

SPAN/HIS335E – Historical & Cultural Ties between Spain & the USA

Dan Manuel Serradilla Avery

Office: Bldg 25 (CUI)

Email: dmserave@acu.upo.es

Office Hours: by appointment

Course Information:

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T/Th 13:30-14:50

Course Description

In this course, students will be offered an overview of the history of relations between Spain and the United States – beginning in the 15th century up to the present day. Specifically, students will learn about the following events, presented in chronological order: (i) the Spanish colonization process in the Americas, what today the Southeastern and Southwestern United States; (ii) Spain's role in the U.S. War of Independence and the surviving Hispanic legacy in the U.S. nowadays; (iii) the 1898 Spanish-American War; and (iv) U.S. relations with Franco and democratic Spain.

Course Goals and Methodology

This course aims to make students aware of Spain's relevant involvement in the formation and development of the early days of the United States, as well as the U.S. increasing influence in Spain's foreign policy in the 20th century. In particular, students will be expected to attain the following course goals:

1. Students will learn about the formation of Spain's imperial consciousness in the late 15th century and its implications in the "discovery" and exploration of the North American continent in the 16th century.
2. Students will know about the exploration, conquest, rule over the territories that today include Florida, Alabama, Arkansas, New Mexico, Texas, Arizona, Louisiana, California, etc.
3. Students will be able to understand the central role that Spain played in the Independence of the United States and identify the most significant areas of Spanish heritage throughout the country, including the duality of both Spanish and Mexican heritage.
4. Students will critically review the causes and consequences of the 1898 Spanish-American War for both Spain and the U.S., focusing on its lasting, unresolved controversy.
5. Students will find out the ways in which the U.S. have conditioned Spain's foreign policy in Franco's era and in modern, democratic times.

Students will be expected to come prepared to class, reading the daily assignment from the book. In class, the instructor will use audiovisual materials (slides, films, music) to supplement the information presented in the readings. Every session will be structured around class discussion, focusing on the readings assigned and the audiovisual material presented.



Learning Objectives

By the end of the term, and in consonance with the course goals listed above, students will be able to:

1. Deliver a comprehensive account and critical analysis of Spain's motivations and objectives for wanting to colonize the North American continent in the 16th century.
2. Discuss the implications for both the Spanish conquistadores and the native population of the processes of evangelization, exploitation, contention and rebellion in Florida and New Mexico.
3. Debate about the implications for both the Spanish conquistadores and the native population of the processes of evangelization, expansion, trade and stagnation in Texas, Arizona, Louisiana and California.
4. Report on Spain's fundamental contribution to the independence of the United States and the most salient instances of Hispanic legacy throughout the country.
5. Determine the causes and consequences of the 1898 Spanish-American War for both Spain and the U.S., and discuss why this event remains so polemic.
6. Evaluate the extent to which the U.S. have influenced Spain's foreign policy in Franco's era and in modern, democratic times.

Required Reading

- Weber, David J. *The Spanish Frontier in North America. The Brief Edition*". (2009)
- Cowans, Jon (ed.), *Early Modern Spain: A Documentary History*. (2003)*
- Cowans, Jon (ed.), *Modern Spain: A Documentary History*. (2003)*

Further Reading

- Balfour, Sebastian. *The end of the Spanish Empire: 1898-1923*. (1997)
- Chavez, T. E. *Spain and the Independence of the United States: An Intrinsic Gift*. (200)
- Chipman, Donald E. & Joseph, Harriett Denise. *Spanish Texas: 1519-1821*. (2010)
- Kessell, John. *Spain in the Southwest*. University of Oklahoma Press, 2002.

Online material

The effort has been made to provide the student with quick and easy access to some material, assignments, and study guides via the internet (such as dropbox). For example, all pictures used in class will be available for your viewing online. It is important that the student reviews these pictures, as they will be part of the examination.

To access the material just click on the link sent to you by your professor within the first week of classes.



It is the student's responsibility to check the online material on a regular basis, since many assignments will be posted on-line and will not be announced in class. Also, the student is responsible to make sure that they can access this platform.

General Course Policies

Please keep your mobile devices turned off during class. The usage of mobile devices during class time will result on an automatic absence. (See absence policy below).

Personal computers (or tablets) can be used in class for note-taking; however, the misuse of this device will result in losing this privilege. Strictly no food to be consumed in class.

Course Requirements and Grading

Participation is very important, and each student is expected to contribute enthusiastically to discussions and to be courteous while in class. Furthermore the student is expected to come prepared to class. Unless otherwise stated, **all assignments must be typed according to the guidelines given and must be submitted at the beginning of each class. No late assignments will be graded**, unless it is accompanied by an excused absence (usually medical).

Class Participation	10%
Quizzes (I & II)	20%
Exams (Mid & Final)	20+30%
Final Presentation/paper	20%

Class Participation: The whole course is structured around class discussion based on readings, teacher instruction and debates. Previous reflection on assigned readings is crucial for success in this course since students will be asked in class about specific and general aspects of the material read. In fact, lively discussions will be encouraged at all times. Class participation will therefore be graded in accordance to both the students' previous readings and reflection about the assigned texts, manifested in the relevance of their contributions to discussion.

Group Presentations & Paper: In the last few weeks of the semester group of students will present to the class a topic chosen from a list provided by the instructor. This is a group effort, and it will be graded as such. However, each student will also submit their own, individually prepared essay. Further information will be provided in due course.

Quizzes: There will be two unannounced quizzes throughout the semester; one prior to the midterm and the other before the final. These quizzes will have a series of short answer questions, which may also appear in the exams.

Mid-Term Exam: This test is aimed at evaluating the students' knowledge of the different topics covered until then with a focus on detail. It will hinge around the information from the readings and the material presented and discussed in class. The exams will have a combination of short answer questions, and a short essay.



Final Exam: This test will measure the students' ability to critically react to the material covered in class, with a focus on establishing thematic links among topics. And just like the midterm, it will have a combination of short and essay questions.

Attendance and Punctuality

Attendance is mandatory. More than 3 unexcused absences will result in the lowering of the final grade. Punctuality is required – lateness will be penalised by 0.5 (over 15mins) or 1 absence (over 30mins). If a student misses a class for medical reasons, s/he must show the doctor's note to the instructor upon return to class in order to excuse that absence.

Academic Dishonesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).

Students with Disabilities

If you have a disability that requires special academic accommodation, please speak to your professor within the first three (3) weeks of the semester in order to discuss any adjustments. It is the student's responsibility to provide the International Center with documentation confirming the disability and the accommodations required (if you have provided this to your study abroad organization, they have most likely informed the International Center already but please confirm).

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Course Schedule

Block I – Introduction & US History

Session 1 – Introduction: presentation of the course and review of syllabus

Session 2 – Brief introduction to US history – part I (colonial era to 1789)

Session 3 – Brief introduction to US history – part II (1789 to 1865)

Session 4 – Brief introduction to US history – part III (1865 to 1945)

Session 5 – US since 1945

Block II – Spanish History

Session 6 – Brief introduction to Spanish history – part I (Antiquity & Early Middle Ages)

Session 7 – Brief introduction to Spanish history – part II (1250-1492)

Session 8 – Brief introduction to Spanish history– part III (1492-1701)



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Session 9 – Brief introduction to Spanish history – part IV (1701-1808)

Session 10 – Brief introduction to Spanish history – part IV

(1808-1939)

Session 11 – Spain since 1939

Session 12 – *Midterm Exam (Mar 13th)*

Block III – 1492 & the birth of the Spanish Empire under the Hapsburgs

Session 13 – 1492 Columbus sails the Ocean Blue

Session 14 – Conquest and Exploration: Florida & the American Caribbean

Session 15 – Texas, the American SW and the Pacific

Block IV – The Bourbons and the birth the American Revolution

Session 16 – The Thirteen Colonies and its European Allies

Session 17 – Carlos III and the Americans

Session 18 – Spain-US relations up to the French Revolution

Block V – The end of the Spanish Empire & the birth of the US Empire

Session 19 – The Mexican-American War and the Caribbean expansion

Session 20 – Prelude to War & War: The Spanish-American War and the Generation of 1898

Block VI – The 20th century

Session 21 – The Spanish Civil War and the International Brigades

Session 22 – The Franco Regime (1939-1975) & the USA

Session 23 – US-Spain relations since 1975

Block VII – Student presentations (papers are due on presentation day!)

Sessions 24 to 26 – Student presentations

Session 27 – *Final Exam (date/time TBA)*

This syllabus is subject to change.