

HIS 312E History of Spain

Course Description

This survey course traces the political, socio-economic, cultural, and religious history of the Iberian Peninsula from Prehistory to contemporary times. While your main focus in this course is upon the lands and peoples of what has today become Spain, you will also examine the creation of Portugal, the interaction of Spain with European and North African neighbors, as well as her complex relations with her overseas empire and later former colonies. You will come to appreciate that the Iberian Peninsula was, and in many ways still is, a historical crossroads of western Mediterranean societies, cultures and peoples. Bearing this in mind, you will investigate the rich culture and civilization of the many peoples who put down roots in these surprising lands: native Iberian peoples, Phoenicians, Greeks, Romans, German tribes, Arabs, Berbers, and modern immigrants— all of whom together set the course for making of Spain a World Empire and later member of the new European Union. In this course, obviously, we will examine and discuss the main events of Spain in the 20th century, from the Civil War to an appreciation of post-Franco Spain, the return of democracy and the vibrant cultural renaissance of Spain over the last 30 years.

Course Goals and Methodology

By the end of the semester, the student should be able to organize and interrelate different historical events and periods as they relate to the creation of modern Spain, to trace chronologically and account for the arrival of different cultures and peoples that called “Spain” home during their respective historical periods. For example, the student should be able to identify and describe the historical significance of the different religions that developed in Spain (e.g. Arians, Trinitarians, Judaism, Islam, Catholicism, Protestants, etc.).

Required Readings

- William D. Phillips & Carla R. Phillips, *A Concise History of Spain*. (2010) -Raymond Carr (ed.), *Spain: A History*. (2000)

Additional Bibliography

- Simon Barton, *A History of Spain*. (2004)
- Olivia R. Constable (ed.), *Medieval Iberia*. (1997)
- Jon Cowans (ed.), *Early Modern Spain* (2003) & *Modern Spain*. (2003)

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 as explained in said guidelines. 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%
- Book discussion 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 be graded, this includes 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)
Attendance	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.
Preparation	Consistently well-prepared; 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.
Participation	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.
Attentiveness & Respect	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.
Collaboration & Feedback	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 & Content Areas

- **Unit 1 - Introduction & pre-Roman Iberia:**
 - **Session 1** – Introduction & the Iberian Peninsula: its geography and its people.
 - **Session 2 & 3** – Prehistory I: from the Palaeolithic to the Metal Ages & Natives Cultures. Reading: Phillips, Preface/Chapter 1.
 - **Session 4 & 5** – Ancient History I: Celts, Phoenicians, Greeks, and Carthaginians & Romans. Reading: Phillips, chapter 2; Carr, chapter 1.
- **Unit 2 - Rome & Early Middle Ages:**
 - **Session 6 & 7** – Late Antiquity & Early Middle Ages: fall of Rome to the Germanic invasions. Reading: Carr, chapters 2.
- **Unit 3 - Late Middle Ages & Early Modern:**
 - **Session 8-11** – The Middle Ages: from the Visigoths to the peninsular unification. Reading: Phillips, chapter 3; Carr, chapters 3.
 - **Session 12** – The creation of the “modern state”: from the Catholic Monarchs to Philip I. Reading: Phillips, chapter 4.
 - **Session 13** – Book discussion. Session 14 – Midterm Exam.
- **Unit 4 - Modern History:**
 - **Session 15 & 16** – 16th Century: from Charles I to Philip II (birth of an Empire). Reading: Carr, chapter 5 & 6.
 - **Session 17 & 18** – 17th Century: from Philip III to the Spanish War of Succession. Reading: Phillips, chapter 5; Carr, chapter 7.
 - **Session 19 & 20** – 18th Century: from the Bourbons to Bonaparts (1700-1808). Reading: Phillips, chapter 6.
- **Unit 5 - The 19th century:**
 - **Session 21 & 22** – 19th Century: 1808-1898. Reading: Carr, chapter 8.
- **Unit 6 - Contemporary History:**
 - **Session 23 to 24** – 20th Century: 1898-1931 & 1931-1939 (2nd Republic)/Civil War documentary. Reading: Phillips, chapter 7; Carr, chapter 9.
 - **Session 25** – 20th Century: 1939-1977 (Franco Regime) & 1977-Today. Reading: Phillips, chapter 8.
 - **Session 26** – Book discussion.
 - **Session 27** – Final Exam.

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