

HIS 369-01            SPAIN AND ITS EMPIRE IN THE GOLDEN AGE

Fall Semester, 2012  
MWF 1:00-1:50 PM  
MHRA 2207

CONTACT INFORMATION:

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MHRA 2127  
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REQUIRED READING FOR COURSE:

Teófilo F. Ruiz Spanish Society, 1400-1600  
Early Modern Spain: A Documentary History, ed. Jon Cowans  
Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico ed. Stuart  
B. Schwartz  
Teresa of Avila Life  
Miguel de Cervantes Exemplary Stories

These books are available for purchase at the UNCG Bookstore. Purchasing books online can frequently result in savings. The books have also been placed on reserve at Jackson Library. Several additional items have been placed on e-reserves.

COURSE SYLLABUS:

M	8/20	Introduction to Course
W	8/22	The Land and its Earliest Inhabitants Ruiz 11-16
F	8/24	From Roman Hispania to Visigothic Kingdom

I. Medieval Spain: A Brief Survey

- M 8/27 711 AD: Myth and Reality
- W 8/29 Conquest and Reconquest  
John Crow Spain: The Root and Flower 78-112 (e-reserves)
- F 8/31 The World of El Cid  
Excerpt from The Poem of the Cid (e-reserves)
- M 9/3 LABOR DAY, NO CLASS
- W 9/5 The Land of the Three Religions  
Ruiz 93-103
- F 9/7 Convivencia and its Limits
- M 9/10 The Catholic Monarchs  
Ruiz 17-25, 171-173  
Simon Barton A History of Spain 89-102 (e-reserves)
- W 9/12 The Catholic Monarchs
- F 9/14 The Spanish Inquisition: Jews and Conversos  
Early Modern Spain (EMS) 10-11, 20-23  
Lu Ann Homza The Spanish Inquisition ix-xxxvi, 50-60 (e-reserves)

II. Early Modern Spain: From Nation to Empire

- M 9/17 Charles V  
Ruiz 24-30, 31-33, 194-197  
Barton 102-111 (e-reserves)
- W 9/19 Charles V  
“Demands of the Comuneros” EMS 46-48
- F 9/21 1492: Spaniards and Mexica  
Victors and Vanquished (VV) 1-28, 29-34

- M 9/24 The Conquest of New Spain  
Victors and Vanquished (VV)  
40-74, 67-69, 110
- W 9/26 The Conquest of New Spain  
VV 100-102, 115-119, 123-126
- F 9/28 The Conquest of New Spain  
VV 127-155, 156-159  
EXAM 1 ASSIGNED
- M 10/1 The Conquest of New Spain  
VV 182-188, 189-196, 199-213, 29-39

### III. Early Modern Spain: Society and Culture

- W 10/3 Women, Marriage, Honor  
Luis de León The Perfect Wife (excerpts)  
EMS 117-125  
Ruiz 222-227, 239-244
- F 10/5 Women, Marriage, Honor  
Cervantes “The Deceitful Marriage”  
EXAM 1 DUE
- M 10/8 The Spanish Inquisition: Old Christians  
Ruiz 155-160  
EMS 51-52  
Spanish Inquisition 164-167 (e-reserves)
- W 10/10 Catholicism in Spain: An Overview  
Ruiz 81-91, 148-160, 231-239
- F 10/12 Teresa of Avila  
Life Prologue, chaps. 1-4  
LAST DAY TO DROP CLASSES
- M 10/15 FALL BREAK, NO CLASS
- W 10/17 Teresa of Avila  
Life chs. 5-9
- F 10/19 Teresa of Avila  
Life chs. 11, 26, 28, 29, 32

- M 10/22 Teresa of Avila  
Life chs. 33, 35, 36, 40
- W 10/24 Teresa of Avila: Dramatizing her Life
- F 10/26 CLASS CANCELLED
- M 10/29 Scenes from the Underworld  
Ruiz 56-59, 107-112  
Cervantes "Rinconete and Cortadillo"  
EXAM 2 ASSIGNED
- W 10/31 "Rinconete and Cortadillo"  
Magdalena de San Jerónimo "Vagabond Women"  
EMS 141-142

#### IV. Early Modern Spain: From Apogee to Decline

- F 11/2 Philip II  
Barton 111-120 (e-reserves)
- M 11/5 Philip II  
EXAM 2 DUE
- W 11/7 Two Naval Battles: Lepanto, 1571  
Ruiz 200-205
- F 11/9 Two Naval Battles: the Armada, 1588
- M 11/12 The Armada: Defeat and Aftermath  
"On the Causes of the Armada's Defeat" EMS 130-132
- W 11/14 Philip III and the Dutch Revolt  
Barton 120-123 (e-reserves)
- F 11/16 Philip III, the Moriscos, and the End of Multi-Ethnic Spain  
Ruiz 30-31, 105-107, 178-182  
"A Morisco Plea;" "The Moriscos of Granada," "Decree of Expulsion of the Moriscos," "On the Expulsion of the Moriscos"  
EMS 105-109, 143-144, 145-148, 149-151

M 11/19 Philip IV  
Barton 123-132 (e-reserves)  
“Catalan Grievances,” “Decree Pardoning the Catalan Rebels”  
EMS 158-160, 161-162

W 11/21 THANKSGIVING, NO CLASSES  
F 11/23

M 11/26 Philip IV, Charles II and the End of Habsburg Spain  
Barton 132-133  
EXAM 3 ASSIGNED

W 11/28 A Society Gone to the Dogs?  
Cervantes “The Dialogue of the Dogs”

F 11/30 “The Dialogue of the Dogs”

M 12/3 Imperial Spain: Failures and Accomplishments

F 12/7 EXAM 3 DUE NO LATER THAN 2:00 IN ONE OF DR.  
BILINKOFF’S MAILBOXES, IN HISTORY DEPARTMENT OFFICE, 2118A, OR  
NEXT TO HER OFFICE DOOR, 2127 MHRA. YOU MAY HAND IN THE EXAM  
EARLIER IF YOU WISH.

## GUIDELINES AND RESPONSIBILITIES

1. **Attendance Policy:** I require regular attendance for this course. We cover a lot of material and one absence could mean missing one hundred years or more of history! If you are not prepared to attend consistently, come on time, and stay until the end of the class period, please drop this course. If you miss more than 3 classes you may be dropped from the course at the sole discretion of the instructor. If you miss 3 classes in a row you will definitely be dropped. I will drop registered students who do not attend the first two classes or notify me, so that others may add in.
2. **Attentiveness Policy:** If you are not prepared to pay attention and take careful notes during class periods, please drop this course. I do not make seating assignments, but if I find that students are talking together during class or behaving in such a way that distracts me or other students I will require them to change their seats. I do not allow laptops in the classroom, except in documented cases of need. In those cases I will require students to seat themselves so as not to distract others. Cellphones and other electronic equipment must be turned off and stowed out of sight during the class period.
3. Please read the material specified for a given class period or periods before coming to class. It is essential to keep up with the syllabus. Please let me know if you lose your syllabus and I will be happy to supply you with another copy. Course syllabi are also listed on the History Department website: [www.uncg.edu/his](http://www.uncg.edu/his)
4. Please bring to class the primary source readings for that day. We will be examining the texts together in class.
5. Grades for this course will be based on three take-home exams. I will explain these assignments in greater detail after the drop/add period has ended. All assignments must be word-processed, double-spaced and spell-checked, and written in 12-point font and standard 1" margins. I require hard copies, not e-mail attachments, unless you have cleared this with me ahead of time. I expect correctness and clarity of exposition, as well as an understanding of course content. To me history and the way it is expressed are not two different things, but rather, intimately connected. I also factor in class participation when assigning grades. Participation may take various forms, including questions, comments, responses to texts and visual media, and general mental alertness and intellectual engagement with and curiosity about the material. These are all important factors in university learning. I will formulate grades according to the following rough formula: Exams, 30% each, Participation, 10%.

6. All assignments are due on the days specified in the syllabus.

**RESPONSIBILITY CLAUSE:** If you are for ANY reason unable to hand in assignments on time it is YOUR responsibility to contact me beforehand. If I am not contacted directly or by message I will not accept late assignments. See front page of syllabus for ways of contacting me.

7. If you do not think you will be able to abide by these guidelines, please drop the course so that someone else can take it. The last day to drop courses without academic penalty is Friday October 12.
8. BUT: if these guidelines seem reasonable to you, and you would like to learn about a fascinating and influential culture, improve your reading, writing, and analytical skills, and hear some great music, please stay in the course!

#### LEARNING GOALS FOR HISTORY MAJORS: THINKING IN TIME

By the time of graduation we hope that History majors are able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of times and places. [Historical Comprehension]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Research]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]

Many of these goals are meaningful for all students, regardless of major. In HIS 369 we will be concentrating on goals 1 and 2, especially with respect to primary sources. But I would ask you to consider: what are your own personal learning goals?