

ANTH 4315.01/HIST 5345.01/ANTH 6385.01

Discovering the Rio Grande Valley: The Natural and Cultural History of South Texas

Fall 2016

Monday 4:40 – 7:10pm, ELABN 109 (formerly SBS 109)

Team of Instructors:

Dr. Russell Skowronek

SBS 317, 956-665-8085

Office Hours: M, W 1:30 – 2:45pm and by appointment

Email: russell.skowronek@utrgv.edu

CHAPS website: www.utrgv.edu/chaps

Ms. Roseann Bacha-Garza (CHAPS Program Scholar)

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Dr. Juan Gonzalez

PS 106, 956-665-3523

Office Hours: 12:30-2:30pm TU/TH

Email: Juan.l.gonzalez@utrgv.edu

Textbook and/or Resource Material

Each faculty member has assigned a list of required readings, as well as additional readings. Students are responsible for completing the required readings and will be required to turn in a brief synopsis of each one. Failure to do so will result in the loss of grade points and a lowering of the final grade received in the course. Each synopsis will be turned in at the beginning of the appropriate class meeting and will also be used to indicate attendance. Failure to turn in the synopsis will result in the student being marked absent for that class. A list of the required/additional readings is as follows:

Museum of South Texas History (Adam)

Brush, Timothy

2005 Nesting Birds of a Tropical Frontier. Perspectives on South Texas. Texas A & M University, Kingsville. (available on blackboard)

Anthropology (Skowronek)

Required:

Paredes, Americo. "On Ethnographic Work among Minority Groups: A Folklorist's Perspective" [1977] from R. Bauman *Folklore and Culture on the Texas-Mexican Border*. 1993 CMAS University of Texas Press. Pp. 73-112. (available on blackboard)

Brown, Marley

1978 The Use of Oral and Documentary Sources in Historical Archaeology: Ethnohistory at the Mott Farm. In Historical Archaeology: A Guide to Substantive and Theoretical Contributions, edited by Robert Schuyler, pp. 284-287. Baywood Publishing Co., Inc., Farmingdale, N.Y. (available on blackboard)

Geology (Gonzalez)

Required:

Gonzalez, Juan L., Russell K. Skowronek, and Bobbie L. Lovett, "Deflation Troughs, Water, and Prehistoric Occupation on the Margins of the South Texas Sand Sheet." *Journal of Texas Archaeology and History*, November 20, 2014, Vol. 1, Article 4, 2014, pp. 70-93. (available on blackboard)

Ewing, Thomas E. and Juan L. Gonzalez, "The Late Quaternary Rio Grande Delta – A Distinctive, Underappreciated Geologic System." *Gulf Coast Association of Geological Societies Transactions*, v. 66, p. 169-180, September 2016.

Biology (Guest Speaker Summy)

Required:

Mathis, Mitchell and Daniel Matisoff, "A Characterization of Ecotourism in the Texas Lower Rio Grande Valley", *Houston Advanced Research Center: Valuing Nature in Texas*, March 2004.

Recommended:

Bomar, G.W., Texas Weather. University of Texas Press: Austin, 1999.

"When rains become excessive" pp. 59-73

"Looking back: the most memorable hurricanes" pp. 77-85

"The scourge of drought" pp. 152-159

"Snow, cold and ice" pp. 160-162 and 171-177

Handouts will be provided in class or posted on blackboard.

History (Bacha-Garza)

Required:

Edinburg Bicentennial Heritage Committee, **Edinburg: A Story of a Town**, Edinburg, TX, 1976. (On reserve at the UTRGV library)

Kirby, McFall, "The Texas Delta of an American Nile: Orchards and Gardens Replace Thorny Jungle in the Southmost Tip of the Lone Star State", *National Geographic*, Vol. LXXV, No. 1, January 1939, pp. 51-94. (available on blackboard)

Knight, Lila, "The Creation of a Magic Valley: Irrigation in the Lower Rio Grande Valley, 1904-1965", *A Field Guide to Irrigation in the Lower Rio Grande Valley*, (Historical Studies Report No. 2009-01), Buda, TX: Texas Department of Transportation, 2009, pp. 7-92. (available on blackboard)

Levinson, Irving W., "The Contours of a Very Special Border", *Journal of the West*, Vol. 53, No. 3, 2014, pp. 69-84. (available on blackboard)

Recommended:

Foscue, Edwin J., Irrigation in the Lower Rio Grande Valley of Texas, *Geographical Review*, Vol. 23, No. 3, Jul., 1933, pp. 457-463.

US Department of the Interior/National Park Service, "National Register of Historic Places: Louisiana-Rio Grande Canal Company Irrigation System," 1995, pp. 5-80. (available on blackboard)

Previous Reports Authored by Students in this class.

Hernandez-Salinas, Sandra, Lupe A. Flores, Daniel Nicholson, Rolando Silva, Maria Vallejo, Mary Noell, Geoffrey Waters, Amanda De La Fuente, Geoffrey Shwartz, Oscar Ysasi, Pedro Rodriguez, Michelle Martinez, Eduardo Robles, Robin Galloso, Miguel Gutierrez
2012 The Norquest Family: A Porción of Edinburg. A Report Prepared for the Norquest Family and for the University of Texas-Pan American, Community Historical Archaeology Project with Schools Program. University of Texas-Pan American, Edinburg, Texas. (on reserve in UTRGV library)

Alaniz, Jenarae, Roland Silva, Robin Galloso, Daniel Nicholson, Editors
2014 The Cantú Family: A Porción of Edinburg. A Report Prepared for the Cantú Family and for the University of Texas-Pan American, Community Historical Archaeology Project with Schools Program. The University of Texas-Pan American, Edinburg, Texas. (on reserve in UTRGV library)

Garcia, Janette D., Jenarae N. Alaniz, Ramiro Garza, Santiago "Jimmy" L. Lopez, Dennis E. Neal, Alexis Casiano, Alyssa L. Aparicio, Jorge A. Hernandez, Beatriz A. Martinez, Joanie P. Meave, Mark W. Allen, Norma Perez, Ricardo "Big Red" Pena, Ryann C. Fink, Colin J. Newton
2014 Atwood Acres: A Porción of Edinburg A Report Prepared for the Atwood Family and for the University of Texas-Pan American, Community Historical Archaeology Project with Schools Program. University of Texas-Pan American, Edinburg, Texas. (on reserve in UTRGV library)

Garcia, Janette, Santiago Lopez, Roland Silva, Jose Barrera, Kassandra Reyes, Mariana Vazquez, Tomas Perez, Felix Chavez, Ezgar Chavez, Tim Hinds, Saida Gonzalez, Felix Guerra, Elisa Mora, Christopher Scott, Serafin Hernandez, Denise Martinez, Gerry Salinas
2016 The Eubanks Family: A Porción of Edinburg A Report Prepared for the Eubanks Family and for the University of Texas-Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas-Rio Grande Valley, Edinburg, Texas.

Work in progress:

2016 Bair Farms: A Porción of Edinburg A Report Prepared for the Bair Family and for the University of Texas-Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas-Pan American, Edinburg, Texas.

Book Authored by Students in this class.

Flores, Lupe A., Sandra Hernandez-Salinas, Maria Vallejo, Daniel Nicholson, Rolando Silva, Mary F. Noell, Amanda De La Fuente, Geoffrey Waters, and Geoffrey Schwarz
2013 *The Norquest Family of Edinburg, A Century-long Perspective on Life in the Lower Rio Grande Valley*. Community Historical Archaeology Project with Schools Program. University of Texas-Pan American, Edinburg, Texas.

Course Description and Prerequisites

This course is taught by a team of faculty with research expertise in the Rio Grande Valley. This is an interdisciplinary course where students will gain an understanding of the archeology, anthropology, history, geology, and biology of this dynamic borderlands region. The course is taught through a combination of

lectures, required readings, group and individual discussion, music, films, individual and group writing assignments, and hands-on research.

Themes/topics that will be discussed include, but are limited to: Indigenous cultures, race and ethnicity, cartography, institutions, political economy, women, gender relations, family and land history, and the environment.

Learning Objectives/Outcomes for the Course / Mission/Goal of CHAPS

The Community Historical Archaeology Project with Schools (CHAPS) was established in 2009 to:

- 1) Create archaeologically and historically literate citizens who are aware of the local culture and natural history and of its importance to the future of the Rio Grande Valley.
- 2) Help local school districts develop interdisciplinary K-12 curriculum to prepare students for future enrollment in the STEM subjects.
- 3) Teach students the importance of stewardship to include site preservation, ethics and laws that affect our non-renewable local resources.

Classroom Structure:

Students will experience a combination of classroom and “field” activities. During the first months of the semester, CHAPS Program team members will meet with students and provide instruction in the form of lectures, reading discussion, documentaries, workshops, or related formats. The latter part of the semester will be used to conduct off-campus activities, though there might be classroom meetings as well. The main project will consist of conducting the following research on the **Roegiers** family and its property: oral history, archeological research, land ownership/title, GIS mapping, and biological research. Students will receive guidance from the lead instructor as well as the team of faculty who will assist throughout the semester.

To participate in the class **ALL students must sign a release of liability form.** We will be working on private and public property and must be responsible for our own safety. These forms will be completed on the first day of class.

Service Learning—Hands-On Research

Students will have the unique opportunity of conducting on-site research focusing on one of the main themes of the class with the guidance of the CHAPS Program team members. For the end of term project, students will conduct field work incorporating research techniques, if possible, in the fields of anthropology, archeology, history, geology, and biology (subject to land access). The class will focus on investigating the **Roegiers** family and their lands in Edinburg. Students will incorporate all of their findings and sources (land deeds, transactions, oral histories, genealogy, maps, GIS mapping/research, and geological research) in an end-of-semester research project. Students will work in teams and will collaborate in the completion of a synthetic report documenting the story of the land and its residents. **All students are expected to be actively engaged in all aspects of the research and documentation process including classroom, lab, and field work. This means mandatory attendance.**

Specific details about the project will be given during the first weeks of class.

Specifics will be given by each CHAPS Program instructor on the nature of research in his/her field. For example, students will get training on how to conduct oral history interviews, conduct land title research, and perhaps conduct field surveys in wildlife preserves to familiarize themselves with the diverse flora and fauna of southern Texas. Students will also do secondary source reading to familiarize themselves with the development of the Rio Grande Valley from various disciplinary perspectives. In short, students will gain an understanding of the uniqueness of the region.

Students will present their findings to the class as well as to the collaborating family. This is a somewhat formal oral presentation, making use of power points or other methods of illustration.

Specifics about the research project and its requirements will be discussed in more detail during the first weeks of class.

Learning Objectives for Core Curriculum Requirements

1. Students will comprehend the origins and evolution of a regional farming/agricultural family from their arrival in Edinburg and throughout their experiences with political systems, commercial agriculture business, and civil and human rights issues. Research will focus on family genealogy, land ownership, tenure and transactions as well as community engagement across a range of historical periods.
2. Students will analyze effects of historical, social, political, economic, cultural and natural forces on the family under this study.
3. Students will understand the evolution and current role that this family has in the region as it pertains to commercial agriculture and community engagement.
4. Students will learn to differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
5. Students will learn to recognize and apply reasonable criteria for acceptability of historical evidence and social research.
6. Students will identify and understand differences and commonalities within diverse cultures of the region.
7. Upon completion of this class, students will have experience developing their Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, as well as participate in learning activities that require Teamwork, Social Responsibility, and Personal Responsibility as outcomes set by the Texas Higher Education Coordinating Board (THECB).

Grading Policies

Attendance is mandatory, as is participation in the research projects that will be carried out over the course of the semester. Absences will require a valid excuse. A student who compiles 3 unexcused absences may be dropped from the class, or may lose a full letter grade. Graduate students will be expected to lead group projects and supervise undergraduate students throughout the semester activities. Late work will receive partial credit and will effect discussion grade scores. Grades will be calculated using the following scale: 90% or more A; 80% or more B; 70% or more C; 60% or more D. UTRGV's grading policy is to use straight letter grades (A, B, C, D, or F).

<u>Category</u>	<u>Undergraduate</u>	<u>Graduate</u>
attendance/discussion	20%	10%
MOSTH Visit	10%	5%
synopsis of readings	15%	15%
special interest/historical analyses	15%	15%
presentations	10%	10%
final project	30%	30%
leadership role		15%

Calendar of Activities

The UTRGV academic calendar can be found at <http://my.utrgv.edu> at the bottom of the screen, prior to login.

Important dates for Fall 2016 include:

Aug 29	Fall classes begin
Sept 1	Last day to add or register for Fall classes
Sept 2	Last day to withdraw (drop all classes) for a 80% refund
Sept 5	Labor Day Holiday, no classes
Sept 14	Census day (last day to drop without it appearing on the transcript)
Nov 17	Last day to drop (DR grade) a class or withdraw (grade of W)
Nov 18 - Dec 8	Online course evaluations available
Nov 24 - Nov 25	Thanksgiving Holiday, no classes
Dec 8	Study Day, no classes
Dec 9 - Dec 15	Final Exams

Course Schedule: (subject to change: check your e-mail daily)

August 29: Introduction to the class; Rogers Family background; Introduction to oral history interview equipment;
Homework: READ: Brown 1978; Paredes 1977, **READ:** Archaeology chapters Norquest, Cantu and Atwood reports; **READ:** Brush 2005:10-30, **Assignment:** 2 page paper - Belgium at turn of 20th century (c. 1900)

**** Friday, September 2nd BSA visit with Lupe Flores – Time to be determined**

September 5: Labor Day, no class

***September 10 (Saturday): Visit to MOSTH 10:00am** for tour by Dr. Lisa Adam on the Human Geography of the Rio Grande Valley (**students must attend/mandatory**) **Synopsis due:** Brush

September 12: Archaeology lecture, Dr. Russell Skowronek; Oral History overview-form groups/develop questions;
Synopsis due (1 page each) Paredes and Brown; **Synopsis due** Archaeology chapters of (3) Norquest, Cantu and Atwood reports

Homework: READ: Edinburg: Story of a Town

September 19: Mr. Roy Roegiers and his sister Clara visit class (overview of the family), Schedule oral history interviews by group; **Synopsis due** – Edinburg: Story of a Town

Homework: READ: Gonzalez/Skowronek/Lovett-Deflation Trough article. **READ:** (3) CHAPS class reports Norquest/Cantu/Atwood – Geology chapters

September 26: Geology Lecture, Dr. Juan Gonzalez; **Synopsis due** Gonzalez/Skowronek/Lovett; **Synopsis due** Geology chapters of Norquest, Cantu and Atwood reports

Homework: READ: Bomar, **READ:** (3) CHAPS class reports Norquest/Cantu/Atwood – Biology chapters

October 3: Biology lecture, **Dr. Rod Summy;** **Synopsis due** Bomar; **Synopsis due** Biology chapters Norquest, Cantu and Atwood reports;

Homework: Read: Knight, READ: Levinson

October 10: In the field – schedule to be discussed

October 15 – Rio Grande Delta International Archaeology Fair – Palo Alto Battlefield, Brownsville (optional)

October 17: In the field – schedule to be discussed

October 22/23 – South Texas (Way South) Pow Wow, Lark Community Center, McAllen (optional)

October 24: In the field – schedule to be discussed

October 31: RGV History Lecture and Land Title Search Lecture, Ms. Bacha-Garza; **Synopsis due** Levinson; **Synopsis due** Edinburg: Story of a Town

Homework: oral history interview transcriptions

November 7: TRANSCRIPTS DUE (Oral histories)-to be submitted to (Mr. Roegiers and family members) for review; In-class work day – **Outline of Chapters to be constructed**

November 14: Rough outline of chapter assignment submit online to professor. Will return with comments by Friday, November 18

November 8 – November 27: work on completion of chapter drafts consisting of chapters with citations, photos and images, appendices with oral history transcriptions, family tree, property/land title history, etc.

November 28: Submit completed chapters as a draft for professors' review.

December 5: Chapters returned to students with professors' preliminary comments for review and revision by students; **FINAL REVISIONS of Transcriptions DUE;** Class power point presentation of Roegiers Family research – dry run – for critique by professors; submit revised report with edits/corrections

December 8: Return reports to students with professors' final comments.

December 12: Finalized manuscript draft submitted; Final presentation to the Rogers Family and DRAFT manuscript given to family (at later date)

NOTE: Final versions will follow the format found in Hernandez-Salinas 2012 Norquest Report and should include:

Table of Contents

List of Figures

Captions with attribution for ALL figures

Chapters- (earlier drafts, and approved by the family—signature and date required)

Maps will have scales and north arrows

Artifacts (if found) will be photographed with scales

Land Transactions (Parcel Number) and chain of title

Tables

Oral histories (these will be accompanied by the draft versions with corrections indicated and signed and dated by the interviewee). There must be signed release forms

References (complete means: date, publisher, location, and if an article Volume, number and pages)

Other Course Information

Communication: Per UTRGV policy, all email communication between the UTRGV faculty and staff and students must be conducted through the students' official University supplied Vaquero Mail account. Therefore, please use your UTRGV assigned Vaquero Mail for any correspondence with UTRGV faculty and staff. Other emails may be blocked by the spam filter. You are responsible for the consequences of an undelivered or delayed email that are blocked by the spam filter. For online courses students should use the email system in Blackboard.

UTRGV Policy Statements

STUDENTS WITH DISABILITIES: *Required on all syllabi.* Do not modify.

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Oct 5 – Oct 12 for Module 1 courses

Dec 1 – Dec 7 for Module 2 courses

Nov 18 – Dec 8 for full fall semester courses

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should

contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. See grading policy above for additional information.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.