

**History 42702**  
**History of Spain and Portugal**  
**Fall 2010**

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Office hours: Monday and Wednesday, 1:30-2:30 p.m., and by appointment

**COURSE DESCRIPTION:**

Does Europe end at the Pyrenees? Despite its prominent role in shaping the history of the Western world, the Iberian Peninsula often has been seen as being different from the rest of Europe, and it has remained an obscure, misunderstood region for many people. This writing-intensive survey course is designed to introduce the student to the major themes of Iberian history from Roman times to the present. Lectures, discussion of readings, and individual research constitute the standard format for the class.

Because of its timeliness, the focus of the course this semester is on “nationalism” (what we might call “regionalism”) throughout the history of the Iberian Peninsula and its legacy for modern times.

**OBJECTIVES:**

Students will demonstrate their grasp of the major political, social, and cultural trends in Iberian history from about the second century B.C. to the present. Moreover, students will gain an appreciation for regional distinctiveness that has played such an enormous role in the history of the peninsula. Finally, because this course is designated as “writing-intensive,” students will develop their writing skills in terms of clarity, content, argumentation, and form.

**GRADES:**

Grades for the course will be determined by student performance in the following assignments: Three short papers dealing with assigned readings (30% total); a midterm take-home exam (20%); a prospectus for your Semester Project (10%); a Semester Project (30%); steady attendance and constructive participation in class activities (10%).

Just to clear up any potential misunderstanding down the road, an “**Incomplete**” grade can only be assigned under a specific set of circumstances. It is NOT the same as an “extension.” The university’s criteria for assigning a grade of “Incomplete,” as found in the Office of the Registrar’s Form 60, are as follows:

1. The student’s work was interrupted by *unavoidable absence* or other causes beyond a student’s control.
2. The student is *passing the course* at the time it was interrupted.
3. The completion of the course *does not require the student to repeat the class*.
4. The incomplete grade *is not to be used as a substitute for a failing grade*.

I would add, based on my experience at Purdue, that “I” grades eventually become “F” grades in about 90% of the cases. Let’s avoid the “Evil I.”

**READINGS:** These books are available at **Von’s Bookstore**, 315 W. State St.  
Raymond Carr, ed., Spain, A History (Oxford University Press)  
Richard Fletcher, The Quest for El Cid (Oxford University Press)  
Richard Kagan, Lucrecia’s Dreams (University of California Press)  
Frances Lannon, The Spanish Civil War (Osprey Publishing)

## **STUDENT RESPONSIBILITIES AND OTHER ISSUES:**

Students are responsible for regular class attendance, keeping up with assigned readings, and completing all major course requirements. I urge you to seek help from me if you have any concerns about the course, have difficulties with the subject matter, or are unsure about your methods of preparation for exams and papers.

Although I do not take formal attendance in this course, it is extremely unwise to miss class. Over the years, I have noted a direct correlation between good class attendance and good grades. This correlation probably stems from the fact that students who come to class have a much clearer idea of what's going on in the course. Another reason to come to class on a routine basis is that a portion of your final grade depends on attendance and active classroom participation.

If some situation arises that forces you to miss an extended period of class—i.e., prolonged illness, personal or family difficulties, etc.—please report the circumstances to the Dean of Students. Doing so will facilitate your “reentry” to academic life when the time is right.

### **Class Comportment**

I always welcome questions during lectures. Don't hesitate to ask when you need further clarification or elaboration of a particular point. However, please refrain from engaging in a running dialogue with your neighbor. This behavior is disruptive and shows disrespect for the instructor, for the students seated near you, and for scholarly endeavor.

It's important to give your full attention to what's going on in class. Concentrate on the lectures, on taking good, complete notes, and on discussion. DO NOT use class time for activities extraneous to the course—i.e., to “text” friends and family, read the Purdue Exponent, finish up homework for other classes, etc.

### **Academic Integrity**

Purdue University has strict regulations that govern issues of academic honesty. (See below). Academic dishonesty—in any form—will not be tolerated in this class. A good overview of the subject can be found at <http://www.purdue.edu/odos/osrr/studentconductcode.php>. I urge you to read it.

### **Course Evaluation**

During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and your instructor. To this end, Purdue has transitioned to online course evaluations. On Monday of the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation.

## ***UNIVERSITY DISCLAIMERS TO BE INCLUDED IN SYLLABI (courtesy Purdue University)***

### **Cheating / Plagiarism:**

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

### **Disclaimer:**

In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Blackboard or can be obtained by contacting the professor via email or phone. Contact information is listed above.

## HIST 427—Course Outline

### Introduction

- Week 1. August 23-27—readings: Carr, 1-9  
“Nationalism” in modern Spain, a teaser  
Expectations, requirements, and mechanics of the course  
Physical and cultural geography of the Iberian Peninsula  
Of Spain and things Hispanic—the Prescott Paradigm and the Black Legend

### Part I. The formation of cultural identity

- Week 2. August 30-September 3—readings: Carr, 11-38  
Prehistory and early history of Iberia  
Roman Hispania and the legacy of Rome  
Weekly news update
- Week 3. September 8-10—readings: Carr, 39-62; begin reading Fletcher, The Quest for El Cid  
(No class Monday, September 6, Labor Day)  
The Visigothic mirage  
Al-Andalus: Islam in Iberia  
Weekly news update
- Week 4. September 13-17—readings: Carr, 63-89; finish The Quest for El Cid  
The beginnings of the Reconquista  
Emerging kingdoms of medieval Christian Iberia  
**Paper and discussion of The Quest for El Cid, Friday, Sept. 17**

### Part II. The Age of Empire

- Week 5. September 20-24—readings: Carr, 91-115  
The Reconquista completed  
The Reyes Católicos and the creation of modern Spain—the illusion of unity  
Weekly news update
- Week 6. September 27-October 1—readings: Carr, 116-151; begin reading Kagan, Lucrecia’s Dreams  
The Habsburg vision at home and abroad  
Weekly news update  
**Short statement (about 1 page) regarding your “text” and its significance, due Friday October 1 via email**
- Week 7. October 4-8—readings: 152-172; finish Lucrecia’s Dreams  
The Holy Office of the Inquisition  
Weekly news update  
**Paper and discussion of Lucrecia’s Dreams, Friday, Oct. 8**

Week 8. October 13-15 (no class Monday, October 11, October break)  
Decline and fragmentation in seventeenth-century Spain  
Iberia, the Enlightenment, and reform  
Weekly news update

Week 9. October 18-22—readings: Carr, 173-204  
The crisis of empire and the end of the antiguo régimen  
Weekly news update  
**Midterm exam due Friday, October 22**

### **Part III. The struggle for modernity**

Week 10. October 25-29—readings: Carr, 205-242  
The nineteenth-century search for stability  
The reemergence of regionalism  
The Spanish-American War and the Generation of '98  
Weekly news update

Week 11. November 1-5  
The twentieth century: The confrontation of values  
Primo de Rivera and the “Dictablanda”  
Weekly news update  
**Prospectus for Semester Project due Friday, November 5 (hard copy and email)**

Week 12. November 8-12—readings: Carr, 243-264; begin reading Lannon, The Spanish Civil War  
The trials and tribulations of the Second Republic  
The Spanish Civil War  
Weekly news update

Week 13. November 15-19; and November 22—readings: Carr, 264-273; finish The Spanish Civil War  
The Spanish Civil War (cont.)  
**Paper and discussion of The Spanish Civil War, Wednesday, Nov. 17**  
“Franquismo”: The career and legacy of Francisco Franco

Week 14. November 29-December 3—readings: Carr, 273-282  
The return to democracy  
Spain today  
Weekly news update

Week 15. December 6-10  
Students work independently on Semester Project

Week 16. Finals Week  
**Semester Project due Wednesday, December 15 (hard copy and email)**

## Guidelines for Semester Projects

### Due date

Your research paper is due at 5:00 p.m. on Wednesday, December 15. You may turn it in earlier, if you wish.

### Aim of the assignment

Typically, history students are asked to identify some rather hazy “topic,” narrow it in scope, invent a brilliant new “thesis,” and present their argument in fluid and compelling prose—all in one semester! Unfortunately, this type of assignment often ends in a frantic, slap-dash effort in the last two weeks (or less) of the course. In HIST 427, we’ll approach things differently, moving methodically through the various phases of the semester project, thus facilitating the production of rigorous, thoughtful scholarship.

For this research project, think of yourself as a historian employed by some public or private entity in the U.S. dedicated to preserving and explaining the history of Spain. You are part of a team that is preparing a major public exhibition, and your task is to make the artifacts and documents (i.e., the “texts”) in the collection intelligible to a general, non-academic audience. The theme of the exhibit is something on the order of “Spain in the Twenty-First Century: Diversity or Fragmentation?” (We can tweak the title of the theme as the semester progresses.)

### Components and form of the assignment

1. The first order of business is to **identify a specific “text”** having to do with some aspect of “nationalism” at a particular moment in Spanish history, which will then serve as the focus for the research process. You may construe this “text” in conventional terms (e.g., a document generated by military, civil, or ecclesiastical officials; a poem, novel, or song) or you may choose some artifact from a historical period (e.g., a Franquist or Republican logo, emblems on coats of arms, flags, soccer uniforms, and the like). If you need some examples, you can consult the collection of appropriate “texts” that I have posted on Blackboard. By no means are you limited to what I have posted, and I encourage you to identify a “text” that YOU wish to know more about. Feel free to consult with me.
2. The next phase of the assignment is to **determine what sources you need** to make sense of your “text.” Each of you will have particular challenges, of course, in figuring out the “context,” but here are some points to consider in carrying out this research. How did the “text” come into being? Who produced it, for what reasons, and why at that particular moment? What materials were used? What does the “text” tell us about Spanish or Iberian nationalism?
3. After having turned in a “prospectus” (explained elsewhere), phase three of the project is to write a **10 to 15-page technical report** that incorporates your research findings and explains in sophisticated, professional ways the provenance, the particulars, and the significance of your “text.” Remember, this report is the work of a trained historian—you—speaking to other scholars, so use the scholarly conventions in form and citation, as found in the Chicago Manual of Style. Please use footnotes, rather than endnotes.
4. Finally, the information and insights that you bring to bear in your technical report must be distilled and conveyed to the general public. The last task of the project, therefore, is to **produce a short placard (no more than 1 typewritten page)** that will accompany the “text” at the exhibit. Do not include in the placard scholarly conventions such as footnotes.

Each component of the project has a specific due date, as indicated on the syllabus. Please turn in your work in a timely manner. As always, I am available for consultation when you need guidance.