

Saint Louis University—Madrid Campus
Department of Social Sciences and Humanities
Course Syllabus. Spring 2018

Course Name and No.: HIST-3320 Early Modern History of Spain: 1469-1808

Credits: 3

Semester and Class Time: Spring 2018. Mon and Wed 16:00-17:15

Professor: Kevin Ingram (e-mail: kingram3@slu.edu)

Office hours: Monday and Wednesday from 10:00-11:00 and 12:00-14:00

Reading: Henry Kamen, *Spain 1469-1714*, third edition, and Course Reader on Blackboard

Description:

The course focuses on the socio-cultural environment of early-modern Spain, recently united politically through the marriage of Isabel of Castile and Ferdinand of Aragon and through the conquest of the Islamic kingdom of Granada. How did the Spanish monarchy and church attempt to forge a national identity on a land of diverse cultures and languages, in which three ethno-cultural groups (Christians, Jews and Muslims) coincided? How did the character and socio-religious landscape of early modern Spain change through its imperial conquests and continuous wars of religion? Topics include the Reconquest of Spain; Spanish conquest and colonization of the Indies; the Inquisition as a political police force; Reformation and Counterreformation in Spain; and Diego Velázquez and the subtle art of social protest.

Learning Objectives and Outcomes

The students will be required to meditate on the development of a modern state and its effect on society and culture. By the end of the course they will have gained an insight into the complexities of early modern society and will have acquired some of the literary and rhetorical tools necessary for the expression of these complexities in their writing. They will also be able to read historical texts carefully and analyze them critically; demonstrate an understanding of the historical factors that created and continue to shape the modern world; examine historical evidence from different perspectives; and appreciate history's interconnectedness with other disciplines.

Grading and Attendance:

Participation: Class attendance is compulsory. More than two unjustified absences will lower the final grade. Participation in class is highly encouraged, and will make up 20% of the final grade. Reading assignments must always be completed before the discussion sessions. There will be a number of quizzes to assess the students understanding of the texts; these will form part of the 20% participation grade. There will be two midterms and a final exam. The first midterm and final will be sit down exams. The second midterm will be an eight to ten-page research paper. The research paper will be developed with me through a series of drafts. The emphasis will be on a sound thesis and a clear, well organized argument. The final draft of the paper will be presented to me on the day of the final exam. The final grade will be weighted as follows:

First midterm exam:	25%
Second midterm book review:	25%

Final paper and presentation:	30%
Class participation and quizzes:	20%

Grading Scale:

92-100	A
89-91	A-
85-88	B+
82-84	B
79-81	B-
75-78	C+
72-74	C
69-71	C-
60-68	D
0-59	F

Assessment:

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

University Statement on Academic Integrity:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. Students can find the Academic Integrity Policy as the first link on this page.

Additionally, SLU-Madrid has posted its academic integrity policy online: <https://www.slu.edu/madrid/academics/student-resources/academic-advising/policies-and-procedures#43>

As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals. The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

Students shall exhibit honesty in all academic endeavours. Cheating in any form is not tolerated, nor is helping someone to cheat. Work submitted is taken as a guarantee that it is the student's own, except where properly credited to another. Violations include giving or receiving aid on an exam, report or project where otherwise prohibited, plagiarism or forgery of any record, or any deceptive act in connection with academic work. Any violation of this policy will result in an F for the pertinent academic exercise.

University Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213), and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00- 1979).

To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

Students with Special Needs:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about: • Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor. • University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to: <https://www.slu.edu/madrid/campus-life/student-services/disability-services>

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage

SLU email

Both Banner and SLU-Global accounts are linked to your slu.edu address. Please check your slu.edu account on a regular basis or have the mail from this address forwarded to a preferred account.

Dates:

Classes begin: Wednesday 10 January, 2018

Last day to drop a class and not receive a grade of "W": Sunday 21 January

First midterm: Monday 19 February

Second midterm research paper submission: Friday 4 May

Final Exam: Friday 4 May 15:30-17:30

Topics and Assignments

Week 1. Jan 8-14

- i. No Class
- ii. Course preview

Week 2. Jan 15-21

- i. Spain in the Middle Ages.
The myth and reality of the Reconquest: Reconquest/Saint James the Moor Killer/Convivencia/Alfonso X/Seven Divisions of the Law (Siete Partidas)/The Songs of the Virgin Mary/Alba Bible. The cultural and political diversity of the Medieval Spanish landscape.
What was the Reconquista? How did it determine Spanish identity?
Power-point presentation.
Reading: Blackboard Course Reader Part 1: Text 1: "The Christian Kingdom. Cross and Sword."
- ii. The Catholic Kings and the Centralization of Power
Spanish economy and politics in the fifteenth century. Who were the Catholic Kings? What changes in Spanish society and culture take place during their reign and why? /CivilWar/Centralization /Problem of the Nobility/Hermandades/ Medieval Economy/Fight for Granada/State art and propaganda: the Madonna and the Catholic Monarchs, and the Catholic Monarchs' tombs.
Reading: Blackboard Reading: Kamen, *Spain 1469-1714*: Chapter 1, pp. 1-6 and 10-40
Group Quiz

Week 3. Jan 22-28

- i. The Jews in Spain.
Why the growth of anti-Semitism in the years before 1391? What were the reasons for the Jews expulsion in 1492?
Reading: Course Reader Part I: Text 2: “Path to Expulsion: The Decline and Destruction of Spanish Jewry.” Blackboard Course Handout: “The Expulsion Order.”
Group Quiz

- ii. The Inquisition and the Converso Problem.
What was the Spanish Inquisition? Why was it established? How did it operate? What were its effects on Spanish society and culture?
Powerpoint presentation: Berruguete’s *The Inquisition presided over by Saint Dominic* and other dubious works of conformity.
Reading: Course Reader Part 1: Text 3: “The New Inquisition”; and Blackboard Text: “Inquisition Trial of Maria Gonzalez”

Week 4. Jan. 29-Feb. 4

- i. Court, Culture and the Renaissance.
Court culture/Gothic, Mudejar and Renaissance styles/San Juan de los Reyes/ Humanism/The Complutense University at Alcalá de Henares/Polyglot Bible as a Renaissance document.
What was the character of the Spanish court? Was it progressive and innovative or traditional? What were the interests of the monarchs? What are the examples of Renaissance learning in Spain? What was the conversos’ role in early reform?
Reading: Kamen, Spain 1469-1714: Ch. 1, pp. 60-64. Blackboard Handouts 3: “Court and Culture”; and Blackboard text: “The Conversos and Spanish Humanism”

- ii. 1492: Discovery and the Indies Adventure
Reading: Course Reader Part 1: Text 4: Islands and the mainland; Text 5: Seville and the Caribbean. Course Handout: “Christopher Columbus: Letter on the New World.”
Group Quiz

Week 5. Feb 5-11

- i. The Conquest of Mexico
Who were the Conquistadors? What was their character? What was the attitude of Cortes to his native allies? Why were they able to defeat the Meso-Americans with such ease? How does Bernal’s description of the native population compare to that of Columbus in his letter on the New World?

Reading: Course Reader Part 1: Text 6: “The Kingdoms of the Sun,” and Text 7: The Age of Conquest **pp. 42-60 only**. And Course Handouts: Bernal Diaz, *The Conquest of Mexico*, excerpts.

Group Quiz

- ii. Early Exploitation of the New World.
The Encomienda system/ The missionaries/ What was the indigenous population’s status? What was the Natural Slave debate? How did the Spanish state organize and control the colonies?

Reading: Course Reader Part 1: Text 7: The Age of Conquest **pp. 67-78 only**, Text 8: Ruling New World Empires 79-88; 92-106; and Sepulveda and Las Casas: Sepulveda “Just War in the Indies” and Bartolome de las Casas, “Thirty Propositions”

Group Quiz

Week 6. Feb 12-18

- i. The Rule of Charles V: Economic and Social Problems
Charles V’s character/Early reign/the comunero revolt/state government/economic problems/price revolution. What was the character of Charles V? How did his reign differ from that of the Catholic Monarchs? What changed in Spain?

Group Quiz

- ii. Erasmus and Spain
The Education of a Christian Prince was written for the young Charles of Burgundy, later Emperor Charles V and Charles I of Spain. In what ways could it be described as a humanist text? What are the social, political and religious evils of his time that Erasmus calls attention to? What is his recipe for good kingship? Does Charles V’s rule Why would they appeal to Spanish intellectuals?

Student presentation: An introduction to Erasmus and “The Education of a Christian Prince”

Reading: Henry Kamen pp. 117-21 and **Blackboard Readings:** “The Education of a Christian Prince”

Exam review and submission of two to three page research paper proposal with at least three sources—book chapters or articles.

Week 7. Feb 19-25

- i. First Midterm Exam
- ii. **Research paper proposals review**

Week 8. Feb. 26-Mar. 4

- i. The Reformation and Spain
What was the nature of the religious reform movement in Spain in the early sixteenth century? What were the religious tensions? How did they differ from those of Germany? Why didn't Protestantism take root in Spain?
Student Presentation: Who was Erasmus of Rotterdam? What were his humanist views? Why would they appeal to Spanish intellectuals?
Reading: Course Reader Part 3: Text 11: The Reformation; Text 12: Excluding the Reformation.

- ii. Lazarillo de Tormes and the Picaresque novel.
Own research: What is picaresque fiction? Why does the genre occur in early modern Spain?
What is the author's view of Spanish society? Choose one scene or part of the book and examine it against the backdrop of early modern Spanish society. What is the author criticizing? How does he express his views? Earnestly? Ironically? Give examples of his style.
Reading Course Reader Part 2: *Lazarillo de Tormes*.
Group Quiz

Week 9. Mar 5-11

- i. Society and culture in the age of Philip II
Philip II character/Government/Foreign Policy/War with the Netherlands/The Spanish Economy and effects on Society
Reading: Chapter 3, pp. 128-146; and 151-166.

- ii. The growth of Protestantism and the Catholic Reformation
What was the character of the Counter-Reformation in Spain? What tensions existed between the orthodox church, humanists, and the peasantry?
Reading: Henry Kamen, pp. 187-195; Helen Rawlings, "The Church and the People."

Week 10. Mar 12-18

- i. Documentary: Counter-Reformation Spain

- ii. The New Solomon and the Escorial
Subversive subtexts in Counter-Reformation Spain
Power-point presentation
Reading: Philip II as the New Solomon

Week 11. Mar 19-25

- i. The Moriscos as the Enemy Within
The Ottoman Problem/The Moriscos as Fifth Columnists/Alpujarra Rebellion/Resettlement/The Lead Books: an attempt at syncretism and accommodation/Maurophilia/The Expulsion of 1609
Were the Moriscos victims of prejudice? Were they secret heretics? What were the arguments for and against expulsion? Was another solution possible?
Reading: Kamen: pp. 181-187 and 232-235; Course Reader: Text 14: “The Last Books written in Arabic in al-Andalus: The Lead Books of Granada.” and the “Morisco Documents” (“A Morisco Plea (1567),” “The Moriscos of Granada (1638),” “Decree of Expulsion...(1609),” and “The Archbishop of Seville On the Expulsion...(1610)”)
Hand in draft essays (at least six pages, correctly footnoted)
- ii. Draft essay review sessions

Week 12. Mar. 26-Apr. 1

Easter Week. No Classes

Week 13. Apr 2-8

- i. Cervantes “The Dialogue of the Dogs”: protest in the age of Philip III.
Own research: Who was Miguel de Cervantes? What views does Cervantes have on his society? How does he present them? Choose one scene or incident and examine it as socio-political commentary on the author’s society. Compare the text with the arbitrista Martín Cellorigo’s attack on Spanish society.
Reading: Course Reader: “Dialogue of the Dogs.” and Martín González de Cellorigo, “The Restoration of the Republica (1600)”
Group Quiz
- ii. Guest Lecture

Week 14. Apr. 9-15

- i. The Count Duke of Olivares’ Reforms
What was the Count-Duke of Olivares trying to achieve? Why did he fail? Can we see the seeds of failure in his 1624 memorandum on Government? How does Velázquez’s art propaganda for the Olivares’ reform camp?
Reading: Kamen pp 208-232 and **236-241** and Blackboard handout: Diego Velázquez at the Court of the Count Duke of Olivares and “**The Count Duke of Olivares Instructions on Government**”
- ii. Research paper presentations and class feedback

Week 15. April 16-22

- i. Research paper presentations and class feedback
- ii. Research paper presentations and class feedback

Week 16. April 23-29

- i. Spain's people in the age of crisis.
Reading: Kamen pp 242-275
Group Quiz
- ii. Carlos II and the War of Succession
Reading: Kamen, pp. 276-295

Week 17. April 30-May 6

- i. Course Review
- ii. **No class**

Final Exam: Tuesday 8 May 15:30-17:30