

**HIS 306N/EUS 306/AHC 310
Villalon**

Dr.

**INTRODUCTION TO THE HISTORY
AND CULTURE OF SPAIN**

Course Syllabus

General Information:

- (1) **Course title: Introduction to the History, Geography, and Culture of Spain**
- (2) **Semester: Fall, 2012**
- (3) **Professor: L. J. Andrew Villalon (Dr. V; Mr. V)**
- (4) **Course number(s): HIS 306N/EUS 306/AHC 310**
- (5) **Course section: Single section taught by Professor Villalon**
- (6) **Days/Time of Class Meeting: M-W-F/12:00-1 p.m.**
- (7) **Classroom: WEL 2.308**
- (8) **Office: GAR 4.120**
- (9) **Office Hours: M: 3-5 pm; W: 3-5 pm, F: by appointment only**
- (10) **Office Phone: (512) 475-8004**
- (11) **Email Address: avillalon@austin.rr.com**
- (12) **History Departmental Office: First floor of Garrison Hall (GAR) (First door on the right when coming in the building's main entrance)**
- (13) **Departmental Phone: (512) 471-3261**
- (14) **Name of professor's website on which all UT course materials appear: WIRE PALADIN**
 - (a) **URL for the Website--<http://www.webspace.webring.com/people/ca/avillalon/>**
 - (b) **URL for this course--<http://webspace.webring.com/people/ca/avillalon/c-SpanHist-index.html>**

(If you do not have the URL to my website readily available or bookmarked, you can always find it easily by typing into Google "Andrew Villalon Wire Paladin". The website should come up as the first entry on the resulting list of possible sites. You can then click through to it.)

(If you ever arrive for a meeting at the professor's office after 5 pm, the controlled access to the 4th floor requires phoning the professor's office either before or upon arrival in order to have the locked door opened.)

Course Description:

This one-semester course will explore the long history of Spain from its beginnings in the stone age through the great social and economic upheavals of the twentieth century. Beginning with an introduction to its geography and languages, we shall touch on such topics as paleolithic settlement and art, the arrival of new groups (Celts, Greeks, Phoenicians), the Roman imperium, the Visigothic domination, the Islamic conquest and Christian reconquest (*Reconquista*), medieval kingdoms and their unification, the separate way of Portugal, the birth and death of religious toleration, the rise and fall of Spain in the European state system, Hapsburg and Bourbon kings, the troubled nineteenth century and even more troubled twentieth, and finally, the emergence of one of Europe's most democratic societies. Wherever possible, the course will attempt to place Spain into the larger context of European and Mediterranean society. Basic information will be conferred primarily through lectures by the professor.

Course Goals:

- (1) To provide students with a firm understanding of the history and culture of the Iberian Peninsula, in particular, the part that we today call Spain. (There will also be some treatment of that part of Spain that maintained its independence in the unifying process and is today the nation of Portugal.)
- (2) To provide some understanding of the various types of evidence available to scholars and students when they undertake to reconstruct the Spanish past
- (3) (Hopefully) To inspire in the student a further interest in the study of Spain, its people, and its history and to encourage travel to an ancient and fascinating land

Course Webpages:

All webpages for an **Introduction to the History, Geography, and Culture of Spain** are posted on the teaching section of my website, **Wire Paladin** (see above for the URLs).

These webpages contain almost all of what the student will need in order to successfully complete this course: the course syllabus, lecture notes, study guides, most of the course readings, schedules and announcements, etc. The only important exception are the outside books that has been assigned in the course.

Like the rest of my teaching materials, the webpages for this course can be reached either by accessing the website's main index, then clicking on the chess knight entitled University of Texas Courses taught by Dr. Villalon and following the appropriate links or (alternatively), bookmarking the webpage index for this course and going there directly.

Throughout the term, the webpages may undergo occasional updating. You are responsible for periodically looking to see if anything new has been posted.

If you are reading this syllabus, you are already aware that it is posted on the course webpages. No hard copy will be distributed to the class. Your first assignment is to **READ THIS SYLLABUS CAREFULLY**.

Required Reading:

a. Class Notes

Most basic course material will be conveyed through a series of highly-developed lecture notes posted on the website. When studying these notes in preparation for each exam, the student should make careful use of the study guide. Each study guide will be carefully synchronized with the actual exam.

Principal Text: William D. Phillips, Jr. and Carla Rahn Phillips, *A Concise History of Spain* (Cambridge, 2010).

This is the latest and one of the best short histories of Spain currently available in English. It is written by two of the foremost hispanists in America, both of whom work in the medieval and early modern periods. Read in conjunction with the lectures, the text should supply the student with an adequate knowledge of Spain's ancient and medieval past.

Any student who wishes to supplement the Phillips text may have (free) access to another, now out-of-print textbook written by Stanley Payne, entitled *A History of Spain and Portugal*. Payne's work has been made available to readers through **LIBRO: The Library of Iberian Resources on Line**, a major resource for anyone working on Spanish history.

See: <http://libro.uca.edu/payne1/spainport1.htm>

Second Text: Richard Herr, *An Historical Essay on Modern Spain*.

This work focuses on modern Spain, from the establishment of the Bourbon dynasty at the beginning of the eighteenth century through the end of the dictatorship of Francisco Franco.

(The required books are available for purchase on the web through Amazon.com, Libris, Abe Books or another electronic bookstore.)

Course Topics:

- (1) Spain: A Gallop Through the Ages
- (2) Spanish Geography
- (3) The Spanish Language
- (4) Prehistoric Spain: First Spaniard
- (5) Prehistoric Spain: First Artist
- (6) Beginnings of Spanish History: Iberians, Phoenicians, Carthaginians, and Greeks
- (7) Rome vrs. Carthage: Spain and the Epic Struggle for Mediterranean Dominance
- (8) Hispania: The Roman Period
- (9) Visigothic Spain
- (10) Al Andaluz: Islamic Spain
- (11) The Reconquista as a Crusading Movement
- (12) The Road to Santiago
- (13) The Strange Case of Portugal
- (14) Late Medieval Spain, the Catholic Monarchs, and Unification
- (15) The Life and Death of Tolerance: Christians, Jews, and Moslems in Medieval Spain
- (16) Sixteenth Century: Coming of the Hapsburgs and the Spanish Imperium
- (17) Iberia Overseas: Pioneers in the Age of European Expansion
- (18) Seventeenth Century: Golden Century or Century of Decline?
- (19) Spain, the Enlightenment and the French Revolution
- (20) Nineteenth Century
- (21) The Spanish Republic and Civil War
- (22) Spain under Franco
- (23) Spain since Franco

Contacting the Professor:

There are three very reliable ways to contact this professor:

- (1) Speak with me either before or after class. If the subject requires a lengthier conversation, an appointment can be made to meet during office hours.
- (2) Come to the office during office hours..

No appointment is needed; I am almost always available in my office (or very nearby) during office hours. If you do not at first find me, try the main departmental office or at the photocopying machines on the third floor.

If, for whatever reason, I have to miss office hours (something that does not happen often), I shall try to leave a note on the door. If that occurs, let me apologize in advance.

- (3) Contact the professor through email.

I check and respond to my email several times a day and will try to reply to your message as soon as I get it.

Other means of getting in contact are much less certain. I have purposely omitted my home telephone number from this syllabus for the simple reason that I do not wish to receive student phone calls at home. And while I will answer the office phone when I am there, I do not return phone calls.

Criteria for Grading:

(1) Examinations:

The lecture notes will be the principal basis of two examinations, one in-class, the other the final. These exams may also include some questions from the readings and videos.

The examinations are entirely short answer (matching, fill-in-the-blank from a list supplied on the exam; true or false). Students who are simply willing to sit down and learn the material should not find them particularly difficult. It is the short paper (7-8 pages) that will provide an opportunity for creativity.

For each examination, a study guide will be provided to help students prepare.

The exams will be roughly comparable in length and will count equally. The final exam is not comprehensive. It will cover only the last part of the course.

(2) Paper

In addition to the exams, students will be required to write a short research paper (8-10 pages) on some aspect of Spanish history or culture.

For more information about the paper, see the section of the website entitled [Paper Instructions](#).

(3) Relative Value of Exams and Papers

The average of the examinations will count for approximately 2/3 of the grade; the paper for 1/3.

NOTE WELL: *Except in extraordinarily rare cases, all work must be completed and handed in to receive a grade other than X or F.*

Do not assume that by simply taking exams and doing well on them, you will have done enough to pass the course and will therefore not have to do a paper. This is simply not the case.!

Grading Scale:

Grades in this class are computed using + and -; in other words, A, A-, B+, B, B-, C+, C, C-, D+, D, F. (No D- will be awarded.)

Concerning the Finality of Grades:

In most cases, final grades are indeed final.

There is an obvious exception: if I have made a mistake in computing your grade. If you believe this to be the case, you should contact me or the TA immediately.

In a very few cases, I will offer a student the opportunity to get a higher grade. This will only occur in special circumstances, where the student was really on the borderline. Here, the judgment is always mine.

Instructions for Students Who Fail to Receive a Grade:

While this is usually the result of a failure to complete some part of the course work, it may also be an error on the professor's part. Under any circumstances, the student should contact the professor and/or the TA as soon as possible and arrange a meeting in order to determine what, if anything, can be done about the problem. In most cases, something can be done.

Retaining Copies of Work:

It is a good practice in any course to keep copies of everything that you have handed in. It is also a good practice to retain any work that is handed back **until you have received your (correct) final grade in the course**. Mistakes happen, especially in a large class. Items get lost and errors are made in recording grades. In such instances, the student cannot merely claim to have done the work. He/she must be able to produce it.

Attendance:

Students are expected to attend class on a regular basis.

Attendance is computed on the basis of how many times the student has signed the attendance sheet which circulates in each class.

Consequently, students who wish to have their attendance correctly recorded have two responsibilities.

(1) They must sign the attendance sheet for the class.

(2) If the professor forgets to circulate an attendance sheet (as sometimes happens), students should raise their hand and remind him. (Such an interruption will always be most welcome.)

Attendance in any course is important, but it is particularly important when that course is based heavily upon class lectures. No habitual failure to attend is acceptable, regardless of the reason. While this may seem old-fashioned, I am a firm believer that part of a student's responsibility is to attend class. Gross failure to attend will almost certainly be taken into consideration in the final grade; and I reserve the right to deny a student a grade if the attendance is poor enough.

Students should never skip a class simply because they feel unprepared. Always to come unprepared than not to come at all!! After all, you might miss something interesting or useful. Besides, there are no unannounced quizzes and I never seek to embarrass unprepared students.

Classroom Deportment:

Although I do not appreciate students who sleep, draw pictures, do work for other courses, surf the web or read their email during class time, I rarely if ever eprimand them *in class* for their sins. Such offenses against the "academic order" may lead to a private discussion between us; and, if severe enough, may be taken into consideration when I award a final grade for the course. (Remember, as a historian, I have a very long memory!!)

Talking in class is a very different matter: a chronic talker may be asked to leave the class or, in severe cases, to bring a withdrawal slip for me to sign.

Furthermore, please do not start packing up your things to leave until the class actually ends. *This class never gets out early.* (To the chagrin of some students, it has even been known upon occasion to get out late, though I honestly try to minimize such intrusions into the student's time.)

Cheating or Plagiarism:

Everybody knows what cheating is, so there is no need for a definition.

On the other hand, some of you may not be familiar with the word plagiarism. It refers to any attempt to pass off as your own work something done by somebody else. Even when only part of a paper is copied from the work of another person, this is still plagiarism. While it is perfectly acceptable to quote from another person's work, such passages must be carefully footnoted.

Both the university and I regard cheating and plagiarism as extremely serious; as a result, I would recommend that you avoid them like the plague throughout your college career and, for that matter, afterwards. Although I shall treat both cheating and plagiarism on a case-by-case basis, the offender should not expect leniency. A substantial lowering of the final grade or even expulsion from the course are the normal penalties for such offenses.

Withdrawal from the Course:

A Word to the Wise: If you find that you are not attending or doing well in the course or that the material does not interest you, you should seriously consider dropping the course and concentrating your efforts in another direction!

As far as I am concerned, a student wishing to withdraw from the course for whatever reason will be allowed to do so without penalty, even if he/she is failing the course at the time of the

withdrawal. However, I would strongly recommend to all students that once they have decided to withdraw, they should do so as soon as possible. It is always best to get this unpleasant task out of the way.

First of all, it is better to drop a “loser” and concentrate one’s energies where they will they will do the most good, i.e. in courses where one is doing well.

Secondly, in putting off the inevitable, some students wait too long and pass withdrawal dates mandated by the university, after which withdrawing may become far more complicated, if not impossible. While I am always willing to approve a withdrawal, after a certain point in time, the university may not accept it.

Course Requirements and Student Complaints:

Within any academic discipline, a teacher tries to design a course which will present a body of knowledge, while developing critical thinking and skills in research and writing. He or she then evaluates carefully each student's performance in order to arrive at a grade, which will count toward college credit. Factors which the teacher may take into consideration when defining student performance include such things as exams (either in-class or take-home), other written work (papers, book reviews, journals), and various forms of classroom participation (discussion, oral presentations, answering questions). Each teacher will determine which of these factors to employ in arriving at a grade, as well as their relative weight. The student should also be aware that classroom deportment may be taken into consideration; in other words, anyone who habitually acts in a manner which tends to disrupt the learning process may well find that fact reflected in his or her grade.

In the end, it is the student who earns the grade by demonstrating the required knowledge and performing the required work within reasonable deadlines set by the teacher. Failure on the part of a student to accomplish this may result in a failing grade and the withholding of academic credit for the course. Again, let me emphasize: grades are earned, not given or negotiated!!

On the other hand, for students who believe that they have been unfairly evaluated, the University of Texas has established a grievance procedure. Grade appeals must be made in accordance with that procedure, which mandates as its first step an attempt by the student and professor to resolve the grievance without any outside interference. At this point in the procedure, intervention by third parties such as parents, boyfriends, attorneys, department heads, administrators or other faculty members is inappropriate. If, after consultation with the faculty member, the student wishes to pursue the grievance, he or she should contact the department head. [For further information concerning the grievance procedure, see the university handbook which should be available at every college office.]

Brief Academic Biography of the Professor:

L. J. Andrew Villalon did his undergraduate work at Yale University where he earned honors in history and was elected a member of Phi Beta Kappa. He received his PhD. from Yale in 1984. After many years working at the University of Cincinnati, where he is now a professor emeritus, Villalon retired and moved to Texas where he is currently employed as a senior lecturer at the University of Texas at Austin. A specialist in late medieval and early modern European history, he has delivered numerous conference papers on such topics as Pedro “the Cruel”, Don Carlos “the unhappy prince of Spain,” San Diego de Alcala, Spanish involvement in the Hundred Years War and the battle of Najera, Sir Hugh Calveley, the political ideas of Niccolo Machiavelli, Spanish royal favorites, English military pardons, and academic editing. His articles have appeared in collections and various academic journals including the *Catholic Historical Review*, *Sixteenth Century Journal*, *Mediterranean Studies*, the *Journal of Medieval Military History*, and the *Proceedings of the Ohio Academy of History*. Currently, he is working on two book length studies, one on

the canonization of San Diego, the other on the life of Sir Hugh Calveley, an English knight and mercenary soldier in the Hundred Years War. Villalon has also co-edited with Donald J. Kagay six collections of medieval essays on violence and warfare in the Middle Ages including *The Final Argument: The Imprint of Violence on Society in Medieval and Early Modern Europe* (The Boydell Press, 1998); *The Circle of War in the Middle Ages: Essays on Medieval Military and Naval History* (The Boydell Press, 1999); *Crusaders, Condottieri, and Cannon : Medieval Warfare in Societies around the Mediterranean* (Brill, 2002); *The Hundred Years War: A Wider Focus* (Brill, 2005); *The Hundred Years War, Part II: New Vistas* (Brill, 2008) and *The Hundred Years War, Part III*: (forthcoming with Brill, 2012). At present, the pair are also collaborating on two monographs, the first concentrating on the battle of Najera (1367), the second, a study of the War of the Two Pedros (1356-1366) that preceded that battle. In addition to research in his major field, Villalon has published on automotive history and the history of World War I. He has held various grants for study in Spain, including a Fulbright; received two awards from the American Association of University Professors for defending academic freedom; and in 2001, was presented the Professional-Scholarly Activity Award for the University College at the University of Cincinnati. Villalon was the vice president of the Texas Medieval Association (TEMA) in 2007-2008 and president of that organization in 2008-2009. While serving as president, he organized TEMA's annual conference which was held that year in Austin. He is a founding member of *De re militari: The Society for Medieval Military History* and an associate editor of the *Encyclopedia of Medieval Warfare and Military Technology* put out by Oxford in 2010. (A [complete c.v.](#) is available on the website.)