



SUFFOLK
UNIVERSITY
MADRID CAMPUS

HST 358 M1 – HISTORY OF SPAIN II

Instructor Information:

Instructor: Héctor Santiago Cazull

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Course Information:

Catalog Description: This course will examine and explore the political, economic, and social history of Spain from 1700 to the present. Topics include: the War of Spanish Succession; the Bourbon state; the Enlightenment in Spain; the impact of the French Revolution; Spain in the Napoleonic Wars; the rise of liberalism, socialism, and anarchism; the crisis of 1898; the problems of modernization; the Spanish Civil War and the Franco régime; the transition from dictatorship to democracy; Spain's international position today.

Instructor's Additional Course Description: The broad modern and contemporary history of Spain will be examined, placing particular emphasis on the development of the modern nation-state, the transition from old-regime politics to liberalism, the recurrent conflicts between absolutist and constitutionalist ideologies, social stratification, cultural diversity, the problem of regional separatist movements, and the profound effects these themes have had on national politics, as well as the legacy they have borne upon contemporary Spanish society.

Prerequisites: None, but HST 357 is recommended.

Credit Hours: 4

This course follows the US 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

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

Assignment/Activity	Engagement Estimate	Engagement Hours
Primary source readings	50 pages X 8 min/page	6 hours
Secondary source readings	350 pages X 8 min/page	43.5 hours
Short presentations on a theme in the readings	2 presentations X 1 hour	2 hours
Meetings with instructor	2 meetings X 30 min/meeting	1 hour
Phased, research-related progress assignments	2 assignments X 2 hrs/assignment	4 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 and 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 6 hours – Research and writing a 3-page site assessment report	7 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
TOTAL		197 HOURS

Textbook/Course Materials:

Required Text (Students must acquire a Print or Ebook version of this text):

- Carr, Raymond, ed. *Spain, A History*. New York: Oxford University Press, 2001.

Additional Readings (readings on reserve, in online sources or excerpts made available via Blackboard):

- Carr, Raymond. *Modern Spain, 1875-1980*. New York: Oxford University Press, 1980.
- Cowan, Jon. *Early Modern Spain: A documentary history* (Select readings), Philadelphia: Univ. of Pennsylvania Press, 2003.
- Cowan, Jon. *Modern Spain: A documentary history* (Select readings), Philadelphia: Univ. of Pennsylvania Press, 2003.
- Encarnación, Omar G. *Spanish Politics* (Select readings), Cambridge: Polity Press, 2008. (On reserve)
- Graham, Helen and Jo Labanyi, Eds. *Spanish Cultural Studies: An Introduction*. Chapter 2 “National Identities”. New York: Oxford University Press, 2010.
- Hooper, John, *The New Spaniards*, 2nd Edition. London: Penguin Books, 2006.
- Pierson, *The History of Spain*. Westport: Greenwood Press, 1999.
- Preston, Paul. *A Concise History of the Spanish Civil War* (Select readings), London: Fontana Press, 1996. (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 Objectives:

GOALS	OBJECTIVES	ASSESSMENTS
1. Students will explain the origins and significance of cultural and historical phenomena.	<ol style="list-style-type: none"> 1. Students will be able to explain the causes and effects of at least one phenomenon. 2. Students will be able to analyze the phenomenon in its cultural and historical contexts. 3. Students will be able to evaluate the significance of the phenomenon from multiple perspectives. 4. Students will be able to understand that historical developments result from the confluence of changing cultural and historical factors. 	<p>Assessment of the student's participation in class discussion</p> <p>2 short presentations on relevant historical themes or phenomena</p> <p>Essay questions in both the Mid-term and Final exams, designed 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 particular phenomena from specific perspectives</p>
2. Students will develop the ability to read primary and secondary sources critically.	<ol style="list-style-type: none"> 1. Students will be able to define and distinguish among primary and secondary sources. 2. Students will be able to comprehend and summarize the author's central ideas and themes. 3. Students will be able to identify the author's purposes and audience. 4. Students will be able to situate texts in their historical and cultural contexts. 5. Students will be able to detect and discuss the values, assumptions, and biases that inform a text. 6. Students will be able to assess the similarities and dissimilarities among related sources. 	<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>
3. Students will understand how ideas evolve and how they reflect and are produced by human meaning-making (including their own thoughts and actions).	<ol style="list-style-type: none"> 1. Students will be able to identify and describe the distinguishing features of one or more schools of thought. 2. Students will be able to explain relationships among ideas, conditions, and events. 3. Students will be able to analyze how ideas illuminate or argue for the purpose or significance of human experience. 	<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>
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 or monument</p> <p>Written site-visit assessment report</p>

HST 358 Course-Specific Goals and Learning Objectives:

GOALS	OBJECTIVES	ASSESSMENTS
1. Students will learn to rigorously plan and adequately carry out research in the field of history	<ol style="list-style-type: none">1. Students will learn to choose and plan research methodologies, based on the needs of the specific historical phenomena to be researched.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.3. Students will learn to search for and identify appropriate academic sources for research into different periods in the History of Spain4. Students will learn effective note-taking techniques for sources for historical research.5. Students will learn to work with and adequately document research sources6. 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.	Assessment of student's documentation skills in: Various short research-related assignments Research Proposal Final Research Paper.
2. Students will be able to communicate complex historical contexts, relationships and ideas effectively	<ol style="list-style-type: none">1. Students will be able to adequately summarize research objectives and results2. Students will be able to translate their research and analysis of a historical phenomenon, into a short series of broader conclusions3. Students will be able to synthesize and communicate their research and analysis of historical phenomena orally	Obligatory abstract or introduction, as part of the required research paper Obligatory conclusions section as part of the required research paper A 10-minute long presentation summarizing the research process and the conclusions of the research paper A 5-minute questions and answers session after the research presentation

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, due dates for other assignments and the academic calendar, so all student work must be submitted 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.

Grading/Evaluation:

Student performance and progress will be assessed through a combination of factors: class-participation, short written assignments, spot quizzes, presentations, a phased research paper, two exams (mid-term and non-cumulative final), and optional extra-credit opportunities. Grading components will be assigned the weights below, but special consideration will be given to the progress shown in each component over the course of the semester. Good grades on extra-credit opportunities will help compensate for weak performance in other 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 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 which 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 on a narrow and well-grounded set of objectives. Short assignments, related to the research work (e.g.: preliminary bibliography, review of principal sources, tentative paper outline), and meetings with the instructor will gauge the student's progress toward the final paper. Before the final paper is acutally due, students will give a presentation to their fellow classmates, describing their research methodology and the results of their work. Presentations will allow students to share their experience and acquire constructive criticism and feedback which may be useful toward their final, 12 page paper. Detailed descriptions and requirements for each course assignment will be handed out and/or discussed in class.

Short spot quizzes, designed to gauge the students' diligence to prepare and capacity to understand the assigned readings, as well as the related themes previously covered in class, will be given without prior notice. These quizzes will focus on the broader, most relevant (i.e. *big*) ideas in the texts for the day and in the previous classes. Performance in these quizzes will be reflected in the student's 'Class participation and preparedness' grade. In addition to the quizzes, there will be two exams: a mid-term and a 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 following components, as per the percentages outlined below:

<i>Class participation and preparedness:</i>	10%
<i>(includes spot quizzes)</i>	
<i>Research Proposal:</i>	10%
<i>Historic Site Assessment:</i>	10%
<i>Oral presentations:</i>	10%
<i>Final research paper:</i>	20%
<i>Mid-term exam:</i>	20%
<i>Final exam:</i>	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.

Classroom policies:

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, tablets, cell-phones, etc.) will only be allowed in class in order to work with online texts, and only when requested to do so by the instructor, or if required by the student for special needs that can be medically justified. No food or drink, other than water, will be permitted in 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 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.

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.

Academic Misconduct:

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

Course Schedule:

The following course schedule is orientational and is subject to change in order to address the specific needs of the class group and other special circumstances, 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 History and Geography of Spain	<i>Spain: A History</i> , "Introduction"
2	No class – Make-up session rescheduled for 7 Feb	Perform preliminary research to choose research paper topic
3	No class – Make-up session rescheduled for 24 Apr	
4	Contextualization: The Decline of the Habsburgs The War of Spanish Succession, 1701-1714 The Bourbon Reforms of Philip V and Ferdinand VI	<i>Spain</i> , "Flow and Ebb" (sec. "Flow"); "Philip V: Decrees on Political Centralization (1707, 1716)"
5	The Enlightenment in Spain & Charles III's Reforms Film scenes: <i>Esquilache</i> (Josefina Molina, 1988)	<i>Spain</i> , "Flow and Ebb" (sec. "Flow"); "Laws of the Bourbon Monarchy" Deadline to reserve research paper topic
Class trip to the ruins at Valsaín and the Palaces of La Granja de San Ildefonso and Riofrío		
6	The Reigns of Charles IV, Ferdinand VII Spain's Revolutionary Age	<i>Spain</i> , "Flow and Ebb" (sec. "Ebb") Last day to change research paper topic
7	The War of Spanish Independence: The Reign of Joseph Bonaparte The Cortes of Cádiz	<i>Spain</i> , "Flow and Ebb" (sec. "Ebb") "Napoleon Bonaparte, Message..." "Call to Arms (1808)" <i>El País</i> excerpts (Feb. 2, 2008) Paper topic description & Preliminary Bibliography

Session	Topic(s) to be examined*	Readings* and Assignments Due
8	The 1812 Constitution and the Absolutist Restoration The "Ominous" Decade, 1823-1833	<i>Spain</i> , "Flow and Ebb" (sec. "Ebb"); "The 1812 Constitution" "Fernando VII swearing of Constitution, Mar. 10, 1820"
9	The Liberal Era I (Isabella II) – 1833-1868 The Carlist Wars The Consolidation of the Constitutional Monarchy Military Politics and the Decline of the Bourbon Dynasty	<i>Spain</i> , "Liberalism and Reaction" pt.I "The Carlist Movement (1833)"
10	The Glorious Revolution of 1868 The Democratic Sexennium	<i>Spain</i> , "Liberalism and Reaction" (pts. II and III); "Proclamation of the Rebel Generals"
11	The Bourbon Restoration and its Political System	Carr, "Revolution and Restoration" (pts III, IV, V) Discussion of Research Objectives
12	Review for Mid-term Exam	
13	MID-TERM EXAM	
	Spring Break	
14	The Cuban War and The Crisis of 1898 Regenerationism and the Generation of 1898 Spanish Society of the Late 19 th & Early 20 th C.	Carr, "Society in Transition" and "Regenerationism and the Critics of the Regime" Silvela, "Without a Pulse" Iglesias, "Our Bourgeoisie";
15	The National Crisis: Nationalist Conflict and the origins of Spanish Regionalisms Viewing of select documentary clips	Balfour and Ucelay da Cal, "National Identities" (2 articles) Research Proposal
16	Socio-political Crises of the Early 20 th C., 1898-1923 The Dictatorship of Primo de Rivera and the Decline of the Bourbaon Monarchy (again)	<i>Spain</i> , "Liberalism and Reaction" (pts. V, VI, VIII); Preston, "A Divided Society: Spain before 1930" "Manifesto of M. Primo de Rivera, 1923"
17	The Second Spanish Republic The Roots of the Spanish Civil War	Pierson, "Republic and Civil War"; "Spanish Bishops, on the Proposed Constitution"
18	The Spanish Civil War Film scenes: <i>Land and Freedom</i> (Ken Loach, 1995)	Pierson, "Republic and Civil War"; "Manuel Azaña, 'Spain has ceased to be Catholic (1931)'" Orwell, "Homage to Catalonia (1938)" (excerpt)
19	The Franco Regime: The Post-war Period: Years of Hunger, 1939-1949 Spain and the Cold War: the 1950's	<i>Spain</i> , "Spain from 1931 to Present" (sec. "The Franco Regime") "Draft Report by the Secretary of State..." "The Ambassador in Spain..."; "Statement of Policy..." Historic Site Assessment Report

Session	Topic(s) to be examined*	Readings* and Assignments Due
20	The Franco Regime, 1959-1975	Hooper, "From Hunger to Prosperity" "Law of the Fundamental Principles of the Nationalist Movement (1958); "The Abbot of Montserrat...(1963)"
21	Spain's Transition to Democracy	Hooper, "From Dictatorship to Democracy"
22	The <i>Movida Madrileña</i> : Sex, Drugs and New Wave Film scenes: <i>Laberynth of Passions</i> , <i>Dark Habits</i> (Pedro Almodóvar, 1982-1983)	"La Movida Madrileña" in Tzetskova, <i>Pop Culture in Europe</i> , pp. 37-40 (EbookCentral)
23	Democratic Spain, 1982-Present	<i>Spain</i> , "Spain from 1931 to Present" (sec. "The Transition to Democracy" and "The New Democracy") Encarnación, "Zapatero's Spain: A Second Transition?"
24	The Economic Crisis New Social Movements and Political Change, 2008-Today Reflections on Spain Today	Royo, "It's the Politics, Stupid!"
25	Student Research Presentations	Presentations
26	Student Research Presentations (M ake-up session)	Presentations
27	Wrap-up session; Review for Exam	Final Research Paper due
	FINAL EXAM	

* All reading assignments marked *Spain* are from Carr's *Spain: A History*. All other assignments are either on reserve in the library, available online via the Mildred F. Sawyer Library or through links posted onto the Blackboard page, or to be handed out in class. Required readings will often be used in class for open discussion and debate, so you should be able to access them when requested by the instructor.