

Dr. Carla Gerona
North American Borderlands



Course description: This course will introduce you to the history of early Florida, Georgia, Louisiana, Texas, New Mexico, Arizona and California in the early colonial period. Now part of the United States, these places were once populated by large groups of indigenous people. Beginning in the 1500s Spain attempted to assert control over these lands and thought of them as their northern frontier -- in the same way that British American colonists defined the West as their frontier. Because these areas were contested by many different groups this historical time and place has come to be known as the American Borderlands.

The course begins just prior to Ponce de León's first landing in Florida 1513 and ends with the Spanish crown's withdrawal from North America in 1821. We will pay particular attention to the various Spanish expeditions and the methods they used to attempt to control the territory, which included military conquest, religious missions, and settlement colonies. We will be devoting a lot of attention to the ways in which the Indians and Spanish, (and others who inhabited these borderlands) intermingled with and transformed each other as they competed for resources and land. Finally, the class will explore new imperial thrusts in the eighteenth and nineteenth centuries, which included Comanche, French, Russian, English, and, United States expansions.

Learning Outcomes:

Learning Goal E: Social Science

This is a course about the Spanish-American borderlands. Students in this class will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

This course fulfills the Area E outcome by examining the social, political and economic dimensions of cross cultural encounter and exchange between spaniards and indigenous peoples, competition over land and resources and the spread of Christianity. Students will demonstrate their understanding through tests and writing assignments.

Other course goals and learning outcomes (what you should get out of this course):

- Develop a complex understanding of the Spanish and Indian borderlands that looks at:
 - Indigenous peoples
 - Conquistadores
 - Missions
 - Presidios
 - Settlers
 - Imperial competition
 - Native American and European interaction
- Learn to read, analyze, and synthesize both primary and secondary historical sources
- Learn to communicate historical findings orally and in writing
- Develop an appreciation -- if not admiration -- for the many diverse cultures that have contributed to American history (and learn a few Spanish and Indian words too)

Class Texts:

Weber, David J.	<u>The Spanish Frontier in North America</u> (brief edition)	Yale University Press
Cabeza de Vaca, Alvar Nunez	<u>The Narrative of Cabeza de Vaca</u>	University of Nebraska Press
Weber, David J.	<u>What Caused the Pueblo Revolt of 1680?</u>	Bedford/Saint Martin's
Flores, Dan L.	<u>Journal of an Indian Trader: Anthony Glass and the Texas Trading Frontier, 1790-1810</u>	Texas A&M University Press

Course requirements, evaluation criteria, and correlation with Social Science Goal E Outcomes**3 Tests (15 points each; 45 total)**

The tests are multiple choice, true/false, and matching as well as brief essays. They will draw on material from the texts and lectures. Each test will cover a different portion of the course. The last test will be given during finals week, but it is not cumulative. You must be here on test days, except in the case of emergencies that must be cleared beforehand.

3 Think Pieces (10 points each; 30 total)

These are brief papers in response to reading assignments. The papers are due at the beginning of class and you will make a brief presentation about your paper to the class. Think pieces present an opportunity for you to improve your writing, speaking, and analytical skills.

Class grade: class responses, class participation, and class attendance (25 points)

In addition to imparting information in lectures, I believe it is important to give you the opportunity to think hard about important historical questions for yourself and in conjunction with your peers. During presentations I sometimes pose questions for you to

think about, and I will ask you to write responses to these questions that you will turn in as a “class response.” The class grade will also include any organized group projects in which you share ideas and discuss readings with several people. In addition, I encourage active and informed class participation. Please be thoughtful of other class members in discussions -- we do not need to agree about everything, but we do need to be considerate of each other.

Getting in touch with me:

- My doors are open for regular office hours or by appointment. I will be happy to answer questions about readings, clarify points from lecture, or discuss historical issues in greater depth.
- E-mail: I check e-mail on a regular basis, and generally try to answer within 24 hours, though it might be longer on a weekend.
- T-Square. I will post a copy of the syllabus and other important notices or changes on T-Square.

A few necessary rules and other notes:

- There are no make-up tests (unless you have prearranged a time with me because you have cleared a make-up and you have an excused absence). You must take all exams to pass the course. I reserve the right to make point deduction in the case of make-up exam.
- Assignments must be turned in at the beginning of class and in a hard copy.
- A late assignment will lose five points for each day that it is late.
- You are not required to come to class -- however, attendance and participation are a significant part of your class participation grade, and you will not be able to complete class projects if you are not in class.
- Georgia Tech offers accommodations to students with disabilities. If you need a classroom accommodation, please make an appointment with ADAPTS office.
- If you have a disability please let us know after the first class so that we can follow university guidelines.
- I expect all students to follow the Georgia Tech Honor Code: no cheating or plagiarism. Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.
- If you are unsure about the policy ask me or see <http://www.honor.gatech.edu> for further details.
- Although we will have many debates and you might have different opinions from myself and other students, I expect everyone to be thoughtful and considerate.
- Please turn off all electronics (except lap tops for note taking).
- I am here to help you -- please come and see me about any matter or questions that relate to the class, academics, or history.

Course calendar:

Date	Assignments and Notes
Part I: Early Contact	
Week 1	Weber <u>The Spanish Frontier in North America</u> , Introduction and Chapter 1, Worlds Apart
Week 2	Weber, <u>The Spanish Frontier in North America</u> , Chapter 2, First Encounters
Week 3	Reading: <u>The Narrative of Cabeza de Vaca</u> , 44-112
Week 4	Test 1
Part II: Colonization	
Week 5	Reading: Weber, <u>The Spanish Frontier in North America</u> , and Chapter 3, Foundations of Empire and Chapter 4, Conquistadores of the Spirit
Week 6	Reading: Weber, <u>The Spanish Frontier in North America</u> , Chapter 5, Exploitation, Contention, and Rebellion
Week 7	Weber: <u>What Caused the Pueblo Revolt of 1680?</u> , 1-53
Week 8	Weber: <u>What Caused the Pueblo Revolt of 1680?</u> , 55-132
Week 9	Test 2
Part III: Imperial Expansion	
Week 10	Weber, <u>The Spanish Frontier in North America</u> , Chapter 6: Imperial Rivalry and Strategic Expansion
Week 11	Weber, <u>The Spanish Frontier in North America</u> , Chapter 7, Commercial Rivalry, Stagnation and the Fortunes of War and Weber, <u>The Spanish Frontier in North America</u> , Chapter 8, Indian Raiders and the Reorganization of Frontier Defenses
Week 12	Weber, <u>The Spanish Frontier in North America</u> , Chapter 9, Forging a Transcontinental Empire and Weber,
Week 13	<u>The Spanish Frontier in North America</u> , Chapter 10, Improvisations and Retreats
Week 14	Weber, <u>The Spanish Frontier in North America</u> , Chapter 12, The Spanish Legacy and the Historical Imagination
Week 15	Weber, <u>The Spanish Frontier in North America</u> , Chapter 13, Frontiers and Frontier People
Week 16	<u>Journal of an Indian Trader</u> , 39-99
Exam week	Test 3

This schedule is subject to change. Be alert for class announcements. All changes will also be posted on T-Square. But if you are absent it is your responsibility to find out what you missed – make friends with people in the class and stay in touch!

Bienvenidos (Welcome) and Dah-yea'-hoot (Come in) to the Spanish and Indian North American Frontier!