

# The Spanish Frontier in North America

History 363 Section #1 Summer 2005  
MW 4:00-6:50 B132 JFSB

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## COURSE DESCRIPTION

Welcome to our study of the Spanish frontier in North America--otherwise known as the Spanish Borderlands. The borderlands constitute a sort of historiographical buffer zone between Latin American history and the history of the United States. Consequently, the rich past of this intriguing region receives little attention in history textbooks devoted to *either* the U.S. or Latin America.

In this course we will study over five centuries of history, beginning with an overview of Spanish history to serve as a backdrop for understanding the history of the borderlands which will be viewed as a northward expansion of the Spanish colonial frontier on the North American continent. We start with Spanish exploration of the region during the period 1513-1543 and the conquest of the Aztec Empire in 1519 and end our detailed study with the decisive Mexican national period 1821-1848. Our final week will be spent looking at the contemporary relevancy of that history and the Mexican *reconquista* of the region during recent decades.

This course takes a two-tiered approach to borderlands history. In addition to developing issues topically and thematically using numerous readings and written assignments, we will also look at how scholars develop their knowledge of an area from original sources.

## COURSE TEXTS

The following required texts are available in the BYU bookstore. Occasionally on the syllabus I have also included an "FYI" reading. This is not required material; rather, I have included this for your use in case you desire further information on a particular facet of borderlands history.

***Required:***

David J. Weber, *The Spanish Frontier in North America* (Yale University Press, 1994).

David J. Weber, *The Mexican Frontier, 1821-1846* (UNM Press, 1982).

Oscar J. Martinez (ed.), *U.S.B Mexico Borderlands: Historical and Contemporary Perspectives* (Rowman & Littlefield, 2003).

Ramon Gutierrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1550-1846* (Stanford University Press, 1991.).

Ignacio M. García, *White But Not Equal: Mexican Americans, Jury Discrimination, and the Supreme Court* (Paperback) (University of Arizona Press, 2008).

***Optional / Recommended:***

Robert H. Jackson, *Indian Population Decline: The Missions of Northwestern New Spain, 1687-1840.*

Max L. Moorhead, *The Presidio: Bastion of the Spanish Borderlands.*

## ASSIGNMENTS

### ***Written Book Reviews***

Review two books for this class: 1) a book you select which deals with the local history of your group locality and, 2) *White But Not Equal: Mexican Americans, Jury Discrimination, and the Supreme Court* by Ignacio M. García. After reading each book, write a 750 word report:

- a. identifying key events and dates,
- b. summarizing the thesis of the book and evaluating how the sources were used to prove that thesis, and
- c. identifying key concepts or movements ( including migrations patterns) that impacted on individuals and families.

### ***THE GROUP LOCAL OR FAMILY HISTORY PROJECT:***

On the second day of class, select a group to join. Your group will be assigned one of the following localities to study:

Saint Augustine and the Florida Missions	Chihuahua and Hidalgo del Parral, Mexico
San Antonio and the Texas Missions	Monterrey, Nuevo Leon, Mexico
Canary Islanders in the New World	Saltillo, Coahuila, Mexico
Los Angeles, California	Hermosillo, Sonora, Mexico
San Francisco, California	Santa Fe, New Mexico

This project will consist of the following assignments:

- ( 1) ***Annotated Bibliography.*** Each group will prepare an annotated bibliography of materials concerning the history of the locality from its founding until the end of World War II. Include not only secondary materials but a lengthy list of primary sources available on microfilm or in print, in Spanish and English. Annotated here means for a secondary source a BRIEF explanation of what the author says and sources the author uses, and for a primary source a BRIEF description of the source and where it can be found. This bibliography must adequately address sources available in no less than 1000 words.

( 2) **Summary History of the Locality.** Each member of the group will write a 1250 word report summarizing the history of the locality and responding to the topic: Why was this locality important or not important in Borderlands history? This report should utilize information from at least five published secondary sources. Based on this report your group will give a class PowerPoint presentation on the history of the locality.

Obviously, there will be considerable "crosstalk" here | the reports will be similar for each group member. However, *each* member of the group must prepare her/his own unique report and come to class ready to respond concerning the history of that locality and any aspect of the group presentation. Be careful not to plagiarize the work of others in your group!

( 3) **Outline of the Final Locality History Report.** This outline of your final paper will be at least 250 words and must include a paragraph containing the thesis statement. It will also state if more than one student will be writing the paper.

( 4) **Final Locality History Report.** Each member in the group will prepare a final written report that treats either a local or family history study centered on the locality. This report should analyze events at a particular crucial moment in the locality s history, compare the local population at two different times, or explore the role of a particular individual or family in the locality. This is to be based on data drawn from primary sources.

## GRADING POLICIES/COURSE REQUIREMENTS

Attendance is not mandatory, but roll will occasionally be taken and quizzes given over assigned readings to encourage you to come to class. Furthermore, lectures are not posted on blackboard, so you must rely on classmates' notes if you miss a class lecture period. You are expected to participate in class discussions. Together, these quizzes, rolls and class participation will constitute five percent ( 5%) of your grade for the course. There will be NO make up quizzes or rolls, and exams can only be made up if arrangements have been made prior to the scheduled date--and then only if a *Documentable Personal Emergency* exists. I calculate grades in accordance with the following guideline:

92.5%-100% = A  
89.5%-92.4% = A-  
87.5%-89.4% = B+  
82.5%-87.4% = B

79.5%-82.4% = B-  
77.5%-79.4% = C+  
72.5%-77.4% = C  
69.5%-72.4% = C-

67.5%-69.4% = D+  
62.5%-67.4% = D  
60% -62.4% = D-  
0% -59.9% = E

Grades in this course will be based on 1000 points divided on the following criteria:

Three short answer/essay examinations	Given as per schedule below	150 points each
Locality history bibliography	Due July 6	40 points
Book reviews	Due July 11 and August 5	30 points each
Short local history summary ( 1000 words)	Due July 13	125 points
Locality history report outline	Due July 27	50 points
Final local history report ( 2500 words plus illustrations)	Due August 10	225 points
Quizzes/rolls/class participation		50 points

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## CLASS SCHEDULE

### June 22 Course Introduction-- Background: History of Spain

No Assigned Readings

### June 24: ISABEL AND FERNANDO, THE CATHOLIC KINGS

**1492 , A pivotal year in Spanish and World History and First Encounters, Worlds Apart: Indians, Spaniards, and the Culture of Contact**

Weber, Pp. Xix-29; Gutierrez pp, xvii-36. (FYI: See Anthony Pagden, *The Fall of the Natural Man: the American Indian and the Origins of Comparative Ethnology*, and David Henige, "On the Contact Population of Hispaniola: History as Higher Mathematics," *Hispanic American Historical Review* 58 (1978): Pp. 217-237.)

### June 29 CARLOS V

**Voyages of Exploration, First Encounters and the Conquest of Mexico**

Weber, pp. 30 – 59

**Frontier Demographics:: Local and Demographic Sources for Borderlands History research: finding and using original and secondary records.**

ATTENDANCE AT THIS CLASS LECTURE IS MANDATORY!!

### July 1 Pre- Columbian North American Populations TBA

## Part I: Florida and New Mexico

### July 6 FELIPE II

**Foundations of Empire, I: Florida**

Weber, Pp. 60-77

**Foundation of Empire, II: New Mexico**

Weber, Pp. 77-91; Gutierrez pp. 39-94.

**The Spiritual Conquest**

Weber, 92-121

**Due: Locality History Bibliography**

**July 8 LATER HAPSBURG KINGS****Exploitation, Contention, and Rebellion**

Weber, Pp. 122-146; Gutierrez pp. 95-140. (FYI: See Oakah L. Jones, *Pueblo Warriors and Spanish Conquest*; Jones, "The Pueblo Indian Revolt of 1696--una Rebelión Desconocida: a Review Essay," *New Mexico Historical Review* (July 1989), Pp. 361-171; and Andrew L. Knaut, *the Pueblo Revolt of 1680: Conquest and Resistance in Seventeenth-Century New Mexico*

**Due: Book review # 1**

**July 13: Examination #1**

**To Be Administered in Class -- 55 minutes, no more**

**July 13 Daily Life in Spanish Colonial America**

*Saint Augustine and the Florida Missions Class Presentation*

**Due: Short local history summary (1000 words) Group Powerpoint Presentation**

**Part II: the Frontier Expands into  
Texas and the Gulf Coast**

**July 15: FELIPE V - FERNANDO VI****Imperial Rivalry and Strategic Expansion: Texas, the Gulf Coast, and the High Plains**

Weber, Pp. 147-171 (FYI: See Gerald Poyo and Gilberto M. Hinojosa (Eds.), *Tejano Origins in Eighteenth-century San Antonio*; and Poyo and Hinojosa, "Spanish Texas and Borderlands Historiography in Transition: Implications for United States History," *Journal of American History* 75 (Sept. 1988), Pp. 393-416

*Monterrey, Nuevo Leon, Mexico Class Presentation*

*Saltillo, Coahuila, Mexico Class Presentation*

*San Antonio, and the Texas Missions t*

*Canary Islanders in the New World Class Presentation*

**The New Mexican Story Continues**

Gutierrez 143-175.

*Chihuahua and Hidalgo del Parral, Mexico Class Presentation*

*Santa Fe, New Mexico Class Presentation*

**Commercial Rivalry, Stagnation, and the Fortunes of War**

Weber, pp. 172-203

**Part III: The Late Borderlands Era:****East Florida, West Florida, Louisiana and the Californias****July 20 CARLOS III****Indian Raiders and the Reorganization of Frontier Defenses**

Weber, pp. 204-235; Gutierrez pp. 298-336.

**California: The Last Frontier**

Weber, pp. 236-265 (FYI: See Robert H. Jackson, "La Colonización De La Alta California: Un Análisis De Del Desarrollo De Dos Comunidades Misionales," *Historia Mexicana* 161 (July-september, 1991), pp. 83-110)

*Los Angeles, California Class Presentation*

*San Francisco, California Class Presentation*

**July 22 No Class.** Use the extra time to work on Locality History report.  
Ask: What groups were in Utah before 1847? You may need to give the answer on a quiz.

**July 27 CARLOS IV**

**An Empire in Decline: *Luisiana y Las Floridas***

Weber, Pp. 265-301 (FYI: See John Jay Tepaske, "French, Spanish, and English Indian Policy on the Gulf Coast, 1513-1563: a Comparison," in Ernest F. Dibble and Earle W. Newton (Eds.), *Spain and Her Rivals on the Gulf Coast*; Tepaske, *the Governorship of Spanish Florida, 1700-1763*; Jacqueline K. Fretwell and Susan R. Parker [Eds.], *Clash Between Cultures: Spanish East Florida, 1784-1821*.)

**Due: Outline of Final Locality History Report**

**July 29: Examination #2  
To Be Administered in Class--55 minutes**

**July 29 Honor, Marriage, Family and Other Social Institutions**

Gutierrez pp.176-296.

**Frontiers and Frontier Peoples Transformed**

Weber, pp.. 302-334

**The Spanish Legacy**

Weber, pp. 305-360 (FYI: See Robert H. Jackson, "The Impact of Liberal Policy on Mexico's Northern Frontier: Mission Secularization and the Development of Alta California," *Colonial Latin American Historical Review* 2:2 (1993), pp. 195-225.)

**Part IV: the Mexican Period**

**August 3 From Spanish to Mexican**

Weber, *the Mexican Frontier*, pp. 1-121

**August 5 Gringos and a Society in Transition (Or, the War of the North American Invasion)**

Weber, *the Mexican Frontier*, pp. 122-285; Martinez, pp. 1-43.

*Hermosillo, Sonora, Mexico Class Presentation*

**Due: Book review # 2**

**August 10 A Society in Transition or Is there a Mexican Reconquest?**

Martinez, pp. xiii- xix, 45-57, 85-98, 107-133, 149-169, 175-202 and 227-257.

**Due: Final Project before class starts.**

**Examination #3 Comprehensive Final Exam  
Wednesday August 12 7-9 AM**

### **Some Words of Wisdom**

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this age of the internet. Please know that I will notice instances of plagiarizing in papers. Don't plagiarize. Just don't. If you plagiarize, you fail the course. See <http://www.byu.edu/honorcode> for specific examples of intentional and inadvertent plagiarism, as well as issues of fabrication and falsification.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to me; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.