

LLC Syllabus

Santa Fe and the People Who Went There

Fall 2015

When? Thursdays, 1:00-3:00 pm at Temple Beth-El
September 24-December 3, 2015
(NOTE: This class starts and ends one week later than other Thursday classes)

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Readings In preparation for a number of classes, you are asked to do a very short reading on Santa Fe history that pertains to the period we are discussing that week. These readings are designed to give you some context for the rest of the material that's being discussed or presented—we will not be explicitly discussing them in class. They can be found online at:
<http://nmgs.org/artcuarto.htm>

We will read the following books and discuss them in class. I recommend you use the summer for as much of this reading as possible.

- Bradford, Richard. *Red Sky at Morning*. New York: Harper Perennial Modern Classics, 1999. (Book was originally published in 1968. There are other editions available and it doesn't matter which one you use. But there are MANY other books with the same title, so be sure that you are getting the one by Richard Bradford.)
 - Cather, Willa. *Death Comes for the Archbishop*. Originally published in 1927; many different editions available.
 - Poling-Kempes, Lesley. *Ghost Ranch*. Tucson: University of Arizona Press, 2005.
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**Course
Description**

In this course we will study the vibrant and beautiful city of Santa Fe, New Mexico, through the eyes of those who lived there during its long history. We will start with the Pueblo Indians, then the Hispanic explorers and settlers, and finally the waves of Anglos, who started arriving after the territory became part of the United States and the railroad made travel to the city easier. We will learn about such people as Francisco Coronado, Billy the Kid, Kit Carson, Robert Oppenheimer and the other scientists at Los Alamos, and the modernist artists and writers who made a home in the area (including D. H. Lawrence and Georgia O'Keeffe). Fiction and non-fiction readings will bring the city to life for us.

Format

Participants will be expected to read the online readings and books and to participate actively in the discussions. They will also be asked to tell us about one of the many fascinating figures from the history of Santa Fe OR to lead a discussion of the readings for one class. The coordinator will also present history and photos to complement our study as time permits.

Class Calendar

Class	Date	Topic and People	Reading
1	Sept. 24	Introduction to class Outline of Santa Fe history and Santa Fe today	
2	Oct. 1	16 th -18 century (part 1) People: The Native American tribes of New Mexico (19 pueblos, two Apache tribes, Navajo)	"Early Spanish Exploration" and "Settlement of New Mexico" online
3	Oct. 8	16 th -18 th century (part 2) People: The Spanish explorers, including, but not limited to, Oñate, Cabeza de Vaca & Esteban, deVargas, Coronado	"The Reconquista of New Mexico" and "New Mexico in the 18 th Century" online
4	Oct. 15	1800-1848 People: Susan Shelby Magoffin; others who traveled the Santa Fe trail; Gertrudis Barceló (La Tules)	"A Spanish Province Becomes Part of the US" online
5	Oct. 22	1848-1865 People: Kit Carson (<i>Blood and Thunder</i> is a recommended book); the Jewish merchants of Santa Fe (Solomon Jacob Spiegelberg and others); Civil War soldiers	<i>Death Comes for the Archbishop</i> (Prologue and Books 1-4)

Class	Date	Topic and People	Reading
6	Oct. 29	1865-1880 People: Lew Wallace & Billy the Kid; Adolph Bandelier	"The Territorial Period" online; <i>Death Comes for the Archbishop</i> (Books 5-9)
7	Nov. 5	1880-1920 People: Charlie Siringo (Texas Ranger); Edgar Lee Hewett (archaeologist); Santa Fe and/or Taos art colonies (late 19 th -early 20 th centuries)	"The Quest for Statehood" online; <i>Ghost Ranch</i> (chapters 1-3)
8	Nov. 12	1920-1940 People: The White Sisters, Georgia O'Keeffe, DH Lawrence, Mable Dodge Luhan, Oliver LaFarge	<i>Ghost Ranch</i> (chapters 4-6)
9	Nov. 19	World War II Period People: Robert Oppenheimer and Manhattan Project people (<i>109 East Palace</i> is recommended book); Edith Warner (<i>In the Shadow of Los Alamos</i> AND/OR <i>The House at Otowi Bridge</i> are recommended books); Japanese internment camp residents	<i>Red Sky at Morning</i> (chapters 1-12)
10	Dec. 3	Post-War Period People: Contemporary Native artists (e.g. Allan Houser, Maria Martinez, Pablita Velarde, Roxanne Swentzell); contemporary Native poets (Scott Momaday, Simon Ortiz, Leslie Marmon Silko); contemporary novelists (Tony Hillerman, Cormac McCarthy)	<i>Red Sky at Morning</i> (chapters 13-21)

Guidelines for Presentations

In order to fit the material into a reasonably coherent timeline, presentations will need to be done in specific classes. For example, if you want to present on Georgia O'Keeffe, you will need to do so in the 8th class. If you want to lead a discussion on the first half of *Death Comes for the Archbishop*, you will need to do so in the 5th class. So think about your schedule, as well as your interests, when selecting a topic.

You are welcome to present by yourself or in a team of two. (More than that gets too unwieldy.) Your presentation (whether individual or team) should be between 30-40 minutes in length (including discussion time if applicable—some topics suit themselves to discussion more than others).

There are many different formats you may use for your presentation. If you have chosen on artist or a poet, for example, you may wish to point the class ahead of time to the art or poems for them to review. A detailed biographical presentation lends itself best to the use of PowerPoint or a class handout. If you are presenting on an individual where lots of photographs are available, showing those photographs in class will enrich your presentation. Talk to the coordinator if you need ideas or suggestions.

There are far more people and groups listed in the Class Calendar than we could possibly cover in 10 weeks. In addition, you may have a specific person of interest to present on who is not listed—that's fine too!

I will not schedule more than two presentations in one class. You are encouraged to select your topic and week early! Please email me as soon as you know what you want to do.

If you'd prefer, you may choose instead to lead the discussion in one of the six weeks where we are talking about the three class books. This means preparing discussion questions (best sent to the class a week ahead of time), and guiding the discussion in class.
