



**COURSE SYLLABUS
COLLEGE OF ARTS AND SCIENCES**

**HIST 2327: History of Spanish Borderlands
Spring 2025
CRN 23890 Sec 900 (Hybrid)**

Instructor: Francis X. Galán, Ph.D.
Office: Central Academic Building (CAB) 313-I
Office Hours: Tues & Thurs 11:00am-12:00pm or by Appointment
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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 4)	1, 2, and 3	20%
Book Review (April 25)	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: Bradley Folsom, *Son of Vengeance: Searching for the Legendary Apache Rafael* (Norman: University of Oklahoma Press, 2022)

SUPPLEMENTAL READING AND MULTIMEDIA MATERIALS: via Blackboard (Bb)

ASSIGNMENTS:

ATTENDANCE (10%): Students are expected to attend class in person each week. If you know that you will miss a scheduled class meeting, please notify me immediately so that you will not be marked absent. More than **one unexcused absence** from class meetings will result in a reduction of one letter grade from your overall final grade for the course or an “F” for three or more unexcused absences.

READINGS, QUIZZES, AND DISCUSSION (30%): Students will be graded on the quality of their contributions and ability to analyze/discuss course concepts. Assignments will include primary and secondary sources, film documentaries, discussion, and quizzes. Be respectful and courteous of your peers for any discussion in-person 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 required book by Bradley Folsom, *Son of Vengeance: Searching for the Legendary Apache Rafael*. The **Due Date** for your book review is **Friday, April 25** (by Midnight) 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 write your responses. **See Course Calendar (pages 7-9) below for exam dates.**

IMPORTANT POLICIES AND RESOURCES:

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make

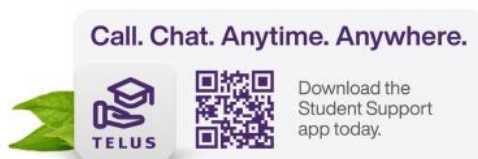
appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



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

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

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.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

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 submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@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 course 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.

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, equal 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 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, gender expression, or pregnancy/parenting status. 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 providing 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's Title IX Coordinator can support those impacted by such conduct 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 Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) 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, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

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 administrative rule 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, gender identity, gender expression, and pregnancy/parenting 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 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, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
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 a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

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 disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student->

[Handbook-2022-23.pdf](#)) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

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.tamus.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 must be prepared by the student. **AI-generated submissions are not permitted in this class and will be treated as plagiarism.**



**TEXAS A&M UNIVERSITY
SAN ANTONIO**

COURSE CALENDAR

WEEK ONE (1/21): Course Syllabus; Introduction

Read: Course Syllabus via Blackboard (“Bb”)

WEEK TWO (1/28): Historiography

Read: “Introduction,” in Andrés Reséndez, *A Land So Strange: The Epic Journey of Cabeza de Vaca, The Extraordinary Tale of a Shipwrecked Spaniard who Walked Across America in the Sixteenth Century*, pp. 1-10 (Bb)

WEEK THREE (2/4): Worlds Apart

Read: “Chapter 1: War of Blood and Fire – Puerto Rico,” in Robert Goodwin, *The Epic Story of Spanish North America*, pp. 25-34 (Bb)

WEEK FOUR (2/11): 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 #1**

WEEK FIVE (2/18): 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 #2**

WEEK SIX (2/25): 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)

WEEK SEVEN (3/4): Mid-Term Exam

March 10-March 15, Monday-Saturday, Spring Break

WEEK NINE (3/18): 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)

WEEK TEN (3/25): 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)

WEEK ELEVEN (4/1): 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 #3**

WEEK TWELVE (4/8): Indian Raiders and the Reorganization of Frontier Defenses

Read: Joaquín Rivaya-Martínez, “The Unsteady Comanchería: A Reexamination of Power in the Indigenous Borderlands of the Eighteenth-Century Greater Southwest,” *William and Mary Quarterly* (April 2023), 251-286

WEEK THIRTEEN (4/15): 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).

April 21, Monday, Last day to drop with an automatic grade of "W"

WEEK FOURTEEN (4/22): Improvisations and Retreats: The Empire Lost

Read: Folsom, *Son of Vengeance: Searching for the Legendary Apache Rafael*, **for the Book Review**, which is **Due by Friday, April 25** (via Turnitin in Bb)

WEEK FIFTEEN (4/29): Frontiers and Frontier Peoples Transformed (Last class meeting)

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

WEEK SIXTEEN (5/6): Study Day – No Classes

Final Exam date & time is TBD

May 16, Friday, All grades due by Noon

May 19, Monday, Grades available in JagWire

Instructor: *Dr. Francís X. Galán*

Date: *January 17, 2025*