



Boston University in Madrid

**History of Spain
Fall 2010
CAS LS 340E**

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Monday & Wednesday 4:00-5:20
Room 404, Miguel Angel 8, Madrid 28010
Office Hours: Monday and Wednesday 13.00-16.00 and any time by appointment
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Please note that this class is taught in Spanish. This includes all class discussions, tests, handouts and assignments passed in by students.

General Overview

This course offers an overview of Spanish History from the year 711, with the Muslim invasion of the Iberian Peninsula, through 1898, when the last territories of the Spanish Empire were finally lost. These two endpoints are of special importance to Spain's history. The first marks the beginning of the era in which the Iberian Peninsula came to be known as *Al-Andalus*, a powerful Arab territory that "broke" the homogeneity of Christian Iberia and greatly impacted what Spain is today. The second marks the fall of the Spanish Empire with the loss of Cuba, Puerto Rico and the Philippines. As a result, this endpoint also commences the withdrawal of Spain into itself and a new national focus on internal, enduring problems that had previously never been looked at carefully, such as the need for modernization, economic development and the conquest of democratic values. The 20th century has been a struggle to achieve all this.

The class will examine the main political, social, economic and cultural events that occurred under the different rulers of the Iberian Peninsula throughout this time period, explaining the fusion of cultures during the Middle Ages, the "construction" of Spain at the beginning of the Renaissance, the rise and fall of the Hapsburg Empire, the European hegemony and the struggle to modernize after the Enlightenment despite internal conflicts and external pressures; an understanding of these events provides great insight into contemporary Spanish life, and explains why Spain is the way it is in the 21st century.

Students will have the opportunity to explore the country, its museums and monuments, as well as the different regions, languages and administrative divisions. The course aims to enrich the students' academic and social experience through the understanding of Spain's expansive history and evolution. The program fieldtrips and other excursions during the semester are part of the class content, and will allow students to immerse themselves into Spanish life and traditions.

The course offers students a focal point for their studies during their semester in Spain, as well as a good understanding of a country with a very idiosyncratic development. Memorizing dates, battles and lists of names is not the goal of this course; instead, the goal is to understand specific political, social and cultural developments in a specific temporal and geographical framework.

Methodology

This course requires a lot of individual work, exploring, reading, watching, writing etc. The lectures will give the student an intellectual framework to understand each period of Spain's history and provide the students with enough tools to do the individual work. Lectures are intended to elaborate on the required readings, trips, and film screenings, however, it is only a small element of the course; participation is an essential part of the final grade.

The course analyzes Spanish history in a broader context, primarily, Europe. As a result, we will make good use of maps, an essential tool to understanding a country's history. We will only use primary sources in exceptional cases (for example, Columbus' diary and international treaties, such as the Treaty of Utrecht and the Paris Peace Treaty). Additional documents will be readings from books and journals focusing on history, politics, and international relations.

Visits to museums, exhibits, etc., as well as the required movies shown are fundamental to understanding the historical context we will be analyzing. All visits, films, museums and trips are included in the program fee.

Requirements

Students will have to complete the assigned reading before the day of the lecture. Lectures will not summarize the assigned reading but rather explore them in further depth and build upon related topics. Supplementary readings are intended for students who want to deepen their understanding of Spanish culture and history and will serve as a basic bibliography for written projects.

Students are required to attend all classes, fieldtrips and other visits to museums, monuments, Parliament, etc. They are also required to prepare specific assignments that will be given prior to the excursions, which may include viewing a film, preparing a written exercise, or visiting a museum collection.

All visits and fieldtrips are mandatory. If a student cannot attend one of these visits, he/she must do it on his/her own and submit an essay about the visit. Visits are scheduled on the syllabus or announced in class.

In the case of questionable student behavior in class or during a visit, and in any case of plagiarism, the class will adhere to the norms established by BU, which can be found here: <http://www.bu.edu/cas/students/undergrad-resources/code/>

Grading policy:

Attendance, class participation, visits, films and questionnaires are 25% of the total grade. Two exams that take place after the trip to Andalucía and at the end of the term are worth 25% each. The last 25% of the grade is a four page mid-term paper. Students are required to write an essay using the information from the texts read in class, Velazquez paintings, the movies "Lope", "La Conjura del Escorial" and "Alatriste", and the field trip to El Escorial and Casa de Lope de Vega. Students will receive additional information about the paper in class.

The Library at the Instituto has a rich collection of films that deal with historic issues discussed in class. It is strongly recommended that students take the time to watch at least one or two of these films, if not more, to supplement their studies as the semester progresses and to help raise their final grade. Films will greatly assist students in envisioning the places and historical moments discussed in class, and will contribute to a greater understanding of Spanish history and its subsequent representations in Spanish culture. Please see "Films" below.

Readings:

There are two main texts for the class: the first, Atlas de la Historia de España; and the second, a reading packet that includes different chapters from history books that can be found in the Library of the Instituto Internacional. Both texts may be purchased at a store around the corner from the Instituto. Program staff will provide students with street directions. Students may also purchase the Atlas text in any of the commercial bookstores in Madrid (FNAC, Crisol, Casa del Libro, El Corte Inglés). In addition to these two primary texts, there may be supplementary reading materials handed out in class. Students should be sure to obtain a copy of every reading. Finally, in the Library of the Instituto, students will find a large collection of history texts that they may consult to further their understanding of any topic covered in class. Students are encouraged to browse and make use of this collection for bibliographic purposes, and the professor is happy to assist anyone in finding more information on a subject or a particular book.

Atlas Ilustrado de Historia de España (2006). Ma. Pilar Queralt. Prólogo de Ian Gibson. Ed. Susaeta

Reading Packet: Selección de lecturas de libros de Historia de la Biblioteca del Instituto Internacional y revistas. Algunos destacados:

Colección Anaya "Así se vivía"

Varela, M^a Isabel y Llana, Angeles (1989). *La expansión del Islam*. Ed. Anaya

Greus, Jesús (1999). *Así vivían en Al-Andalus*. Ed. Anaya.

Márquez, Francisco (2006). *De la España judeoconversa. Doce estudios*. Pps. 43-74

Bellver, Dolores (1991). *La España de los Reyes Católicos*. Ed. Anaya.

Kamen, Henry (1991). *La España Imperial*. Ed. Anaya

Riera, Enric (1991). *Las claves de la hegemonía española. 1556-1660*. Pps. 33-78

Belenger, Ernesto (1988). "Religiosidad y autonomía política. Los Países Bajos" en *Felipe II: en sus dominios jamás se ponía el sol*. Pps. 39-43

García, Bouza, Ribot y Calvo (1985). "La crisis de Felipe IV" en Historia 16

Fernández, Roberto (1990). *La España del siglo XVIII*. Pps. 13-33

Armillas y Solano. *La España Ilustrada*

Paredes, Javier (1988). *La España liberal del siglo XIX*. Pps. 26 y ss.

Bajo, Fe y Gil, Julio (2000). "El franquismo" en *Historia de España*. Pps. 179-202

Fieldtrips and visits

All fieldtrips and visits are mandatory. There are four fieldtrips that correspond with what we will be studying in class. The remaining visits will be with the rest of the class or individual ones. Our class excursions are shown in the syllabus. The individual trips have to be completed within a couple of days before or after the class lecture.

List of trips and visits:

Toledo, Córdoba, El Escorial, Segovia, Museo de América, Museo del Prado, Casa de Lope de Vega, Congreso de los Diputados, San Antonio de la Florida. More field trips may arise during the semester, and they will be announced ahead of time.

Films:

The Library at the Instituto Internacional has a wonderful collection of historical films that contribute nicely to our studies in this class. Some of the films will be required viewing for the class; these are marked on the course syllabus. The rest are for optional viewing but help raise the student's final grade. Students may check out the films from the library at any moment with their Instituto Internacional library card. Each film will have an accompanying worksheet to complete for class. If you are going to watch a film, please notify me first to obtain the worksheet you will need for credit. The majority of the films are in Spanish, although there are a few in English. In order to raise your grade, after viewing the film you must send me a summary of what you saw and complete the worksheet.

Mandatory and recommended films include: El nombre de la rosa, Juana la Loca, El Lazarillo de Tormes, La Conjura del Escorial, Alatriste, El rey pasmado, Esquilache, Goya, Vacas, La lengua de la mariposa, 13 rosas, El laberinto del fauno, El viaje de Carol, Los años bárbaros, and La niña de mis ojos. Additional films will be announced in class.

SCHEDULE OF LECTURES, READINGS AND FIELDTRIPS

Please note that some of the fieldtrips will be announced during the course of the semester. You are responsible for your own visit and should consult me or the destination directly for hours.

History of Spain is classified under CAS courses and therefore, all of the same academic standards are applicable and will be enforced. You are expected to exercise the same academic integrity as you would at your home institution.

I. Introduction

1. Course overview and presentation of the geography of the Iberian Peninsula. Sept, 13.

Reading packet: 5-9

1. MEDIEVAL SPAIN: Christians, Muslims and Jews - Coexistence and Intolerance

2. Al-Andalus: Medieval Muslim Spain I: The conquest of the Iberian Peninsula. Political organization and Reconquista. Sept. 13

Reading packet - pages: 10-23

3. Al-Andalus: Medieval Muslim Spain II: economic, social and cultural situation. The technological and cultural advances that Al-Andalus introduced in Europe. Sept. 15

Reading packet - pages: 24-53

Atlas de Historia de España, pp. 43-39

4. Al-Andalus: Medieval Art and principal monuments. Muslim heritage in the Spanish culture. Sept. 15-20

Reading packet - pages 40-47

5. The formation of the Christian Kingdoms. Sept. 20

Reading packet - pages 55-61 y 67 bis-71

Atlas de Historia de España, pp. 35-43 and 48-55

6. El Camino de Santiago: The rise of urban center. Sept. 22
Reading packet - pages 72-83

7. The Urban Revolution and the Gothic Art. Sept. 22
Reading packet - pages 62-67

8. "Coexistence": a reflection of history, philosophy, and society connections. Mudejar Art. Sept. 27
Reading packet - pages 84-94

9. Sefarad: Jewish Spain. Sept. 27-29
Reading packet - pages 95-124

10 . The Catholic Monarchs: Legacy and consequences. Sept. 29
Reading packet - pages 125-135

Atlas de Historia de España, pp. 57-68 and 73-77

Fieldtrip to Córdoba. Sept. 30-Oct. 1

11. The Renaissance in Spain and the discovery of America and the New World. Oct. 4
Reading packet – pages 136-158
Atlas de Historia de España, pp. 68-72

Film: "Juana la Loca" – Oct. 6th.
Visit to the Museo de America: Oct. 13th

Essays: Museo de América due Oct. 18th
Questionnaire on Juana la Loca due Oct. 18th

Evaluation of the 1st part of the class will consist of:

Class participation and quizzes, short essay on Museo de America, questions on the film Juana la Loca (Joan the Mad) and a written exam.

The mid-term exam is scheduled for October 20th. It will cover everything from the beginning of the course to the Hapsburg Empire. 12.00 PM – ROOM 404 – INSTITUTO INTERNACIONAL

Fieldtrip to Toledo. Oct. 22

III. The Hapsburg Empire

12. Charles V and Phillip II – the birth of an Empire. Oct. 25

Reading packet– pages 159-161 and 157-180

Atlas de Historia de España, pp. 79-96

13. The Protestant Reformation and the Counterreformation. Conflict in the Empire. Religious Warfare in Europe – Oct. 27

Reading packet– pages: 181-189

Film: “Lope”. You have to see this movie sometime this week. You will need to understand it to write the paper due November 22.

14. The last Hapsburgs: The Royal court and the decadence of the Hapsburgs. Thirty Years War and the Peace of Westphalia. Nov. 3-8.

Atlas de Historia de España, pp. 101-111 and 116-121

15. The Spanish Golden Age: the contrast between internal situation and the extension of the empire. Baroque art as religious and political propaganda. Nov. 10-15

Reading packet– pages: 190-203

Atlas de Historia de España, pp. 111-116

<p>November 9: Fieldtrip to El Escorial. This fieldtrip is part of the class “The European quest for hegemony”, and you will need it to write the essay on the Hapsburgs.</p>
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Other Field Trips and Films for this part of the course that you will have to visit or see on your own:

Lope de Vega’s house

Prado Museum – Velazquez paintings

La Conjura de Escorial

Alatriste

Paper due – November 22

The evaluation will consist of a 3 page essay, under the title "The Hapsburg Crisis". This essay analyzes the causes of the decline of the empire in the 17th century, with the loss of the European Hegemony. For the essay, you can use the readings in the textbooks, a visit to the Museo del Prado to see "Las Lanzas or Rendición de Breda" by Velazquez, a visit to El Escorial, and the screening of two films: Alatriste and La Conjura del Escorial. The conflict in Flanders will be an essential part of your analysis.

Margins: 2.5 cms; line spacing: 1.5. Please do not use double space.

IV. The Bourbons: Enlightenment and Reformation and Revolution

16. The War of Succession and the Treaty of Utrecht. Nov. 15

Reading packet– pages: 204-216

Atlas de Historia de España, pp. 120-121

17. The arrival of a new monarchy: The Bourbons. Reformations in Spain and changes in the political map of the Iberian Peninsula. Nov. 17

Reading packet– pages: 217-234

Atlas de Historia de España, pp. 123-132

18. The Enlightenment: new airs in Europe and... America! Nov. 17

Reading packet– pages: 235-242

19. The French Revolution and its influence on Spain – Nov. 22

Reading packet: 243-263

20. The Napoleonic Invasion and the War of Independence. Francisco de Goya. Nov. 22-24

Atlas de Historia de España, pp. 133-143

21. The independence of the American colonies. The Treaty of Vienna. Nov. 24

22. The struggle between liberalism and absolutism. 19th century political and social movements in Spain. Nov. 24-29

Reading packet: p. 266-267

Nov. 25th: Visit to the Congreso de los Diputados

Nov. 26th : Trip to Segovia and La Granja

23. Spain's industrial development. Nov. 29

Reading packet: p. 264-265

24. "The Cuban Disaster" of 1898. The Treaty of Paris. Dec. 1

Reading packet: p. 268

25. And... now what? Rebirth of Spain "from its ashes" - Dec 10

Reading packet: p.269 to the end.

Field Trips

Royal Palace in Madrid (individual visit)

Museo Sorolla (individual visit).

Congreso de los Diputados – Nov. 25

Films

Goya

Vacas

Film: Suggested for 20th century

La lengua de las mariposas

13 Rosas

La niña de mis ojos

El laberinto del fauno

Los años bárbaros

Evaluation

Oral exam at the end of the semester, short essays on selected texts and a debate involving students' analysis of current news articles.

Oral exam: December 13.