



CIEE Alicante, Spain

Course title:	Modern and Contemporary Spanish History (1492 - Present)
Course code:	HIST 3003 ALIC
Programs offering course:	Language and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2020

Course Description

This course is designed to give students a detailed understanding of Spain's tumultuous history over the last 500 years. In order to fully understand the developments that have led up to Spain's contemporary history, one must begin by studying Spain's modern history from the rise of the Catholic Monarchs to its transformation into a first world Empire, the impact of the Peninsular War, and the rise of political strife in the 19th and early 20th centuries. The course places special emphasis on the Second Republic, the Spanish Civil War, the Franco Dictatorship, and Spain's exemplary transition to democracy. These events and others are contrasted in relation to the historic events taking place in Europe. By the end of this course, students have not only become familiar with the important events in Spain's history, but also have a clear understanding of the multiplicity of political, economic, and social factors that affect the historic process. Finally, students learn to assess history and the historic process as an integral part of Spain's past.

Learning Objectives

By completing this course, students will:

- Demonstrate historical understanding of Spanish history through the acquisition, selection, effective use, and synthesis of knowledge.
- Comprehend that the study of history is about learning how to evaluate material, how to ask significant questions, and how to make one's own informed analysis.
- Learn methodological procedures to use historical databases and documents.

Course Prerequisites

None

Methods of Instruction

Students will work with documents, conduct individual research, engage in debates, and will ask challenging questions to each other and to themselves to better understand Spain's history. Students will be doing the work of historians, rather than passively receiving the perspectives of others. Some of the methods used are listed below:

- Seminar discussions
- Multimedia projects
- Historical investigation
- Navigation through historical databases
- Lectures
- Debates
- Screening of videos and films



Assessment and Final Grade

1. Midterm Exam	15%
2. Final Exam	25%
3. Research Work	25%
4. Oral Presentation	10%
5. Assignments and Readings	20%
6. Attendance and Class Participation	5%
TOTAL	100%

Course Requirements

Midterm Exam

Final Exam

The exams will take 2 hours. Students will take the exams in no less than 1.30h. There will be a combination of tasks to complete, which include:

- 1) Theoretical questions
 - a) short questions: students will write a brief answer of 3-4 lines.
 - b) long questions: students will write a long answer of approximately 200-300 words.
- 2) A test: multiple choice questions in which students will choose 1 correct answer out of 4 (3 mistaken answers will subtract a correct one).
- 3) An aprox. 400-500 words essay about an image/map/text...etc related to the topics of the course.

Research Work

Rough draft.....	10%
References.....	5%
Final Paper.....	10%

A historical investigation is required of all students. The topic of the investigation is chosen by the student and it should deal with a historical period or event that is covered in class. The first step of the investigation process is to read widely around a chosen topic. Following this, a research question is formulated and an outline is written. The formulation of a research question is required (ie What role did ideology play in the rise to power of Franco?) for the investigation. A narrative of events will not be accepted as a valid investigation. There is ZERO tolerance with plagiarism. Under no circumstance will Wikipedia be accepted as a source. The instructor will set specific deadlines for these tasks to be met. The following are the requirements for the investigation:

- 4,000 words (one sided, Times New Roman 12 or similar, 1.5 spaced)
- Cover page
- Table of Content



- Research Question
- Analysis
- Supporting Evidence
- Bibliography (APA style required)

Oral Presentation

Ppt.....5%
 Content.....5%

Students are required to present a Power Point (or similar Format) about your Final Paper to be submitted in class throughout a 15 minute Oral Presentation.

Assignments and Readings

Attendance and Class Participation

CIEE ACADEMIC POLICIES

Papers and assignments submission

According to CIEE Alicante academic norms all assignments, paper, readings, etc. must be turned in on the due date. Late submissions of coursework/assignments during the course of the term of study are not accepted.

If an exception is granted by the Academic Director, the new deadline for the assignment will be set for the next earliest possible date for the student for reasonably submit the assignment.

Course Attendance

Regular class attendance is required throughout the program. Students must notify (via e-mail with a copy to the Resident Director or Program Coordinator) their instructor beforehand if they will miss class for any reason. Students are responsible for any materials covered in class during their absence. Students who miss class for medical reasons must inform the professor and the RD or PC and provide appropriate documentation.

For CIEE courses, excessively tardy (over 15 minutes late) students will be marked absent (student will be reminded of the policy). Attendance policies also apply to any required co-curricular class excursion or events, etc. Students who miss class for personal travel will be marked as absent and unexcused.

An absence in a CIEE course will be only considered excused if:

1. A doctor's note is provided. The UA medical center does not generally provide class absence notes. In the case a doctor's absence note is extremely necessary, students will need to go to the Vithas International Hospital to be examined.
2. A CIEE staff member verifies that the student was too ill to attend class



3. Evidence is provided of a family emergency

Persistent absenteeism (students exceeding 10% of the total course hours missed, or violations of the attendance policy in more than one class) will lead to a written warning from the RD, notification to the home school, and/or dismissal from the program in addition to reductions in class grade(s).

1. Since each CIEE Alicante course is 45 hours, 10% of the total course hours are 4.5 hours.

2. Students who miss more than 4.5 hours of class without justification will see their final grade reduced by -5%. For instance, students achieving a grade of 89.00 out of 100 points and missing more than 4.5 hours of class will see their grade reduced from 89.00 (B+) to 84.00 (B).

Students with unexcused absences exceeding 20% of the total course hours will fail the course. Written warnings and home school notifications will happen well before the absenteeism causes the student to fail the course so that the student has an opportunity for corrective actions.

Likewise, if any CIEE group organized activity/informational session (e.g. Intercultural development sessions) is scheduled during class hours, attendance to this activity or session is also mandatory for all students enrolled in courses that meet during that block of time. Not attending these CIEE group organized activities/sessions during regular class hours will result in an absence.

Plagiarism

Cheating and plagiarism in any course assignment may result in failing the course or being expelled from the program. Students are expected to adhere to the US American and norms.

Important principles:

1. Final examinations, quizzes and other tests must be done without assistance from other person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

2. The same written paper may not be submitted in more than one course.

3. Any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with the course

Add/Drop

The add/drop period last for 1 week after the start of the courses. After the end of the add/drop period, the student's registration is considered final, and no course(s) may be changed or deleted from the student's CIEE Academic Record.

Withdrawal from a course

Students are required to register in 5 courses during their studies at CIEE Alicante. Each CIEE course is worth 3 credits (45 contact hours) and each Universidad de Alicante course is worth 4 credits (60h - unless the course has more than 60h of instruction). If exceptional circumstances warrant, the student may request permission from the Center Director to withdraw from a course. However, a student participating in a semester program is not allowed to drop below 12 US semester credits.

Weekly Schedule

Week 1

Class 1.1 Introduction

Course presentation. Explanation of learning objectives and methods.

“Reflection about Spanish History”

Class 1.2 Catholic Monarchs (1474-1516)

The Inquisition. Columbus.

Week 2

Class 2.1 Colonization

The triangular trade.

Reading: *The queen, the prince, and the ideologue: Alonso Ortiz's notions of queenship at the court of the Catholic Kings* by Núria Silleras-Fernández (2016).

Class 2.2 The Transatlantic and Iberian Slave Trades

The black slave market in modern Alicante. The mestizaje.

Reading: *America's First Slave Revolt: Indians and African Slaves in Española, 1500–1534* by Erin Woodruff Stone (2013).

Week 3

Class 3.1 The Spanish Society During the Renaissance

Scientific advances made in Modern Spain.

Reading: *The Teaching of the Mathematical Disciplines in Sixteenth-Century Spain* by Victor Navarro-Brotons (2006).

Class 3.2 The Spanish Empire

The Monarchies of Carlos V and Felipe II.

Week 4

Class 4.1 The Crisis of the Empire

The Austrian Monarchs: Felipe III, Felipe IV and Carlos II

Class 4.2 The Spanish Society During the Baroque

The expulsion of moriscos.

Reading: *The expulsion of the Moriscos from Spain in 1609–1614: the destruction of an Islamic periphery* by Már Jóhnnsson (2007).

Week 5

Class 5.1 Midterm Exam

Week 6

Class 6.1 A New Monarchy: the Bourbons

The Enlightenment in Spain.

Reading: *Natural History and the Pursuit of Empire in Eighteenth-Century Spain* by Paula Susan De Vos (2007).

Class 6.2 .

Film: *Esquilache* by Josefina Molina (1988).

Final paper rough draft deadline

Week 7

Class 7.1 Political Strife in 19th Century

The War of Independence (Peninsular War).

Reading: *God and Freedom: Radical Liberalism, Republicanism, and Religion in Spain, 1808–1847* by Genis Barnosell (2012).

Class 7.2 The Rise of the Bourgeoisie and the Creation of the Class Society

The Spanish modernist city.

Reading: *A Dangerous Amazon: Agustina Zaragoza and the Spanish Revolutionary War, 1808-1814* by John Lawrence Tone (2007).

Week 8

Class 8.1 The Industrial Development and the Rise of Anarchism, Socialism, Nationalism

The independence of the colonies.

Reading: *Explaining the 'take-off' of the Catalan cotton industry* by Thomson (2005).

Class 8.2 Visit to Casa Modernista and Santuario in Novelda.

Reading: *The road to the Civil War: social conflict and mass politics in Spain 1898-1936* by F.J. Romero Salvado (1999).

Week 9

Class 9.1 The Second Republic (1931-1936)

The Constitution of 1931.

Class 9.2 The Political Reforms and the Social and Cultural Changes

The universal suffrage.

Reading: *Citizenship and Gender Equality in the Second Spanish Republic: Representations and Practices in Socialist Culture (1931–1936)* by Ana Aguado (2014).

Week 10

Class 10.1 The Spanish Civil War (1936-1939)

The Spanish society during Franco Dictatorship (1939-1975).

Reading: *Exemplary Women: The Use of Film and Censorship as a Means of Moral Indoctrination during the Franco Dictatorship in Spain* by Fátima Gil (2016).

Class 10.2 Visit to Refugio Antiaéreo Séneca in Alicante

Reading: *Everyday Struggles against Franco's Authoritarian Legacy: Pedagogical Social Movements and Democracy in Spain* by Tamar Groves (2012).

Week 11

Class 11.1 Spain's Transition to Democracy

The 1978 Constitution.

Class 11.2 The First Democratic Governments

Spanish society during the 80's.

Final paper

Week 12

Class 12.1 The 80's Industrial Decline

The globalization era in Spain. The neoliberal government of Aznar. Spanish Global Cities. The socialist government of Zapatero.

Class 12.2 Spain Today

Week 13

Class 13.1 Oral Presentations

Week 14

Class 14.1 Final Exam

Course Materials**Readings**

Aguado, A. (2014). Citizenship and Gender Equality in the Second Spanish Republic: Representations and Practices in Socialist Culture (1931–1936). *Contemporary European History*, 23(1), 95–113.

Álvarez Peláez, R. (2000). La Historia Natural en Tiempos del Emperador Carlos V. La Importancia de la Conquista del Nuevo Mundo. *Revista de Indias*, 60(218), 13–31.

Barnosell, G. (2012). God and Freedom: Radical Liberalism, Republicanism, and Religion in Spain, 1808–1847. *International Review of Social History*, 57(1), 37–59.
<http://doi.org/10.1017/S0020859011000733>

Berquist, E. (2010). Early Anti-Slavery Sentiment in the Spanish Atlantic World, 1765–1817. *Slavery & Abolition*, 31(2), 181–205. <http://doi.org/10.1080/01440391003711073>

Boyd, C. P. (2000). *Historia patria: política, historia e identidad nacional en España, 1875-1975*. Barcelona: Ediciones Pomares-Corredor.

Carr, R. (1980). *Modern Spain: 1875-1980*. Oxford: Oxford University Press.

De Vos, P. S. (2006). The Science of Spices: Empiricism and Economic Botany in the Early Spanish Empire. *Journal of World History*, 17(4), 399–427. <http://doi.org/10.1353/jwh.2006.0054>

De Vos, P. S. (2007). Natural History and the Pursuit of Empire in Eighteenth-Century Spain. *Eighteenth-Century Studies*, 40(2), 209–239. <http://doi.org/10.1353/ecs.2007.0003>

Elliot, J. H. (1990). *Imperial Spain: 1469-1716*. London: Penguin Books.

Fusi, J. P. (1982). Spain: The fragile democracy. *West European Politics*, 5(3), 222–235.
<http://doi.org/10.1080/01402388208424367>

García-Arenal, M., & Wieggers, G. (Eds.). (2014). *The expulsion of the Moriscos from Spain: a Mediterranean diaspora*. Leiden: Brill.

Gil, F. (2016). Exemplary Women: The Use of Film and Censorship as a Means of Moral Indoctrination during the Franco Dictatorship in Spain. *The Journal of Popular Culture*, 49(4), 856–874.
<http://doi.org/10.1111/jpcu.12442>

Gómez-Tabanera, J. M. (1966). *A concise history of Spain*. Madrid: Cronos.

González Cruz, D. (216AD). Contribuciones y estrategia fiscal de los Reyes Católicos en el entorno de los puertos del Río Tinto durante el proceso de gestación y de financiación del primer viaje colombino. *Historia*, 49(1), 111–132.

Green, T. (2011). Building Slavery in the Atlantic World: Atlantic Connections and the Changing Institution of Slavery in Cabo Verde, Fifteenth–Sixteenth Centuries. *Slavery & Abolition*, 32(2), 227–245. <http://doi.org/10.1080/0144039X.2011.557185>

Groves, T. (2012). Everyday Struggles against Franco's Authoritarian Legacy: Pedagogical Social Movements and Democracy in Spain. *Journal of Social History*, 46(2), 305–334. <http://doi.org/10.1093/jsh/shs094>

Gužauskyt, E. (2009). Stars of the Sky, Gems of the Earth: Place Names Related to “Planets” and Metals in Columbus's *Diario*. *Colonial Latin American Review*, 18(2), 261–282. <http://doi.org/10.1080/10609160903080238>

Hooper, J. (2006). *The new spaniards*. London: Penguin Books.

Jónsson, M. (2007). The expulsion of the Moriscos from Spain in 1609–1614: the destruction of an Islamic periphery. *Journal of Global History*, 2(2), 195. <http://doi.org/10.1017/S1740022807002252>

Kamen, H. (1985). *Inquisition and Society in Spain. The sixteenth and the seventeenth centuries*. Bloomington: Indiana University Press.

Liss, P. K. (1992). *Isabel the Queen: Life and Times*. New York: Oxford University Press.

Mangen, S. (1996). The “Europeanization” of Spanish Social Policy. *Social Policy & Administration*, 30(4), 305–323. <http://doi.org/10.1111/j.1467-9515.1996.tb00563.x>

Marín Arce, J. M. (2008). Los socialistas en el poder (1982-1996). *Historia Y Política*, 20, 43–71.

Navarro-Brotóns, V. (2006). The Teaching of the Mathematical Disciplines in Sixteenth-Century Spain*. *Science & Education*, 15(2–4), 209–233. <http://doi.org/10.1007/s11191-005-8860-6>

ROMANOS, E. (2014). Emotions, Moral Batteries and High-Risk Activism: Understanding the Emotional Practices of the Spanish Anarchists under Franco's Dictatorship. *Contemporary European History*, 23(4), 545–564. <http://doi.org/10.1017/S0960777314000319>

Romero Salvado, F. (1999). The road to the Civil War: social conflict and mass politics in Spain 1898-1936. *The Historical Journal*, 42(4).

Rosés, J. R. (2003). Why Isn't the Whole of Spain Industrialized? New Economic Geography and Early Industrialization, 1797–1910. *The Journal of Economic History*, 63(4), 995–1022.

Sánchez Martínez, A. (2010). La institucionalización de la cosmografía americana: la Casa de la Contratación de Sevilla, el Real y Supremo Consejo de Indias y la Academia de Matemáticas de Felipe II. *Revista de Indias*, 70(250), 715–748. <http://doi.org/10.3989/revindias.2010.23>

Sánchez, A. (2014). An Official Image of the World for the Hispanic Monarchy. *Nuncius*, 29(2), 389–438. <http://doi.org/10.1163/18253911-02902002>

Saz Campos, I. (2004). Fascism, fascistization and developmentalism in Franco's dictatorship. *Social History*, 29(3). <http://doi.org/10.1080/0307102042000257629>

Silleras-Fernández, N. (2016). The queen, the prince, and the ideologue: Alonso Ortiz's notions of queenship at the court of the Catholic Kings. *Anuario de Estudios Medievales*, 46(1), 393–415. <http://doi.org/10.3989/aem.2016.46.1.12>

Soyer, F. (2015). Enforcing Religious Repression in an Age of World Empires: Assessing the Global Reach of the Spanish and Portuguese Inquisitions. *History*, 100(341), 331–353. <http://doi.org/10.1111/1468-229X.12109>

Stone, E. W. (2013). America's First Slave Revolt: Indians and African Slaves in Espanola, 1500-1534. *Ethnohistory*, 60(2), 195–217. <http://doi.org/10.1215/00141801-2018927>

Thomas, H. (2004). *Rivers of Gold. The Rise of the Spanish Empire, from Columbus to Magellan*. New York: Random House.

Thomson, J. K. J. (2008). The Spanish Trade in American Cotton: Atlantic Synergies in the Age of Enlightenment. *Journal of Iberian and Latin American Economic History*, 2, 277–314.

Thomson, J. K. J. (2005). Explaining the “take-off” of the Catalan cotton industry. *Economic History Review*, 58(4), 701–735.

Tone, J. L. (2007). A Dangerous Amazon: Agustina Zaragoza and the Spanish Revolutionary War, 1808–1814. *European History Quarterly*, 37(4), 548–561. <http://doi.org/10.1177/0265691407081411>

Wing, J. T. (2012). Keeping Spain Afloat: * State Forestry and Imperial Defense in the Sixteenth Century. *Environmental History*, 17(1), 116–145. <http://doi.org/10.1093/envhis/emr123>