



# SUFFOLK UNIVERSITY

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## MADRID CAMPUS

### HST 357 M1 – HISTORY OF SPAIN I

#### **Instructor Information:**

**Instructor:** Héctor Santiago Cazull

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#### **Course Information:**

**Catalog Description:** This is a general survey course, covering the most transcendental social, cultural, economic and political developments in the history of Spain, from the Neolithic to the Early Modern Period. The broad history of the nation and its peoples will be examined, placing emphasis on three central themes: diversity within the Iberian Peninsula, the region's social, economic and geo-political structures, and the transformation of the Old Order of the ancient kingdoms into a modern state. The course material will be covered in a series of thematic blocks: the Pre-historical period, Roman Hispania, Visigothic Spain, Islamic Civilization, the Christian Reconquest, the Catholic Monarchy, Imperial Spain under the Habsburgs, and the Crisis of the Spanish Empire in the 17th century.

**Instructor's Additional Course Description:** Particular attention will be placed on historical themes and events that have contributed to the development of Spain's ethnic and cultural diversity, the coexistence of Muslim and Christian kingdoms on the Iberian Peninsula in the Middle Ages, their mutual relations during the Christian Reconquest, and the consolidation of the medieval Muslim and Christian kingdoms into the powerful Spanish Empire of the Catholic Kings (Ferdinand and Isabella) and the Habsburg Dynasty.

**Prerequisites:** None

**Credit Hours:** 4

This course follows the Federal Government's Credit Hour definition. "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111\\_Policy\\_On\\_Credits-And-Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf)

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

<b>Assignment/Activity</b>	<b>Engagement Estimate</b>	<b>Engagement Hours</b>
Primary source readings	50 pages X 8 min/page	6 hours
Secondary source readings	300 pages X 8 min/page	40 hours
Short presentation on a theme in the readings	1 presentation X 1 hour	1 hour
Meetings with instructor	2 meetings X 30 min/meeting	1 hour
Phased, research-related progress assignments	3 assignments X 2 hrs/assignment	6 hours
Research Proposal	1 X 8 hours (research and preparation)	8 hours
Research for Term Paper	4 hours/week X 12 weeks	48 hours
Presentation of Research Results	1 X 4 hours (preparation, presentation)	4 hours
Final Term Paper (writing, formatting, proofreading)	1 X 10 hours	10 hours
Analysis of historical content of films viewed	1 X 30 min./film	0.5 hours
Independent site visit and written assessment of historical site	1 hour – Visit to local historical site 5 hours – Background research and writing a 3-page site assessment report	6 hours
Walking Tour of Habsburg Madrid	1 X 1.5 hours	1.5 hours
Mid-term Exam Study	1 X 8 hours	8 hours
Final Exam Study	1 X 10 hours	10 hours
Class hours	3 hours X 15 weeks	45 hours
<b>TOTAL</b>		<b>195 HOURS</b>

**Textbook/Course Materials:**

Carr, Raymond, ed. *Spain, A History*. New York: Oxford University Press, 2001. (Required Coursebook)  
 Constable, Olivia Remie, Ed. *Medieval Iberia, Readings from Christian, Muslim and Jewish Sources* (Select readings), Philadelphia: University of Pennsylvania Press, 2012. (On reserve)  
 Cowan, Jon. *Early Modern Spain* (Select readings), Philadelphia: Univ. of Pennsylvania Press, 2003. (On reserve)  
 Elliot, J.H. *Imperial Spain, 1469-1716*. (Select readings) Penguin, 2002. (On reserve)  
 Fletcher, Richard. *Moorish Spain*. (Select readings) Phoenix, 2001. (On reserve)  
 Hacker, Diana. *A Pocket Style Manual, 6<sup>th</sup> Edition*. Boston: Bedford/St. Martin's, 2012. (On reserve)  
 Williams, Mark. *The Story of Spain-The Dramatic History of Europe's Most Fascinating Country*. (Select readings) 5<sup>th</sup> Ed. Málaga: Santana Books, 2009. (On reserve)  
*Additional short readings will be distributed in class or posted on the Blackboard page for the course.*

**Social and Intellectual History Goals and Learning Objectives:**

GOALS	OBJECTIVES	ASSESSMENTS
<p>1. Students will explain the origins and significance of cultural and historical phenomena.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to explain the causes and effects of at least one phenomenon.</li> <li>2. Students will be able to analyze the phenomenon in its cultural and historical contexts.</li> <li>3. Students will be able to evaluate the significance of the phenomenon from multiple perspectives.</li> <li>4. Students will be able to understand that historical developments result from the confluence of changing cultural and historical factors.</li> </ol>	<p>Assessment of the student's participation in class discussion</p> <p>1 short presentation on a relevant historical theme or phenomena</p> <p>Essay questions in both the Mid-term and Final exams, conceived to test the student's analysis of particular phenomena, across historical periods and contexts.</p> <p>Essay questions in both the Mid-term and Final exams, designed to test the student's ability to critically analyze specific phenomena from diverse perspectives</p>
<p>2. Students will develop the ability to read primary and secondary sources critically.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to define and distinguish among primary and secondary sources.</li> <li>2. Students will be able to comprehend and summarize the author's central ideas and themes.</li> <li>3. Students will be able to identify the author's purposes and audience.</li> <li>4. Students will be able to situate texts in their historical and cultural contexts.</li> <li>5. Students will be able to detect and discuss the values, assumptions, and biases that inform a text.</li> <li>6. Students will be able to assess the similarities and dissimilarities among related sources.</li> </ol>	<p>Class discussion of assigned readings from both primary and secondary sources</p> <p>Three unannounced spot-quizzes on the content and analysis of assigned readings</p> <p>Development of a historiographical 'Review and Discussion of Sources' section, in both the Research Proposal and the phased 12-page Research Paper.</p>
<p>3. Students will understand how ideas evolve and how they reflect and are produced by human meaning-making (including their own thoughts and actions).</p>	<ol style="list-style-type: none"> <li>1. Students will be able to identify and describe the distinguishing features of one or more schools of thought.</li> <li>2. Students will be able to explain relationships among ideas, conditions, and events.</li> <li>3. Students will be able to analyze how ideas illuminate or argue for the purpose or significance of human experience.</li> </ol>	<p>Assessment of participation in in-class discussion of texts</p> <p>Obligatory meetings with instructor</p> <p>Phased research paper</p> <p>Mid-term exam essays</p> <p>Final exam essays</p>

<b>GOALS</b>	<b>OBJECTIVES</b>	<b>ASSESSMENTS</b>
4. Students will understand how learning and experiences inside and outside the classroom are connected and interdependent.		<p>One independent visit to a relevant historical site</p> <p>Walking Tour of Madrid and Discussion of Historical Significance of City and Sites</p> <p>In-class discussion regarding familiar historic sites and how they reflect relevant themes in Spanish History</p> <p>One short written analysis of a film or film clips containing relevant historical themes, to be viewed in class</p> <p>One written assessment report on a historical site</p>

**Additional Course-Specific Goals and Learning Objectives:**

<b>GOALS</b>	<b>OBJECTIVES</b>	<b>ASSESSMENTS</b>
1. Students will learn to rigorously plan and adequately carry out research in the field of history	<ol style="list-style-type: none"> <li>1. Students will learn to choose and plan research methodologies, based on the needs of the specific historical phenomena to be researched.</li> <li>2. Students will be able to choose and justify the types of sources to be used toward research on specific themes and for specific objectives.</li> <li>3. Students will learn to search for and identify appropriate academic sources for research into different periods in the History of Spain</li> <li>4. Students will learn effective note-taking techniques for sources for historical research.</li> <li>5. Students will learn to work with and adequately document research sources</li> <li>6. Students will learn to cite and reference other author's works, and incorporate authors' ideas into their own original written work, according to accepted standards of academic honesty.</li> </ol>	<p>Assessment of student's documentation skills in:</p> <p>Various short research-related assignments</p> <p>Research Proposal</p> <p>Final Research Paper.</p>
2. Students will be able to communicate complex historical contexts, relationships and ideas effectively	<ol style="list-style-type: none"> <li>1. Students will be able to adequately summarize research objectives and results</li> <li>2. Students will be able to translate their research and analysis of a historical phenomenon, into a short series of broader conclusions</li> <li>3. Students will be able to synthesize and communicate their research and analysis of historical phenomena orally</li> </ol>	<p>Obligatory abstract or introduction, as part of the required research paper</p> <p>Obligatory conclusions section as part of the required research paper</p> <p>A 10-minute long presentation summarizing the research process and the conclusions of the research paper</p> <p>A 5-minute questions and answers session after the research presentation</p>

### **Instructor's Course Policies:**

Class activities, assignments, exams and their respective due dates are all announced in the course schedule included in this syllabus. Assignment due dates are planned with respect to course content, the due dates for other assignments and the academic calendar, so all student work must be submitted in-class on the due date, unless the instructor *explicitly* announces otherwise. Late assignments will generally be rejected by the instructor and, if accepted late (with prior justification of extraordinary circumstances), will suffer a grade reduction of one step of a letter grade for each calendar day of tardiness. Regularly-scheduled class sessions that are expected to be cancelled due to holidays or academic commitments of the instructor are announced in the course schedule, along with a planned schedule for the make-up class. Any unexpected cancellations of class sessions due to instructor illness, weather or other unexpected causes will be rescheduled if the semester schedule allows; otherwise, the instructor will assign additional readings, projects or assignments in order to make up for the student engagement hours missed as a result of the session cancellation.

### **Grading/Evaluation:**

Student performance and progress toward the course goals and learning objectives outlined above will be assessed through a combination of class-participation, short written assignments, presentations, a term paper, spot quizzes and two exams – a mid-term and a final. Grading components will be assigned the weights outlined below, but special consideration will be given to the progress shown by the student in each grade component over the course of the semester. Good grades on extra-credit opportunities will also help to compensate for weak performance in related areas.

### **Assignments/Exams/Papers/Projects:**

Most of the coursework for this class focuses on phased, objective-oriented research towards a comprehensive research paper on a topic that is to be determined in consultation with the instructor. Students are expected to carry out sufficient background exploration, toward the beginning of the semester, in order to produce a well-supported 3-4 page research proposal, describing and justifying the principal objectives of the proposed line of investigation, the questions and thesis statement that will serve as guides toward the student's work, and the types of academic sources that will be used in the research process. Once the proposal has been graded and approved by the instructor, the student will continue to perform more in-depth research toward a final paper focused on a narrow and well-grounded set of research objectives. Four short assignments, related to the research work (i.e.: a preliminary introduction to the topic and a bibliography, a preliminary set of research objectives, a review and commentary of principal sources, and a tentative outline for the final paper), and obligatory meetings with the instructor will serve to gauge the student's research work and progress toward the final paper. Before the final paper is actually due, students will prepare and give a 10-minute presentation to their fellow classmates, describing their research methodology and the results of their semester-long work toward the paper. Presentations will allow students to share their experience and acquire constructive criticism and feedback which may be useful toward their final paper. The final paper will consist of a compilation of most of the work done throughout the semester, and will include a final, revised-as-necessary version of the 3-4 page research proposal (introduction, review and commentary of sources and discussion of research objectives), plus an 8 page main body or "findings" section complying with the determined research objectives and defending the student's thesis. Detailed descriptions and requirements for each course assignment will be handed out and/or posted on blackboard, and discussed in class.

The class group will be taken on at least one guided walking tour of the historic city of Madrid or other historical area in Spain representing themes and historical phenomena related to the course, in order to better visualize and understand how historical phenomena discussed in class and in course readings played out in the urban environment and how they may still be relevant today, outside the classroom. In addition, students will perform one independent visit to a relevant historical site, building or monument

in Madrid, in order to analyze for themselves its relation to the important historical themes and/or phenomena discussed in class and its significance within the history of Spain and its authenticity, today.

Short spot quizzes, designed to gauge the students' diligence to prepare and capacity to understand the assigned readings, will be given without prior notice. These quizzes will focus on the broader, most relevant (i.e. *big*) ideas in the texts. Performance in these quizzes will be reflected in the student's 'Class participation and preparedness' grade. Each student will also prepare one short, informal presentation regarding a research question posed to him/her by the instructor beforehand, on a theme included in the readings to be discussed in the corresponding class session.

There will be two exams: a mid-term and a non-cummulative final. Both exams will include a combination of multiple-choice and essay questions.

Students' final grades will be calculated by taking into account their performance in the assignments and responsibilities explained above, as per the percentages outlined below:

Class participation and preparedness: (includes spot quizzes on readings)	10%
Research Progress Assignments:	5%
Research Proposal:	10%
Historic Site and Film Assessments:	5%
Oral presentations:	10%
Final research paper:	20%
Mid-term exam:	20%
Final exam:	20%

### **Participation/Attendance Policy:**

The SUMC Student Handbook states the following:

*Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.*

*Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.*

*Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.*

*In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.*

*In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.*

Active and uninhibited participation in class discussion is highly encouraged. As a norm, high grades for participation will be awarded to students that come prepared (having done the assigned readings) and voluntarily participate in class discussion by raising relevant questions or making insightful observations regarding the themes of study. Good to fair grades will be awarded to students that are prepared but participate only sporadically or when called upon to do so. Poor participation grades will be given to students who rarely come prepared or rarely or never participate in class discussion.

Students will be held responsible for signing an attendance sheet for every class session. Not signing the attendance sheet, even if present in class, will count as an unjustified absence.

### **Instructor's Expectations:**

Students are expected to come to class having done the assigned readings and prepared to discuss the content. Preparedness, participation and paying attention are important requirements for good performance in the class, so students are expected to display proper and respectful behaviour, avoiding any conduct that may interfere in class dynamics. Students must arrive on time and may not leave the room without first requesting permission. Arriving 10 minutes or later after the beginning of class will be counted as a half an absence in the attendance record, unless the lateness is previously announced or justified with the instructor. The use of electronic devices (computers, cell-phones, etc.) will not be allowed in class for note-taking or otherwise, unless required by the student for special needs that can be medically justified. No food or drink, other than water, will be permitted in class.

### **Midterm Review:**

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on presentations, quizzes and the midterm exam.. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

### **Disability Statement:**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at [www.suffolk.edu/disability](http://www.suffolk.edu/disability) for information on accommodations.

### **Student Resources:**

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

### **Academic Miconduct:**

[www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy](http://www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy)

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to

suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

**Academic Grievances Policy:**

[www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics](http://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics)

**Course Schedule:**

The following course schedule is orientational and is, therefore, subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. Students are expected to keep track of the actual pace of the class and prepare readings accordingly.

Session	Topic(s) to be examined*	Readings* and Assignments Due
1	Introduction to Course; Introduction to Spanish Geography and History	Williams, 8-14
2	Prehistoric Iberia: Paleolithic and Neolithic Peoples Pre-Roman Iberia: The Basques and the Iberians	Carr, 11-18 Williams, 15-27
3	Pre-Roman Iberia: The Orientalizing period – Tartessos, Celts, Celtiberians, Phoenicians and Greeks	
4	Roman Hispania: The Punic Wars & the Conquest of Hispania	Carr, 18-38 <b>Last day to choose research-paper topic with instructor</b>
5	Workshop: Finding sources for Spanish History Narrowing down your research topic	
6	Roman Hispania: Hispano-Roman Culture and Civilization	Carr, 18-38 <b>Topic description and preliminary bibliography due</b>
7	Visigoth Hispania: The birth of Christian Spain; The Visigothic legacy	Carr, 39-62 <i>Visigothic Legislation Concerning the Jews</i>
8	The Middle Ages: The Moorish Conquest of Hispania; The Emirate and Caliphate of Córdoba	Fletcher, 1-32 <i>A Muslim-Christian Treaty</i> <b>Research Objectives Due</b>
9	The Middle Ages: The Taifa States; The Almoravid and Almohad Dynasties <b>Documentary clips: <i>When the Moors Ruled Europe</i></b>	Carr, 63-89 <i>Christian Resistance in the North, ca. 718</i>
10	The Middle Ages: The Early Christian Kingdoms The motives of Christian Reconquest Debate: <i>Reconquest – A Christian Crusade?</i>	
11	The Middle Ages: <i>Convivencia</i> —Christian-Muslim Relations; The Legacy of the Christian Reconquest	Fletcher, 131-156
12	<b>MID-TERM EXAM</b>	
13	The Middle Ages: Rise of Christian Spain, 13 <sup>th</sup> -15 <sup>th</sup> C. The Consolidation of Castile-León and Aragon	Carr, 91-110 <i>The Political Dilemma of a Granadan Ruler</i>
14	The Catholic Kings: The Birth of the Spanish Empire The Spain of Ferdinand and Isabella Debate: <i>The Spain of F &amp; I – Hispania United?</i>	Carr, 110-123 Elliot, 15-44 <i>King Ferdinand, Marriage Concessions, 1469</i>
15	The Catholic Kings: The Conquest of Granada Reconquest and Conquest: Birth of an Empire	Elliot, 45-66 <b>Outline for Final Paper due</b>
16	Habsburg Spain: The Habsburg Succession <b>Film scenes: <i>Juana la Loca, Spain, 2001</i></b>	Elliot, 135-163 <i>Demands of the Comuneros, 1520</i>

<b>Session</b>	<b>Topic(s) to be examined*</b>	<b>Readings* and Assignments Due</b>
17	Habsburg Spain: The 'Universal' and 'Composite' Monarchy of Charles I The Rebellion of the <i>Comuneros</i> The Construction of the Imperial Order	<b><i>Historical Site Assessment due</i></b>
18	Walking Tour of Habsburg Madrid	
19	Habsburg Spain: Philip II's 'Hispanic' Monarchy Madrid: Capital of the Hispanic Empire	Carr, 132-142 Elliot, 212-248 <i>Baltasar Porreño, A Portrait of Philip II, 1628</i>
20	Habsburg Spain: Religion and the Habsburg State under Philip II	
21	Habsburg Spain: Spain's 'Golden Age' in Literature and the Arts	
22	Habsburg Spain: The Habsburg Kings of the 17 <sup>th</sup> C. – Philip III, Philip IV, Charles II	Carr, 143-151 <b><i>Last day for early submittal of Final Paper, for feedback (not Draft!)</i></b>
23	Habsburg Spain: Losing control—The End of the Spanish Habsburgs	Carr, 152-172
24	<b>Final Research Presentations</b>	<b><i>Research Presentations Due</i></b>
25	<b>Final Research Presentations</b>	<b><i>Research Presentations Due</i></b>
26	<b>Final Exam</b>	<b><i>Final Research Paper Due</i></b>

\* A few copies of Williams' *The Story of Spain*, Fletcher's *Moorish Spain*, Elliot's *Imperial Spain, 1469-1714*, Cowan's *Early Modern Spain* and Constable's *Medieval Iberia*, are on reserve for this course in the library. Readings labelled 'Blackboard' can be accessed via links in the Blackboard page. These readings will often be used in class for open discussion and debate.