

HIS 369-01

SPAIN AND ITS EMPIRE IN THE GOLDEN AGE

Fall Semester 2013

MWF 1:00-1:50 PM

MHRA 2207

CONTACT INFORMATION:

Jodi Bilinkoff

MHRA 2127

Office Hours: MW 2:00-3:00 PM and by appointment

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REQUIRED READING FOR COURSE:

William D. Phillips, Jr. and Carla Rahn Phillips, *A Concise History of Spain*. Cambridge: Cambridge University Press, 2010. ISBN: 978-0-521-70721-6

Early Modern Spain: A Documentary History, ed. Jon Cowans. Philadelphia: University of Pennsylvania Press, 2003. ISBN: 978-0812218450

Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico, ed. Stuart B. Schwartz. Boston: Bedford/St. Martin, 2000.

Teresa of Avila, *Life*, trans. Kieran Kavanaugh and Otilio Rodríguez. Indianapolis, IN: Hackett, 2008. ISBN: 978-0-87220-907-7

Miguel de Cervantes, *Exemplary Stories*, trans. Lesley Lipson. New York: Oxford University Press, 1998, 2008. ISBN: 978-0199555000

These books are available for purchase at the UNCG Bookstore. Purchasing books using the internet usually results in considerable savings. The books have also been placed on reserve at Jackson Library, as have some additional items.

COURSE SYLLABUS:

- M 8/19 Introduction to Course
- W 8/21 The Land and its Earliest Inhabitants
Phillips and Phillips (P&P) 1-20
- F 8/23 Roman Hispania
P&P 22-30
- M 8/26 From Visigothic Kingdom to Moorish Conquest
P&P 30-46

I. Medieval Spain: A Brief Survey

- W 8/28 Conquest and Reconquest
P&P 47-61
- F 8/30 The World of El Cid
Excerpt from "The Poem of the Cid) (e-reserves)
- M 9/2 LABOR DAY, NO CLASS
- W 9/4 The Land of the Three Religions
P&P P&P 61-65, 72-81
- F 9/6 Convivencia and its Limits
P&P 82-101
- M 9/9 The Catholic Monarchs
P&P 101-112
- W 9/11 The Catholic Monarchs
P&P 116-133
- F 9/13 The Spanish Inquisition: Jews and Conversos
P&P 111-112, Lu Ann Homza, *The Spanish Inquisition* ix-xxxvi
(e-reserves)

M 9/16 Cases from the Spanish Inquisition
Early Modern Spain (EMS) 10-11, 20-23
Homza 50-60 (e-reserves)

II. Early Modern Spain: From Nation to Empire

W 9/18 Charles V
P&P 125-127, 139-143

F 9/20 Charles V
P&P 134-139
“Demands of the Comuneros” EMS 46-48

M 9/23 The Conquest of New Spain
Victors and Vanquished (V&V) Stuart Schwartz, Introduction, 1-28,
29-34, 40-67

W 9/25 The Conquest of New Spain
V&V 67-69, 110, 115-119, 123-126

F 9/27 The Conquest of New Spain
V&V 127-155, 156-159
EXAM 1 ASSIGNED

M 9/30 The Conquest of New Spain
V&V 182-188, 189-196, 199-213, 29-39

III. Early Modern Spain: Society and Culture

W 10/2 Women, Marriage, Honor
Luis de León, excerpts from *The Perfect Wife* EMS 117-125

F 10/4 Women, Marriage, Honor
Cervantes, “The Deceitful Marriage,” in *Exemplary Stories*
EXAM 1 DUE

M 10/7 The Spanish Inquisition: Old Christians
EMS 51-52
Homza 164-167 (e-reserves)

W 10/9 Catholicism in Spain: An Overview

- F 10/11 Teresa of Avila
Life Prologue, chaps. 1-4
 LAST DAY TO DROP CLASSES
- M 10/14 FALL BREAK, NO CLASS
- W 10/16 Teresa of Avila
Life chs. 5-9
- F 10/18 Teresa of Avila
Life chs. 11, 26, 28, 29, 32
- M 10/21 Teresa of Avila
Life chs. 33, 35, 36, 40
- W 10/23 Teresa of Avila: Dramatizing her *Life*
- F 10/25 CLASS CANCELLED
- M 10/28 Scenes from the Underworld
 Cervantes, "Rinconete and Cortadillo," in *Exemplary Stories*
 EXAM 2 ASSIGNED
- W 10/30 "Rinconete and Cortadillo"

IV. Early Modern Spain: From Apogee to Decline

- F 11/1 Philip II
 P&P 143-146
- M 11/4 Philip II
 P&P 148-152
 EXAM 2 DUE
- W 11/6 Two Naval Battles: Lepanto, 1571
 P&P 146-148
- F 11/8 Two Naval Battles: the Armada Sails for England, 1588
 P&P 150-152

- M 11/11 The Armada: Defeat and Aftermath
 “On the Causes of the Armada’s Defeat” EMS 130-132
- W 11/13 Philip III and the Dutch Revolt
 P&P 152-157
- F 11/15 Philip III, the Moriscos, and the End of Multi-Ethnic Spain
 P&P 157-160
 “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 11/18 Philip IV
 P&P 160-164
 “Catalan Grievances,” “Decree Pardoning the Catalan Rebels”
 EMS 158-160, 161-162
- W 11/20 Philip IV, Charles II, and the End of Habsburg Spain
 P&P 164-172
 EXAM 3 ASSIGNED
- F 11/22 A Society Gone to the Dogs?
 Cervantes, “The Dialogue of the Dogs,” in *Exemplary Stories*
- M 11/25 "The Dialogue of the Dogs"
- W 11/27 THANKSGIVING, NO CLASSES
 F 11/29
- M 12/2 Imperial Spain: Failures and Accomplishments
- T 12/3 READING DAY, OFFICE HOURS 11:00 AM to 1:30 PM, 2127 MHRA
- F 12/6 EXAM 3 DUE NO LATER THAN 2:00 PM IN THE PLEXIGLASS
 MAILBOX NEXT TO THE DOOR OF DR. BILINKOFF'S OFFICE, 2127 MHRA.
 YOU MAY HAND IN YOUR EXAM EARLIER IF YOU WISH.

GUIDELINES AND RESPONSIBILITIES

1. **Attendance Policy:** Regular attendance is crucial for success in 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. Please attend to your personal needs before the class begins. 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 laptop computers 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. Texting during class is extremely rude and indicates a lack of respect for one's classmates and for the instructor. If you are experiencing an emergency and need to leave open lines of communication, please tell me before class begins.
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 stored on the History Department website: www.uncg.edu/his so you can always download another copy.
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 attendance and 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 for ANY reason you are 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 the front page of the 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 11.
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?