

History 475
The Spanish Frontier in North America
Professor Charles Cutter
Fall 2015
(crn 11032)

CONTACT INFORMATION: University Hall 307; cutter@purdue.edu
OFFICE HOURS: Mondays and Wednesdays, 1:30-2:30, and by appointment

The usual narrative of United States History traces the westward march of English-speaking Americans across the North American continent. Yet, well before the dramatic expansion of Anglo-America, subjects of Spain had explored widely and had established permanent settlements from Florida to California, regions that are now part of the United States. In this course we will examine the era of Spanish sovereignty in North America, with a specific focus on the northern frontier of the Viceroyalty of New Spain (present-day American Southwest). Collectively and individually, we will study the experiences the Hispanic settlers who forged lives on the frontier, consider their interactions with indigenous peoples, examine the institutions and economies upon which their societies rested, study social, family, and community relationships, and reflect upon the historical legacy of the Spanish colonial period. The class format consists primarily of lectures, focused discussion of assigned texts, and individual research.

Objectives:

This undergraduate course has three main objectives. One is to learn the (always contestable) “facts” surrounding the Spanish occupation and settlement of the American Southwest and come to appreciate this often ignored dimension of our country’s history. Mastery of this component of the course will come by way of engagement with lectures and careful reading, analysis, and discussion of the assigned texts. Another objective is to hone your writing skills by being attentive to forms of argumentation and to the mechanics and processes of historical writing. A variety of written assignments—and frequent discussions about writing effectively—will help you to sharpen these fundamental skills. Finally, historians must be able to convey their knowledge and expertise to a wider audience. The third important component of this course, therefore, will be to identify a subject of research and to present that research in two different formats—one for “specialists,” and one for the general audience.

Grades: Grades for the course will be based on student performance in the following areas:

1. Two take-home written exams (4 to 5 pages in length) that integrate lectures and readings, 15% each.
2. A research prospectus, 20%, and a final research project, 8-12 pages in length, 30%.
3. Attendance, constructive participation in class discussions and workshops, and timely and appropriate completion of the various components of the research project, 20%.

Just to clear up any potential misunderstanding down the road, an “**Incomplete**” grade can only be assigned under a specific set of circumstances. The university’s criteria for assigning a grade of “Incomplete,” as found in the Office of the Registrar’s Form 60, are as follows:

1. The student’s work was interrupted by *unavoidable absence* or other causes beyond a student’s control.
2. The student is *passing the course* at the time it was interrupted.
3. The completion of the course *does not require the student to repeat the class*.
4. The incomplete grade *is not to be used as a substitute for a failing grade*.

I would add, based on my experience at Purdue, that “I” grades eventually become “F” grades in about 90% of the cases. Let’s avoid this situation.

Required Readings: All readings posted on Blackboard

Recommended Text: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 2007), 7th edition.

Student Responsibilities: Students are responsible for regular class attendance, keeping up with assigned readings, being ready to participate in class discussions and workshops, and completing all major course requirements. Punctuality in turning in assignments is a must.

Class Comportment: I always welcome questions during lectures, especially in a small class like this one. Do not hesitate to ask a question or to intervene when you need further clarification, elaboration of a particular point, or if you wish to contribute to the material under discussion. However, please refrain from engaging in a running dialogue with your neighbor. This behavior is disruptive and only shows a lack of respect for the instructor, for your fellow classmates, and for scholarly endeavor.

It is important to give your full attention to what is going on in class. Concentrate on taking good, complete lecture notes and/or engaging in class discussion. Do not use class time for activities extraneous to the course—i.e., to “text” friends and family, read the Purdue Exponent, finish homework for other classes, etc.

Electronic Devices: Because of their potential utility in case of emergency, you may keep electronic devices turned on during class period. Still, keep them at settings that are unobtrusive as possible. With respect to laptops, pads, tablets, etc., use them **ONLY for taking notes**.

Academic Integrity: Purdue University has strict regulations that govern issues of academic honesty. (See below). Academic dishonesty—in any form—will not be tolerated in this class. A good overview of the subject can be found at <http://www.purdue.edu/univregs/studentconduct/regulations.html>. I urge you to read it.

UNIVERSITY DISCLAIMERS TO BE INCLUDED IN SYLLABI (courtesy Purdue University)

Cheating / Plagiarism: Plagiarism refers to the reproduction of another’s words or ideas without proper attribution. University Regulations contain further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

Disclaimer: In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Blackboard or can be obtained by contacting the professor via email or phone. Contact information is listed above.

HIST 475—Course Outline
(all readings posted on Blackboard)

Introduction

Week 1. August 24-28

READING ASSIGNMENT: The bull Inter Caetera, the Requerimiento, Oñate's Act of Possession
Expectations, requirements, and mechanics of the course
Conceptualizations of "frontiers" and "borderlands"
Justifying conquest—**Discussion of Inter Caetera, Requerimiento, and Oñate's Act of Possession**

I. The impulse for colonization

Week 2. August 31-September 4

READING ASSIGNMENT: Jones, Los Paisanos, pp. 257-260; Simmons, "Settlement Patterns"
The lure of the exotic: Precursors to settlement in the northern borderlands
Common dynamics of northern settlement
The first and second settlements of New Mexico
Discussion of Simmons

Week 3. September 7-11 (no class Monday, September 7, Labor Day)

READING ASSIGNMENT: de la Teja, San Antonio de Béxar, pp. xi-21; begin Cutter, "Varieties of Spanish Indian Policy and Native Responses."
Foreign rivals and the settlement of Texas
Discussion of de la Teja
The "Sacred Expedition" to Alta California

II. Relations with Native Americans

Week 4. September 14-18

READING ASSIGNMENT: finish Cutter, "Varieties of Spanish Indian Policy and Native Responses."
Models of early Spanish Indian policy
Indios bárbaros and indios de pueblo
Class workshop/discussion based on Cutter, "Varieties of Spanish Indian Policy"

Week 5. September 21-25

READING ASSIGNMENT: Bolton, "The Mission as a Frontier Institution," and Hackel, "Land, Labor, and Production."

Written Statement (no more than two paragraphs) of which "text" you have chosen for your project, due via email September 25

The multi-faceted mission as a frontier institution
Class workshop/discussion based on Hackel and Bolton

III. Regulating Society

Week 6. September 28-October 2

READING ASSIGNMENT: Cutter, "Regulating Society"

First exam due Wednesday, September 30

Institutions of civil government

Week 7. October 5-9

Authority and flexibility in civil government

Regulating the spiritual

Class workshop/discussion based on Cutter, “Regulating Society”

IV. Social Relations

Week 8. October 12-16 (no class Monday, Oct. 12, October break)

READING ASSIGNMENT: Bustamante, “The Matter Was Never Resolved”

The sistema de castas

Gender and family relations

Week 9. October 19-23

RESEARCH ASSIGNMENT: **Students work individually on prospectus**

V. Making a Living

Week 10. October 26-30

READING ASSIGNMENT: de la Teja, San Antonio de B́exar, pp. 75-94; Jones, Los Paisanos, pp. 237-255.

The economies of the colonial frontier

Week 11. November 2-6

READING ASSIGNMENT: review Hackel, “Land, Labor, and Production.”

Class workshop/discussion based on de la Teja, Jones, and Hackel

Work, race, and class on the frontier

VI. Arts, Letters, and Diversions

Week 12. November 9-13

RESEARCH ASSIGNMENT: **prospectus due Monday, November 9**

READING ASSIGNMENT: review last chapter of de la Teja, San Antonio de B́exar

Literacy and literature on the frontier

The plastic arts, performance art, and community celebration

VII. Twilight of Empire

Week 13. November 16-20 and Monday, November 23

Second exam due Monday, November 23

The breakdown of the colonial system

Late colonial reorientations

(Wednesday & Friday, Nov. 25 & 27, no class—Thanksgiving break)

Epilogue: The Legacy of the Spanish Colonial Era

14. November 30-December 4

Final thoughts about Spain in the American Southwest

15. December 7-11

Work individually on research project

16. Finals Week

Semester project due Wednesday, December 16

Guidelines for Semester Projects

Due date

Your research papers are due Wednesday, December 16, by 5:00 p.m.. You may turn them in earlier, if you wish.

Aim of the assignment

Typically, history students are asked to identify some rather hazy “topic,” narrow it in scope, invent a brilliant new “thesis,” and present their argument in fluid and compelling prose—all in one semester! Unfortunately, this type of assignment often ends in a frantic, slap-dash effort in the last two weeks (or less) of the course. In HIST 475, we’ll approach things differently, moving methodically through the various phases of the semester project, thus facilitating the production of rigorous, thoughtful scholarship.

For this research project, think of yourself as a historian employed by some public or private entity dedicated to preserving and explaining the Spanish colonial past in the United States. You are part of a team that is preparing a major public exhibition, and your task is to make the artifacts and documents (i.e., the “texts”) in the collection intelligible to a general, non-academic audience.

Components and form of the assignment

1. The first order of business is to **identify a specific “text”** having to do with the Spain’s northern frontier in the colonial period, which will then serve as the focus for the research process. You may construe this “text” in conventional terms (e.g., a document generated by military, civil, or ecclesiastical officials) or you may choose some artifact from the period (e.g., a work of art or architecture, an agricultural or military implement). If you need some examples, you can consult the collection of appropriate “texts” that I have posted on Blackboard. By no means are you limited to what I have posted, and I encourage you to identify a “text” that YOU wish to know more about. Feel free to consult with me.
2. The next phase of the assignment is to **determine what sources you need to consult** to make sense of your “text.” Each of you will have particular challenges, of course, in figuring out the “context,” but here are some points to consider in carrying out this research. How did the “text” come into being? Who produced it, for what reasons, and why at that particular moment? What materials were used? What does the “text” tell us about the Spanish borderlands? Is it somehow distinctive of the borderlands milieu, or does it square with practice or patterns found in other parts of Spanish America, particularly New Spain?
3. Phase three of the project is to write a **7 to 12-page technical report** that incorporates your research findings and explains in sophisticated, professional ways the provenance, the particulars, and the significance of your “text.” Remember, this report is the work of a trained historian—you—speaking to other scholars, so use the scholarly conventions in form and citation, as found in the Chicago Manual of Style. Please use footnotes, rather than endnotes.
4. Finally, the information and insights that you bring to bear in your technical report must be distilled and conveyed to the general public. The last task of the project, therefore, is to **produce a short placard (no more than 1 typewritten page)** that will accompany the “text” at the exhibition. Do not include in the placard scholarly conventions such as footnotes.

Each component of the project has a specific due date, as indicated on the syllabus. Please turn in your work in a timely manner. As always, I am available for consultation when you need guidance.