

## SPANISH HISTORY

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*Number of sessions: 30*

*Length of each session: 1,45 h*

*Total length of the module: 45 hours*

### **Professor: Antoni Raja-i-Vich**

**E-mail: bcncourses@gmail.com** (It is good to send one email during the first week just to let the professor know what the student wants or needs).

At the same time, it is interesting to say in the main title the code of the subject, in this case: SH.

Ex. SH: question about something.

**Meetings:** By appointment

### **Course Description**

This course wants to give a general perspective of the Spanish History for the last 35 centuries including these civilizations that inhabited in Spain. Using the Mediterranean, Europe and Africa, this course will compare how Spain adapted to the different periods that shaped the world. Using Sociology, Anthropology, Philosophy, History, Politics, Economy and Art, this course will give a complete understanding of Spain, as well as the U.S. thanks to comparison and an interdisciplinary approach.

### **Learning Objectives**

At the end of the course, students will be able to deal with any Spanish information or situation of the last 35 centuries (but specially the last two centuries) and understand how Spain changed from being a pre-modern country to a post-modern culture (maybe faster than any other Western Country). By studying this Spanish History students will learn what the Greeks, Romans or Carthaginians, Muslims and Christians did or made. At the same time, Spanish History will be useful to understand some important changes happened in the US or some other countries that had a non traumatic evolution (with less Civil Wars, Revolutions or Dictatorships) towards the present world.

### **COURSE REQUIREMENTS**

#### **Mid Term Exam (30%)**

It will be a Multiple-choice Exam with 60 questions. Each question will have 4 possible answers of which only one will be correct. There is no penalization for mistakes, that is, in case of doubt student should answer everything, so there is not special penalty if mistake.

Example: Capital of Spain.

- a. Madrid

- b. Seville
- c. Barcelona
- d. Bilbao

There is another section in the mid-term exam that is completely different from the first. Students will receive one short article, no more than 5 pages to read in class and write a short (1 page, front and back) reflection on the contents of the given reading.

In this section of the exam students will be allowed to use class notes and other materials to write a good essay.

### **Presentation and Paper (25%)**

Students have to read some articles to pass this course, one of them is an article, specially chosen by the student, that will be used as a basis to give a presentation no longer than 15 minutes.

The presentation will consist of two deeply differentiated sections:

- a. The first part will deal with the text itself (topics, basic ideas of the author...), always trying to explain what the author wanted to express. Classmates did not read the text.
- b. The second part will deal with the reaction of the presenter of the reading, that is, ideas; opinions emerged of the reading of the article. In this section students should explain the most important ideas of the text and, at the same time, students should explain their own ideas.
- c. This last section is the most interesting, since students will open a short debate about the text in which the presenter will bring two or three questions to ask to people in class.

The paper will consist of 5-6 pages-long. The basic ideas to follow in the writing of the text are:

- a. Cover with Title of the article, author, and year if possible.  
Information about the Student: Name, last name, semester, class, name of the professor
- b. Introduction. One page. Why the student chose this reading, that is, if it is a personal interest, a possible area of study at home (College, Institution...) or if it just something that sounded interesting enough.
- c. Body of the Paper. 3 pages. In this section students will organize the basic contents of the reading as well as how was the presentation prepared and why was the presentation based only on some of the ideas depicted by the author.
- d. Conclusion. 1 page. In this last section of the paper students will explain their ideas about the text, not the ideas explained by the author. The ideas coming from one reading are always binary: firstly, academic reactions; secondly, personal opinion about the author, the writing and the contents.

### **Debate and Paper (25%)**

Students will read two texts for the debate hold in class. Never these readings are going to be longer than 50 pages, but it is good for students to read and cooperate during the debate because professor will use this cooperation to grade the section of the class called "Attendance and Participation" that represents a 10% of the final

grade. At the same time, a special participation in class could represent a special grade (like an extra credit) for those interested in obtain the best grade possible.

During the debate students will be divided into to groups in order to discuss the ideas of the texts. Each group will have one responsible for the organization and the defense of the ideas of each group. Groups will be created during the first week of class using the English System, that is, the groups will not be created in order to create a homogeneous group, in fact, will be organized in terms of number: 50% each group.

The paper about the debate will be noticeably different from that of the Presentation given the importance of the Debate itself. So, students will write a 5-6 page paper but dividing it into two great parts:

- a. Cover with Title of the articles, authors, and year if possible.  
Information about the Student: Name, last name, semester, class, name of the professor.
- b. Introduction. One page. Explain what you knew about the topic before reading the articles.
- c. Body of the Paper. 3 pages. This is the longest part of the paper and students should write the basic contents of the readings and explain the personal reaction to these readings.
- d. Conclusion. 1 page. This is one of the most important parts of this paper. Students have to describe their own opinion about the readings and what they want to defend during the debate.

### **Final Exam (20%)**

This Exam will consist of 5 questions to pick up one of them in order to write a short essay of 1 page (front and back). The question will have one title and four ideas to follow to write the argument of the answer.

Example: The Spanish Economy

- a. How the Spanish Government modernized the Spanish Economy?
- b. How this modernization affected to the Spanish Family
- c. Now, the Spanish Economy is based on...
- d. Conclusion

There is a second part in the Final Exam that consists of only one question that is mandatory. This question is based on one reading that students need to do during the course if they want to pass the subject. This question is not about specific information of the reading but about an interpretative perspective of the question using all the materials that students may have (class notes, other readings...). Hence, students will write a short essay (1 page) about the text given and they will argument they stand for some ideas and not for some others.

### ***Attendance and participation***

Students should come to class fully prepared to participate and to cooperate with the professor in order to create a seminar style ambient in class.

### **ADDITIONAL INFORMATION**

PAPERS

**All the papers have to be handed-in in a printed format.**

**No papers accepted via email**

Hand in the paper one day late means of 10% less in the final grade; two days late 20%, and so on.

Font: Times New Roman

Size: 12

Stapled

Bibliography at the end

There is an office to print paper at “La Casa de Convalescència” that is opened from 1 pm to 3 pm.

**Foot notes:** SURNAME, Name, *title*, Place: Publisher, year.

Example: SMITH, John, *A book about nothing*, NY: Mr. Publisher, 2000

### **Mandatory readings**

BARAHONA DE BRITO. POLITICAL LIBERALISATION AND TRANSITION TO DEMOCRACY. LESSONS FROM THE MEDITERRANEAN AND BEYOND (43)

### **EXAM**

Students who cheat in exams will be expelled and penalized for such a behavior. They will loss the grade in that exam and they will have to write an extra paper to pass the course.

Students have to answer the questions of both, multiple choice and final exam, using a blue or black pen, never a pencil or a red pen. Exams written in red pen or pencil will not be graded.

With regard to the final exam and the essay in the mid term, students need to use a clear handwriting. Difficult exams to read (because of the handwriting) will not be graded.

### **GROUND RULES**

Food is not allowed in class.

Alcoholic drinks are not allowed in class.

There will be a break of 10 minutes.

If one student needs to leave class before time, this student has to say it to the professor.

Students will not leave the classroom during the session.

Students are not allowed to use any type of MP3, Ipod or similar.

# Outline

## 1<sup>st</sup> week ()

Introduction and course organization

## 2<sup>nd</sup> week ()

When Spain was not Spain, 2000 BCE -218 CE

These sessions are devoted to the study of the first civilizations that arrived to the Spanish coast and the peoples they found in Iberia/Hispania. Civilizations studied: Celts, Iberians, Greeks, Phoenicians and Carthaginians.

## 3<sup>rd</sup> week ()

Visits to Barcelona

Visit and class about Barcelona and its History. Students will have the first overview of the Spanish History using different neighbourhoods to follow some important fact in the Spanish Past.

## 4<sup>th</sup> week ()

The Spain of the Three Cultures, 218 BCE-1492 CE

Week devoted to the study of the Roman Presence in Hispania and the following German migration and occupation of the Country. The second session is devoted to Medieval Times and how the Spanish Territory was divided in terms of religion –Jews, Christians and Muslims- and politics: Aragon-Catalonia, Castile-Leon, Galicia-Portugal and Navarre.

## 5<sup>th</sup> week ()

When Spain Failed to Be Spain, 1492-1898

Between Empire and Nation State

**Movie:** Alatraste

This week is devoted to the expansion of the Castilian Crown around the world and the decline of the Spanish Empire. In fact, the second session will deal with the tension between Empire and the emerging Nation-State in Europe and how it was impossible to have a successful Nation-Building in Spain.

## 6<sup>th</sup> week ()

The Spanish Collapse, 1898-1931

The Awakening of Catalonia, 1898-1939

Modernizing Spain from Catalonia

Socialism, Communism and Anarchism, 1898-1939

Modernizing Spain using Revolutions

The sixth week will be devoted to the Spanish Crises and the Western Crisis of Modernization. In these sessions students will study how Spain

collapsed after the defeat of Cuba and how it was impossible to find a common ground to build a solid Government.

### **7<sup>th</sup> week ()**

Review session - Mid Term Exam

### **8<sup>th</sup> week ()**

Presentations

### **9<sup>th</sup> week ()**

Presentations

### **10<sup>th</sup> week ()**

Between Modernization and Reaction. 1931-9  
Francisco Franco, 1939-75

**Movie:** Land and Freedom, Ken Loach

This week is devoted to the study of two projects of Modernization for Spain, that of the Progressive Sectors and that of the Conservative Bloc. Both fought in Elections and War and tried to change, or bring back, Spain where they thought it was better.

### **11<sup>th</sup> week ()**

The Spanish Transition, 1975-82

**Movie:** Hable con ella

These two sessions will be devoted to the study of what is now called "Transition Studies" and by studying the Spanish Case and will compare it to the Soviet and Chinese Transitions.

### **12<sup>th</sup> week () Hand-in Papers**

Democracy, 1982-today

**Movie:** El Lobo

During these four sessions student will focus their attentions on the last twenty some years and how Spain built a more or less stable democracy.

### **13<sup>th</sup> week ()**

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### **14<sup>th</sup> week ()**

Final Exam

**Movie:** Los lunes al sol