land: changing geographic images of the Southwest” in Richard Francaviglia and David Narrett (eds.) *Essays on the changing images of the Southwest* (College Station: Texas A&M University Press), pp. 8-39.

Assignments due:

- Top 3 choices for discussion leadership
- Assignment proposal

Week 3 (Wed 9/10) – Uses and divisions of land and people

Readings:

Dunbar-Ortiz, Roxanne (2007) *Roots of resistance: a history of land tenure in New Mexico* (Norman: University of Oklahoma Press.). Focus on pp. 3-138.

Correia, David (2008) “Making destiny manifest: United States territorial expansion and the dispossession of two Mexican property claims in New Mexico, 824-1899,” *Journal of Historical Geography* IN PRESS (vol/issue not assigned).

Week 4 (Wed 9/17) – Understandings of natural resource conflicts

Readings:

Savage, Melissa (1991) “Structural dynamics of a Southwestern pine forest under chronic human influence,” *Annals of the Association of American Geographers* 81(2):271-289.

Correia, David (2005) “From agropastoralism to sustained yield forestry: industrial restructuring, rural change, and the land-grant commons in northern New Mexico,” *Capitalism Nature Socialism* 16(1):25-44.

Correia, David (2007) “The sustained yield forest management act and the roots of environmental conflict in northern New Mexico,” *Geoforum* 28:1040-1051.

Wilson, Randall K. (1999) “‘Placing nature’: the politics of collaboration and representation in the struggle for La Sierra in San Luis, Colorado,” *Ecumene* 6(1):1-28.

Week 5 (Wed 9/24) – Race, nature, and difference

Readings:

Kosek, Jake (2006) *Understories: the political life of forests in northern New Mexico* (Durham: Duke University Press.).

Week 6 (Sat 9/27) – Field Trip: Northern New Mexico
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NOTE: NO CLASS ON WEDNESDAY, OCTOBER 1
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Week 7 (Wed 10/8) – Knowledge claims, contests, and collaborations

Readings:

- Turner, Frederick Jackson (1976[1893]) “The significance of the frontier in American history” in *The frontier in American history* (Huntington, NY: Robert E. Krieger Publishing Co.), pp. 1-38.
- Noggle, Burt (1959) “Anglo observers of the Southwest borderlands, 1825-1890: the rise of a concept,” *Arizona and the West* 1(2):105-131.
- Brady, Mary Pat (2003) “‘Full of empty’: creating the Southwest as ‘terra incognita’” in Michie, Helena and Ronald R. Thomas (eds.) *Nineteenth-century geographies: the transformation of space from the Victorian age to the American century* (New Brunswick, NJ: Rutgers University Press), pp. 251-264.
- Tuan, Yi-Fu (2001) “The desert and I: a study in affinity,” *Michigan quarterly review* 40(1):7-16.
- Long, Jonathan, Mae Burnette, Delbin Endfield and Candy Lupe (2008) “Battle at the bridge: using participatory approaches to develop community researchers in ecological management” in Carl Wilmsen, William Elmendorf, Larry Fisher, Jacquelyn Ross, Brinda Sarathy, and Gail Wells (eds.) *Partnerships for empowerment: participatory research for community-based natural resource management* (London: Earthscan), pp. 217-237.

Assignment due:

- Field report

Week 8 (Wed 10/15) – Water shapes the Southwest I: Colonial transitions

Readings:

- Rivera, José A. (1998) “Evolution of the acequia institution” in *Acequia culture: water, land & community in the Southwest* (Albuquerque: University of New Mexico Press), pp. 25-48.
- Rodríguez, Sylvia (2007) “Procession, water, and place” in *Acequia: water sharing, sanctity, and place* (Santa Fe: School for Advanced Research), pp. 101-114.
- Worster, Donald (1985) “Incipience: a poor man’s paradise” in *Rivers of empire: water, aridity, and the growth of the American West* (New York: Oxford University Press), pp. 61-126.
- Berry, Kate A. (2000) “Water use and cultural conflict in 19th century northwestern New Spain and Mexico,” *Natural resources journal* 40(fall):759-781.

Week 9 (Wed 10/22)– Water shapes the Southwest II: Building an empire

Readings:

- Worster, Donald (1985) “Florescence: the state and the desert” in *Rivers of empire: water, aridity, and the growth of the American West* (New York: Oxford University Press), pp. 127-188.
- Introcaso, David M. (1995) “The politics of technology: the ‘unpleasant truth about Pleasant Dam’,” *Western historical quarterly* 26(3): 333-352.

Assignment due:

- Mid-term research product

Week 10 (Wed 10/29) – Water shapes the Southwest III: Modernization, Urban Issues

Readings:

- Yabiku, Scott T., David G. Casagrande, and Elizabeth Farley-Metzger (2008) “Preferences for landscape choice in a Southwestern desert city,” *Environment and behavior* 40(3): 382-400.
- Kupel, Douglas E. (2003) “Transformation since 1950” in *Fuel for growth: water and Arizona’s urban environment* (Tucson: University of Arizona Press), pp. 153-218.
- Espeland, Wendy Nelson (1998) “Views from the reservation: the politics and perspective of Yavapai people” in *The struggle for water: politics, rationality, and identity in the American Southwest* (Chicago: University of Chicago Press), pp. 183-222.
- Matthews, Olen Paul and Michael Pease (2006) “The Commerce Clause, interstate compacts, and marketing water across state boundaries,” *Natural resources journal* 146 (summer): 601-656.

Week 11 (Sat 11/1) – Field Trip: Truth or Consequences

NOTE: NO CLASS ON WEDNESDAY, NOVEMBER 5

Week 12 (Wed 11/12) – Tourism and the symbolic Southwest

Readings:

- Wilson, Chris (1997) “The reluctant tourist town” in *The myth of Santa Fe: creating a modern regional tradition* (Albuquerque: University of New Mexico Press), pp. 80-96.
- Wilson, Chris (1997) “*Mexicano*, Spanish-American: Chicano, Hispanic” in *The myth of Santa Fe: creating a modern regional tradition* (Albuquerque: University of New Mexico Press), pp. 146-168.
- Buscombe, Edward (1995) “Inventing monument valley: nineteenth-century landscape photography and the Western film” in Petro, Patrice (ed.) *Fugitive images: from photography to video* (Indiana University Press), pp. 87-108.
- Pyne, Stephen J. (1998) “Two new worlds” in *How the canyon became grand: a short history* (New York: Penguin Books), pp. 1-36.
- Pyne, Stephen J. (1998) “Canyon and cosmos” in *How the canyon became grand: a short history* (New York: Penguin Books), pp. 115-158.

Optional Readings:

- Wilson, Chris (1997) “Restoration is the most total destruction” in *The myth of Santa Fe: creating a modern regional tradition* (Albuquerque: University of New Mexico Press), pp. 232-273.

Assignment due:

- Field report

Week 13 (Wed 11/19) – Urban space and place

Readings:

- Mitchell, Don and Lynn A. Staeheli (2005) “Turning social relations into space: property, law and the plaza of Santa Fe, New Mexico,” *Landscape Research* 30(3): 361-378.
- Wilson, Chris (1997) “Conclusion: a myth worth believing” in *The myth of Santa Fe: creating a modern regional tradition* (Albuquerque: University of New Mexico Press), pp. 311-329.
- Pulido, Laura (2000) “Rethinking environmental racism: white privilege and urban development in southern California,” *Annals of the Association of American Geographers* 90(1): 12-40.

Week 14 (Wed 11/26)– Military landscapes

Readings:

- Kirsch, Scott (2005) “Introduction: geographical engineering” in *Proving Grounds: Project Plowshare and the Unrealized Dream of Nuclear Earthmoving* (New Brunswick, NJ: Rutgers University Press), pp. 1-10.
- Kirsch, Scott (2005) “Nuclear craters” in *Proving Grounds: Project Plowshare and the Unrealized Dream of Nuclear Earthmoving* (New Brunswick, NJ: Rutgers University Press), pp. 119-156.
- Masco, Joseph (2006). “Econationalisms: first nations in the plutonium economy” in *The Nuclear Borderlands: The Manhattan Project in Post-Cold War New Mexico*. (Princeton: Princeton University Press), pp. 99-159.

Week 15 (Wed 12/3) – Southwest Research Symposium

Readings: none

Assignments due:

- In-class presentations
- Final research product

Week 16 (Wed 12/10) – Found objects: lessons from the Southwest

Readings: none

Assignment due:

- Bring “found object” for concluding discussion