

## **HIS341E Early Modern and Modern Spain**

### **Course Description**

This course traces the political, socio-economic, cultural, and religious history of Spain since the late 15th century. Although a brief introduction is given about the history of the Iberian Peninsula and its people, prior to the 16th century – or Early Modern Period – the emphasis, however, will be given to the slow and complicated process that was (and sometimes is) the formation of Spain beginning in the 19th century.

Beginning with the rise of the Catholic Monarchs, and in turn the transforming “Spain” from a war-torn country towards the first world Empire, the student will then trace the complicated history of 18th and 19th century Spanish society that gave rise to the Kingdom of Spain in the mid-19th century. This is the kingdom that underwent the many political convulsions that later made the Franco Regime possible. Concluding the survey with an appreciation of post-Franco Spain, the return of democracy and the vibrant cultural renaissance of Spain over the last 30 years.

### **Prerequisites**

None. A Western European course is recommended.

### **Course Goals and Methodology**

The goal of this course is to erase or at least re-think the concept of “Spain” and its birth. We will learn and come to understand that Spain did not exist until the 19th century, after centuries of attempts to have a unified kingdom. This reality will shock and contradict every single fact that student may know all ready about Spain. Issues of faith and religion, single identity versus national identity, federalism vs unionists, socialism vs fascism, etcetera.

For this particular reason, in this course the student must keep up with the readings (posted below), in particular those readings involving primary sources. Some of these sources will be part of the assessments (as a critique), as well as part of the examination. Each class will start with a lecture, follow by a critique and commentary of either a source or other material.

### **Required Readings**

- W. D. Phillips & C. R. Phillips, *A Concise History of Spain*. (2010)

### **Required Readings (selections)**

- Jon Cowans (ed.), *Early Modern Spain: A Documentary History*. (2003)
- Jon Cowans (ed.), *Modern Spain: A Documentary History*. (2003)
- J. Álvarez Junco & A. Schubert (eds.), *Spanish History since 1808*. (2000)
- Raymond Carr (ed.), *Spain: A History*. (2000)
- John Hooper, *The New Spaniards*. (2006)
- The Spanish Civil War, (TV Film Series). *Granada Productions*. (1983)

## Additional bibliography

- Raymond Carr & J.P. Fusi, *SPAIN: Dictatorship to Democracy*. (1979)
- John Lynch, Spain 1516-1598. *A History of Spain Series*. (1994)
- John Lynch, Bourbon Spain 1700-1808. *A History of Spain Series* (1994) -Simon Barton, A History of Spain. (2004)

## Course Requirements and Grading

Participation is very important, and each student is expected to contribute enthusiastically to discussions and to be courteous while in class. Furthermore, the student is expected to come prepared to class. Unless otherwise stated, all assignments must be typed according to the guidelines given and must be submitted at the beginning of each class. No late assignments will be graded, unless it is accompanied by an excused absence (usually medical).

The final grade is broken down as follows:

- |                        |     |
|------------------------|-----|
| • Course Engagement    | 20% |
| • Documentary Quizzes  | 10% |
| • Quizzes              | 20% |
| • Class presentation   | 10% |
| • Midterm & Final Exam | 40% |

All assignments will be graded using the Spanish grade scale.

## Missed or Late Work

As mentioned above no late assignment will graded, this include missing due dates and online homework, assignment, and/or quizzes.

## General Course Policies

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending to class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

## **Student Engagement Policy**

Student's engagement will account for at least 20% of the final grade for every course, thus highlighting its significance for high-impact learning. Students will receive two engagement grades: a mid-term grade (at least 10%) and an end-of-semester grade (at least 10%). An engagement rubric is provided to ensure transparent and consistent grading.

Absences and lack of engagement: Absences during the add/drop period do not count against students' engagement grade, but may impact their performance in the course. As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken in order to support students' success:

### **Initial outreach – after missing 3 classes\***

E-mail from professor reiterating engagement policy and consequences for additional absences.

### **Second outreach – after missing 4 classes\***

E-mail from professor and notification of academic staff at the International office.

### **Academic probation – after missing 6 classes\***

Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences.

Any additional absences will result in a failing grade. Below you can find the Student Engagement Rubric.

## RUBRIC:

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
<b>Attendance</b>	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
<b>Preparation</b>	Consistently wellprepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
<b>Participation</b>	Actively participates in discussions with thoughtful comments/questions ; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
<b>Attentiveness &amp; Respect</b>	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
<b>Collaboration &amp; Feedback</b>	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.

## **Academic Honesty**

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

## **About using Artificial Intelligence (AI)**

The use of AI tools such as grammar checkers, ChatGPT, etc. and automatic translation tools is prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

## **Learning Accommodations**

If you require special accommodations, or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to the Faculty Coordinator to either turn in your documentation or to confirm that our office has received it. The coordinator will explain the options available to you.

## **Behavior Policy**

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade.

The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.



## Course Schedule:

- **Block I – Introduction & Medieval Iberia:**

- Session 1 – Introduction: presentation of the course and review of syllabus.
- Session 2 – Medieval Iberia.
- Session 3 – The Catholic Monarchs.
- Session 4 – From the Catholic Monarchs to Hapsburgs (Felipe I – 1506). -Readings: Lynch, in Spain 1516-1598, pp. 1-48.

- **Block II – The Hapsburgs:**

- Session 5 – Hapsburgs (1516-1556): Carlos I (V).
- Session 6 – Hapsburgs (1556-1598): Felipe II.  
- Readings: Lynch, in Spain 1516-1598, pp. 251-302
- Session 7 – Hapsburgs (1598-1621): Felipe III.
- Session 8 – Hapsburgs (1621-1700): Felipe IV/Carlos II.  
- Readings: Lynch, in Spain 1516-1598, pp. 251-302  
- Readings: The Improbable Empire, in Spain: A History, pp. 116-151.

- **Block III – The Bourbons:**

- Session 9 – Spanish War of Succession (1701-1714).  
- Readings: Vicissitudes of a World Power, in Spain: A History, pp. 151-172.
- Session 10 – Bourbons (1700-1746): Felipe V/Luis I.
- Session 11 – Bourbons (1746-1759): Fernando VI.  
- Readings: Flow and Ebb, in Spain: a History, pp. 173-204.
- Session 12 & 13 – Bourbons (1759-1808): Carlos III/Carlos IV & the French Revolution.
- Session 14 – *Midterm Exam*

- **Block IV – The Making of Spain:**

- Session 15 – José I Bonaparte (1808-1813) & Fernando VII (1814-1833)  
- Readings: The liberal revolution, 1808-1843, in Spanish History since 1808, pp. 33-47.
- Session 16 – Isabel II (1833-1868)  
- Readings: Liberalism and Reaction, in Spain: A History, pp. 205-242.
- Session 17 – Sexenio Democrático (1868-1874)  
- Readings: The Moderate ascendancy, 1843-1868, in Spanish History since 1808, pp. 49-63.
- Session 18 – The Bourbon Restoration: Alfonso XII (1875-1885) & Alfonso XIII (1902-1931)  
- Readings: Spanish History since 1808, pp. 94-109.

- **Block V – the 20th century (I):**

- Session 19 – The Bourbon Restoration: Alfonso XIII (1902-1931)
- Session 20 – The Spanish Second Republic (1931-1939) -Reading: Spanish History since 1808, pp. 236-235.
- Session 21 – Prelude to Tragedy (The Spanish Civil War TV Film Series, Episode 1).
- Session 22 – The Spanish Civil War (1936-1939)  
- Readings: Spain 1931 to the Present, in Spain: A History, pp. 243-282.



- **Block VI – The 20th century (II) & Spain facing the 21st century**
  - Session 23 – Franco Regime (1939-1975) & Transition to Democracy (1975-1982).
    - Readings: From Dictatorship to Democracy, in *The New Spaniards*, pp. 26-34.
  - Session 24 – Socialist & Conservative Spain (1982-2004).
    - Readings: Socialist Spain, Not-so-Socialist Spain, & Conservative Spain, in *The New Spaniards*, pp. 46-79.
  - Session 25 & 26 – Spain in the 21st century. Student presentations.
    - Readings from newspapers and discussion on current affairs.
  - Session 27 – *Final Exam*

**\*This syllabus is subject to change.**

