



### **HIS312Eb History of Spain**

**Professor:** tba

Office: Bldg 25 (CUI)

Email: tba

Office Hours: by appointment

**Course Information:**

June 2021 (online)

#### **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.

The Romanization of the Iberian Peninsula began in pre-Christian times with Rome's defeat of the Carthaginians at Ilipia just outside Seville, one of the most important events of the Classical World, marking as it did the birth of the Roman Empire. For the next 500 years, Rome would give Spain its language, its law and political institutions but also its culture and architecture.

The Fall of Rome marked the birth of Europe and the later 8<sup>th</sup> century invasion of Spain by the Semitic-speaking Arabs and Berber allies who so richly contributed to the history of Spain. *Al-Andalus*, as the Iberian Peninsula was called by the new Muslim rulers, became the center of intellectual, cultural and scientific creativity in Western Europe in the 11<sup>th</sup> century. It is here that the greatest works of the Classical World would be preserved and translated for the later "discovery" by Christian Europe.

While the Catholic conquest of Iberia visited misery upon Muslim and Jewish populations, it also produced fortune-seeking soldiers who, after 1492, turned their ambitions for wealth and adventure overseas, this time as New World *conquistadors*, transforming Spain from war-torn country to world Empire. You then trace the complicated history of 18<sup>th</sup> and 19<sup>th</sup> century Spanish society that gave rise to the Kingdom of Spain in the mid-19<sup>th</sup> century. This is the kingdom that underwent the many political convulsions that later made the Franco Regime possible. You conclude your survey with 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 course, 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, Protestantism, etc.).

### **Required Texts**

There is no textbook required for this course. Therefore, students are not expected to purchase any material. The instructor will post the class material (presentations, readings, handouts, in-class worksheets, announcements, links, and any additional reading) on Blackboard, which is accessible both on campus and off campus. To log in, you need to sign in on <https://campusvirtual.upo.es> using the username and password you received in your orientation folder.

### **Technical requirements**

This online course requires access to your own computer (desktop computer or laptop preferred, since tablets, Chromebook and cell phones may not meet this online platform requirements) and a high-speed Internet Service Provider. A webcam and a headset (preferred) or microphone for your computer is recommended and may be required if your computer does not have a built-in microphone or webcam.

You should be proficient in the following:

- basic computer skills
- email management
- sending and receiving attachments via email
- using a web browser
- finding resources through search engines
- using productivity applications such as Googledocs and Google Slides
- using educational technology such as: Kahoot, Blackboard Collaborate, or Zoom
- familiarity with creating PDF files and submit them on Blackboard
- the ability to be self-directed in learning new technology skills (e.g. access to support to learn necessary skills for Blackboard, or a step-by-step video tutorial)

For technical problems with Blackboard, please contact Jorge Pascual ([jpasdia@acu.upo.es](mailto:jpasdia@acu.upo.es)).

### **Course Requirements and Grading**

Oral participation is very important, and each of you is expected to contribute enthusiastically and to be courteous while in class. The participation grade will take into account your initiative and creativity during the different activities scheduled during the course, but also any outside activity that you participate in. You must come prepared to class, which means that you are required to read the assigned chapters *prior* to class, and you are expected to arrive on time to the virtual classroom.



There will be two examinations: a midterm and a final, both of which are composed of both an essay part and a series of short answer questions. To prepare for these short answer questions there will be two quizzes, which will be given in the beginning of class and without prior announcement. There will also be two small commentaries of primary sources (2-3 pages) due throughout the semester. Further information will be given in due course.

The student will be provided with a short guide on how to write an historical commentary. The purpose of these small assignments is to provide the student with a first-hand account of the events discussed in class, as well as permit the student to critically think and analyse historical documents.

The final grade is broken down as follows:

Participation (Classroom)	10%
Quizzes	20% (10% each)
Commentaries	10% (5% each)
Midterm & Final Exam	60% (30% each)

All assignments will be graded using the Spanish grade scale.

### **Course contents**

Introduction & the Iberian Peninsula: its geography and its people.

Prehistory I: from the Palaeolithic to the Metal Ages & Natives Cultures.

Ancient History I: Celts, Phoenicians, Greeks, and Carthaginians & Romans.

Late Antiquity & Early Middle Ages: fall of Rome to the Germanic invasions.

The Middle Ages: from the Visigoths to the peninsular unification.

The creation of the "modern state": from the Catholic Monarchs to Philip I.

16<sup>th</sup> Century: from Charles I to Philip II (birth of an Empire).

17<sup>th</sup> Century: from Philip III to the Spanish War of Succession.

18<sup>th</sup> Century: from the Bourbons to Bonaparts (1700-1808).

19<sup>th</sup> Century: 1808-1898.

20<sup>th</sup> Century: 1898-1931 & 1931-1939 (2<sup>nd</sup> Republic)/Civil War documentary.

20<sup>th</sup> Century: 1939-1977 (Franco Regime) & 1977-Today.



### **General Course Policies**

Punctuality and tardiness: Arriving late to class, even to an online course, is disruptive to both the professor and your classmates.

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**

Attendance is mandatory at all online classes. All absences must be justified by a doctor's note (signed, stamped and dated). More than one unjustified absence will adversely affect your final grade. Professors will keep track of each student's attendance and active participation during the course. Students are expected to have their webcams turned on during the online sessions.

### **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.

### **Learning Accommodations**

If you require special accommodations, or have any other medical condition you deem may affect your class performance, you must speak to the Faculty Coordinator ([rdialop@acu.upo.es](mailto:rdialop@acu.upo.es)) to either send in your documentation or to confirm that our office has received it. The deadline is June 9. Rubén will explain the options available to you.

### **Missed or Late Work**

Unless otherwise stated, all assignments must be typed according to the guidelines given and must be submitted by the set deadline. No late assignments will be graded (any time after the beginning of class) unless it is due to a medical reason. Missed or late work will be automatically given a zero.

### **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. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.