History of Spain

This course will be an excursion through the centuries of Spanish history, beginning with Roman Hispania and ending with contemporary Spain. It will focus, however, on two specific periods: Spain of the Golden Age (sixteenth and seventeenth centuries); and the Spanish Civil War. In so doing we shall attempt to discover why Spain passed from a position as the foremost power in the world in the 1500s to one of relative obscurity today.

While the course presumes no background in the subject matter on the part of the student, it is important that students attend class as well as fulfill the reading assignments for the days they are due. The lecture topic and reading assignment for each class period are found below.

Required books for the course, all of which may be purchased in paperback editions in the Bookstore, are:

Carr, Modern Spain
Poem of the Cid
Fletcher, Moorish Spain
Edwards, Ferdinand and Isabella
Hughes, Goya
Orwell, Homage to Catalonia

Some of the images shown in class are available on Blackboard, which also contains several texts and historical articles that we will read during the semester.

Grades for the course will be based on two mid-term exams, a semester paper, and a comprehensive final exam. These assignments will be weighted as follows: mid-term exams, 40%; paper, 30%; and final exam, 30%. All will be graded for clarity of composition as well as quality of content. In addition, quizzes may be given to stimulate completion of the reading assignments. Students are encouraged to raise questions about Spanish history and culture and to participate in classroom discussions. Class participation and attendance (or lack thereof) can affect a student’s final grade.

The schedule below lists the tentative class schedule and the dates when examinations will be given and when the paper is due. Unexcused late papers will be penalized 5 points for each day they are late. I will give make-up exams only under extraordinary circumstances. If a serious illness or accident should prevent you from taking a scheduled exam, please communicate your absence to me or the departmental secretary (422-4335) immediately.

The Study of History

The overall purpose of the study of history is to educate students in how human societies change over time: in daily lives; through commerce; in response to crisis; and in interaction with other
cultures in order to prepare them to understand and appropriately analyze their world in a manner that spiritually strengthens each student.

Students successfully completing a history major should demonstrate a range of critical thinking skills and abilities. They should also possess a command of the key historical terms and have the ability to identify and solve fundamental historical problems through primary and secondary source research. By the end of the program, students should produce work that is clear, precise and well-written. Such skills and abilities will serve them well in their lives and future careers.

In terms of careers, the program is designed for the student who desires the broad educational background for entrance into professions such as law, government service, or business, or who wants a liberal arts education. History can also be valuable training for someone who plans to teach. Moreover, in recognition of the broad range of uses to which historical education can be put, the field of public history has emerged in recent years.

**Expected Learning Outcomes**

1. gain a historical consciousness by demonstrating a knowledge of major historical developments and understand key historical terms and theories.

2. acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

3. demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

4. skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

5. demonstrate how faith and reason intersect.

**Other Matters**

Of course, I also expect the course to proceed under the principles contained in the University Honor code, including its provisions regarding dress and grooming standards. Honesty is essential, and cheating and plagiarism are intolerable. While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See [www.byu.edu/honorcode](http://www.byu.edu/honorcode) for specific examples of intentional and inadvertent plagiarism, fabrication, and falsification. It also means that over the course of the semester, we need to treat each other and the cultures we are studying with the respect and dignity we would like to receive.

Sex Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination,
please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D282 ASB.

TENTATIVE SCHEDULE:

Aug. 30: Introduction

Sept. 1: Roman Spain

3: Roman Spain
   McKenna, “Paganism and Christianity in Spain Before the Council of Elvira”

8: Spain under the Visigoths
   Fletcher, 1-52
   McKenna, “Priscillianism and Pagan Survivals in Spain”

10: Muslim Invasion
    Fletcher, 53-104
    Glick, “At the Crossroads of Civilization”

13: Islamic Spain
    Fletcher, 105-156
    Wolf, “Christians in Muslim Córdoba”
    Wolf, “The Martyrs of Córdoba”

15: Caliphate of Cordoba
    Glick, “Social Structure of Islamic Spain”
    begin reading Poem of the Cid

17: The Christian Response
    “Legends of Santiago”
    continue reading Poem of the Cid

20: Discuss Poem of the Cid
    Finish reading Poem of the Cid
    Fletcher, 157-176

22: Late Medieval Spain
    Edwards, 1-47
    Dillard, “Wives, Husbands and the Conjugal Household”

24: The Catholic Kings
    Edwards, 48-102
    “Siete partidas on the Jews”

27: The Catholic Kings
Edwards, 103-172

29: **Examination**

Oct. 1: Charles V
4: Spain in America
   Parker, chapters 1-6
6: Spanish Inquisition
   Parker, chapters 7-12
8: Spanish Inquisition
   Dostoevsky, “The Grand Inquisitor”
11: Philip II
13: The Invincible Armada
15: TBA
18: Moral Judgments in History
   “Philip II—Moral Judgments”
20: The Decline of Spain
   Elliott, “Self-Perception and Decline in Early Seventeenth-Century Spain”
   Nooteboom, *Roads to Santiago*

Submit Prospectus for Paper: This includes a paragraph or two describing your general topic, the question you are investigating about that topic, and a thesis as to how you are going to answer it. You should also include an annotated bibliography of the initial sources you have selected.

22: End of the Habsburg Monarchy
   Elliott, “The Decline of Spain”
25: Bourbon Spain
   Hughes, chapter 1
27: Attempted Reform
   Hughes, chapters 2 and 3
29: Charles III and Royal Absolutism
   Hughes, chapter 4

Nov. 1: The French Revolution and Spain
   Hughes, chapters 5-6
Nov. 3: Napoleon Invades the Peninsula
   Hughes, chapter 7-8
5: Fragmentation
   Hughes, chapters 9-10
8: Spain Tries to Build a New Consensus

10: **Examination**

12: The Liberal Monarchy
   Carr, 1-30
15: Caciquismo, the Cuban War, and the Generation of ‘98
Carr, 31-80
17: Spanish Anarchism
Carr, 81-97
19: Dictatorship of Primo de Rivera
Carr, 98-116
22: The Spanish Republic
Carr, 117-154
23: No Class
Read Orwell
29: Franco’s Pronunciamiento
Preston, “From Rebel to Caudillo: Franco’s Path to Power”
Read Orwell
Dec. 1: The Civil War
Alpert, “The Clash of Armies”
Read Orwell
Submit term paper
3: Discuss Orwell
Read Orwell
Jackson, “Multiple Historic Meanings of the Spanish Civil War”
Preston, “Franco and Hitler: The Myth of Hendaye 1940”
8: Franco’s Spain
Carr, 155-181
15: Final Examination, 2:30-5:30 pm

Term Papers

Papers should be 10 double-spaced pages in length, using at least 6-8 sources. They are due on December 1. The paper should contain a thesis statement and then develop evidence for that thesis. Footnotes or endnotes are required, as is a bibliography. Please select a topic as soon as possible, and let me know what it is. The paper will be graded on originality plus the quality of both the historical analysis and its organization and presentation.

Topic Suggestions (note that these are general topics; you need to develop a thesis statement if you choose one of them):

Roman conquest of Numantia
Rise of Christianity in Roman Spain
Roderic, Last of the Visigothic Kings, and the Islamic Invasion
The Caliphate of Córdoba
Christian Conversion to Islam
Islamic Cultural Contributions to Spain
Santiago de Compostela and Medieval Pilgrimages
Ferdinand III and the Conquest of Sevilla
The Military Orders and the Christian Reconquest of Spain from the Moslems