



FORGOTTEN FRONTERA: THE LLANEROS

SPAN 4392/ENGL 4392/ENGL 5392

Professors Andy Reynolds and Alex Hunt

Fall 2022

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This course, connected to a National Endowment for the Humanities grant, concerns Hispanic culture on the high plains. In particular, we will read Spanish, New Mexican, and Mexican American texts from or concerning the era of “discovery” through the nineteenth century. Our readings will be diverse, including exploration narrative, historical scholarship, folklore, and fiction. Reading with such breadth is necessary for the “recovery” of Mexican American legacies in our region. Students in this course will have the opportunity both to learn about this legacy and to contribute new knowledge to the field.

FORGOTTEN FRONTERA

Books

Fabiola Cabeza de Baca, *We Fed Them Cactus*

Rudolfo Anaya, *Bless Me, Ultima* (English and Spanish)

Literary/Cultural Texts as PDFs

Book: Samuel Leo Gonzales, *The Days of Old*

Exploration narratives: Coronado (by way of Pedro Castaneda de Najera), Alvar Nunez Cabeza de Vaca, Juan de Onate, Fragments of Columbus and Cortez

Corridos like "Indita de Manuel Maes"

Sanchez, Frank. Oral history.

"Vicenta" in *Women's Tales from the New Mexico WPA: La Diabla a Pie*. Houston: Arte Publico Press, 2000. (oral history that speaks of Ciboleros)

Scholarly Articles/Chapters as PDFs

Alemán, Jesse, "The Politics of Representation"

Almaráz, Félix D. "An Uninviting Wilderness: The Plains of West Texas, 1534-1821." *Great Plains Quarterly*, vol. 12, no. 3, 1992, pp. 169-180.

Archambeau, Ernest R. "Spanish Sheepmen on the Canadian at Old Tascosa." PPHR 1946 / XIX: pp. 45-72.

Carlson, Paul. "Pastores of the Panhandle"

Flint, Richard. Excerpts from *No Settlement, No Conquest: A History of the Coronado Entrada*. Albuquerque: University of New Mexico Press, 2008.

Foster, Tim and John Beusterien. Article on corridos of ciboleros.

Haley, J. Evetts, "Pastores del Palo Duro," PPHR 1936.

Hunt, Alex and Roman Leal. "Border Conflicts in Rudolfo Anaya's *Bless Me, Ultima*." *Southwestern American Literature*, 2020.

Kerr, Dan, and Alex Hunt. "The Quitaque Killings." *Journal of the West*, vol. 51, no. 2, 2012, pp. 7-15.

Taylor, Anna J. "Hispanic Settlement of the Texas Panhandle-Plains, 1876-1884." *Panhandle-Plains Historical Review* LXX (1997): 36-58.

----. "New Mexican Pastores and Priests in the Texas Panhandle, 1876-1915." *Panhandle Plains Historical Review* LVII (1984): 65-80.

- Vicuña Guengerich, Sara. "The Perceptions of the Bison in the Chronicles of the Spanish Northern Frontier." *Journal of the Southwest*, vol. 55, no. 3, 2013, pp. 251-276.
- Vigil, Ralph H., et al, eds. Excerpts from *Spain and the Plains: Myths and Realities of Spanish Exploration and Settlement on the Great Plains*. Boulder: University of Colorado Press, 1994.
- Zapata, Joel. "The Mexican Southern Plains: Creating an Ethnic Mexican Homeland on the *Llano*." PhD dissertation, history. Southern Methodist University. 2019. (selected chapters)
- "Palo Duro Canyon, Its People, and Their Landscapes: Building Culture(s) and a Sense of Place Through the Environment since 1540." *Panhandle=Plains Historical Review* LXXXVII (2016): 9-40).

Backup/Secondary Materials

- Bickers, Margaret A. "The Cultures, Four Hooves and One River: The Canadian River in Texas a New Mexico, 1848-1939." PhD Dissertation for Kansas State U, 2010. Selected Chapters.
- Chipman, Donald E. & Harriet Denise Joseph. *Spanish Texas: 1519-1821*. Austin: U of Texas P, 2010.
- DeLeon, Arnoldo. *Tejano West Texas*. Texas A&M Press, 2015.
- Morris, John Miller. *El Llano Estacado: Exploration and Imagination on the High Plains of Texas and New Mexico, 1536-1860*. Austin: Texas State Historical Association, 1997.
- McCarty, John L. *Maverick Town: The Story of Old Tascosa*. Norman: University of Oklahoma Press, 1968.
- Siegle, Clive G. "Ciboleros! Hispanic Buffalo Hunters on the Southern Plains." Ph.D. Dissertation, Southern Methodist University, 2007.
- Sokolow, Jayme A. "The Demography of a Ranching Frontier: The Texas Panhandle in 1880." PPHR 1982 / LV" 73-125.
- Thomas, Alfred Barnaby, editor. *After Coronado: Spanish Exploration Northeast of New Mexico, 1696-1727. Documents from the Archives of Spain, Mexico, and New Mexico*. U of Oklahoma P, 1966.

WORK:

Note: Graduate students will have additional obligations for work, including more presentations and longer papers.

Participation: 100 points. Awarded at the end of the semester, based on quality of contribution to class discussion, workshops, attendance, and general preparedness.

Response Papers: 200 points. There will be a number of Response Papers—300 words minimum in length—throughout the semester worth 20 points each. Basically, these will be online writings over the reading for the week due PRIOR to coming to class. The purpose is to jump start our class discussion. Response Papers may NOT be submitted late (after start of class session), but we will have extras so we can drop the low scores. Some additional Response Papers may take the form of in-class writing.

Short Papers: Two, for 100 points each, 1000 word minimum. The first paper will emphasize “close reading” or textual analysis and will be on the Spanish exploration narratives. The second will emphasize synthesis of several sources and will be on the pioneer narratives. Paper prompts will be provided.

Ethnographic Project: 200 points (25 of which are for the Topic Proposal). More information on this forthcoming soon. A key aspect of the Forgotten Frontera effort is to generate new knowledge and understanding of southern plains Hispanic history and culture. Your project will be part of that effort.

Presentations/Discussion Leaders: Service for Grad Students only. Once as weekly Discussion Leader, one Presentation on Secondary Material relevant to week’s reading. When it is your turn, you must confer with Hunt and Reynolds ahead of time.

Final Paper: 300 points. More information will come later, but for the final act, you will produce a longer paper. For the graduate students, this will be a research paper. This undertaking will include formal topic proposal and presentation at university-scheduled Final Exam meeting. Proposal (250 words), 50 points; Paper (in general, 1500 words minimum), 200 points; Presentation (5-7 minutes, with PowerPoint), 50 points.

GENERAL POLICIES:

Late Work: Please hand in all work on time. Papers are due through WT Class dropboxes on the day and by the specific time indicated on the Paper Prompt and Schedule. Papers submitted late on the same day are docked ½ letter grade; papers handed in a day late are docked a full letter grade, and so on. Leave yourself enough leeway so that computer/technology problems do not lead to late submission—if you struggle with technology, submit your papers from a computer in the HELC, where you can find assistance.

Make-Up Exams: It is only under the most serious circumstances (dire emergencies documented through the office of the Vice President for Student Services) that we provide makeup exams or other make-up activities. If you must miss an exam or other obligation due to a prearranged university activity (like traveling for athletics), it is your responsibility to inform us well in advance and to make an agreement prior to the absence.

Attendance: We take role every day. More than 2 absences will affect your final grade dramatically. An absence is an absence; budget carefully. Excessive tardiness can constitute an absence. If you have a situation that leads to extensive or prolonged absence, you must document your case with the office of the Vice President for Student Services.

Office Hours: We encourage you to visit during our office hours or to make an appointment to meet with us to discuss any aspect of this course. We welcome opportunities to meet with you.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

ADA: West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This university will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 10 6; www.wtamu.edu/disability; phone 806-651-2335.

Evacuation Statement: If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651.5000 or 911). In the event an evacuation is necessary: evacuate immediately; do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

Academic Integrity: All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the Student Code of Life at <http://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf>

Title IX: West Texas A&M University is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Harassment is not acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: WTAMU Title IX Coordinator Becky Lopez–Kilgore Research Center 147, or call 806.651.3199 WTAMU Counseling Services–Classroom Center 116, or call 806.651.2340 WTAMU Police Department–806.651.2300, or dial 911 24-hour Crisis Hotline–800.273.8255, or 806.359.6699, or 800.692.4039 <https://www.notalone.gov/> For more information, please see the Code of Student Life: <http://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf>

This syllabus constitutes a contractual agreement between professor and student. I expect that you have read and understood the work load and policies for this course.

SCHEDULE: SUBJECT TO REVISION

Part I: Exploration of the Llano Estacado

Week 1

Aug. 23 Introductions; Syllabus; NEH Narrative; Borges, "On Exactitude in Science"
Signing up for presentations. Concerning oral history and methods, guest speaker Warren Stricker (to be confirmed)

Week 2

Aug. 30 Due: Response Paper (always, 300+ words, due before class)
Read: Columbus Selections, Margarita Zamora "Reading Columbus"
(Always print out, read/annotate, and bring readings to class)
Activity: Discussion of Reading;
Discussion Leader _____; Presentation _____

Week 3

Sept. 6 Due: Response Paper
Read: Cabeza de Vaca Penguin edition including introduction.
Activity: Discussion of Reading;
Discussion Leader _____; Presentation _____

Week 4

Sept. 13 Due: Response Paper
Read: Coronado Expedition Narrative; Flints on Coronado; Félix Almaráz "An Uninviting Land: El Llano Estacado, 1534-1821"
Activity: Discussion of Reading; Discussion of Ethnographic Project (due Week 9);
Discussion Leader _____; Presentation _____

Week 5

Sept. 20 Due: Response Paper
Read: Juan de Oñate and Pedro Bautista Pino Chronicles
Activity: Discussion of Reading;
Discussion Leader _____; Presentation _____

Please attend Joel Zapata “Forgotten Frontera: The Llaneros” Events
Lecture: Thursday the 22nd, 3:00, JBK Thunder Room
Community Conversation: Saturday the 24th, 1:30, Amarillo location TBD
DUE: SHORT PAPER 1, by Friday, Sept. 23

Part II: Pioneer Era of the Llano Estacado

Week 6

Sept. 27 Due: Response Paper and also Topic Proposal for Ethnographic Project
Read: Historical articles (PDFs): Vicenta, Haley, Archambeau, Taylor (both), Carlson
Activity: Discussion of Reading; Drone footage, Sandoval Plaza;
Discussion Leader _____; Presentation _____

Week 7

Oct. 4 Due: Response Paper
Read: Cabeza de Baca, *We Fed Them Cactus* ix-79; Foster and Beusterien on corridos, PDF; Foster and/or Beusterien as guest presenters (to be confirmed); Zapata, “Palo Duro Canyon, Its People, and Their Landscapes” PDF
Activity: Discussion of Reading;
Discussion Leader _____; Presentation _____

Please Attend Lecture, Richard and Shirley Flint, Oct. 6, 7pm
“To and Fro Without a Road Map: Which Way the Coronado Expedition Chose to Go, and Why,” Hazlewood Room, PPHM

Week 8

Oct. 11 Due: Response Paper
Read: Cabeza de Baca, *We Fed Them Cactus* 80-180; Aleman, "The Politics of Representation"
Activity: Discussion of Reading;
Discussion Leader _____; Presentation _____

Week 9

Oct. 18 **Class Canceled**
DUE: ETHNOGRAPHIC PROJECT (in dropbox)
Please attend Judith Sanpietro Poetry Events on Oct. 18
12:20-1:20 p.m. Poetry and Writing Discussion, PPHM Hazelwood Room
6:30-7:30 p.m. Poetry Reading - FAC Recital Hall

Week 10

Oct. 25 Due: Response Paper
Read: Gonzales, "Days of Old" PDF
Activity: Discussion of Reading; discussion of Final Paper topics;
Discussion Leader _____; Presentation _____
DUE: SHORT PAPER 2, by Friday, Oct. 28

Part III: Contemporary Perspectives on the Llanero Experience in Scholarship and Literature

Week 11

Nov. 1 Due: Response Paper
Read: Zapata, "Ch. 2, Constructing the Plains Homeland"
Anaya, *Bless Me, Ultima / Bendiceme, Ultima*, Chapters 1-11
Activity: Discussion of reading; Zapata guest speaker (to be confirmed);
Discussion Leader _____; Presentation _____

Week 12

Nov. 8 Due: Response Paper
Read: Anaya, *Bless Me, Ultima* / *Bendiceme, Ultima*, Chapters 12-22
Hunt & Leal, "Border Conflicts in Rudolfo Anaya's *Bless Me, Ultima*."
Activity: Discussion of reading; Discussion of Final Projects;
Discussion Leader _____; Presentation _____

Week 13

Nov. 15 Due: Response Paper and also Topic Proposal for Final Paper
Read: Zapata, "Ch. 3, "Silencing El Llano Profundo"
Kerr & Hunt, "The Quitaque Killings" PDF
Activity: Discussion of reading, Haley marker controversy;
Discussion Leader _____; Presentation _____

Week 14

Nov. 22 Due: Response Paper
Activity: Discussion of Final Project
Discussion Leader _____; Presentation _____

Part IV: Final Things

Week 15

Nov. 29 Activity: Discussion, Review, Workshop of Final Paper

Finals Period

Dec. 6 Usual time and place! Presentations of Final Papers.