HIST 407/507 is designed to encourage you to take an intensive look at the role of frontier missions in Spanish-American colonial history. Mission systems such as the Franciscan enterprise in Alta California (the modern state of California) and the Jesuit "reductions" in Paraguay are often portrayed through the mists of a kind of romantic haze of gentle, utopian days of yore created, above all, by artists, poets, writers, and even historians after most of the systems had ceased to exist. "Yankee" settlers in the new state of California often viewed the decaying old missions as evocative ruins of a gentler time, and wrote about them accordingly. Yet more recently authors have vilified the missions of California and elsewhere, to the extent that some have charged that the systems did little more than visit genocide upon hapless indigenous neophytes; one writer once called a California mission "Auschwitz with Roses." Our goal is to hold up both visions of the frontier mission systems (in California, in Paraguay, and elsewhere) to a more critical, nuanced kind of investigation. What, exactly, was a true "mission?" In what ways were frontier missions different from the parishes established by religious orders such as the Franciscans, Dominican, and Augustinians among sedentary indigenous populations in central Mexico and the Andean highlands? Why were missions founded in frontier regions? How did the native peoples brought into the mission systems fare? Over the course of the term, we will be reading a wide variety of works about the mission systems, including accounts written by colonial-era missionary friars, epic poetry, biography, as well as recent scholarly works examining various aspects of mission history. Some of you will have a chance to perform a play about one of the most famous Franciscan missionaries, Father Junípero Serra, which we’ll then subject to critical analysis, and we will also view and critique a Hollywood film about the
missions in colonial Paraguay.

**READING AND RESEARCH**

You will be responsible for reading one of several books assigned for each class meeting (see Course Calendar, below, and the "Reading" feature elsewhere on this Blackboard site). I will undoubtedly create reading groups, however, so that students will be able to work collectively on these assignments. During our class meetings we will discuss the information and issues raised in the readings. Those students assigned to particular books are expected to participate in an informed and active way during these discussions. For the course to work at all, you have to be willing to be an active participant and to attend every class meeting. For this reason, attendance and active discussion is worth 25% of your course grade.

Everything we do in class is designed with two goals in mind. The first is to challenge you to deepen your understanding of the nature of and issues surrounding the Spanish-American frontier mission systems. The second is to challenge you to perfect your skills as a research historian in the creation of an investigation related to some aspect of mission history. We'll be talking about possible topics during our first class meeting, but it is a good idea to be thinking about this even before that date. You are welcome to explore topics related to any of the major themes of the course as laid out, below, in the Course Calendar. For instance, someone might want to study the topic of the "romantic mission" in more depth, while someone else might be very interested in the history of a particular mission, or in cultural conflict and change as played out in a certain mission region, or in gender and the missions, etc. Yet another area of inquiry would be an investigation of the fate of mission "neophytes" (the indigenous people who lived in mission communities) after particular systems came to an end. It would even be possible to explore a theme like "the missions of _____ and the development of regional (or national) identity in ______." Whatever topic you decide to develop (and you should certainly select a topic that energizes you), your papers should be serious works of investigative scholarship. More details about the nuts and bolts required of the paper can be found elsewhere in the Blackboard site for this course, but you should expect to write a paper that is 20 to 25 pages in length. The final, polished draft of this paper will be worth 50% of our course grade.
There are several specific stages of development for your paper written into the structure of our course: A prospectus of the paper is due in class on **WEDNESDAY, APRIL 23**. The prospectus will lay out the basic details of your topic, explain why it is an important/significant subject to research, and briefly discuss the kinds of sources you will be using for your paper. Each of you will be asked to give a brief oral summary of your prospectus during our **WEDNESDAY, APRIL 30** class meeting. The prospectus is worth 25% of your course grade. Rough drafts of your papers are due in class on **WEDNESDAY, MAY 28**. You need to make two copies of the rough draft, one for me and one for a peer critic, or in other words another member of our class who will read and comment on the draft. Everyone will critique one other student’s paper, in other words, so that you will have feedback from two different readers. Our final class meeting on **WEDNESDAY, JUNE 4**, will be devoted to the rough drafts and to my comments and those of your peer critic. In the past I have made this meeting into a kind of end-of-term party, so we'll probably be discussing this option once the quarter is under way. Whether or not a party aspect is added to this meeting, it is still mainly a serious exercise and will be factored into your participation grade for the course. The final draft of your paper is due by **5:00 P.M. ON WEDNESDAY, JUNE 11**. You should turn it into my office (355 McKenzie Hall), rather than the history department office. Please note that there are penalties for late work. If either your prospectus or final draft is turned in late it will receive a deduction of 5 points a day, including weekends. Rough drafts should be turned in on time, too, in order to allow your readers to have adequate time to digest what you say and make constructive comments about your work. Late rough drafts will adversely affect your participation grade.

**Grading Summary:** Prospectus = 25% Participation = 25% Final Paper = 50%

Grading scale: 100-93 = A; 92-90 = A-; 89-87 = B+; 86-83 = B; 82-80 = B-; 79-77 = C+; 76-73 = C; 72-70 = C-; 69-67 = D+; 66-63 = D; 62-60 = D-; 59 and lower = F.

**COURSE CALENDAR**

**WEEK 1 (April 2) Introduction: What is a "Mission"**
Reading:

"Introduction," and David Sweet, "The Ibero-American Frontier Mission in Native American History" , in The New Latin American Mission History (available through this Blackboard site as a PDF, or on reserve in the Knight Library for our course)

WEEK 2 (April 9) The Romance of the Missions

Reading:

Bolton, Ivy May. Father Junipero Serra


Older, Fremont, Mrs. California Missions and Their Romances

Powers, Laura Bride. The Missions of California: Their Establishment, Progress and Decay

Optional Reading: Dunne, Peter Masten. Black Robes in Lower California.

Forbes, Mrs. Armitage S.C. California Missions and Landmarks and How to Get There

WEEK 3 (April 16) Teaching the Missions, and A Critical Counterpoint

Reading:

A selection of websites accessible through our Blackboard Site, to be assigned to individual students or reading groups

Costo, Rupert, and Jeannette Henry Costa, editors. The Missions of California: A Legacy of Genocide

Optional Reading:

Bauer, Helen. California Mission Days

Politi, Leo. The Mission Bell

Wise, Winifred Esther. Fray Junípero Serra and the California Conquest
[and/or one or more of the recent texts intended for elementary students found in the Eugene Public Lib.]

WEEK 4 (April 23) The Friars Speak

PROSPECTUS DUE IN CLASS

Reading:

Geiger, Maynard, translated and edited. *As the Padres Saw Them: California Indian Life and Customs as Reported by the Franciscan Missionaries, 1813-1815*

Palou, Francisco. *Life of Padre Junipero Serra*

Pérez de Ribas, Andrés. *History of the Triumphs of Our Holy Faith amongst the most Barbarous and Fierce Peoples of the New World*

Ruiz de Montoya, Antonio. *The Spiritual Conquest Accomplished by the Religious of the Society of Jesus in the Provinces of Paraguay, Parana, Uruguay, and Tape*

WEEK 5 (April 30) Scholarly Approaches, 1

PROSPECTUS PRESENTATIONS

Reading:

Barr, Juliana. *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*

Ganson, Barbara. *The Guarani Under Spanish Rule in the Rio de la Plata*

Crosby, Harry. *Antigua California: Mission and Colony on the Peninsular Frontier, 1697-1768*

Jackson, Robert H. *From Savages to Subjects: Missions in the History of the American Southwest*

WEEK 6 (May 7) Scholarly Approaches, 2

Reading:
Bouvier, Virginia Marie. *Women and the Conquest of California, 1542-1840: Codes of Silence*

Hackel, Steven W. *Children of Coyote, Missionaries of Saint Francis: Indian-Spanish Relations in Colonial California, 1769-1850*

Newell, Quincy D. *Contracting Lives at Mission San Francisco: Native Californians and Hispanic Colonists, 1776-1821*

Sandos, James A. *Converting California: Indians and Franciscans in the Missions*

**WEEK 7 (May 14) Resistance**

Reading:

Espinosa, J. Manuel, translated and edited. *The Pueblo Indian Revolt of 1696 and the Franciscan Missions in New Mexico*

Gradie, Charlotte M. *The Tepehuan Revolt of 1616*

Knaut, Andrew. *The Pueblo Revolt of 1680: Conquest and Resistance in Seventeenth-Century New Mexico*

Taraval, Sigismundo (1700-1763). *The Indian Uprising in Lower California, 1734-1737, as Described by Father Sigismundo Taraval*

**WEEK 8 (May 21) Performing the Missions: The Mission Play**

**WEEK 9 (May 28) Performing the Missions: Film, The Mission – ROUGH DRAFTS DUE**

**WEEK 10 (June 4) PEER CRITIQUES**

Week 11

**FINAL PAPERS DUE ON WEDNESDAY, JUNE 11, BY 5:00 P.M. AT 355 MCKENZIE HALL**