

SPAN/HIS335E Historical & Cultural Ties between Spain & the USA

Course Description

In this course, students will be offered an overview of the history of relations between Spain and the United States – beginning in the 15th century up to the present day. Specifically, students will learn about the following events, presented in chronological order: (i) the Spanish colonization process in the Americas, what today the Southeastern and Southwestern United States; (ii) Spain's role in the U.S. War of Independence and the surviving Hispanic legacy in the U.S. nowadays; (iii) the 1898 Spanish-American War; and (iv) U.S. relations with Franco and democratic Spain.

Course Goals and Methodology

This course aims to make students aware of Spain's relevant involvement in the formation and development of the early days of the United States, as well as the U.S. increasing influence in Spain's foreign policy in the 20th century. In particular, students will be expected to attain the following course goals:

1. Students will learn about the formation of Spain's imperial consciousness in the late 15th century and its implications in the "discovery" and exploration of the North American continent in the 16th century. Including the exploration, conquest, rule over the territories that today include Florida, Alabama, Arkansas, New Mexico, Texas, Arizona, Louisiana, California, etc.
2. Students will be able to understand the central role that Spain played in the Independence of the United States and identify the most significant areas of Spanish heritage throughout the country, including the duality of both Spanish and Mexican heritage.
3. Students will critically review the causes and consequences of the 1898 Spanish-American War for both Spain and the U.S., focusing on its lasting, unresolved controversy. As well as the relationships of both nations during the Franco Regime up to current times.

Learning Objectives

By the end of the term, and in consonance with the course goals listed above, students will be able to:

1. Deliver a comprehensive account and critical analysis of Spain's motivations and objectives for wanting to colonize the North American continent in the 16th century.



2. Discuss the implications for both the Spanish conquistadores and the native population of the processes of evangelization, exploitation, contention and rebellion in Florida and New Mexico.
3. Debate about the implications for both the Spanish conquistadores and the native population of the processes of evangelization, expansion, trade and stagnation in Texas, Arizona, Louisiana and California.
4. Report on Spain's fundamental contribution to the independence of the United States and the most salient instances of Hispanic legacy throughout the country.
5. Determine the causes and consequences of the 1898 Spanish-American War for both Spain and the U.S., and discuss why this event remains so polemic. And evaluate the Spain-US relations since 1898.

Required Reading

- Cowans, Jon (ed.), *Early Modern Spain: A Documentary History*. (2003)*
- Cowans, Jon (ed.), *Modern Spain: A Documentary History*. (2003)*

Further Reading

- Balfour, Sebastian. *The end of the Spanish Empire: 1898-1923*. (1997)
- Chavez, T. E. *Spain and the Independence of the United States: An Intrinsic Gift*. (2000)
- Chipman, Donald E. & Joseph, Harriett Denise. *Spanish Texas: 1519-1821*. (2010)
- Kessell, John. *Spain in the Southwest*. University of Oklahoma Press (2002)
- Weber, David J. *The Spanish Frontier in North America. The Brief Edition*". (2009)

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.

Class Participation	10%
Quizzes (I & II)	30%
Exams (Mid & Final)	20+30%
Final Presentation/paper	10%

All assignments will be graded using the Spanish grade scale.

-Class Participation: The whole course is structured around class discussion based on readings, teacher instruction and debates. Previous reflection on assigned readings is crucial for success in this course since students will be asked in class about specific and general aspects of the material read. Class participation will therefore be graded in accordance to both the students' previous readings and reflection about the assigned texts, manifested in the relevance of their contributions to discussion.



-Group Presentations & Paper: In the last few weeks of the semester group of students will present to the class a topic chosen from a list provided by the instructor. This is a group effort, and it will be graded as such. However, each student will also submit their own, individually prepared essay. Further information will be provided in due course.

-Quizzes: There will be two unannounced quizzes throughout the semester; one prior to the midterm and the other before the final. These quizzes will have a series of short answer questions, which may also appear in the exams.

-Exams: The exams are aimed at evaluating the students' knowledge of the different topics covered. Please note that the final exam is cumulative. It will hinge around the information from the readings and the material presented and discussed in class. The exams will have a combination of short answer questions, and a short essay.

Missed or Late Work

Unless otherwise stated, all assignments must be typed according to the guidelines given and must be submitted at the beginning of each class, or the given time if submitted.

All assignments will be graded using the Spanish grade scale.

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.

Attendance and Punctuality

Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a

quiz, etc. In this case, you must present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

- On your 5th absence, 1 point will be taken off of your final Spanish grade
- On your 6th absence, 3 points will be taken off of your final Spanish grade
- On your 7th absence, you will fail the course

For classes that meet once a week, each absence counts as two. For classes that meet daily, the penalties outlined above apply if you go over 6 absences (7th absence=5th absence above). Exams missed due to an excused absence must be made up within a week of returning to classes. Talk to your professor immediately after your return.

COVID-19

If an absence is related to COVID-19 the procedure to follow will be in accordance to the current legislation in the region of Andalucía, Spain.

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.

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 & US History

Session 1 – Introduction: presentation of the course and review of syllabus

Session 2 – Brief introduction to US history – part I (colonial era to 1789)

Session 3 – Brief introduction to US history – part II (1789 to 1865)

Session 4 – Brief introduction to US history – part III (1865 to 1945)

Session 5 – US since 1945

Block II – Spanish History

Session 6 – Brief introduction to Spanish history – part I (Antiquity & Early Middle Ages)

Session 7 – Brief introduction to Spanish history – part II (1250-1492)

Session 8 – Brief introduction to Spanish history– part III (1492-1701)

Session 9 – Brief introduction to Spanish history – part IV (1701-1808)

Session 10 – Brief introduction to Spanish history – part IV (1808-1939)

Session 11 – Spain since 1939

Session 12 – *Midterm Exam*

Block III – 1492 & the birth of the Spanish Empire under the Hapsburgs

Session 13 – 1492 Columbus sails the Ocean Blue

Session 14 – Conquest and Exploration: Florida & the American Caribbean

Session 15 – Texas, the American SW and the Pacific

Block IV – The Bourbons and the birth the American Revolution

Session 16 – The Thirteen Colonies and its European Allies

Session 17 – Carlos III and the Americans

Session 18 – Spain-US relations up to the French Revolution

Block V – The end of the Spanish Empire & the birth of the US Empire

Session 19 – The Mexican-American War and the Caribbean expansion

Session 20 – Prelude to War & War: The Spanish-American War and the Generation of 1898

Block VI – The 20th century

Session 21 – The Spanish Civil War and the International Brigades

Session 22 – The Franco Regime (1939-1975) & the USA

Session 23 – US-Spain relations since 1975

Block VII – Student presentations (papers are due on presentation day!)

Sessions 24 to 26 – Student presentations

Session 27 – *Final Exam (date/time TBA)*

*This syllabus is subject to change.