Course objectives: This course will explore some of the most representative works of literature dealing with the Colonial Hispanic exploration and colonization of present-day United States, ranging from the sixteenth to the nineteenth century, and from California to Florida. Poems, letters, diaries, biographies, and chronicles will be read in their original Spanish-language versions. They will be analyzed both for their literary and historical values, and will be placed within a socio-historical frame. Discussion will be enriched by readings on Hispanic Colonial United States history, culture, and literary criticism. Students will have their ideas mature through the redaction of oral and written reports on such readings, a term paper, and a term paper presentation.

Prerequisite: Graduate standing.

Graduate justification: Students are required to carefully read, and be ready to discuss in depth, seven documents of the period. These are written in the original Spanish, and will be complemented by readings in history and literary criticism. The expectations, in terms of amount and level of difficulty of the readings, go above those of any undergraduate course. Similarly, the quality and depth of student output—be them in the form of class discussions, debates on controversial subjects such as conquest and Christianization of Native Americans, a critical final paper, and exams—will be expected to go beyond that of any undergraduate course. Through the latter activities, students will be ready to develop the critical and analytical skills proper of a graduate student, and will be evaluated using rigorous standards that measure the development, or lack thereof, of such skills.

Textbooks:


**Course Evaluation:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>5%</td>
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<tr>
<td>Attendance and punctuality</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Term paper</td>
<td>25%</td>
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<tr>
<td>Term paper presentation</td>
<td>5%</td>
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<tr>
<td>Homework and oral reports</td>
<td>10%</td>
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**Grading scale:**

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<td>B</td>
<td>89-80</td>
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<td>C</td>
<td>79-70</td>
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<td>D</td>
<td>69-60</td>
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<tr>
<td>F</td>
<td>59-0</td>
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**Class participation grade:** 5% of course grade, that is, 5 points out of the 100 total points of course grade. Participation will be evaluated according to the following criteria:

- **4.5-5 (A)**: Student volunteers often to participate, and shows that s/he is always prepared. Shows leadership in discussions, in pair and/or group activities.
- **4-4.49 (B)**: Student is usually well-prepared and willing to participate, though his/her answers show that s/he does not study as thoroughly as an A student. Participates voluntarily in discussions and fully cooperates in activities.
- **3.5-3.99 (C)**: Student rarely volunteers, takes time to respond when spoken to, and sometimes is unprepared. Answers tend to be short and incomplete. Does not participate much in class discussions. Cooperates slowly or sometimes reluctantly in pair or group activities.
- **3-3.49 (D)**: Student never volunteers. Does not cooperate in pair and/or group activities. Sometimes his/her behavior can be demoralizing for classmates.
- **0-2.99 (F)**: Student’s behavior is disruptive and seriously hampers the other students’ learning; or rarely attends class or understands what is being discussed.

**Attendance:** The Tiger Cub policy for properly authorized absences will be followed, including absences for the following reasons, for which written verification is needed: (a) illness of the student, (b) serious illness or death of an immediate family member, (c) trips for members of student organizations sponsored by an academic unit, trips for
university classes, and trips for participation in intercollegiate events, (d) subpoena for court appearance, and (e) any other reason the instructor deems appropriate. Also, absences will be allowed for religious holidays; students will be responsible for notifying the instructor in writing of anticipated absences due to the observance of such holidays.

You will be allowed a maximum of 3 unexcused absences, which is the same as 10% of the 30 class sessions for which we will meet. After the third absence, 1% of the course grade of 100% will be deducted per absence. Also, each lateness mark (given for not being in class during roll call) will be equivalent to ½ an absence mark. Each two lateness marks will add up to a full absence.

If you miss 1, 2, or 3 classes in the whole semester and no report, exam, or paper was due on any of those days, you will not need a valid and complete doctor’s note and you will not lose any points. However, if you miss 1, 2, or 3 classes in the semester, but a report, exam, quiz or paper was due on any of the classes missed, you will lose no points for being absent, but will need a valid and complete doctor’s note to make up for the work missed.

A valid and complete doctor’s note is one that clearly states (a) the date and time you were justified to be absent, (b) what future days (if any) you will need to be out of class, (c) the doctor’s signature, and (d) the doctor’s printed name and telephone number or e-mail address. Incomplete doctor’s notes will not be accepted.

Other acceptable reasons for absences are outlined in the Undergraduate and Graduate Bulletin under “Academic Policies.” In any such cases, the written justification for an absence must include clear, applicable, and unambiguous written documentation.

a. **After your first 3 absences (that is, after missing 10% of the 30 class sessions),** you will need to show a valid and complete doctor’s note for each absence, regardless of whether work was due on the days missed or not. Only if you have a valid and complete doctor’s note or its equivalent will you be able to make up reports, exams, quizzes, or papers.

b. **After your first 3 unexcused absences (that is, after missing 10% of the 30 class sessions),** if you do not have a valid doctor’s note or other acceptable document, you will start losing 1% off of the final 100% course grade.

c. When I do the roll call and you are not present, you get an absence mark. If you are late, it is your responsibility to let me know at the end of the class that you were late, so I can turn the absence mark into a lateness mark. A lateness mark equals ½ point off the 5-point assistance and punctuality grade. Two lateness marks equal 1 point off the 5-point assistance and punctuality grade.

d. Share telephone numbers and e-mail addresses with a couple of classmates. That way you will be able to check with your classmates and be ready for whatever reports, exams, class work or papers are due the day you come back.

e. It is your responsibility to make sure that nothing interferes with your attendance and punctuality to class, **unless it is an absolute documented emergency.** That means that –except for documented emergencies—(1) you will schedule all vacation, trips home, work, and any other activities at times
and dates other than class times and dates, and (2) if you have already scheduled something for any class dates or times, it is your responsibility to reschedule them, so they do not interfere with class. That includes the final exam. You are not to schedule any trips until you know when the final exam is. Once you know, do not leave town until after you take the final exam.

Making up for missed work:

a. **Midterm exam**: Making-up is only allowed with a valid and complete doctor’s note or its equivalent (the latter is described under the Attendance section).

b. **Term Paper**: Making-up is only allowed with a valid and complete doctor’s note or its equivalent. The paper will have a minimum length of 10 double-space, typed pages, not including the *Works Cited* section. It will be a comparison study between two Hispanic colonial texts about Southern USA, regarding a particular variable or set of variables previously discussed with, and approved by, the instructor. It will have an introduction clearly stating the rationale for the study, the hypotheses, the variables to be compared, and the most relevant research on the topic up to date. In the paper’s body, the hypotheses will be tested based on the appearance or lack thereof of the chosen variables in the chosen texts. At the end of the paper, students will discuss at least three legitimate conclusions derived from the study, and their possible value for Hispanic colonial studies of the United States. A minimum of ten books or journals will be used, cited in the text, and fully referenced in the *Works Cited* section, using the MLA style. More details will be given on the grading criteria and on writing a good paper.

c. **Oral presentation of term paper**: Making-up only allowed with valid and complete doctor’s note or its equivalent. This will be an 8-10 minute reading of a 4-5-page, double-space typed summary of the most important ideas in the term paper, followed by a 4-5 minute session of questions and answers. The professor and the class will get copies of this summary. The grade will be based on both the written and oral parts of the report, including the correctness of the student’s answers to questions. More details will be given on grading criteria and on delivering a good oral presentation.

d. **Homework**: If a student is absent to a class, the day s(he) come back to class, s(he) will ask the instructor what the homework was, and will have until the following class to turn it in.

e. **Oral reports of journal papers and texts**: Making-up only allowed with valid and complete doctor’s note or its equivalent. Each student will write and orally deliver two reports, each one based on a different journal paper or book chapter from the *Important Literary and Historical References* of this syllabus—or from other sources chosen by the instructor. Each oral report will consist of a summary of the most important points in the assigned paper or chapter, and a brief, 1-2 paragraph discussion of the paper’s importance to American colonial studies and to the topics being studied in class. Each report
will have a length of 2-2 ½ pages (double-space, font size 12) and will be orally presented in front of the class for a maximum of 4-5 minutes, followed by a 2-3 minute session of questions and answers based on the contents of the paper. The professor and the class will get copies of this report. The grade will be based on both the written and oral parts of the report, including the correctness of the student’s answers to questions. More details will be given on grading criteria and on delivering a good oral report.

**Accommodations for students with special needs:**
Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should make an individual appointment with me as soon as possible. I will refer them to the Office of Students with Disabilities (4-2096), in order for them to get and bring to me an accommodation request as soon as possible. Time is of the essence. Accommodations can be helpful in getting a good grade, but if they are needed, the longer the wait, the lesser the chances of doing well in the course. Only students with an accommodation request—or its equivalent—will be offered accommodations.

**Academic dishonesty:**
Academic dishonesty, such as cheating and plagiarism, will be considered very seriously, and it may a basis for disciplinary action. Please refer to the Tiger Cub and the AU Bulletin. The term paper may be checked with plagiarism-detecting computer programs.

**Other important policies**
(1) Students will have until mid-semester to withdraw with a W on their transcripts.

(2) Assigned readings should be completed before the class in which they are discussed.

(2) Please allow 24 hours for your e-mails and phone messages to be answered during weekdays, and 48 hours during weekends.

(3) All work should be handed-in in a professional manner: clean, clear, well-thought, well-organized, and typed double-space, type size 12.

(4) Read the syllabus thoroughly the first day of class, and always make sure you comply with all course requirements.

(6) There may be changes in course schedule, material or policies in order to adjust to the circumstances. These will be clearly stated in writing, and it will be your responsibility to remember them and abide by them.

(7) The final exam will be on the University-set date and time of the final examination period.

**Course Calendar:**

Week 1 Course introduction: Spanish exploration and travel writing, 1513-41.
Week 2  Cabeza de Vaca’s travels through lands and coasts of Florida, Alabama, Mississippi, Louisiana, and Texas, 1528-36.

Discussion of Cabeza de Vaca’s *Naufragios*, up to end of chapter 19.

Week 3  Discussion of Cabeza de Vaca’s *Naufragios*, chapters 20-38.

De Soto’s travels through Florida, Alabama, Georgia, Tennessee, South Carolina, North Carolina, Mississippi, Arkansas, and Texas (1539-43).

Week 4  Discussion of *La Florida del Inca*.

Week 5  Spanish exploration and poetry writing, 1550-1600. The fight between Spain and France for the control of Florida, and the establishment of Saint Augustine, the first city in the continental USA, 1565.

Discussion of the poem *Victoria de Pedro Menéndez contra Jean Ribaud*.

Week 6  Discussion of the poem *Victoria de Pedro Menéndez contra Jean Ribaud*.

Exploration and colonization of New Mexico, Texas, and Arizona, 1598-1700. Juan de Oñate, colonizer of NM and epic hero.

Week 7  Discussion of the first American epic, *Historia de Nuevo México*, I-XXII.

Week 8  Discussion of *Historia de la Nueva México*, Cantos XXIII-XXXIV.

Daily life in Colonial Spanish Southwest: dress, hairdressing, make-up, Music, dance, card-playing, dogs, markets, and agriculture.

Week 9  Review for the midterm.

**Midterm** on *Naufragios*, *La Florida del Inca*, *Victoria*, and *Historia*.

Week 10  Spanish and French exploration of, and fight over, Texas, Louisiana, Arkansas, Missouri, and the Mississippi River in the seventeenth century.

Discussion of: Freytas’ “Relación del descubrimiento del ciudad y país de Quivira hecho por D. Diego de Peñalosa” (1662).

Week 11  Discussion of “Carta de Mazanet a Carlos de Sigüenza y Góngora.”

Exploration and settlement of the West coast in the eighteenth century.

Week 12  Discussion of Palou’s *Junípero Serra y las misiones de California*.

Week 13  End of the Spanish empire in the South: Battles for the Alamo and Mobile. The importance of not forgetting the United States’ Hispanic heritage.
Term paper due. Term paper presentations.

Week 14  Term paper presentations.

Week 15  Review for the final exam.

**Important Literary and Historical References**


1 These references will either be put on reserve or given to students. They will be assigned for oral reports.