

**History 366**  
**Hispanic Heritage of the United States**  
**Fall 2017**  
**(crn 13256)**  
**MWF 2:30-3:20; UNIV 301**

**INSTRUCTOR:** Dr. Charles Cutter

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Many believe that the Latino presence in the United States is a recent phenomenon, a product of recent global migration. Nothing could be further from the truth. This course takes the “long view” of the subject and explores the ways in which, as groups and as individuals, Spanish speakers and their descendants have been a part of and have helped shape the history of the United States from the 16th century to the present

**ORGANIZATION AND OBJECTIVES**

Part I of the course treats the historical roots of Hispanic communities in the U.S. by examining the interaction of Europeans, Native Americans, and Africans in the New World during the colonial period (from the 16th to early 19th centuries) and how those communities came to be. Part II dwells on the crucial developments in the nineteenth century, when changes in sovereignty made many Spanish speakers virtual “foreigners in their native land.” The patterns of political, economic, and social subordination of Hispanics in nineteenth-century America in many ways set the tone for subsequent historical events. Part III takes a somewhat different approach, looking at the history of distinct Latino groups—Mexican-Americans, Cubans, Puerto Ricans, Dominicans, and Central Americans—in the 20th and 21st centuries. Treating each group in turn, we will discuss how they collectively confronted the major historical events and trends of the times. The capstone of the course will be to examine issues surrounding the current debate on Latino (mainly Mexican) immigration.

By the end of the course, students will demonstrate knowledge of the ways in which, as groups and as individuals, Hispanics have experienced and contributed to the social, political, and economic development of the United States. Students will also gain an appreciation for both the distinctiveness of and commonalities among the various groups who comprise the Hispanic or Latino segment of U.S. society.

**STUDENT RESPONSIBILITIES AND OTHER ISSUES**

Students are responsible for regular class attendance, keeping up with assigned readings, taking active part in class discussion, and completing all major course requirement. I urge you to seek my help if you have any concerns about the course, have difficulties with the subject matter, or are unsure about how to prepare papers and exams. All take-home assignments must be the original work of individuals enrolled in the course, written specifically for this class.

Although I do not take formal attendance in this course, it is extremely unwise to miss class. Over the years, I have noted a direct correlation between good attendance and good grades.

If some situation arises that forces you to miss an extended period of class—i.e., prolonged illness, personal or family difficulties, etc.—please report the circumstances to the Dean of Students, as well as to me. Doing so will facilitate your “reentry” to academic life when the time is right.

## **Class Comportment**

I always welcome questions during lectures. Do not hesitate to ask when you need further clarification or elaboration of a particular point. 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 in general.

It is important to give your full attention to what is going on in class, whether concentrating on the lectures, taking notes, or taking part in group or class discussion. Please do not use class time for activities extraneous to the course—i.e., to “text” friends and family, read the Exponent, finish homework for other classes, etc.

## **Electronic Devices**

Because of their potential usefulness 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**. Just to cover our bases, you may not use electronic devices of any kind during quizzes and exams.

## **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/uniiregs/studentconduct/regulations.html>. I urge you to read it.

## **Course Evaluation**

During the last two weeks of the semester, you will have an opportunity to evaluate this course and the instructor. To this end, Purdue has transitioned to online course evaluations. On Monday of the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation.

## **GRADES**

Grades for the course will be determined by student performance in the following assignments:

1. Two short take-home essays (worth 25% each); 2. One longer take-home essay (worth 30%); 3. Attendance, constructive participation in class discussions and workshops, and timely completion of the various written assignments (worth 20%).

## **READINGS (DO NOT purchase a kindle or other ebook version)**

### **To be purchased:**

Juan Gonzalez, Harvest of Empire: A History of Latinos in America. Penguin Books, 2011 (rev. edition).

### **Online readings:**

#### Part I

Jesús F. de la Teja, Chapters Two (pp. 17-29), Four (pp. 75-96), and Seven (pp. 139-56) in San Antonio de Béxar: A Community on New Spain's Northern Frontier, available on Blackboard.

Jane Landers, “Black Community and Culture in the Southeastern Borderlands,” Journal of the Early Republic, available on Blackboard.

Charles Cutter, “Regulating Society in the Spanish Borderlands,” available on Blackboard.

## Part II

Treaty of Guadalupe Hidalgo. Available at <http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=009/llsl009.db&recNum=975>, pp. 922-42.

David J. Weber, “‘Scarce More Than Apes’: Historical Roots of Anglo-American Stereotypes of Mexicans,” Chapter 18 (pp. 293-307) in David J. Weber, ed., New Spain’s Far Northern Frontier: Essays on Spain in the American West, 1540-1821. Available on Blackboard.

Leonard Pitt, Chapters 3 (pp. 48-68) and 5 (pp. 83-103), The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1890. Available on Blackboard.

## Part III

“El Plan de Delano,” and “El Plan Espiritual de Aztlán” (pp. 491-95) in Major Problems in the History of the American West, ed. Clyde A. Milner. Available on Blackboard.

TBA, short article on current immigration issues

### ***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.

## COURSE OUTLINE

Week 1. August 21-25

Introduction and mechanics of the course

“What’s in a name?” Ethnicity, Stereotypes, and the Black Legend

The idea of the Borderlands

### **Part I. The Creation of Hispanic Society in the New World, 1492-1848**

Week 2. August 28-September 1—READING ASSIGNMENT: Gonzalez, Harvest of Empire (pp. ix-xxiv; 3-26)

The legacy of conquest in Iberia and the New World

Spanish exploration and reconnaissance in the future U.S.

Week 3. September 4-8 (No Class Monday, Sept. 4, Labor Day)—READING ASSIGNMENT: Landers, “Black Community and Culture in the Southeastern Borderlands,” available on Blackboard.

The impulse for colonization:

The Florida and the Southeast

New Mexico and Texas

California

Week 4. September 11-15—READING ASSIGNMENT: de la Teja, Chapters Two, Four, and Seven of San Antonio de Béxar, available on Blackboard

Pueblos, missions, and indios bárbaros: Varieties of Spanish Indian policy

Forging community on the frontier

Economics

Week 5. September 18-22—READING ASSIGNMENT: Cutter, “Regulating Society in the Spanish Borderlands”

Cultural foundations—Hispanic Catholicism and the Spanish legal system

Social hierarchies

The ambiguities of race and class, or the “sistema de castas”

Rethinking patriarchy

### **Part II. “Foreigners in Their Native Land”: Nineteenth-Century Changes**

Week 6. September 25-29—READING ASSIGNMENT: Gonzalez, Harvest of Empire (27-47)

**Written Assignment #1: Based on lectures and readings for Part I, due Wed., September 27**

Latin American independence and its consequences

The legacy of the Spanish and Mexican periods in U.S. history and culture

Week 7. October 2-6—READING ASSIGNMENT: Treaty of Guadalupe Hidalgo, available at <http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=009/llsl009.db&recNum=975>, pp. 922-42.

The U.S.-Mexico War

Week 8. October 9-13—READING ASSIGNMENT: Weber, “Scarce more than Apes,” available on Blackboard; Pitt, Chapters 3 and 5 in The Decline of the Californios, available on Blackboard.

Changes in sovereignty, changes in status  
Gringos and the numbers game  
American, Mexican, or “Spanish”? Self-definition in the new order

Week 9. October 16-20—READING ASSIGNMENT: Gonzalez, Harvest of Empire (47-78)

The U.S. and the Caribbean

### **Part III. Ethnic-Americans in the Twentieth Century**

Week 10. October 23-27—READING ASSIGNMENT: Gonzalez, Harvest of Empire (pp. 96-107)

**Written Assignment #2: Based on lectures and readings for Part II, due Wed, October 25**

Mexican-Americans  
North from Mexico: The impact of the “new” immigration  
Mexican-Americans in the New Deal and WWII

Week 11. October 30-November 3—READING ASSIGNMENT: “El Plan de Delano” and “Plan Espiritual de Aztlán,” available on Blackboard.

“Brown Power,” Aztlán, and the limits of Chicano ideology

Week 12. November 6-10—READING ASSIGNMENT: Gonzalez, Harvest of Empire (pp. 108-116; 129-163)

Cuban-Americans  
The historical Cuba-Florida connection  
The Spanish-American War and the “exile” mentality  
Castro, communism, and the new cubano exile community

Week 13. November 13-17 and Monday, November 20—READING ASSIGNMENT: Gonzalez, Harvest of Empire (pp. 81-95; 117-128)

“Other Islanders”  
Puerto Rico: Citizens yet foreigners  
Dominican Republic: A muted political and economic sovereignty

**(Wednesday & Friday, Nov. 22 & 24, no class—Thanksgiving break)**

Week 14. November 27-December 1—READING ASSIGNMENT: Gonzalez, Harvest of Empire (pp. 167-303)

Walls and workers: The debate over (mostly Latino) immigration  
Immigration in historical context

Week 15. December 4-8—READING ASSIGNMENT: Gonzalez, Harvest of Empire (pp. 307-311)

Reflections on the Hispanic experience in the United States

Week 16. December 11-15. FINALS WEEK

**Written Assignment #3: Based on lectures, readings, and outside research, due Monday, May 3**