

INDIANS AND THE SPANISH BORDERLANDS (American Indian Studies/Chicano/a Studies/History 516)

Fall 2007

TR 1-2:15pm

Professor Ned Blackhawk

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Course Description:

Most histories of the United States begin with Englishmen along the Atlantic. Within these narratives, American history starts with English settlement and expands through eastern North America in an inevitable and often glorious process. While two generations of historians have reworked this perspective to include the experiences of women, African Americans, workers, American Indians, and ethnic and religious minorities, histories of early America remain overwhelmingly wedded to the Atlantic and to British North America—i.e. England’s colonies and territories in North America before the American Revolution—with the fate of the continent and its many indigenous and *creole* populations set in stone.

This course seeks a different origins and narrative. It centers on the experiences of Indian peoples during centuries of relations with America’s first imperial power, Spain. With colonies from Florida to San Francisco, Spanish colonialism shaped the continent centuries before many of these regions became a part of the United States. Indeed, large portions of the western United States remained under Spanish and Mexican rule longer than they have been under American control. Amidst such reverberations, Native peoples remade themselves and the worlds around them in creative and often surprising ways. Many migrated into new lands, adopted new technologies and customs, and developed generations of economic and social relations with Spanish settlers and officials. Other Native populations provided the backbone for Spanish colonial societies with their labor, lands, and resources while everywhere peoples and customs intermixed.

This course explores the history and legacies of such mixtures. Long consigned to the margins of historical inquiry, North America’s Spanish “borderlands” have become the focal points for recent debates not only about the parameters of early American history but also increasingly about the meanings of America. Many groups, often for divergent reasons, now call upon the histories of these regions to justify, validate, or confirm their current goals. This course considers the history of these borderlands from the vantage point of the continent’s indigenous populations.

Course Organization:

The course is organized around three interrelated goals. First, students will develop historical understandings of the Spanish Borderlands through a variety of readings and assignments. Focusing largely on the work of a new generation of scholars, this course will chart the experiences of Indian peoples within Spanish colonial societies as well as adjoining imperial hinterlands. Readings of scholarly as well as “primary source” materials will steer the course through centuries of Indian-Spanish relations.

Second, students will engage the legacies of the Spanish Borderlands through individual research projects. Topics will be determined in consultation with the instructor

and may include the histories of particular Spanish settlements, colonies, campaigns, or individuals; select Indian societies within or outside of Spanish rule; or the historical and/or contemporary representations, e.g. literary, artistic, or musical, of the borderlands. Students will craft their own interpretive works relating to the overall course themes. Revising interpretations of the past is central to the study of history, and students will partake in such revision through their own investigations, research, and analysis.

Lastly, students will engage literary representations and narratives of these regions. For over a century, American authors from different communities have imagined the history of the early West in divergent and often contradictory ways. Myths, as literary theorists maintain, turn history into nature, and the Spanish colonial past has held particular mythological resonance for American Indian, Chicano/a, and Euro-American authors since the time of American conquest. Students will interrogate the narrative power and pull of such literary imaginings through discussion and analytical responses.

Course Readings:

Six texts are required for this course. We will read some in their entirety and others selectively. The required texts are also on reserve at College Library.

Books: (Available at Rainbow Bookstore)

- Rudolfo Anaya, *Albuquerque*
- Rose Marie Beebe and Robert Senkewicz, eds., *Lands of Promise and Despair: Chronicles of Early California, 1535-1846*
- Ted Warner, ed. *The Dominguez-Escalante Journal: Their Expedition Through Colorado, Utah, Arizona, and New Mexico*
- David Weber, *The Spanish Frontier in North America*
- Ramon Gutierrez and Richard Orsi, eds. *Contested Eden: California Before the Gold Rush*
- Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West*

Recommended:

- Ilona Katzew, *Casta Painting: Images of Race in Eighteenth-Century Mexico*
- David Weber, *The Mexican Frontier, 1821-1846: The American Southwest Under Mexico*

Course Requirements:

Attendance and Participation:

Since the entire class is engaged in related projects and dependent upon one another's insights and feedback, active readings and discussion of class materials are essential. Regular attendance and consistent participation are mandatory and constitute **20%** of the final grade.

Short Paper:

One four-page response will comprise **20%** of the final grade. The short paper must investigate Rudolfo Anaya's vision of New Mexican and American history in *Albuquerque*. Paper guidelines, potential topics, and writing tips will be distributed and discussed in greater length.

Midterm Exam:

A combined classroom and take-home midterm will also comprise **20%** of the class grade. The in-class portion will be a series of ID's based on the first half of the course's readings and classroom discussion and lectures. Each ID will be graded for its accurate identification of the subject and analysis of its significance. There will be a selection of terms, individuals, concepts, etc. to choose from. The take-home portion will be an essay question drawn from a selection of choices. Each essay should be typed, double-spaced, and should be no more than four pages.

Research Paper and Presentation:

A final research paper and presentation constitute the remaining course grade (**40%**). The paper should be 14-18 pages long, organized around one of the general areas below, supported with secondary and primary source materials, and referenced according to standard historical notation. A fifteen-minute presentation of the research topic, a general outline and thesis paragraph, and extended bibliography will be scheduled during the second half of the semester. Students must consult with the instructor prior to the selection of their topics and can select from one of the general areas below: (Subject areas will become increasingly familiar following introductory weeks of reading and are meant to guide students to more specialized topics. Students can feel free to develop topics of their own)

a) The history of a local Spanish settlement, colony, expedition/campaign, individual, or family. Tracing the history of an individual Spanish "community," select specialized topics/themes of analysis, find relevant published works and/or records to support your analysis, and relate your findings to existing scholarly debates and secondary literature. Potential paper topics might include: Architecture of the northern Rio Grande, *Tejano* colonial attitudes about miscegenation, selected Spanish missions in California, Arizona, New Mexico, Texas, or Florida, Spanish military campaigns, the careers of particular colonial administrators, etc.

b) Native groups within and/or outside of Spanish colonial society. Focusing on particular Indian group(s), select themes of historical analysis, identify relevant published work/documentary records to support your interests, and relate your findings to existing scholarly debates. Given the difficulty in accessing Native communities outside of colonial control, questions of historical methodology should also be considered, i.e. what benefits and/or perils do certain materials offer when used to access Native history. Possible topics might include: the economy of Apache raiding in New Mexico, Arizona, and northern Mexico, Pueblo mobilization during the Pueblo Revolt, Indian slavery in the Southwest, *Genizaro* and "mixed blooded" communities, Indian military relations, missionization in California, the impact of colonialism on Indian gender roles, etc.

c) Representing the Borderlands. Using specific imagery and narratives—intellectual, artistic, literary, musical, cinematic, photographic—of the Spanish Borderlands, assess the representations of the Spanish Borderlands within particular creative genres or within the oeuvre of selected artists. Identify specialized themes of

analysis, relate them to the works of other artists, intellectuals, etc., and compare and contrast them with the findings of historians. Topics should address prominent course themes, paying particular attention to the use of Indian imagery and representations. Potential topics might include: nineteenth-century landscape art of the Southwest, tropes of masculinity with the works of Rudolfo Anaya, Pueblo Indian literary or poetic innovations, Southwestern mural projects and the Chicano Movement, Ansel Adams' Southwestern photography, the rise of borderlands literary theory, etc.

Course Schedule:

Week 1

September 4 Course Introduction
 September 6 Broadening American History: the Rise of Borderlands History

Weekly Readings: Weber, 335-360; Anaya, Chapters 1-4

Week 2

September 11 Conceptualizing Pre-Columbian Native North America
 September 13 The Columbian Exchange and the formation of Spain's North American Empire

Weekly Readings: Weber, 1-29; *Lands of Promise*, xvii-8; Anaya, Chaps. 5-18

Week 3

September 18 The Conquest of New Mexico
 September 20 Spain, Florida, and the Making of the Atlantic World
 (short paper #1 due in class)

Weekly Readings: Anaya, Chaps. 19-23; Weber, 30-91; *Lands of Promise*, 12-26

Week 4

September 25 The Pueblo Revolt and After
 September 27 Disease, War, and Alliances: The Rise of the Equestrian

Weekly Readings: Weber, 122-146, 165-171, 195-235; Blackhawk, 16-54

Week 5

October 2 Equestrianism Cont'd: New Mexico, 1720-1776
 October 4 ***Video Presentation: Surviving Columbus***

Weekly Readings: Weber, 236-270; Blackhawk, 55-87

Week 6

October 9 Dominguez and Escalante in an Expanding Spanish Empire
 October 11 Individual group work/presentations from *D-E Journal*

Weekly Readings: *Dominguez and Escalante Journal*; Blackhawk, 88-118

Week 7

October 16 "Spanish California" Before 1769: Myth vs. Reality
 October 18 Spanish-Indian Relations in California to 1821

Weekly Readings: *Contested Eden*, 1-77, 111-146; *Lands of Promise*, 27-168 (select)

Week 8

October 23 The Crisis of U.S. Expansion, 1783-1821
 October 25 The Crisis of Mexican Independence, 1821-1846

Weekly Readings: Weber, 271-301; Blackhawk, 119-175

Week 9

October 30 U.S.-Mexican War and Its Aftermath
 November 1 Review Session: Delivery of IDs and Exam Questions

Weekly Readings: *Contested Eden*, one from Chaps. 8-12; Blackhawk, 176-225

Week 10

November 6 **Midterm Exam**
 November 7 Individual Consultations
 November 8 Preparing a Research Agenda

Week 11

(No classroom meetings this week)

November 13 Individual Consultations/individual research
 November 15 Individual Consultations/individual research

Week 12

November 20 Research Bibliographies and Thesis Statements Due in Class
 November 22 Thanksgiving (NO CLASS)

Week 13

November 27 Individual Presentations, Group 1
 November 29 Individual Presentations, Group 2

Week 14

December 4 Individual Presentations, Group 3
 December 6 Individual Presentations, Group 4

Week 15

December 11 Individual Presentations, Group 5
 December 13 Individual Presentations, Group 6

Papers Due Friday, December 14th by 4pm