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, *Spain, A History*
- Poem of the Cid
- Fletcher, *Moorish Spain*
- Parker, *Philip II*
- Orwell, *Homage to Catalonia*

Some of the images shown in class are available on Learning Suite, 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 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. 27: Introduction

29: Roman Spain
   Carr, chapter 1

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

Sept. 5: Spain under the Visigoths
   Carr, chapters 2-3
   McKenna, “Priscillianism and Pagan Survivals in Spain”

7: Muslim Invasion
   Fletcher, chapters 3-4
   Glick, “At the Crossroads of Civilization”

10: Islamic Spain
    Wolf, “Christians in Muslim Córdoba”
    Wolf, “The Martyrs of Córdoba”

12: Caliphate of Cordoba
    Fletcher, chapters 5-6
    Glick, “Social Structure of Islamic Spain”

14: The Christian Response
    Read “Legends of Santiago”
    Begin reading *Poem of the Cid*

17: Discuss *Poem of the Cid*
    Finish reading *Poem of the Cid*

19: Late Medieval Spain
    Dillard, “Wives, Husbands and the Conjugal Household”

21: The Catholic Kings
    Carr, chapter 5
    “Siete partidas on the Jews”

24: The Catholic Kings
    Fletcher, chapters 8-9

26: **Examination**

28: Charles V
    Carr, chapter 6

Oct. 1: Spain in America
    Parker, chapters 1-3
3: Spanish Inquisition
5: Spanish Inquisition
   Dostoevsky, “The Grand Inquisitor”
8: Philip II
   Park, chapters 4-7
10: The Invincible Armada
12: No Class
   Parker, chapters 8-12
15: Moral Judgments in History
    “Philip II—Moral Judgments”
17: 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.

19: End of the Habsburg Monarchy
   Elliott, “The Decline of Spain”
22: Bourbon Spain
   Read: “Will of Charles II”
   Read: “Proclamation of Philip V”
24: Attempted Reform
   Carr, chapter 7
26: Charles III and Royal Absolutism
   Rodríguez, “Spanish Riots of 1766”
29: The French Revolution and Spain

31: Napoleon Invades the Peninsula

Nov. 2: Fragmentation

5: Examination

7: Spain Tries to Build a New Consensus

9: The Liberal Monarchy
   Carr, chapter 8
12: Caciquismo, the Cuban War, and the Generation of ‘98
   Ramsden, “Spanish Generation of 1898”
14: Spanish Anarchism

16: Dictatorship of Primo de Rivera
19: The Spanish Republic
   Carr, chapter 9
20: No Class
   Read Orwell
26: Franco’s Pronunciamento
   Preston, “From Rebel to Caudillo: Franco’s Path to Power”
   Read Orwell
28: The Civil War
   Alpert, “The Clash of Armies”
   Read Orwell
   **Submit term paper**
30: Discuss Orwell
   Read Orwell

   Jackson, “Multiple Historic Meanings of the Spanish Civil War”
   Preston, “Franco and Hitler: The Myth of Hendaye 1940”
5: Franco’s Spain

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**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
Medieval Spain and the Bubonic Plague
The Struggle between Juana and Isabel to Succeed Henry IV of Castile
Medieval Spanish Jewry: Tolerance and Pogroms
Ferdinand and Isabel’s Conquest of Granada
The Expulsion of the Jews, 1492
Juana la Loca
Disciples of Erasmus in Spain
The Comunero Revolt against Charles V
The Price Revolution in Spain
Margaret of Austria as Ruler of the Spanish Netherlands
Philip II and the death of Don Carlos
Reasons for the Defeat of the Spanish Armada
Philip III and the Duke of Lerma
St. Teresa and the Inquisition
The Mysticism of St. Teresa of Avila
The Statesmanship of the Count-Duke of Olivares
War of the Spanish Succession
Palace Life in Eighteenth-Century Spain
Charles III as an “Enlightened” Monarch
Manuel de Godoy as chief minister
The Corrida de Toros in the Eighteenth Century
The Soul of Spain as Seen through the Work of Goya
The War to Liberate Spain from Napoleon
Spanish Anarchism
“Generation of 1898”
The Asturian Miners’ Strike during the Second Republic
The Abraham Lincoln Brigade and the Spanish Civil War
Picasso’s Guernica and the Bombing of Guernica
Italian Intervention in the Spanish Civil War
The Spanish Blue Division on the Russian Front during World War II
The Western Democracies and the Non-Intervention Pact during the Spanish Civil War
Ernest Hemingway and Spain
Spain and NATO
Tourism as a Vehicle for Growth in Spain
The Historical Roots of Holy Week in Sevilla
Spanish Fascism
Opus Dei and the Franco Regime