

History of Spain HIST 360

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Monroe 219 x1478

Office Hours: MWF 12-1pm TR 2-3pm
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This class will examine the history of Spain during the peak of its power from 1450-1700. We will use art and literature, as well as history, to help us better understand Spanish politics, culture, economy, and daily life.

Course Goals and Objectives:

- Ability to analyze sources and arguments
- Ability to write with clarity about the past
- Ability to speak with clarity about the past
- Comprehension of historical processes

This course counts as Human Experience and Society. As such, you will learn

- to explain human and social experiences and activities from multiple perspectives
- to draw appropriate conclusions based on evidence
- to transfer knowledge and skills learned to a novel situation.

This course counts as Global Inquiry. As such, you will learn

- to express an understanding of forces that foster global connections among places, persons, groups, and/or knowledge systems
- Students will be able to compare and contrast multiple perspectives or theories on global processes and systems
- Students will be able to reflect upon how global relations impact their own lives and the lives of others

This course counts in the History major and as an IA Elective

BOOKS AVAILABLE FOR PURCHASE:

Cowans, Jon. *Early Modern Spain: A Documentary History* (Penn)

Kagan, Richard. *Inquisitorial Inquiries* (Johns Hopkins)

Two Spanish Picaresque Novels (Penguin)

Lope de Vega. *Three Major Plays* (Oxford)

Course requirements include a map quiz (5%), a midterm (15%), a final exam (20%), an online interdisciplinary project (40%) and participation in class discussions of the readings (20%).

During the second class period, you will take a **map quiz**. You **MUST** retake the quiz until you get at least 90% correct. Thus, at the end of the semester, you either receive a 90 or above or a zero for the quiz. If you do not receive a 90 or above the first time, you will have to arrange to take the quiz on your own time and you must do so before the last day of class.

Class participation is an important aspect of this class and your grade. Please respect the opinions of others. Remember that there is no single way to understand history and

that the same incident has numerous interpretations. To obtain credit, your contributions must indicate that you have done the readings.

Grade scale

A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 63-66

Students with an average of 69 or lower will receive an unsatisfactory on mid-semester reports

Students requiring special accommodations:

If you already receive services through the Office of Disability Services and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Services and need special accommodations, please contact them at 540-654-1266.

LAPTOP and TABLET POLICY: Laptops and tablets may be used in the classroom for *notetaking only*. I reserve the right to prohibit laptop use at any time for any reason. Cellphones must be shut off and out of sight during class.

COURSE OUTLINE:

Week 1

Wednesday Introduction: Politics and Economics in the Late Middle Ages
Friday map quiz and Christian Society in the Late Middle Ages

Week 2 Jews and Muslims in late medieval Spain

Monday Jews and Conversos
Wednesday Muslims and Moriscos
Friday **Discuss:** "Legal Status of Jews and Muslims" and "Socializing and Violence" (on Canvas)

Week 3 Consolidating Power

Monday Ferdinand, Isabel and the Consolidation of Authority
Wednesday cont'd and **Discuss** Cowans 1
Friday **Discuss:** "Fuenteovejuna" in Lope de Vega, *Three Major Plays*

Week 4 An Empire at Home

Monday The End of the Reconquest
Wednesday The Expulsion of the Jews
Friday **Discuss:** Cowans 3, 4, 5, 6
Read: Cowans 3, 4, 5, 6

Week 5 The Social Fabric

Monday The ascension of Charles and the Revolt of the Comuneros
Wednesday Daily life in the 16th century
Friday **Discuss:** *Lazarillo de Tormes*

Week 6 Philip II At Home

Monday Art and Culture in the Sixteenth Century

Wednesday Economic and Demographic Crises under Philip II

Friday **Discuss:** *The Swinder*

Week 7 Philip II International Crises

Monday The Defeat of the Armada

Wednesday The Revolt of the Netherlands/ **discuss** Cowans 23 and 26

Friday MIDTERM

Week 8 Spring break

Week 9 The Catholic Reformation in Spain

Monday The Catholic Reformation in Spain

Wednesday The New Inquisition: Lutherans, Alumbrados, and peasants

Friday **Discuss:** Inquisitorial Inquiries

Read: *Inquisitorial Inquiries* Cowans 12

Week 10 The Catholic Reformation Continued

Monday Popular Religion

Wednesday Teresa of Avila and the Carmelite Reforms/**Discuss** Cowans 17 and 22

Friday Teresa of Avila and the Carmelite Reforms

Read: Cowans 17 and 22

Week 11 The Push for Religious Homogeneity

Monday The Expulsion of the Moriscos

Wednesday **Discuss:** Cowans 33, 34, 35

Friday Philip III and Lerma

Week 12 The Spanish Empire

Monday Columbus and Spanish overseas expansion

Wednesday The creation of a world empire

Friday: **Discuss:** Owens, *Nuns Navigating the Spanish Empire*

Week 13 The World of the Privado

Monday Philip IV and Olivares

Wednesday The Decline of Spain?

Friday **Discuss:** Cowans 36, 37, 38

Week 14 Women and Honor

Monday Women and Honor

Wednesday Female Monasticism

Friday **Discuss:** María de Zayas, *The Disenchantments of Love* available on reserve at Simpson Library, on-line at <http://www.netlibrary.com/index.asp>, or for purchase at Amazon.com You should read the frame story and two of the tales and Cowans 28, 32

Week 15 The End of the Habsburgs

Monday Charles II and the War of Spanish Succession

Wednesday **Discuss:** Lope de Vega "Punishment without Revenge"
NO CLASS FRIDAY History Department Symposium

Interdisciplinary Digital Project on Imperial Spain

Over the course of the semester, you will complete a series of assignments leading towards the creation of an interdisciplinary website documenting and analyzing the key issues in Spanish imperial history (1450-1700). Through this project, you will learn to use the sources and scholarly research from an array of disciplines to better understand an historical issue. You will also learn to present that information online in a useful and scholarly format.

Possible topics include:

- The Jewish Experience in Spain 1391- 1492
- The Muslim Experience in Spain 1391-1492
- Muslim/Christian relations between 1391 and 1492
- Jewish/Christian relations between 1391 and 1492
- The expulsion of the Jews
- Converso life after the expulsion
- Morisco life after the expulsion
- The expulsion of the Moriscos
- The impact of the contact with the Americas on Spain (either 16th century or 17th century)
- The formation of the first global empire
- Spain's European entanglements in the 16th century
- Spain's European entanglements in the 17th century
- The ruling style of Philip II
- The relationship between monarchical authority and the king's favorite (válido)
- The economic crisis of the 16th century
- The economic crisis of the 17th century
- Women's roles (either noble or non-noble)
- The Spanish Inquisition (either Conversos, Moriscos, or Old Christians)
- The Catholic Reformation in Spain

I will consider other topics, but you must provide evidence that the necessary sources exist BEFORE you begin the project.

You must have a topic approved by me by Friday January 26

The website for this project is imperialspain.org. After you are enrolled as an author of this site, you will complete four digital projects and write a short paper:

As the projects build upon one another, failure to complete any of the project assignments will result in automatic failure of the course

Project part 1 Primary Sources (5%)

Having chosen a topic, you will find an historical text in translation and a literary text in translation related to your topic. You will post the citations of these

primary sources by Friday February 2. Be sure to include your name and tag your post. Include clickable hyperlinks whenever possible.

Project part 2 BIBLIOGRAPHY (5%):

You will compile a bibliography of secondary works available online and in the library.

- 1) You must find at least three secondary historical studies, three secondary literary studies, and three secondary art historical studies related to your topic. You should not include secondary sources published before 1970. Scholarly secondary works (books and articles written by scholars about a topic) may be found in the library and through the library databases. Academic Search Complete, JSTOR, and Project Muse are good places to start. Additionally, studies of Spanish literature may be found at MLA International Bibliography and art historical research may be found through Art Full Text. You may not use Wikipedia or any other encyclopedia (either online or in print).
- 2) You will post your bibliographic citations to the Bibliography section of the website. Your citations must adhere to the Chicago Manual of Style (available through the UMW library website)

Your bibliographic contributions must be posted by Friday February 16. Be sure to include your name and tag your post. Include clickable hyperlinks whenever possible.

Project part 3 IMAGE GALLERY (10%):

You will post to the Image Gallery, a piece of artwork from the period related to your topic. You must provide a complete citation and provide links (when relevant) to the original. Your caption should explain briefly how it is related to your topic.

Based on the format in the Chicago Manual of Style, your citation should include both the author/artist, the title, the year of creation or publication and the full citation to the source where you found your text/artwork and note where the artwork is currently located.

Your contributions to the Image Gallery must be posted by Monday March 19. Be sure to include your name and tag your post. Include clickable hyperlinks whenever possible.

Project part 4 PAPER (10%):

You will write a 5 page paper that uses a historical text, a literary text, and your piece of artwork to argue something about your topic. You must write 5 full pages to receive full credit. Your completed website will present a clear thesis on your topic based on primary source evidence from historical documentation, artworks, and literature. Everything must be correctly cited using the Chicago Manual of Style.

Your paper is due Friday April 6

Project part 5 HISTORICAL INTERPRETATION (10%):

You will post to the website a concise version of your paper (no more than 500 words) that lays out your thesis and argument with links to your texts and artwork.

You must post your historical interpretation to the website by **Wednesday April 25**. Be sure to include your name and tag your post. Include clickable hyperlinks whenever possible.

You will be graded on the visual quality of your digital content, grammar and spelling, appropriate formatting and citation, the quality and appropriateness of your hyperlinks, as well as the quality of your research, content, and historical interpretation.

OTHER INFORMATION

The Digital Knowledge Center is available for technical help on this project. For an appointment go to DKC.umw.edu

Projects are due before class begins on the due date. Late projects (even one minute late), will be penalized one grade for each 24 hour period. Computer breakdowns are NOT an excuse.

The paper will be typed in 12pt. font, double-spaced, and will have 1" margins.

You must be careful NOT to plagiarize any material for your paper. Some students are tempted to summarize (and often plagiarize) information provided in the texts. Any and all information that you learn from ANY SOURCE must be carefully and correctly cited. **Remember that all of your work is subject to the UMW honor code.** Be sure to use spellcheck, grammar check, and proofread your papers and digital projects before submitting them.

Below are examples of correct footnotes:

a first reference

¹ Bernal Diaz, "From *The True History of the Conquest of New Spain*," in *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* ed. Stuart B. Schwartz (Boston: Bedford, 2000), 220.

a second reference to the same material immediately following the first:

² *Ibid.*, 68.

If there is a citation to a different source in between, you use a short citation – author last name, short title, page

⁶ Diaz, "From *The True History*," 201.

Additional citation information is available at Simpson Library's webpage under How do I Cite Sources. Then, Chicago/Turabian or Databases, Chicago Manual of Style

Check your paper to ensure that

- 1) You have a thesis, something to argue
- 2) The thesis is stated clearly
- 3) Each paragraph asserts something that relates back to the thesis
- 4) This assertion is backed up by specific PRIMARY SOURCE evidence
- 5) Each paragraph contains some of your own ideas
- 6) The conclusion clearly reasserts the paper's argument

I encourage you to discuss your work with me and I am willing to read any drafts, except in the last 24 hours before the assignment is due.