

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

Spring Semester, 2006

Monday, Wednesday, Friday 11:00-11:50 203 Graham

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Office Hours MWF 10:00-10:45 and by appointment

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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 may be purchased in bookstores or online. They have also been placed on reserve at Jackson Library. In addition, several items have been placed on e-reserves.

Course Syllabus:

- M    1/9     Introduction to Course
- W    1/11    The Land and its Earliest Inhabitants  
             Ruiz 11-16
- F    1/13    From Roman Hispania to 711 AD
- M    1/16    MARTIN LUTHER KING HOLIDAY

I.        Medieval Spain: A Brief Survey

- W    1/18    711: Myth and Reality
- F    1/20    Conquest and Reconquest  
             John Crow Spain: The Root and Flower 78-112 (e-reserves)

- M 1/23 The World of El Cid  
Excerpt from The Poem of the Cid (e-reserves)
- W 1/25 The Land of the Three Religions  
Ruiz 93-103
- F 1/27 Convivencia and its Limits
- M 1/30 The Catholic Monarchs  
Ruiz 17-25, 171-173  
Simon Barton A History of Spain 89-102 (e-reserves)
- W 2/1 The Catholic Monarchs  
“Decree of Expulsion of the Jews” Early Modern Spain 20-23  
RESEARCH PROJECT PART 1 DUE
- F 2/3 Researching Pre-Modern Spain:  
Discussion, questions, problems, strategies

## II. Early Modern Spain: From Nation to Empire

- M 2/6 Charles V  
Ruiz 24-30, 31-33, 194-197  
Barton 102-111 (e-reserves)
- W 2/8 Charles V  
“Demands of the Comuneros” Early Modern Spain 46-48
- F 2/10 1492: Spaniards and Mexica  
Victors and Vanquished (VV) 1-28, 29-34
- M 2/13 The Conquest of New Spain  
VV 40-74, 67-69, 110
- W 2/15 The Conquest of New Spain  
VV 100-102, 115-119, 123-126
- F 2/17 The Conquest of New Spain  
VV 127-155, 156-159
- M 2/20 The Conquest of New Spain  
VV 182-188, 189-196, 199-213, 34-35  
RESEARCH PROJECT PART 2 DUE

W 2/22 Researching Pre-Modern Spain:  
Discussion, questions, problems, strategies  
TAKE-HOME MIDTERM EXAM ASSIGNED

III. Early Modern Spain: Society and Culture

F 2/24 Women, Marriage, Honor  
Luis de León The Perfect Wife (excerpts)  
Early Modern Spain 117-125

M 2/27 Women, Marriage, Honor  
Ruiz 222-227, 239-244

W 3/1 Women, Marriage, Honor  
Cervantes “The Deceitful Marriage”  
TAKE-HOME MIDTERM EXAM DUE

F 3/3 Catholicism in Spain: An Overview  
Ruiz 81-90, 148-160, 231-239

M 3/6-F 3/10 SPRING BREAK

M 3/13 Teresa of Avila  
Life Prologue, 1-4

W 3/15 Teresa of Avila  
Life chs. 5-9

F 3/17 Teresa of Avila  
Life chs. 11, 26, 28, 29, 32

M 3/20 Teresa of Avila  
Life chs. 33, 35, 36, 40

W 3/22 Race and Religion in the New World: Colonial Saints

F 3/24 Ordinary Spaniards: Peasants and Urban Dwellers  
Ruiz 39-56, 65-66, 252-256

M 3/27 Scenes from the Underworld  
Ruiz 56-59, 107-112  
Cervantes “Rinconete and Cortadillo”

W 3/29 Scenes from the Underworld  
Cervantes "Riconente and Cortadillo"  
Magdalena de San Jerónimo "Vagabond Women"  
Early Modern Spain 141-142  
RESEARCH PROJECT PART 3 DUE

F 3/31 Researching Pre-Modern Spain:  
Discussion, questions, problems, strategies

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

M 4/3 Philip II  
Barton 111-120 (e-reserves)

W 4/5 Philip II

F 4/7 Teresa of Avila on Film

M 4/10 A Tale of Two Naval Battles: Lepanto, 1571

W 4/12 A Tale of Two Naval Battles: the Armada, 1588  
Ruiz 200-205  
"On the Causes of the Armada's Defeat" Early Modern Spain 130-132

F 4/14 GOOD FRIDAY

M 4/17 Philip III and the End of Multi-Ethnic Spain  
Ruiz 30-31, 105-107, 178-182  
Barton 120-123 (e-reserves)  
A Morisco Plea;" "The Moriscos of Granada," "Decree of Expulsion of  
the Moriscos," "On the Expulsion of the Moriscos"  
Early Modern Spain 105-109, 143-144, 145-148, 149-151

W 4/19 Philip IV  
Barton 123-133 (e-reserves)

F 4/21 Philip IV, Charles II and the End of Habsburg Spain  
"Catalan Grievances," "Decree Pardoning the Catalan Rebels"  
Early Modern Spain 158-160, 161-162

M 4/24 A Society Gone to the Dogs?  
Cervantes "The Dialogue of the Dogs"

W	4/26	A Society Gone to the Dogs? Cervantes “The Dialogue of the Dogs” TAKE-HOME FINAL EXAM ASSIGNED
F	4/28	Imperial Spain: Failures and Accomplishments RESEARCH PROJECT PARTS 1-3 FINAL VERSION DUE
M	5/1	Wrap-Up and Suitably Festive Conclusion
T	5/2	NO CLASS
F	5/5	FINAL EXAM DUE NO LATER THAN 2:00 PM IN DR. BILINKOFF’S MAILBOX IN THE HISTORY DEPARTMENT OFFICE (MCIVER 221). YOU MAY HAND IN THE EXAM EARLIER IF YOU WISH.

#### GUIDELINES AND RESPONSIBILITIES

1. 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 the 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. 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)
3. Please bring to class the primary source readings for that day. We will be examining the texts together in class.
4. Please note: THIS IS A WRITING-INTENSIVE AND A RESEARCH INTENSIVE COURSE. In addition to learning about medieval and early modern Spain and interacting with primary sources from the period between 1450 and 1700 you will be developing skills that will help you to write a major research paper. Grades will therefore be based on two kinds of take-home assignments: a midterm and final exam, and a set of research exercises that you will revise, refine, and expand during

the course of the semester. I will explain these in detail after the drop/add period has ended. Assignments must be word-processed, double-spaced and spell-checked, with standard 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, videos and other 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: Midterm Exam, 30%, Final Exam, 30 %, Research Project 30% (10% for each part), Participation, 10%.

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

**RESPONSIBILITY CLAUSE:** If you are for some 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.

6. 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 the course without academic penalty is Wednesday March 15..
7. **BUT:** if these guidelines seem reasonable to you, and you would like to be introduced to a fascinating and influential culture, improve your research, analytical, and writing skills, and hear some great music, please stay in the course!