



SPAN/HIS 335E Historical and Cultural Ties between Spain and the U.S.

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Course Information:

Spring 2019
Ms & Ws 10:30 – 11:50

Course Description

In this course, students will be offered a historical overview of the relations between Spain and the United States up to the present day. Specifically, students will learn about the following events, presented in chronological order: (i) the Spanish colonial rule in what are 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.
2. Students will know about the exploration, conquest, rule and loss of Spain's Florida and New Mexico, discussing the processes of evangelization, exploitation, contention and rebellion.
3. Students will become familiar with the exploration, conquest, rule and loss of Spain's Texas, Arizona, Louisiana and California, debating about the processes of evangelization, expansion, trade and stagnation.
4. 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 Hispanic heritage throughout the country.
5. 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.
6. Students will find out the ways in which the U.S. have conditioned Spain's foreign policy in Franco's era and in modern, democratic times.

Students will be expected to come prepared to class, reading the daily assignment from the book. In class, the instructor will use audiovisual materials (slides, films, music) to supplement the information presented in the readings. Every session will be structured around class discussion, focusing on the readings assigned and the audiovisual material presented.

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.
6. Evaluate the extent to which the U.S. have influenced Spain's foreign policy in Franco's era and in modern, democratic times.

Required Texts

- Weber, David J. *The Spanish Frontier in North America. The Brief Edition*. Yale University Press, 2009.

(Available at UPO bookstore, Building 18).

Further Texts

- Balfour, Sebastian. *The end of the Spanish Empire: 1898-1923*. Oxford University Press, USA, 1997.
- Chavez, Thomas E. *Spain and the Independence of the United States: An Intrinsic Gift*. University of New Mexico Press, 2002.
- Chipman, Donald E. & Joseph, Harriett Denise. *Spanish Texas: 1519-1821. (Revised Edition: Clifton and Shirley Caldwell Texas Heritage)*. The University of Texas Press, 2010.
- Kessell, John. *Spain in the Southwest*. University of Oklahoma Press, 2002.
- Officer, James E. *Hispanic Arizona, 1536-1856*. The University of Arizona Press, 1987.
- Powell Charles. *El Amigo americano*. Galaxia Gutenberg, Círculo de Lectores, 2011.
- Rupérez, Javier. *Memoria de Washington*. La Esfera de los Libros, 2011.

WEBS:

- www.usspaincouncil.org – U.S.-Spain Council
- www.exteriores.gob.es – Spain's Department of Foreign Affairs
- www.rah.es – Spain's Royal Academy of History
- www.state.gov – U.S. Department of State
- www.history.state.gov – U.S. Department of State Office of the Historian

General Course Policies

1. Students must ask for permission to leave class.
2. Students must keep their cell phones turned off during class.
3. Strictly no food to be consumed in class.
4. Students are expected to come prepared to class and participate actively in discussions.
5. Face to face interaction is preferred over emailing when addressing students' questions.

Course Requirements and Grading

Students' progress will be checked by their class participation, a mid-term exam, a mid-term paper, group presentations and a cumulative final exam.

Class Participation	15%
Group Presentations	15%
Mid-Term Exam	20%
Mid-Term Paper	25%
Cumulative Final Exam	25%

Please beware that exam dates cannot be changed

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. In fact, lively discussions will be encouraged at all times. 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: For Unit 13, students will be expected to deliver interactive group presentations about 1 of the topics proposed by the instructor. Each group will be formed by a maximum of 5 members, each of whom will have to present an aspect of the topic selected for about 10 minutes. Previously, the groups will be required to hand in a neat outline of the overall presentation to the instructor and their classmates. The overall grade will be based on each student's presentation along with the overall quality of the group performance.

Mid-Term Exam: This test is aimed at evaluating the students' knowledge of the different topics covered until then with a focus on detail. It will hinge around the information from the readings and the material presented and discussed in class. Missing class without medical excuse will not be considered a reason for rescheduling this test.

Mid-Term Paper: This paper is conceived to check the students' ability to put acquired knowledge in context and establish comparative reflections across the topics covered. The students will have to conduct some research and write a 3,000-word paper whose topic they will have to choose from a list that the professor will provide beforehand. The paper will be typed and printed (Times New Roman pt.12, 1 & ½ spaces). Its grade will depend on parameters such as thematic pertinence and coherence, appropriateness of language use, quality of the cross-cultural reflections included and reliability of the sources explored. Handwritten and emailed papers will not be accepted.

Cumulative Final Exam: This test will measure the students' ability to critically react to the material covered in class, with a focus on establishing thematic links among topics.

They will be asked to write a 4-page long essay on one of the 5 different topics which the professor will previously select and announce in class. The date of the final exam cannot be changed.

Attendance and Absentee policy

ABSENCES: 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 grade (Spanish grade of 1-10)

On your 6th absence, 3 points will be taken off of your final Spanish grade

On your 7th absence, 5 points will be taken off of your final Spanish grade

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).

Missed or Late Work

Late assignments will not be accepted.

Academic Dishonesty

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. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).

Learning Accommodations

If you require special accommodations, you must stop by the International Center to speak to Rubén (the Faculty coordinator) to either turn in your documentation or to confirm that our office has received it. The deadline is February 22nd. Rubén 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 Contents

The course will be thematically structured in accordance with the book chapters:

Unit 1: Introduction. Worlds Apart.

Unit 2: First Encounters.

Unit 3: Foundations of Empire: Florida and New Mexico.

Unit 4: Conquistadores of the Spirit.

Unit 5: Exploitation, Contention and Rebellion.

Unit 6: Imperial Rivalry & Strategic Expansion: Texas, the Gulf Coast and the High Plains.

Unit 7: Commercial Rivalry, Stagnation and the Fortunes of War.

Unit 8: Indian Raiders and the Reorganization of Frontier Defenses.

Unit 9: Forging a Transcontinental Empire: New Californias to the Floridas.

Unit 10: Improvisations and Retreats: The Empire Lost.

Unit 11: Frontiers and Frontier Peoples Transformed.

Unit 12: The Spanish Legacy and the Historical Imagination.

Unit 13: From the 1898 Spanish American War to the Present Day.

Class Schedule

Wednesday, January 30th

Course Introduction

Monday, February 4th

Unit 1: Read "Introduction" & "Worlds Apart".

Wednesday, February 6th

Unit 2: Read "First Encounters".

Monday, February 11th

Unit 2: Read "First Encounters".

Wednesday, February 13th

Unit 3: Read "Foundations of Empire: Florida and New Mexico".

Monday, February 18th

Unit 3: Read "Foundations of Empire: Florida and New Mexico".

Wednesday, February 20th

Unit 4: Read "Conquistadores of the Spirit".

Monday, February 25th

Unit 4: Read "Conquistadores of the Spirit".

Wednesday, February 27th

Unit 5: Read "Exploitation, Contention and Rebellion".

Monday, March 4th

Unit 5: Read "Exploitation, Contention and Rebellion".

Wednesday, March 6th

Unit 6: Read "Imperial Rivalry & Strategic Expansion: Texas, Gulf Coast & High Plains."

Monday, March 11th

Unit 6: Read "Imperial Rivalry & Strategic Expansion: Texas, Gulf Coast & High Plains."

Wednesday, March 13th

Review class.

Monday, March 18th

Mid-Term Exam

Mid-Term Paper Due

Wednesday, March 20th

Unit 7: Read "Commercial Rivalry, Stagnation and the Fortunes of War".

Monday, March 25th

Unit 8: Read "Indian Raiders and the Reorganization of Frontier Defenses".

Wednesday, March 27th

Unit 8: Read "Indian Raiders and the Reorganization of Frontier Defenses".

Monday, April 1th

Unit 9: Read "Forging a Transcontinental Empire: New Californias to the Floridas".

Wednesday, April 3rd

Unit 9: Read "Forging a Transcontinental Empire: New Californias to the Floridas".

Monday, April 8th

Unit 10: Read "Improvisations and Retreats: The Empire Lost".

Wednesday, April 10th

Unit 11: Read "Frontiers and Frontier Peoples Transformed".

Monday, April 22nd

Unit 12: Read "The Spanish Legacy and the Historical Imagination".

Wednesday, April 24th

Unit 13: Group presentations: "The 1898 Spanish American War".

Monday, April 29th

Unit 13: Group presentations: "U.S. Relations with Franco (1939-1975)".

Monday, May 13th

Unit 13: Group presentations: "U.S. Relations with Democratic Spain (1975-today)".

Wednesday, May 15th

Review class.