



## History of Spain, 711-1898 (HI 256 - EN)

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Monday & Wednesday 12:00-1:20 pm

Room 404, Miguel Angel 8, Madrid 28010

Office Hours: Any time by appointment (Room 408, IIE)

Course Dates: Spring semester. This class meets three hours per week over the course of 14 weeks

Number of credits: 4

**Hub Areas:** Historical Consciousness, Global Citizenship and Intercultural Literacy

### Course Description

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 points in time 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 would eventually become. 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 brought a new national focus onto internal, enduring problems, such as the need for modernization, economic development and the conquest of democratic values. The struggle to achieve all of the above was evidently reflected in 20<sup>th</sup> century Spain.

### HUB Learning Outcomes

#### Historical Consciousness

The class will examine the main political, social, economic and cultural events that occurred during the time period mentioned above while explaining the interaction of cultures during the Middle Ages, the "construction" of Spain at the beginning of the Renaissance, the rise and fall of the Habsburg Empire, the European hegemony and the struggle to modernize after the Enlightenment. An understanding of these events provides great insight into contemporary Spanish life and explains Spain as we know it today.

- a. Students will create historical narratives based on the concept of causality, making connections between their previous historical knowledge (primarily American and English history) with events that occurred in Spain and Europe. The idea of interconnecting events will help students analyze historical interpretations and construct arguments regarding the history of Spain from the Middle Ages through the 19<sup>th</sup> century.
- b. Students will demonstrate an ability to interpret primary source material (textual and visual): historic documents, maps, paintings, architecture, etc. Visits to museums, monuments and historic sites, as well as other program field trips, will contribute to this ability. Students will also learn how to interpret historic maps and understand the shifting borders of Europe over time.
- c. Students will demonstrate knowledge of religious traditions such as the coexistence of Christian, Muslims and Jews during the Middle Ages, the expulsion of Jews and Muslims, and also the rise of the Catholic hegemony at the beginning of 16<sup>th</sup> century against the Protestant Reformation.
- d. Students will analyze and apply intellectual paradigms to the forms of political organization that have shaped the history of Spain from its status as a Medieval Muslim caliphate to a world-wide Christian empire. By the end of the class, students will be able to differentiate and evaluate different political systems from the Taifa kingdoms to the Spanish Empire, as well as the influence of intellectual movements such as Humanism, Reformation, or Enlightenment on the Spanish political system.

### **Global Citizenship and Intercultural Literacy**

The course aims to enrich the students' academic and cultural experience abroad through the understanding of Spain's expansive history and evolution. Memorizing endless 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 within a specific temporal and geographical framework. The program field trips and other excursions during the semester are planned around the class content and will allow students to immerse themselves into the daily life, traditions, and values of Spain.

- a. Students will demonstrate an understanding of global diversity, different cultures and religions, political systems and historical and modern societies that have coexisted in Spain over the time period studied. Students will apply what they learn in the classroom and then compare it to their own countries of origin.
- b. Students will gain awareness of the new culture they are living in (Spain) and how it came to be as we know it today by analyzing historical and cultural processes, as well as the internal social evolution of the country and the territories that once formed the Spanish Empire. This will contribute to their analysis of present-day Spain and will help them with their discovery of a new and unfamiliar culture. This reflection will be put into context and critically compared with their own understanding and knowledge of the cultures from which they come.

This course requires a research paper (5-6 pages) on a pre-approved topic that deals with the crisis of the Habsburg Empire. This paper starts from a research hypothesis around which the students organize their arguments.

Students will demonstrate their ability to formulate a hypothesis, answer research questions, choose the right sources, critically analyze what they read, and be able to synthesize this information in a 5-6 page research-paper.

Students will learn how to design a research strategy as well as demonstrate an ability to locate the appropriate resources to answer their research questions. Students are encouraged to find primary texts, scholarly readings, material culture or historic sites in Spain. The main goal is to be able to choose, from a myriad of topics and information, one aspect of the Habsburg Empire directly related to the crisis and why.

### **Instructional Format**

This course meets twice a week for 3 total contact hours every week (for 14 weeks). Moreover, it includes a number of class fieldtrips and visits to historic places and museums. Individual work also includes visits to sites and viewing of historic films.

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 will provide the students with the tools to complete their own 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 which are 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.

### **Community of Learning: Class and University Policies**

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/>

**Accommodations for Students with Documented Disabilities.** If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at (617) 353-3658 to coordinate any reasonable accommodation requests.

**Attendance to both class and fieldstrips is mandatory. No unexcused absences are permitted.**  
[\(Policy on Religious Observance\)](#)

## Grading policy:

Class participation and visits – 15%. This includes questionnaires on museum and site visits, as well as comments on daily readings, participation in debates, etc.

Class presentations- 15%. A 10-minute presentation on a specific topic related to the class. These class presentations will be done individually or in teams.

First mid-term: 25%. This exam covers Part I of the syllabus. It will consist of 5 short questions, a two-page essay, and a commentary on a map that will be placed in its historic context.

Mid-term paper 25%. Part II will be graded through a 5-7-page paper on a specific aspect of the Habsburg Empire. The hypothesis needs to be based on the Crisis of the Empire. The Spanish Golden Age is a period of cultural and artistic creation through great figures in literature, painting, theatre, etc. On the other hand, it was one of the poorest times for the country (particularly Castille), due international wars, internal issues, the inexistence of a middle class, fear of the Inquisition, and many, many other issues that we will have discussed in class and that students will analyze in this paper. Students will choose a topic from this time period and elaborate on it. They will use all the resources discussed: readings, the movie *Alatriste*, paintings from the Prado Museum, and visits to *El Escorial* and other historic places such as the *Casa de Lope de Vega*.

Students must choose a topic that relates to the crisis of the Spanish Empire. They will need to develop a clear thesis statement and then support it with all the data that they have gathered and the information we have been discussing in class. Students must be sure to use a variety of different arguments to support their thesis. Additionally, this paper is not a series of notes- students must make sure that it does not read like one, but rather like an actual critical-thinking essay.

Helpful hints: The historic context is fairly clear in the movie *Alatriste*. International politics are well reflected in *Alatriste* as well. The Dutch Revolt became an obsession for the Habsburgs who wanted to maintain the European territory as a part of their empire at any price. Thus, the country became impoverished, the population declined, the streets were filled with crippled soldiers, the fields were left uncultivated, and the convents were filled with widowed women. Madrid, which was the capital for the Spanish Habsburg Empire, was an effervescent city, bustling with the people who lived there, as well as those who were just passing through. The court, which always sided with whoever was in power, conspired to try to create an alliance between the two powers.

Students must complete the assignment incorporating other information such as observations from their visits to the Prado Museum and the *Casa de Lope de Vega*. The visit to *El Escorial* is also fundamental in understanding some of the keys to Imperial politics.

Students: don't forget to...

- - add page numbers
- - cite the bibliography correctly
- - list the references
- - use narrow margins
- - justify both sides
- - use Calibri, size 12
- - 1.5 spacing

Minimum: 5 pages. Maximum: 7 pages

Final exam: 20%. It will cover the 18th and 19<sup>th</sup> centuries of the syllabus and it will consist of 5 short answers and an essay.

### **Fieldtrips and visits**

All fieldtrips and visits are mandatory. Some of them are program-wide fieldtrips; we will go together with the rest of the program students. The remaining visits will be class-specific. Our class excursions are outlined in the syllabus. There are also some individual trips. Details are posted in the calendar below.

List of trips and visits:

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

### **Readings:**

We will be reading chapters from the list of books below. These books can be found in the BU Reserve area of the Instituto Internacional Library. All the readings are also available in the course reading packet and/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 (learn.bu.edu). Students should be sure to obtain a copy of every reading.

Additionally, 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). We will also be using the book *The Making of the West. Peoples and Cultures* (2<sup>nd</sup> edition) as a reference book.

- Alvarez, José (1996), "The Nation Building Process in Nineteenth-Century Spain," in *Nationalism and the Nation in the Iberian Peninsula* Molinero, M. and Smith, A. (eds) Oxford: Oxford University Press, pp: 89-106.
- Barton, Simon (2004). *A History of Spain*. Palgrave Macmillan, New York.
- Carr, Raymond (1982). *Spain, 1808-1975*. Oxford History of Modern Europe
- Carr, Raymond (2000). *Spain: a History*. Oxford University Press
- Cortada, James W. (1994) *Spain the nineteenth-century World. Essays on Spanish Diplomacy 1789-1898*. Greenwood Press.
- De Long, J.B. & Shleifer, (1993). "Princes and Merchants: European City Growth before the Industrial Revolution", in NBER Working papers series. National Bureau of Economic Research, Cambridge 1-40
- Elliott, J.H. (2002). *Imperial Spain: 1469-1716*. Penguin Books
- Gerber, Jane S. *The Jews of Spain: a History of the Sephardic Experience* (1992). The Free Press, New York
- Hillgarth, J.N. (1978). *The Spanish Kingdoms 1250-1516*. Clarendon Press, Oxford.
- Hunt, Lynn, Martin, Thomas R., Rosenwein, Barbara H., and Smith, Bonnie G. (2005). *The Making of the West: Peoples and Cultures*.
- Irish, Maya Soifer (2013) "The Castilian Monarchy and the Jews (eleventh to thirteenth centuries" in Jansen, K.I. et al.(eds.) *Center and Periphery. Studies on Power in the Medieval World in Honor of William Chester Jordan*. Brill, London.
- Jones, Martin D.W. (2000). *Clash of Empires: Europe 1498-1560*. Cambridge Perspectives in History.
- Kamen, Henry (2005). *Spain, 1469-1714: a society in conflict*, Pearson Education Limited, Great Britain
- Lopez, Robert S. (1976) *The commercial Revolution of the Middle Ages, 950-1350*. Cambridge University Press
- MacKay, Angus (1977). *Spain in the Middle Ages. From Frontier to Empire 1000-1500*. St. Martin's Press, New York.
- Menocal, María Rosa (2002). *The Ornament of the World*. Back Bay Books
- Payne, Stanley G. (2011) *Spain. A Unique History*. University of Wisconsin Press
- Pérez, Joseph (2007). *History of a Tragedy. The expulsion of the Jews from Spain*. University of Illinois Press
- Reilly, Bernard F. (2000). *The Medieval Spains*. Cambridge University Press
- Watt, W. Montgomery and Cachia, Pierre (2007). *A history of Islamic Spain*
- Webb, Diana (2002) *Medieval European Pilgrimage, c.700-c.1500*. Palgrave

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

## Films:

The library at the Instituto Internacional has a rich collection of films that deal with the 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 the Spanish-language films have English subtitles. Students may check out the films from the library at any moment with their Instituto Internacional library card.

## SCHEDULE OF LECTURES, READINGS AND FIELD TRIPS

### CALENDAR

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

**Class 1.** *Al-Andalus*: Muslim Medieval Spain I: The Arab conquest of the Iberian Peninsula. Political organization and evolution.

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

Fletcher, R. Chapter: "The Early Middle Ages, 700-1250", 63-89 in Carr, R. (2001)

Reilly, B.F. Chapter: "High culture in eleventh and twelfth century Iberia", 116-128

**Watch the movie *The Physician*. It is available to stream on NETFLIX**

**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 presentations: Discussions about Science and Technology of the Middle Ages**

**Class 4.** *Reconquista*: the formation of the Christian Kingdoms. The Way of St James (*Camino de Santiago*).

MacKay, A. (1977). Chapter: "The problems and opportunities of Reconquest, c.1200-1350", 58-70

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

**Watch the movie *The Name of the Rose* for Monday. It is posted on BlackBoard.**

**Class 5.** The Urban Revolution in the 12<sup>th</sup> century.

De Long, J.B. & Shleifer, "Princes and Merchants: European City Growth before the Industrial Revolution", 1-40

**Student presentations: Discussion about the power of church in the Middle Ages**

**Class 6.** The Gothic Art in its historic urban context. The growing power of the *bourgeoisie*

Hunt, L., et al. Chapters: "The commercial revolution" 312-318, "The flowering of the Middle Ages" 346-353 and "Gothic Art" 393-39

**Class 7.** Sefarad: Jewish Spain.

Gerber, J. S. Chapters: "The Golden Era: The emergence of Sephardic Civilization" 59-90 and "The Reconquista", 91-114.

Perez, J. (2007). Chapter: "The Jews in Medieval Spain" 5-29

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.

Fletcher, R. Chapter: "Convivencia", pp. 131-156



Mackay, A. Chapter: "The frontier and Cultural Change" 79-94  
Barton, S. Chapter: "The land of three religions", 69-71

**Student presentations: The Inquisition**

**FIELD TRIP TO CORDOBA**

**Class 9.** The Catholic Monarchs I.

Elliott, J.H. Chapter "The Union of the Crowns", 5-33  
Hillgarth, J.N. Chapters "The Catholic Monarchs" pp. 349-393

**Class 10.** 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", 120-153  
Hunt et al. Chapter: "The Discovery of the New Worlds", 452-457

**Class 11. Mid-term exam**

**The mid-term exam will cover everything from the beginning of the class to the Habsburg Empire.  
ROOM 404 – INSTITUTO INTERNACIONAL at 12.00 pm.**

**PART II. THE HABSBURG EMPIRE – (8 sessions)**

**Class 12.** Charles V - the birth of an Empire.

Elliott, J.H. Chapter "The government and the Economy in the reign of Charles V", 154-203

**This week: Individual Visit to the Museo de America. Questions on Blackboard, and due in class 14. We will also discuss the answers in class so come prepared.**

**Class 13.** The Protestant Reformation and the Counterreformation. Conflict in the Habsburg Empire. Religious Warfare in Europe

Hunt et al. Chapter. "Global Encounters and the Shock of Reformation", 458-472  
Jones, M.D.W. Chapter: "The German Reformation 1517-30", 120-166

**Student's presentations: The Reformation in England**

**Class 14.** Philip II: The Empire on which the sun never sets

Elliott, J.H. Chapters: "Race and Religion" 205-241, and "One monarch, one Empire, and one Sword" 249-285

**Class 15. 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

**Class 16.** The Dutch Revolt and the War in Flanders

Kamen, H. Chapter "Vicissitudes of a World Power, 1500-1700", 152-172 in Carr, R. (2001)  
Barton, S. Chapter "Philippe II: the apogee of the Spanish Power", 111-117

**FIELD TRIP TO BURGOS**

**Class 17.** The last Habsburgs: The decadence of the Empire. Thirty Years War and the Peace of Westphalia.

Elliott, J.H. Chapter: "Revival and Disaster" 316-354  
Hunt et al. Chapter: "Wars of Religion and the Clash of Worldviews", 483-514

**Class 18.** The Spanish Golden Age: the contrast between the internal situation and the extension of the empire. Baroque art as religious and political propaganda.

Elliott, J.H. Chapter: "Splendor and Misery", 285-320

**Classes 19-20.** No class. Individual film screening: **You can choose between *La Conjura del Escorial* and *Alatriste*. You will need to incorporate those films in your mid-term papers. Please download the guide to watch the films from Blackboard.**

**Mid-term Paper due**

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

**Class 21.** The War of Succession and the Treaty of Utrecht. The Enlightenment: new airs in Europe and America.

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

**Class 22 and 23.** Visit to *El Escorial* and *El Valle de los Caídos*. Also, Mandatory individual visit: Royal Palace in Madrid. Discussion in class. Please download questionnaire from Blackboard.

**PROGRAM FIELD TRIP TO EL ESCORIAL**

**Class 24.** The arrival of a new monarchy: reformations in Spain and changes in the political map of the Iberian Peninsula.

Barton, S. Chapter: "Spain and the Enlightenment", 159  
Herr, R. Chapter: "Flow and Ebb, 1700-1833", 173-204 in Carr, R. (2001)

**Class 25.** 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

**Class 26.** 19<sup>th</sup> century: the struggle between liberalism and absolutism. Political and social movements in Spain. The independence of the American colonies.

Carr R. (2001). Chapter: "Liberalism and Reaction, 1833-1931", 205-242

Payne, S.G. (2011). Chapter: "The problem of Spanish Liberalism" 143-162

**Class 27.** Spain's industrial development. New social classes in a still Old Regime. Nationalism in Spain: Cataluña and the Basque country. The 1<sup>st</sup> Republic (1873-74)

Barton, S. Chapter: "Agrarian society and A failed Industrial Revolution?", 173-179

Carr, R. Chapter: "Progress and Revolution 1856-1868", 257-304

Alvarez, J. Chapter: "The Nation Building Process in Nineteenth-Century Spain", 89- 106.

Barton, S. Chapter: "The Glorious Revolution and the First Republic", 190-192

**Class 28.** "The Cuban Disaster" of 1898. The Treaty of Paris. And... now what? Rebirth of Spain "from its ashes"

Carr, R. Chapter: "The Restoration and the Disaster 1874-1898", 347-388

Cortada (1994) Chapter: "The United States" 131-147

**Student presentations: Cuban independence**

**Recommended visit: Museo Sorolla**

**Class 29. Final exam**