



Universidad
de Alcalá

GUÍA DOCENTE

ASIGNATURA

THE HISPANIC HERITAGE IN THE US.

Máster Universitario en Estudios Norteamericanos

Universidad de Alcalá

Curso Académico

2022/2023

GUÍA DOCENTE

Nombre de la asignatura: THE HISPANIC HERITAGE IN THE US.

Código: 202330

Titulación en la que se imparte: Filología Inglesa

Departamento y Área de Conocimiento: Filología Inglesa

Carácter: Obligatorio

Créditos ECTS: 5

Curso y cuatrimestre: 2022-2023 (Segundo cuatrimestre).

Profesorado: José Antonio Gurpegui Palacios

Horario de Tutoría: Los mismos días de impartición del curso en horario anterior y posterior a la impartición docente.

Idioma en el que se imparte: Inglés / English

1. PRESENTATION

This course addresses the three periods of Hispanic presence in the territories that actually are part of the U.S.: Spanish, Mexican, American.

Spanish Period: The central objective of this first part will be to know the importance that Spain had in the territories north of the Rio Grande. The content will be mainly historical since classes will focus in the history of Spanish Presence in the actual territory of the United States. Students will become familiar with the names of the most important and prominent Spanish figures who first travelled those territories and the main expeditions. A special session will be dedicated to the study of the social importance of the mission system of colonizing, the “presidios”, and the “Camino Real”.

Mexican Period: Though those same territories belonged to Mexico for a short period (1811-1848) the importance of the Mexican-American War (1846-1848) in the United States and the Mexican “imaginario colectivo” must be studied in order to understand actual idiosyncrasy of Mexican-American population nowadays. Besides mentioning the war the real interest will be placed in the signing of the Treaty of Guadalupe-Hidalgo (1848).

American Period: The approach to this period will be mainly sociological, economic, and political. Each different Hispanic group present in contemporary American society –Mexican-Americans, Puerto Ricans, Cubans, others- will be studied separately. We will trace the roots of each community

emphasizing its current importance in all social orders. Regardless of the economic and political importance, particular attention will be paid to the social, cultural, and artistic manifestations of the different Hispanic groups today.

2. COMPETENCIAS

Competencias genéricas:

1. To know the historical process of the Spanish presence in the United States and the current history and reality of Hispanics in nowadays American society.
2. To understand the sociological and historical factors that characterize the different Hispanic groups in the United States.
3. To study the economic and political importance that different Hispanic groups have nowadays in the United States.
4. To identify the relevant aspects in the cultural, artistic and literary productions of Hispanics in the United States.

Competencias específicas:

1. To be able to examine and analyze the development of the Spanish/Hispanic presence in the United States from its origins to the present day.
2. To describe the processes of colonization during three centuries of Spanish presence: expeditions and foundation of missions and cities.
3. To understand the importance of the Mexican period and the consequences that the Mexican-American War had in the United States.
4. To analyze the socio-historical process that took place in the south-end of the United States following the signing of the Treaty of Guadalupe-Hidalgo.
5. To understand the different processes of "assimilation" of Hispanics in the United States.
6. To acquire the social terminology of Hispanics in the United States.

3. CONTENIDOS

Bloques de contenido.	Total horas.
SPANISH PERIOD.	• 12 hours.
MEXICAN PERIOD.	• 3 hours.
AMERICAN PERIOD.	• 15 hours.

Cronograma.

Semana / Sesión	Contenido
01 ^a	<ul style="list-style-type: none"> THE “DISCOVERING” OF AMERICA: TRUTHS AND MYTHS.
02 ^a	<ul style="list-style-type: none"> LAND AND SEA EXPEDITIONS TO THE NORTHERN FRONTIER.
03 ^a	<ul style="list-style-type: none"> MAIN PROTAGONIST OF SPANISH PRESENCE IN THE USA.
04 ^a	<ul style="list-style-type: none"> MISIONS, “PRESIDIOS”, AND THE “CAMINO REAL”.
05 ^a	<ul style="list-style-type: none"> MEXICAN AMERICAN WAR AND THE TREATY OF GUADALUPE-HIDALGO
06 ^a	<ul style="list-style-type: none"> THE TRAGEDY OF INMIGRATION.
07 ^a	<ul style="list-style-type: none"> HISTORY AND TYPOLOGY OF LATINO GROUPS IN THE USA: TERMINOLOGY (1)
08 ^a	<ul style="list-style-type: none"> HISTORY AND TYPOLOGY OF LATINO GROUPS IN THE USA: TERMINOLOGY (2)
09 ^a	<ul style="list-style-type: none"> LATINO CULTURAL AND ARTISTIC MANIFESTATIONS.
10 ^a	<ul style="list-style-type: none"> POLITICAL AND ECONOMIC IMPORTANCE OF LATINO GROUPS IN NOWADAYS USA.

STUDENTS

SUGGESTED CASE PRESENTATIONS

LATINO VOTE IN 2021 ELECTIONS.
 EVOLUTION OF LATINO VOTING SINCE RONALD REAGAN.
 LATINO GROUPS AND POLITICAL VOTING.
 DIFFERENCES BETWEEN THE OBAMA AND TRUMP ADMINISTRATION TOWARDS CUBA.
 MAIN LATINO POLITICIANS.
 TOP SPANISH AND LATINO CHARACTERS IN THE USA.
 DIPLOMATIC RELATIONS UNITED STATES AND VENEZUELA.
 WILL EVER PUERTO RICO BE A NEW STATE IN THE UNION?
 THE FATE OF CENTROAMERICAN MIGRANT WAVES INTO UNITED STATES.
 DONALD TRUMP AND THE WALL BETWEEN MEXICO AND THE USA.
 SPANISH COMERCIAL FIRMS IN AMERICA.
 SPAIN-USA DIPLOMATIC RELATIONS.
 LATINO INMATES PRISON POPULATION.
 THE GROWING IMPORTANCE OF LATINO MUSIC.

4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE.-ACTIVIDADES FORMATIVAS

4.1. Distribución de créditos (especificar en horas)

Hours in face to face sessions (40)	30 (sessions); 9 (seminars); 1 (tutorial).
Students working hours (85)	50 (class presentations); 40 (final paper).
TOTAL HOURS	125

4.2. Estrategias metodológicas, materiales y recursos didácticos

Classes will have a duration of 3 hours; in each class there will be a 15-minute break. Before and after classes, students will have personalized tutoring if they ask for. Professor encourages students who have to do a presentation to have a previous tutorial.

Classes will be divided into five fundamental sections:

- 1) Explanation by the teacher of the fundamental and academic concepts relating to the subject matter in question of the particular class.
- 2) Oral presentation of students using audiovisual and graphic material.
- 3) Class discussion of the topics covered.
- 4) Exposure by students of an actual topic related to the content of the class (Professor will suggest but students are free to choose the subject).
- 5) Conceptual review of what has been seen in class and introduction to the content of the next session.

If specialists are available throughout the course, the typology of the class will change according to the traditional model of "master reading" and subsequent general debate.

5. EVALUACIÓN: Procedimientos, criterios de evaluación y de calificación

Evaluation and grading:

Continuous evaluation:

Class participation (30%); Public presentations (50%); final paper (20%).

The active participation of the student in both the intervention in the discussions and other organized activities will be highly recognized and evaluated.

Final Assessment:

If the student for exceptional reasons does not participate in the ongoing evaluation, they will have the option to a final exam (2 hours): 100%.

Evaluation criteria:

- Active participation in classroom discussions.
- Ability to observe and analyze.
- Knowledge and correct use of terminology and fundamental processes contained in the agenda and worked throughout the course.
- Ability to raise and develop an argument in a clear, orderly, coherent and precise way. In the case of written works, the writing conventions of academic essays will be followed.

6. BIBLIOGRAFÍA

Bibliografía Básica**General:**

Handbook of Hispanic Cultures in the United States: History . (1994) Handbook of Hispanic Cultures in the United States: Sociology (1994) Handbook of Hispanic Cultures in the United States: Literature and Art (1993) Handbook of Hispanic Cultures in the United States: Anthropology (1994)

Monografías:

Carlos M. Fernández-Shaw, Presencia Española en los Estados Unidos. (1972) Juan Manuel Romero de Torres. España y las comunidades Hispanas en EE.UU. (2005) Robert Montemayor. Right Before Our Eyes: Latinos Past, Present & Future. (2004) José Antonio Gurpegui. Narrativa Chicana: Nuevas propuestas analíticas. (2003) Moncada, Flys, Gurpegui (eds). El Poder Hispano. (1994) Himilce Novas. Everything you need to know about Latino History. (1998)

Webpages

<http://www.bodacia.com/hispanic.htm> Different resources for the study of the subject.
<http://vos.uscb.edu/> Voice of the Shuttle is one of the most important generic web pages for the study of literature, culture and history.

<http://en.wikipedia.org/> Wikipedia: the free encyclopedia is useful to look for specific items: Hispanic culture in the United States.

7. ORGANIZACIÓN DOCENTE ANTE UN ESCENARIO CON RESTRICCIONES DE MOVILIDAD O DE PRESENCIALIDAD

Classes will be held online if there is a Covid-19 outbreak in the classroom following the protocol established by the University of Alcalá.

If the Spanish authorities establish a general lockdown due to Covid-19, classes will also be held online until said lockdown is no longer applicable.

PROFESSOR CONTACT.

Professor can be contacted at:

josea.gurpegui@uah.es

IMPORTANT NOTICE.

Please when mailing the professor, the “Asunto”, regardless the content, will always be: MANAS STUDENT.

This notice also works for sending final papers and any kind of communication.

ALWAYS MEANS ALWAYS.