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 Muslim 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 moment also means a new national focus on internal, enduring problems, 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 during 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, European hegemony and the struggle to modernize after the Enlightenment; 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.

The course aims to enrich the students’ academic and cultural experience abroad through the understanding of Spain’s expansive history and evolution. Memorizing dates, battles and lists of names is not the goal of this course; instead, the goal is to understand broad political, social and cultural developments in a specific temporal and geographical
framework. The program fieldtrips and other excursions during the semester are planned around the class content, and will allow students to immerse themselves into Spanish life and traditions.

**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 the tools to do the individual work. Lectures are intended to elaborate on the required readings, trips, and film screenings; 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, the Edict of the Expulsion of the Jews in 1492 or 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.

**Requirements**

Students will have to complete the assigned readings before the day of the lecture. Lectures will not summarize the readings 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 or presentations.

Students are required to attend all classes, fieldtrips and other visits to museums, sites, exhibitions, 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 and posted on Blackboard.

It is every student’s responsibility to read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be “...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to
approval by the Dean.” You can view the entire Academic Conduct Code here: http://www.bu.edu/academics/resources/academic-conduct-code/

Grading policy:

Class participation and visits – 15%. This includes questionnaires (10 questions) on museum and site visits.
Class presentations- 15%. Individual 10 minute presentation on a specific topic related to the class
First mid-term: 25%. This exam covers Part I of the syllabus. It will consist of 5 short questions, an essay and a commentary of a map.
Mid-term paper 25%. Part II will be graded through a 5-6 page paper on a specific aspect of the Habsburg Empire
Final exam: 20%. It will cover centuries 18th and 19th of the syllabus and it will consist of 5 short answers and an essay.

More details on the mid-term paper can be found on the Blackboard site. It consists of a 5-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. The conflict in Flanders will be an essential part of the analysis, and remember that it begins in the 16th century. Margins: 2.5 cm; line spacing: 1.5. Please do not use double space and number every single page. It is also convenient to have your name on every page.

Readings:

We will be reading chapters from the list of books below. These books will be in the BU Reserve area of the Instituto Internacional Library. All the readings are also available in the course reading packet or on the Blackboard site. In addition, there will be supplementary reading materials handed out in class for discussion. Most of the readings can also be found on the Blackboard site. Students should be sure to obtain a copy of every reading.

Finally, in the Library of the Instituto Internacional, 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.

List of books that we will be using (chapters from all of them included in the calendar).
• Watt, W. Montgomery and Cachia, Pierre (2007). A history of Islamic Spain

Other resources used in class will be posted on Blackboard. Example: http://www.sephardicstudies.org/decree.html - Edict of Expulsion of the Jews, translated by Edward Peter
Fieldtrips and visits

All fieldtrips and visits are mandatory. There are four program-wide fieldtrips that correspond to what we will be studying in class. The remaining visits will be class-specific. Our class excursions are shown in the syllabus. The individual trips require a written que. Details posted in the calendar below.

List of trips and visits:
Toledo, Córdoba, El Escorial, Segovia, Museo de América, Museo del Prado, Casa de Lope de Vega, and Palacio Real. More field trips may arise during the semester, and they will be announced ahead of time and posted on Blackboard.

Films:

The Library at the Instituto Internacional 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. If you are going to watch a film, please notify me first to obtain the worksheet you will need to complete for additional credit. The majority of the films are in Spanish, although there are a few in English. Most of them have subtitles. Students may check out the films from the library at any moment with their Instituto Internacional library card.

SCHEDULE OF LECTURES, READINGS AND FIELDTRIPS

CALENDAR

PART I. MEDIEVAL SPAIN: Christians, Muslims and Jews. The formation of Spain (11 sessions)

   Hunt et al. Chapter "Islam: a New Religion and a New Empire, 244-251
   Menocal (2002). Chapters: "Beginnings and A Brief History of a First-Rate Place" 3-50
Class 2. Al-Andalus: Medieval Muslim Spain II: economic, social and cultural development
Reilly, B.F. Chapter: “High culture in eleventh and twelfth century Iberia”, 116-128

Class 3. The technological and cultural advances that Al-Andalus introduced in Europe.
Watt, W.M. & Cachia, P. Chapters: “The grandeur or the Umayyad Caliphate” 29-51, “Cultural achievements under the Umayyads” 52-69 and “The significance of Islamic Spain” 141-152
Student’s presentation: the Alhambra of Granada

Webb (2002). Extracts from chapters 3 and 4 “Varieties of Pilgrim” and “The geography of Pilgrimage” 78-153

Class 5. The Urban Revolution in the 12th century.
De Long, J.B. & Shleifer, “Princes and Merchants: European City Growth before the Industrial Revolution”, 1-40

Class 6. The Gothic Art in its historic urban context. The growing power of the bourgeoisie
Student’s presentation: The cathedral of Toledo

Class 7. Sefarad: Jewish Spain.
Additional reading (optional): Irish, M.S. Chapter “The Castilian Monarchy and the Jews (eleventh to thirteenth centuries” 39-50

Class 8. “Coexistence - Convivencia” I: a reflection of historical, cultural, and political interactions.
Flechter, R. Chapter: “Convivencia”, pp. 131-156
MacKay, A. Chapter: "The frontier and Cultural Change" 79-94
Student’s presentation: The Inquisition

There is a group fieldtrip to Cordoba or Seville scheduled during the weekend of week 2 and a fieldtrip to Toledo on Friday or week 4.
Class 9. “Coexistence - Convivencia” II: the end of an era?
   Barton, S. Chapter: "The land of three religions", 69-71
   Gerber, J. S. Chapter 5: “Path of Expulsion”, 115-144

Class 10. The Catholic Monarchs I.
   Elliott, J.H. Chapter “The Union of the Crowns”, 15-44
   Hillgarth, J.N. Chapters “The Catholic Monarchs” pp. 349-393

Class 11. The Catholic Monarchs II. The Discovery of America and the New World
   Barton, S. Chapter: "Spain and the New World", 108-110
   Elliott, J.H. Chapter: “The Imperial Destiny”, 130-163
   Hunt et al. Chapter: "The Discovery of the New Worlds", 452-457

Individual Visit to the Museo de America. Questions on BlackBoard, and due in class 11.

Class 12. Mid-term exam
   The mid-term exam will cover everything from the beginning of the class to the Hapsburg Empire. ROOM 404 – INSTITUTO INTERNACIONAL at 4.00 pm.

PART II. THE HAPSBURG EMPIRE – (8 sessions)

Class 13. Charles V - the birth of an Empire.
   Elliott, J.H. Chapter “The government and the Economy in the reign of Charles V”, 164-211

   Jones, M.D.W. Chapter: “The German Reformation 1517-30”, 120-166

Class 15. Philip II: The Empire on which the sun never sets"
   Elliott, J.H. Chapters: "Race and Religion" 212-248, and “One monarch, one Empire, and one Sword" 249-285
   Student's presentations: The Reformation in England

Class 16.   Fieldtrip to El Escorial.
   Barton, S. Chapter "Philippe II: the apogee of the Spanish Power", 111-117
Class 17. The Dutch Revolt and the War in Flanders

Class 18. The last Hapsburgs: The decadence of the Empire. Thirty Years War and the Peace of Westphalia.
Elliott, J.H. Chapter: "Revival and Disaster", 321-360

Hunt et al. Chapter: "Wars of Religion and the Clash of Worldviews", 483-514

Individual film screening before the class: You can choose between La Conjura del Escorial and Alatriste. They can be seen both in English or Spanish, and they can be found in the reserve area of the Library. Discussion in class. Please download the questionnaire from Blackboard.

Class 19. The Spanish Golden Age: the contrast between internal situation and the extension of the empire. Baroque art as religious and political propaganda.

Individual visit: Casa de Lope de Vega. Discussion in class. Download questionnaire from Blackboard.

Class 20. Visit to the Prado Museum. Velázquez paintings of the Royal Family and the Court as well as other Baroque masterpieces
Barton, S. Chapter: "Social and Economic developments and Cultural Trends", 126-131

PART III. The Bourbons: Enlightenment, Reformation and Revolution. The struggle between progress and tradition - (7 sessions)

Elliott, J.H. Chapter: “Epitaph on an Empire”, 361-404
Hunt et al. Chapter: "The birth of the Enlightenment", 576-583

Mid-term Paper due

Barton, S. Chapter: "Spain and the Enlightenment", 159
Mandatory individual visit: Royal Palace in Madrid. Discussion in class. Please download questionnaire from Blackboard.

Class 23. The French Revolution and its influence on Spain. The Napoleonic Invasion and the War of Independence. The Treaty of Vienna
   Barton, S. Chapter: "The War of Independence" 164-167
   Carr, R. Chapter: “The crisis of the Ancient Regime” 1808-1814, 79-119
   Student’s presentations: Goya and his representation of the War of Independence


Class 25. Spain’s industrial development. New social classes in a still Old Regime
   Barton, S. Chapter: "Agrarian society and A failed Industrial Revolution?, 173-179
   Carr, R. Chapter: “Progress and Revolution 1856-1868”, 257-304

Class 26. Nationalism in Spain: Cataluña and the Basque country. The 1st Republic (1873-74)
   Barton, S. Chapter: "The Glorious Revolution and the First Republic", 190-192
   Student’s presentation: What’s happening in Cataluña?

   Carr, R. Chapter: “The Restoration and the Disaster 1874-1898”, 347-388
   Cortada (1994) Chapter: "The United States" 131-147
   Students’ presentations: Cuban independence

Recommended visit: Museo Sorolla

Class 28. Final exam