

*Spring 2025*

**HIST 395—Junior Research Seminar  
The Spanish Habsburgs (1500-1700): The Men  
and the Women who Ruled the First Global  
Empire**

**Location: BRNG 1242**

**Meeting Days: M-W-F 1:30-2:20 pm**

**Professor Silvia Z. Mitchell**

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Virtual office hours, by appointment

<https://purdue-edu.zoom.us/j/4382740154?pwd=ZkU0UXI0cHhMSlVHOEtQTkFzT2NtUT09>

Meeting ID: 438 274 0154

Passcode: 977590

**Course Description**

Within a little over a decade in the early sixteenth century (1506-1519), the man known by his imperial title, Emperor Charles V, inherited an unprecedented collection of territories from four different dynastic lines that were gradually united under the Habsburg name. The Spanish part of the family became a distinct Habsburg branch after a carefully negotiated settlement in the middle of the century. The Austrian branch retained the original Habsburg hereditary lands in central Europe and the elective office of Holy Roman Emperor, with the Spanish branch keeping the Burgundian inheritance in the Low Countries and the recently unified Iberian kingdoms of Castile with its New World territories, Aragon with its Italian and Mediterranean possessions, and Navarre. Based in the Iberian Peninsula, the Spanish Habsburgs went on to build a true global empire, which they called the Monarquía Hispánica after incorporating the Kingdom of Portugal and its global empire. At its peak, the Spanish monarchy included European territories

and sprawling colonies across Central, South, and North America, the Caribbean, the Pacific Islands, and enclaves in North Africa, the Gold Coast, the Indian subcontinent, and Southeast Asia. The Spanish Habsburgs ruled this global empire for nearly two hundred years, experiencing only moderate territorial losses and enjoying the loyalty of their culturally diverse subjects. So deeply associated were the Habsburgs with the Spanish political system that when King Carlos II—the last Habsburg ruler of Spain—died in 1700 without direct descendants, it provoked a pan-European conflict and a civil war over which dynasty would succeed them.

This course examines the strategies the Spanish Habsburgs used to build, expand, and rule their global empire from a dynastic—and thus familial and gender-balanced—perspective. In their research projects, students will identify the political and cultural contributions of all members of the dynasty, including mothers, wives, daughters, younger brothers, cousins, uncles, and aunts.

### **Required Texts:**

Anne J. Cruz and Maria Galli Stampino, eds. *Early Modern Habsburg Women: Transnational Context, Cultural Conflict, Dynastic Continuities*, (Routledge, 2013, 2015), ISBN 9781032922584

Silvia Z. Mitchell, *Queen, Mother, and Stateswoman: Mariana of Austria and the Government of Spain* (Penn State University Press, 2019), ISBN: 978-0-271-08338-4.

Additional readings in Brightspace. **NOTE that all the original unpublished material is copyrighted and cannot be used without my permission.**

### **Learning Outcomes**

- Understand the contributions of individual members of the Habsburg dynasty—women as well as men—to the formation, expansion, sustainability, and success of the Spanish Monarchy.
- Appreciate the role of the Habsburg dynasty in the advent of what is considered the “First Global Age.”
- Identify how dynastic traditions and specific geopolitical situations shaped the behavior and strategies of each generation of the dynasty.
- Understand the hierarchical relationship among members of the dynasty and between the two branches (the Germans or Austrians and the Spanish).
- Sharpen research, analytical, and writing skills through the production of a research paper grounded in the disciplinary tenets of History as a discipline.
- Produce a clean research paper based on historiography and primary sources.
- Become familiar with the process of writing a history paper, from brainstorming a topic, researching it, identifying primary sources, drafting, organizing, revising, and copyediting.

### **Assignments and Evaluation:**

Assignments for this course provide students with the opportunity to build, improve, and expand their analytical skills and historical knowledge. Assessment, therefore, has been designed to evaluate content knowledge, critical writing ability, and engagement with the material as follows:

1. **Research Paper of 12 to 15 pages.** 75 points. The final research paper will become the bulk of your grade, but you will receive grades and credit at each step of the process.

**Topic selection:** 5 points

**Bibliography:** 15 points

**Annotated Outline (to my specifications):** 5 points

**Draft (2/3 of the paper):** 10 points

**Final Paper:** 40 points

Grading criteria for each aspect of the paper will be fully discussed in class.

2. **Responses to Readings (Four):** 5 points each for a total of 20 points. To sharpen your writing skills and acquire mastery of the material, you will write responses to the readings, which will allow me to identify areas in your writing that you need to pay attention to and stimulate class discussion.
3. **Participation.** 5 to 10 points. The points will be based on the Discussion Forums that will be posted for you to complete on Brightspace, in-class contributions, and engagement in class activities.

GRADE DISTRIBUTION		Total Points	Due Dates
<b>Research Paper</b>		<b>75</b>	
Topic Selection	<b>5</b>		<b>February 28</b>
Bibliography	<b>15</b>		<b>March 7</b>
Annotated Outline	<b>5</b>		<b>March 14</b>
Draft (2/3 of the paper)	<b>10</b>		<b>March 28</b>
Final Paper	<b>40</b>		<b>May 6</b>
<b>Responses to Readings (4)</b>	<b>5</b>	<b>20</b>	<b>January 24</b> <b>January 31</b> <b>February 7</b> <b>February 21</b>
<b>Participation</b>		<b>5-10</b>	<b>Ongoing</b>
<b>Final Grade Total</b>		<b>100-105</b>	

**Grading Scale—I have a policy of NOT rounding up grades. If you get 89.7, for example, you will earn a B+. To get the A- your total number of points would have had to add up to 90 and above.**

100-98 = A+    97-93 = A    92-90 = A-    89-88 = B+    87-83 = B    82-80 = B-  
 79-78 = C+    77-73 = C    72-70 = C-    69-68 = D+    67-63 = D    62-60 = D-  
 59-0 = F

### **Attendance and Make-Up Work Policy**

Attendance is required; absences will be excused following Purdue regulations regarding grief, military service, jury duty, parenting leave, and medical excuses.

**Late work and Extensions Policy:** Extensions will be granted when circumstances outside your control prevent you from submitting an assignment. You should talk to me if that is the case, hopefully in advance (although I understand that is not always possible). Late work without any sort of communication will be penalized or, in some cases, will not be accepted. If you miss a major assignment due to illness or an emergency, it is your responsibility to contact us and make alternative plans to complete the work.

**CLASS ANNOUNCEMENTS AND LAST-MINUTE COMMUNICATIONS (IN CASE OF EMERGENCIES) WILL BE DONE THROUGH BRIGHTSPACE. ENABLE NOTIFICATIONS.**

Please, make sure you check the course website or allow notifications to be sent to you. This is the medium I will use to communicate with the class should some unforeseen circumstance comes up.

### **Academic Integrity:**

I take Academic Integrity very seriously and will not hesitate to refer students to the Deans of Students Office if necessary.

**Purdue Honor Pledge:** “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.”

Plagiarism or any sort of cheating will result in a failing grade for the entire course. Cheating can take many forms, including, but not limited to, passing someone else’s work for one’s own, copying from another student’s work during an exam, or using unauthorized material.

Any use of AI-generated content **WILL BE CONSIDERED A FORM OF PLAGIARISM IN THIS COURSE.**

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.”

### **Diversity & Inclusion**

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and

nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at:

[http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html).

### **Disclaimer:**

In the event of a major emergency, the 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 on Blackboard once the course resumes or can be obtained by contacting the professor via email.

### **Course Schedule:**

Date	Topic	Readings	Due Dates/Tasks
January 13-15-17	The Spanish Habsburgs' Monarchy: Dynastic, Cultural, and Political Configurations	Syllabus  Key Historical Figures, document (Brightspace)  Brightspace: "From Four Dynasties One"	Exploratory research on your own
Mlk Day on Jan. 20 January 22-24	Charles V's Generation: A Family Enterprise	Brightspace: Charles V  EMHW (Early Modern Habsburg Women), Chapter 1 by Joseph Patrouch  And EMHW, Chapter 6 by Félix Labrador Arroyo	Response to Reading #1 due January 24
January 27-29-31	Philip II's Generation: The Changing Face of Empire	Brightspace: Philip II  EMHW, Chapter 4 by Magdalena S. Sanchez	Response to Reading #2 due January 31
February 3-5-7	Philip III's Generation: Dynastic Marriages and the Flourishing of the Court	Brightspace: Philip III	Response to Reading #3 due February 7

		EMHW, chapter 5 by Vanessa de Cruz Medina; chapter 7 by Maria Cruz de Carlos Varona; and chapter 11 by Cordula van Wyhe	
February 10-12-14	Philip IV's Generation: Two Reigns, Two Queens, Two Favorites, Two Daughters	Brightspace: Philip IV  EMHW, chapter 3 by Alice Blythe Raviola; and chapter 10 by Laura Oliván Santaliestra;  <i>Queen, Mother, and Stateswoman</i> , Intro, Chapter 1	Individual consultations on February 14 to discuss potential topics and primary source availability
February 17-19-21 (No Class Meeting on February 21)	Mariana of Austria and Carlos II: Familial Politics as Geopolitical Issues	READINGS:  Brightspace: Mariana of Austria and Carlos II  finish <i>Queen, Mother, and Stateswoman</i>	Response to Reading # 4 February 21
February 24-26-28	Research Strategies: Topic Selection and a working bibliography, Library Workshop	Brightspace: review links and handouts	Topic Selection due February 28
March 3-5-7	Thematic Topics: Formal authority and junior members of the family: Thematic topics: the consequences of dynastic marriages	"Marriage Plots" PDF will be uploaded to Brightspace.	Bibliography due March 7
March 10-12-14	Thematic Topics: Dynastic Branding	READINGS TBA	Annotated Outline due March 14
March 17-19-21	<b>SPRING BREAK</b>		
March 24-26-28	Writing lab and strategies summarizing, paraphrasing, and quoting	No reading assignments to allow time for writing.	DRAFT due March 28

March 31- April 2-4	Writing lab and strategies: Sentence variety	No readings assignments to allow time for writing.	Individual consultations
Week of April 7-9 -11	Writing lab and strategies: editing	No readings assignments to allow time for writing.	Individual consultations
April 14-16 -18	Writing lab and strategies, topic and transitional sentences	No readings assignments to allow time for writing.	Individual consultations
April 21-23-25	Student presentations and discussion of research findings	No readings assignments to allow time for writing.	Individual consultations
April 28-30- May 2	Student presentations and discussion of research findings	No readings assignments to allow time for writing.	Individual consultations
May 6	FINAL PAPER DUE BY 11:59 ON BRIGHTSPACE		