



**COURSE SYLLABUS
COLLEGE OF ARTS AND SCIENCES**

**HIST 2327: History of Spanish Borderlands
Spring 2024
CRN 23890 Sec 900 (Hybrid Blended)**

Instructor: Francis X. Galán, Ph.D.

Office: Central Academic Building (CAB) 313-I

Office Hours: Tues & Thurs 11:00am-12:00pm or by Appointment (in-person/virtual)

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Class Meeting: Tuesdays, 2:00pm-3:15pm in CAB 219

COURSE DESCRIPTION:

Examination of the history of the Spanish empire in the present-day regions of the United States.

LEARNING OUTCOMES:

At the end of this course, the student will be able to:

- 1) Interpret the major events and movements of Spanish northward expansion into the American Southeast and Southwest from the Caribbean and Mexico.
- 2) Compare and contrast the different experiences of people based upon race, ethnicity, gender, geography, and other categories of analysis.
- 3) Analyze this history in its broader political, economic, social, cultural, and religious contexts through transnational and comparative borderlands perspectives.
- 4) Analyze, interpret, and synthesize both primary and secondary sources related to the study of the Spanish Borderlands from 1492 to 1821.

MEANS OF ASSESSMENT:

Assignments	Outcomes to be Assessed	% of Final Grade
Attendance	All	10%
Readings, Quizzes, Discussion	All	30%
Mid-Term Exam (March 5)	1, 2, and 3	20%
Book Review (April 29)	All	20%
Final Exam (TBD)	1, 2, and 3	20%

GRADE SCALE: A (90%-up); B (80-89%); C (70-79%); D (60-69%); F (0-59%)

REQUIRED MATERIALS: Mark Santiago, *The Jar of Severed Hands: Spanish Deportation of Apache Prisoners of War, 1770–1810* (Norman: University of Oklahoma Press, 2011)

SUPPLEMENTAL READING AND MULTIMEDIA MATERIALS: via Blackboard (Bb)

ASSIGNMENTS:

ATTENDANCE (10%): Roll call will be taken in person at the beginning of each class on Tuesdays at 2:00pm in the Central Academic Building (CAB), Room 333. If at any point during the semester the University happens to change the learning format for all classes to fully online depending on the COVID situation, we will then meet virtually via Zoom during our regularly scheduled day/time, so roll call will still be taken. Just be sure to communicate with your instructor about any absences.

READINGS, QUIZZES, AND DISCUSSION (30%): Students will be graded on the quality of their contributions and ability to analyze and discuss course concepts. Each student will be asked to submit brief written responses to assigned readings, as well as discussion boards, film documentaries, primary sources and quizzes. These are termed “**low-stakes**” assignments, meaning each one is worth a small percentage of a student’s weekly grade, but collectively worth 30% of the overall final grade. Thus, missing one such assignment may not hurt students, but missing more of these can lower a student’s grade, for example, from an “A” to a “B” or from a “B” to a “C” and so forth. Please be respectful and courteous of your peers in any discussion in-person and/or online. **Note:** Points will be subtracted from your grade/score for being turned in past the due date.

BOOK REVIEW (20%): I will provide you with a Guide (& Rubric) to Writing the Book Review via Blackboard. The format will be three pages maximum in length (or around 750 words), typed, double-spaced, 12-point font, Times New Roman. For this assignment, you will read the book by Mark Santiago, *The Jar of Severed Hands: Spanish Deportation of Apache Prisoners of War, 1770–1810* (Norman: University of Oklahoma Press, 2011). The **Due Date** for the review is **Monday, April 29** (by Midnight) and is to be submitted through *Turnitin* in Blackboard, which checks for plagiarism and AI (see Academic Misconduct Policy below). **Note:** Points will be subtracted from your grade/score for being turned in past the due date.

EXAMS (40%): I will provide you with a Guide to the Mid-Term Exam and another one for the Final Exam via Blackboard about one week prior to each exam date. The format for both exams will be a short-answer section and a long-essay section. **Note:** Bring a Bluebook to class in which you will write your responses. **See Course Calendar (pages 7-8) below for exam dates.**

IMPORTANT POLICIES AND RESOURCES:

Academic Misconduct Policy: Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook (<http://www.tamusa.tam.us.edu/studenthandbook.html>).

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

NOTE ABOUT AI: All student papers and other written assignments are subject to analysis by anti-plagiarism software. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, **AI-generated submissions are not permitted and will be treated as plagiarism.**

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text "HOME" to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates.

To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center is located in the Central Academic Building, Suite 208. Appointments can also be made through JagWire under the services tab.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing

to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community.

While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential

employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities: The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the A&M-San Antonio Student Code of Conduct.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or gender.



**TEXAS A&M UNIVERSITY
SAN ANTONIO**

COURSE CALENDAR

WEEK ONE (1/16): Course Syllabus; Introduction

Read: Course Syllabus via Blackboard (“Bb”).

WEEK TWO (1/23): Historiography & Overview

Read: Robert Goodwin, “Introduction: An Empire Upon Which the Sun Never Sets,” in *The Epic Story of Spanish North America*, pp. 1-10 (Bb), **for written assignment #1.**

WEEK THREE (1/30): Worlds Apart

Read: Goodwin, “Chap. 1: War of Blood and Fire – Puerto Rico,” in *The Epic Story of Spanish North America*, pp. 25-34 (Bb), **for written assignment #2.**

WEEK FOUR (2/6): First Encounters

Read: Marion Blackburn, “Spain’s Appalachian Outpost: Failed Ambitions for a North American Empire,” *Archaeology* (2009), pp. 38-43 (Bb), **for written assignment #3.**

WEEK FIVE (2/13): Foundations of Empire: Florida and New Mexico

Read: Primary Source, “Ginés de Herrera Horta Testifies on Spanish Treatment of Pueblo Indians, 1601,” in Pekka Hämäläinen and Benjamin Johnson, eds., *Major Problems in North American Borderlands*, pp. 43-45 (Bb), **for written assignment #4.**

WEEK SIX (2/20): Conquistadors of the Spirit

Read: Albert Hurtado, “Sexuality in California’s Franciscan Missions: Cultural Perceptions and Sad Realities,” *California History* (1992), pp. 370-385 (Bb), **for written assignment #5.**

WEEK SEVEN (2/27): Exploitation, Contention, and Rebellion

Read: Primary Source, “Pedro Naranjo (Keresan Pueblo) Explains the Pueblo Revolt, 1681,” in Hämäläinen and Johnson, eds., *Major Problems in North American Borderlands*, pp. 45-48 (Bb), **for written assignment #6.**

WEEK EIGHT (3/5): Mid-Term Exam

Spring Break – No Classes (March 11-17)

WEEK NINE (3/19): Imperial Rivalry & Strategic Expansion: To TX, Gulf Coast, & High Plains

Read: Juliana Barr, “From Captives to Slaves: Commodifying Indian Women in the Borderlands,” *Journal of American History* (2005), pp. 19-46 (Bb), **for written assignment #7.**

WEEK TEN (3/26): Commercial Rivalry, Stagnation, and the Fortunes of War

Read: Christina Marie Villarreal, “Black Fugitive Strategies: Slavery and Self-Emancipation in the Spanish Gulf Coast Borderlands,” Cameron D. Jones and Jay T. Harrison, eds., *Africans and Afro-Descendants on the Edges of Colonial Spanish America*, pp. 20-37 (Bb), **for written assignment #8.**

WEEK ELEVEN (4/2): Indian Raiders and the Reorganization of Frontier Defenses

Read: Joaquín Rivaya-Martínez, “A Different Look at Native American Depopulation: Comanche Raiding, Captive Taking, and Population Decline,” *Ethnohistory* (2014), pp. 393-418 (Bb), **for written assignment #9.**

WEEK TWELVE (4/9): Forging a Transcontinental Empire: New California to the Floridas

Read: Primary Source, “The First Census of Los Angeles, 1781,” in Hämäläinen and Johnson, eds., *Major Problems in North American Borderlands*, pp. 211-212 (Bb).

Read: Goodwin, “Bernardo de Gálvez, Spanish Hero of the American Revolution,” in *The Epic Story of Spanish North America*, pp. 317-334 (Bb) **for written assignment #10.**

Last day to drop with an automatic grade of "W" (Saturday, April 13)

WEEK THIRTEEN (4/16): Improvisations and Retreats: The Empire Lost

Read: Mark Santiago, *The Jar of Severed Hands: Spanish Deportation of Apache Prisoners of War, 1770–1810*, **for the Book Review.**

WEEK FOURTEEN (4/23): Frontiers and Frontier Peoples Transformed

Read: Thomas Parrie, “On Passing and Survival: Memories of a Choctaw-Apache,” in Rain Prud’Homme-Cranford, Darryl Barthé, and Andrew J. Jolivéte, *Louisiana Creole Peoplehood: Afro-Indigeneity and Community*, pp. 221-223, **for Final Exam.**

Book Review: Due by **Monday, April 29** (via Turnitin in Bb).

WEEK FIFTEEN (4/30): Study Day – No Classes

WEEK SIXTEEN: Final Exam date & time is TBD

May 13, Monday, All grades due by noon

May 16, Thursday, Grades available in JagWire

Instructor: *Dr. Francis X. Galán*

Date: *January 8, 2024*