

Saint Louis University—Madrid Campus
College of Social Sciences and Humanities
Course Syllabus. Fall 2017

Name and No.: HIST-3330 Modern History of Spain: 1808 to the Present.

Credits: 3

Semester and Class Time: Fall 2017, Tues and Thurs 19:00-20:15

Classroom: San Ignacio Hall (SIH) A

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

Office hours: Tuesday and Thursday 12:00-2:00 and 5:30-6:30

Course Reading:

Blackboard Texts.

Description:

The course examines the evolution of the modern Spanish state from the late eighteenth century to the present day. How did this state building process differ from that of Spain's European neighbors England and France? What were the obstacles to liberal state building? Why did the process falter and how did this determine subsequent events (the Spanish Civil War and the Franco dictatorship)? The readings and classes focus on both political and cultural history, examining liberalism, nationalism, romanticism, the modernist movement and the uniquely Spanish phenomena of flamenco and the bullfight.

Learning Objectives:

The students will be required to reflect upon the nature of national identity, its evolution and construction. They will acquire an appreciation of the enormous possibilities that the study of history offers for the understanding of the world in which they live—the dynamic of social and cultural evolution. Furthermore, they will learn or develop the skills necessary for presenting fluid, well-organized analytical essays.

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, as will the reading summaries. There will be two midterms and a final exam. The first midterm and final exams will consist of essay questions and short identifications. The second midterm will be an eight to ten-page research paper on a topic to be determined in class. This will be handed in on the day of the final exam. The final grade will be weighted as follows:

First midterm exam:	25%
Second midterm exam:	30%
Final exam:	25%
Participation:	20%

Grading Scale:

93-100	A
90-93	A-

87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	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 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

The University's Academic Integrity Statement:

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.**

All violations of academic integrity will be reported to the chair. In consultation with the professor, the chair will write a report that will then be sent to the Madrid Campus Committee for Academic Honesty.

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: Tuesday 5 September, 2017

Last day to drop a class and not receive a grade of “W”; and last day to choose audit or pass/no pass option: Sunday, 17 Sept.

First midterm: Tuesday 17 October

Final Exam: Tuesday 19 December: 19:00-21:00

Topics and Assignments

Week 1. Sept 4-10

- i. Introduction. Identity issues.
- ii. Historical Background. Power-point presentation.
Spanish history from the Middle Ages to the Enlightenment.
Reading: Blackboard Text 1 “The Making of Spain”; Text 2 “Enlightened Despotism”; Text 3 “The Enlightenment”
(What were the major problems confronting Spain in the 18th century? What was the Enlightenment? How did politics and society change as a result of it? How did it manifest itself in Spain?)

Week 2. Sept 11-17

- i. Goya and Spain in Transition. Power-point Presentation
Reading: Blackboard Text 4 “The French Explosion” Text 5 “Francisco Goya.” Supplement Text: Ferdinand VII, “Declaration on the Constitution” and Supplement Text: “Goya’s Art” (images)
(What were the effects of the Peninsular War on Spain? What does the document “Ferdinand VII, Declaration” reveal about the king? Who was Francisco Goya? What was his own position on political reform? What is his painting *Tres de mayo* about?)
- ii. The Liberal State versus the Absolutist State 1812-1843
Reading: Blackboard: Text 6 “The Search for a New Order,” and Supplement Text: “Setting up the State” pp. 9-15
(What is Liberalism? What effects did a Liberal ideology have on the government and culture of Spain? When did the Liberal state begin to evolve and why?)
Writing assignment: Write a brief summary (2-3 double spaced pages) on the evolution of Spanish political system from the Napoleonic invasion to 1837.
Personality: Juan Álvarez Mendizábal.

Week 3. Sept. 18-24

- i. The Creation of a Bourgeois Liberal State in Mid-19th Century Spain—The

Moderados 1843-1868.

Reading: Blackboard: Text 8 “The Entrenchment of the New Oligarchy,” Text 9 “The Opposition to the Established Order: Revolutionary Period up to p. 105 only. Supplement Text: “Setting up the State,” pp. 15-38 (Who were the Moderados? What were the problems they faced in creating a functioning Liberal state? How did the Moderado government attempt to achieve political centralization?)

Writing Assignment: Write a brief summary (two to three double-spaced pages) of the evolution and problems of the Spanish liberal state building from 1837-1874, distinguishing between the Moderado and Progressive political rule and assessing the reasons for the establishment of a Republic in 1873.

Personalities: General Baldomero Espartero and Isabel II of Spain

Paper topic discussion.

- ii. Romantic Spain and the Nation State. Power-point Presentation: Romanticism and state building.

Reading: Blackboard: Text 10 “The Romantic Movement,” pp. 766-770. Supplements: “Imagining the Nation, 1875-98,” pp. 45-58, and “Romantic Images”

(Why was the romantic genre of interest to liberal politicians in their attempt at state building? What is the subject matter of Antonio Gisbert’s two paintings “Fusilamiento de Torrijos” (“Torrijos killed by Firing Squad”) and “Ejecucion de los Comuneros” (“Execution of the Comuneros”) in reading supplement: “Romantic Images”? What political point does the artist wish to make, do you think?)

Events: What was the comunero revolt of 1520? Why might it be of interest to Liberal politicians of the nineteenth century for propaganda purposes?

Week 4. Sept. 25- Oct. 1

- i. The Republican experiment and Restoration Politics and its Opponents
Reading: Blackboard: Text 9 “The Opposition to the Established Order: Revolutionary Period” pp. 105-112 and Text 11, “The Opposition to the Established Order: Evolutionary Period” pp. 113-126.
(What was the nature of the Restoration political system? Why was it under attack? What is Krausism and why was it attractive to Spain’s late nineteenth century intellectuals? Who was Francisco Giner de los Rios? What were the principles of his *Instituto Libre de Enseñanza*? What were the Generation of 98 and the Regeneration Movement? How did the liberal state promote its views through architecture and planning in the capital, Madrid?)
Personalities and events: Antonio Cánovas. Krausism.
Group Quiz on the restoration readings
- ii. Constructing a Capital: creating a modern Madrid.
Power-point presentation on the creation of liberal hegemony and civic religion
(How did the liberal regime change Madrid? What was the government’s aim in reconstructing the capital?)

Reading: Supplement text: Imagining the Nation pp. 58-64, “Constructing a Capital”

Paper Topics discussion.

Week 5. Oct 2-8

- i. The Generation of 98 and Fin de Siècle Angst (power-point presentation)
Reading: Blackboard: Text 12 “Fin de Siècle Culture,” pp. 155-162, Text 13 Ortega y Gasset, “No Men or No Masses” (taken from his book *Invertebrate Spain*), and Supplement Texts: “1898 and the Making of Black Spain,” “Antonio Machado, Poetry from *Campos de Castilla*” (*The Landscape of Castile*), and “Zuloaga’s and Solana’s Castilian Landscape.”
(Examine each of these texts. What is their tone or mood? What do Ortega, Machado, Zuloaga and Solana have in common? What do they say about Spain’s intellectuals in the early 20th century?)
Group Quiz and discussion on the readings

- ii. Barcelona: Nationalism and Modernity
Powerpoint presentation on Gaudí, Miró and Dalí
Reading: Blackboard Supplement Text: “Barcelona and Modernity”
(What were the characteristics of Catalan nationalism? Why did the Catalonians believe they should be an independent country? How did the late nineteenth century art movement relate to nationalist issues? How does the mood differ from that of the Castilian writers and artists (the Generation of ’98?)
Personality: Antonio Gaudí
Group quiz and discussion

Week 6. Oct 9-15

- i. The Nation Building Process in Nineteenth Century Spain: A Summary
Reading: Blackboard: Text 14 “The Nation Building Process...”
Group Quiz and midterm exam review
- ii. **No Class**

Week 7. Oct 16-22

- i. **Midterm Exam**
Hand in three page research paper proposals. This will include a question/problem that the paper will attempt to answer/resolve, and a list of three sources.
- ii. The Economy
Reading: Blackboard: Text 15, “The Economy 1875-1914: Stagnation and Progress”
Group quiz and discussion

Week 8. Oct. 23-29

- i. Research paper proposals feedback
- ii. The Birth and evolution of Spanish Anarchism
Reading: Blackboard Text 17, “The Anarchists” and Text 18, “The Anarcho-Syndicalists”
(Who was Mikhail Bakunin? What were his socialist ideas? Why did Anarchism rather than Socialism often appeal to Spanish workers?)
Personality: Mikhail Bakunin
Group Quiz on the readings and discussion

Week 9. Oct 30-Nov. 5

- i. The Assault on Liberalism and Primo de Rivera’s Dictatorship
Reading: Blackboard Text 19, “The End of the Order and the Gentle Dictatorship”
Why was Primo de Rivera’s military coup successful? Assess his dictatorship? Why did it come to an end in 1930?
- ii. Documentary: The Second Republic

Week 10. Nov 6-12

- i. The Second Republic
Reading: Blackboard Text 20, “The Second Republic”
(What were the reasons for the Second Republic’s failure? Were they similar to the reasons for the demise of the First Republic? What responsibility did the moderate republican and socialist politicians bear for the breakdown in democracy?)
Personalities: Manuel Azaña and Gil Robles
- ii. **No Class**

Week 11. Nov 13-19

- i. Documentary: Spanish Civil War: The First Six Months
- ii. The Spanish Civil War: The First Six Months
(Why was the military uprising unsuccessful? Was Nationalist victory already apparent after the first six months, or was the result still in the balance?)
Reading: Blackboard Text 21, “The Spanish Civil War”

Week 12. Nov. 20-26

- i. Documentary: The Spanish Civil War: 1937
- ii. The Spanish Civil War Jan 1937 to March 1939

(Why did the Republic lose the war? Could it have won if it had acted differently? What advantages did Nationalist Spain have over the Republican zone? What does Picasso's Guernica commemorate? How would you interpret its message?)

Reading: Blackboard Supplements "Politics Behind the Lines: Reaction and Terror in the City of God," and "Politics Behind the Lines: Revolution and Terror in the City of the Devil."

Personality: Juan Negrín

Week 13. Nov. 27-Dec. 3

- i. The Franco Regime: Economic Stagnation and Repression. Powerpoint presentation: The Valley of the Fallen and Victory Arch.
Reading: Blackboard Text 27, "Early Francoism, 1939-1957" and Text 28, "Towards a New Moral Order"
Personality: Francisco Franco
- ii. The last years of Franco and the Emergence of Democracy
Reading: Blackboard Text 29, "The Desarrollo Years, 1955-1975"
Blackboard Text 30, "From Dictatorship to Democracy"
Hand in research paper draft, correctly footnoted.

Week 14. Dec 4-10

- i. **Research Paper reviews**
- ii. Historical Memory and other contemporary politico-cultural issues
(Debate: Does re-examination of the Franco years help Spanish society gain some kind of closure on the Civil War and the Dictatorship, or does it open old wounds? How has Spain evolved since Franco? What is the Franco legacy? From your experience in Spain, how would you assess contemporary Spanish society? What is the political party Podemos?)
Reading: Blackboard Text 32, "Socialist Spain" and Blackboard Supplements: "Amnistía and Amnesia: The Pact of Forgetting" and "Historical Memory Law."
Personalities and Issues: Felipe Gonzalez, Baltasar Garzon; *Indignados*, and *Podemos*

Week 15. Dec.11-17

- i. Review Class
- ii. No Class

Final Exam: Tuesday 19 December 19:00-21:00
Hand in final draft of essay