

# THE HISPANIC HERITAGE IN THE UNITED STATES

**Master in American Studies**

**Academic Year 2024/2025**

**2nd Term**

## SYLLABUS

Course:	<b>The Hispanic Heritage in the United States</b>
Code:	
MA Degree:	<b>Master in American Studies</b>
Department and Area:	<b>Filología Moderna. Filología Inglesa</b>
Type of subject:	<b>Mandatory</b>
ECTS Credits:	<b>5</b>
Year and semester:	<b>2024-25, 2nd semester</b>
Instructors:	José Antonio Gurpegui Palacios Carlos Hernández-Echevarría Monge
Office hours:	On the same day of our weekly session, before and after the class, per appointment.
Language of instruction:	English

### 1.a PRESENTATION

Este curso estudia los tres períodos de presencia hispana en los territorios que actualmente forman parte de los Estados Unidos: español, mejicano, y estadounidense (americano).

Período español: el objetivo central de esta primera parte será conocer la importancia que tuvo España en los territorios al norte del río Grande. El contenido será principalmente histórico ya que las clases se centrarán en la historia de la presencia española en el actual territorio de Estados Unidos. Los estudiantes se familiarizarán con los nombres de los personajes españoles más importantes y destacados que viajaron y exploraron por primera vez esos territorios y las principales expediciones. Se dedicará una sesión especial al estudio de la importancia social del sistema misional colonizador, los presidios y el Camino Real.

Período mejicano: aunque esos mismos territorios pertenecieron a Méjico por un corto período (1811-1848) se debe estudiar la importancia de la guerra México-estadounidense (1846-1848) en los Estados Unidos y el imaginario colectivo mejicano para comprender la idiosincrasia actual en la población méxico-americana en la actualidad. Además de mencionar la guerra, el verdadero interés estará puesto en la firma del Tratado de Guadalupe-Hidalgo.

Período estadounidense: la aproximación a este período será principalmente sociológica, económica, y política. En esta sección del curso, exploraremos las identidades, orígenes, realidades, así como expresiones culturales y políticas de las comunidades hispanas/latinas/latinx en los Estados Unidos. A través de conferencias, lecturas, debates, y tareas, nos familiarizaremos con los modelos de formación de

estas comunidades y cómo sus experiencias se combinan en la sociedad estadounidense en general.

## 1.b PRESENTATION (English)

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 on 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. In this section of the course, we will explore the identities, origins, realities, as well as cultural and political expressions of the Hispanic/Latino/Latinx communities in the United States. Through lectures, readings, discussions, and assignments we will become familiar with how those communities have been formed and how their experiences intersect with those of the wider American society.

### Recommendations

**Students must have an excellent command of the English language at Proficiency level (C1-2) for the four linguistic skills (reading, listening, writing, and speaking). All readings, activities, and lessons will be conducted in English.**

## 2. COMPETENCES AND LEARNING OUTCOMES

### General and basic competences:

GC1. 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.

GC2. To understand the sociological and historical factors that characterize the different Hispanic groups in the United States.

GC3. To study the economic and political importance that different Hispanic groups have nowadays in the United States.

GC4. To identify the relevant aspects in the cultural, artistic and literary productions of Hispanics in the United States.

### **Transversal competences:**

TC1.- Students will develop the ability to critically analyze texts, speeches, data, and events related to the historical Spanish presence in the United States.

TC2.- Students will learn to integrate approaches and methods from various disciplines such as history, sociology, politics, in the study of North America.

TC3.- Students will enhance their skills to communicate ideas clearly and persuasively, both in oral presentations and academic essays.

TC4.- Students will understand and appreciate cultural differences in several ethnic groups in North America, as well as power dynamics and intercultural relationships among them.

TC5.- Students will address complex problems related to different social groups in North America creatively and originally, generating new ideas, innovative approaches, and creative solutions to social problems.

### **Specific competences:**

SC1. 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.

SC2. To describe the processes of colonization during three centuries of Spanish presence: expeditions and foundation of missions and cities.

SC3. To understand the importance of the Mexican period and the consequences that the Mexican-American War had in the United States.

SC4. 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.

SC5. To understand the different processes of "assimilation" of Hispanics in the United States.

SC6. To acquire the social terminology of Hispanics in the United States.

### **Learning outcomes:**

#### LO1. Historic Research and Analysis:

Students will be able to critically investigate and analyze the history of the Spanish Presence in the actual territory of the United States till the Mexican Independence.

#### LO2. Analysis of the Mexican Period.

Though the territories which were part of the Spanish Crown were just a few decades part of the new Mexican country the impact of the Treaty of Guadalupe-Hidalgo is relevant to understand the Mexican American presence nowadays.

#### LO3. Debate and Discussion:

Students will be capable of actively participating in debates and discussions on relevant sociological topics in the United States, articulating and defending evidence-based arguments on different ethnic minorities.

#### LO4. Case Study:

Students will be capable of analyzing the singularities of latino population in the United States identifying their connections and differences regarding political options. The purpose is to get a deeper understanding of the heterogeneity of the most numerous ethnic groups in the United States.

#### LO5. Comparative Research:

Students will be capable of comparing the American political system with the political systems of other countries, identifying similarities, differences, and lessons that can be applied to the American context.

### 3. CONTENTS

Topic contents	Hours
SPANISH PERIOD	● 12 hours.
MEXICAN PERIOD	● 3 hours.
AMERICAN PERIOD	● 15 hours.

### Working syllabus

WEEK SESSION	CONTENT
01 <sup>st</sup>	● THE “DISCOVERING” OF AMERICA: TRUTHS AND MYTHS.
02 <sup>n</sup> d	● LAND AND SEA EXPEDITIONS TO THE NORTHERN FRONTIER.
03 <sup>rd</sup>	● MAIN PROTAGONIST OF SPANISH PRESENCE IN THE USA.
04 <sup>th</sup>	● MISIONS, “PRESIDIOS”, AND THE “CAMINO REAL”.
05 <sup>th</sup>	● MEXICAN AMERICAN WAR AND THE TREATY OF GUADALUPE-HIDALGO
06 <sup>th</sup>	● IDENTITY AND IMMIGRATION
07 <sup>th</sup>	● COMMUNITIES: REALITIES, HISTORY, TYPOLOGIES
08 <sup>th</sup>	● LATINO POLITICS (1): PARTISANSHIP AND REPRESENTATION
09 <sup>th</sup>	● LATINO POLITICS (2): ON THE ISSUES
10 <sup>th</sup>	● LATINO CULTURAL AND ARTISTIC MANIFESTATIONS

### 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.
- THE FUTURE OF SPANISH LANGUAGE.
- LATINOS AND OBAMACARE.
- LATINO REPRESENTATION IN THE NEWS

## 4. TEACHING-LEARNING METHODOLOGIES - TRAINING ACTIVITIES

### 4.1. Distribution of credits

Onsite hours:	30 (sessions); 9 (seminars); 3 (tutorial).
Independent study:	54 (class presentations); 54 (final paper).
Total:	150 hours.

### 4.2. Methodologies, materials and teaching resources

Theoretical presentations in lectures	<p>Classes will have a duration of 3 hours; in each class there will be a 15-minute break.</p> <p>Each class will be divided into five sections:</p> <ol style="list-style-type: none"> <li>1. Explanation by the teacher of the fundamental and academic concepts relating to the subject matter in question of the particular class.</li> <li>2. Oral presentation of students using audiovisual and graphic material.</li> <li>3. Class discussion of the topics covered. (Seminars)</li> <li>4. Presentation by students of a current topic related to the content of the class. (Professor will suggest some, but students are free to choose the subject).</li> <li>5. Conceptual review of what has been seen in class and an introduction to the content of the next session.</li> </ol> <p>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.</p>
---------------------------------------	---

<p>Seminars</p>	<p>Seminars will be conducted through class discussions and oral presentations. Students will be encouraged to participate actively in the analysis of texts, examining the ideas, establishing connections with the historical background, as well as exploring the conversation across texts.</p> <p>Students are expected to view/examine/read materials thoroughly in advance and to participate in classroom discussions and related activities in an active and informed way.</p>
<p>Independent study</p>	<p>Students will make individual oral presentations to the whole class on a topic of their choice. Students should have a tutorial with the instructor prior to their presentation to discuss their project.</p> <p>Before and after classes, students can have a personalized tutoring if they ask for it. The professors encourage students who have to do a presentation to meet for an individual tutorial.</p>

## 5. ASSESSMENT: Procedure and grading criteria<sup>1</sup>

### Continuous assessment:

The entire evaluation process will be inspired by the continuous assessment of the student, ensuring the acquisition of both content and competencies of the subject. The assessment aligns with what is established in the assessment regulations of the UAH.<sup>2</sup>

- **Ordinary Call**

Grading criteria will be communicated at the beginning of the course depending on the number of students and their cultural origin. The general criteria for the ordinary call will be “Oral Presentation” and “Participation in Class”.

<sup>1</sup> Based on the regulations governing the evaluation of the academic performance of students at the University of Alcalá in all undergraduate and master’s degree courses, approved by the Governing Council on July 22, 2021.

<sup>2</sup> Normativa de evaluación de los aprendizajes de la UAH (30 septiembre de 2021).

<https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>



Likewise, their final grade will be based on the following grading criteria:

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks shows that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in class. They obtain outstanding results in the exams.
- **Excellent (SB):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved at a very high standard and an exceptionally high level. Performance in all the tasks shows all or most of the appropriate characteristics expected for this type of work. Students attend lectures and are practically always well-prepared for discussion in classes, with almost no absences. They obtain excellent results in the presentation in class..
- **Very Good (N):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend lectures and seminars, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and build on ideas put forward in lectures and seminars.
- **Satisfactory (A):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Performance in all the tasks shows some of the appropriate characteristics in relation to content, illustration, organization and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions.
- **Fail (S):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Performance in all the tasks shows limited understanding of essential concepts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much. Their results in the development of knowledge are insufficient considering the requirements of the course.

- **Extraordinary Call**

Same as in the ordinary call

### Final assessment:

Students have the option to take a final evaluation. Those who choose this option must request it in writing form to the Master's Director (either in Complutense University or University of Alcalá) within the 2 first weeks after subject has started. The writing should explain the reason for a final evaluation instead a continuous one. The master Directors will answer within the next 2 weeks after receiving the request.

As for the development of evaluation tests, the guidelines set out in the Regulations establishing the Coexistence Rules of the University of Alcalá must be followed, as well as the possible implications of irregularities committed during such tests, including the consequences for committing academic fraud as per the Student Disciplinary Regulations of the University of Alcalá.

## 6. BIBLIOGRAPHY

### General and basic bibliography

#### 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)

#### Monographs:

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)

García Bedolla, L. (2019). *Latino Politics*. 2nd Edition. Polity Press.

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)

Gutiérrez, R. A., & Almaguer, T. (Eds.). (2016). *The new Latino studies reader: A twenty-first-century perspective*. Univ of California Press.

Beltrán, C. (2010). *The trouble with unity: Latino politics and the creation of identity*. Oxford University Press.

Aparicio, F. (2016). (Re)constructing Latinidad: The Challenge of Latina/o Studies. In *The New Latino Studies Reader: A Twenty-First-Century Perspective* (pp. 54-63). Oakland, California: University of California Press.

#### 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 encyclopaedia is useful to look for specific items: Hispanic culture in the United States.

### **Further webliography:**

Mochkofsky, G. (2020), Who Are You Calling Latinx?. The New Yorker.

<https://www.newyorker.com/news/daily-comment/who-are-you-calling-latinx>

Santiago Cortés, M. (2021). It's About Time We Talk About Rosalía & Latinidad. Refinery29.

<https://www.refinery29.com/en-us/2021/07/10583721/is-rosalia-latina>

Dowling, J. A. (2021). 5. "That's what we call ourselves here": Mexican Americans and Mexican Immigrants Negotiating Racial Labeling in Daily Life. In *Mexican Americans and the Question of Race* (pp. 98-115). University of Texas Press.

Eckstein, S. (2006). Cuban émigrés and the American dream. *Perspectives on Politics*, 4(2), 297-307.

Ramírez de Arellano, S. (2022). The Boricua Diaspora: A Voice That Will Not Be Silenced. *Latino Rebels*. <https://www.latinorebels.com/2022/02/28/boricuadiapsora/>

Ballí, C. (2020). Don't Call Texas's Latino Voters the "Sleeping Giant". *Texas Monthly*.  
<https://www.texasmonthly.com/news-politics/dont-call-texas-latino-voters-sleeping-giant/>

Cadava, G. (2020). The Deep Origins of Latino Support for Trump. *The New Yorker*.  
<https://www.newyorker.com/news/the-political-scene/the-deep-origins-of-latino-support-for-trump>

Ortegon, M. (2022). Latino Communities on the Front Lines of Voter Suppression. Brennan Center. <https://www.brennancenter.org/our-work/analysis-opinion/latino-communities-front-lines-voter-suppression>

Alberta, T. (2022). Why Democrats are Losing Hispanic Voters. *The Atlantic*.  
<https://www.theatlantic.com/politics/archive/2022/11/hispanic-voters-fleeing-democratic-party/671851/>

Morales, A., Rodriguez, C. L., & Schaller, T. F. (2020). Latino political attitudes: Myths and misconceptions. *Society*, 57, 693-697.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7786853/>

Morín, J. L., Macías Mejía, Y., & Sanchez, G. R. (2021). Is the bridge broken? Increasing ethnic attachments and declining party influence among latino voters. *Political Research Quarterly*, 74(1), 182-198.

<https://journals.sagepub.com/doi/pdf/10.1177/1065912919888577>

Arellano, G. (2018) *Las Noticias en Español: The uncertain fate of Spanish-language news networks*. *Columbia Journalism Review*.

[https://www.cjr.org/special\\_report/telemundo-univision.php](https://www.cjr.org/special_report/telemundo-univision.php)

Blanco, R. (2017). *Como Tú / Like You / Like Me*. In *How to Love a Country: Poems*. Beacon Press. <https://poets.org/poem/como-tu-you-me>

Queen, I. (2021). *Reggaeton Forever (episode 10)*. [Audio podcast episode]. In LOUD. Futuro Studios. <https://open.spotify.com/episode/57aMLrs80ITYL5mKAaMd1Q>

Zuleta, A. (2019). *What U.S. Society Says About Spanish: An Analysis of Language Use in Afro-Latinx Literature*. *Black Latinx Studies*.

<https://www.blxstudies.org/post/what-u-s-society-says-about-spanish>

## PROFESSORS' CONTACTS

Professors can be contacted at:

[josea.gurpegui@uah.es](mailto:josea.gurpegui@uah.es)

[carlos@americaneo.com](mailto:carlos@americaneo.com)

**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**.