



McGill University Faculty of Arts
Department of Languages, Literatures, and Cultures
Hispanic Studies
HISP 225: Hispanic Civilization 1 (3 credits), Fall 2022

Time / Days: Tuesday and Thursday 2:35 PM – 3:55 PM

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I. Course Overview

What constitutes a civilization? How do we know one when we see it? Are there commonalities which distinguish one from another, or boundaries so firm that permit something to be called a civilization, while denying it elsewhere? What appears as a simple question is in fact quite complex, as there is much to consider. The objective of this course is to examine this question, and then to provide students from all disciplines a general overview of Hispanic Civilization through a chronological study of major historical and cultural elements that constitute what we may term as the “Hispanic World”.

This survey leads up to the 18th century and continues to the present in the Winter Term in HISP 226: Hispanic Civilization II (3 credits).

II. Learning Outcomes

This course seeks to identify the principal recurring themes of Spanish and Latin American history, and their ongoing legacy in the Hispanic World. As this constitutes a vast timeframe, students will develop techniques for critical thinking about cultural productions, and for articulating their own conclusions. By the end of the course, students should be able to recognize the developments of the Hispanic world from their beginnings to the 18th century.

III. Instructional Methods

There are two ninety-minute lectures per week. To get the most from this course, it is crucial to follow these steps with regards to the course material:

Before Class: Read the assigned texts and any other assigned media, and plan for one to two hours of preparation time depending on the material. All readings are available through the McGill Library website.

In Class (in-person): Lectures will examine the required reading material to expand on main themes and to engage in meaningful group discussion.

After Class: Students will engage with the material covered that week with their peers in the Discussion area of MyCourses. See “Discussion Board: Rules and Structure” below for more information.

IV. Evaluation

This course features two graded components: Multiple-choice exams and participation in the Discussion Board of MyCourses.

1. Multiple Choice Exams: There will be two midterms and one Final Exam during the academic year:
 - a. Midterm 1 (25%) – Tuesday, October 4, 2022.
 - b. Midterm 2 (25%) – Tuesday, November 1, 2022. This midterm covers only material presented after the first midterm.
 - c. Final Exam (35%) – Centrally scheduled by the University. Refer to [McGill exams](#) for more details. The Final Exam is cumulative, with a greater emphasis on material covered after the second midterm.
2. Discussion Board (15%) – See Discussion Board: Rules and Structure below.

V. Discussion Board: Rules and Structure

A. Discussion Board Objective

The Discussion Board will allow students to interact with the class material and with other students in a critical and respectful manner.

B. Discussion Board Structure

Definitions: A FORUM is a collection of topics linked to a specific class in the Discussion area of MyCourses. Note that each forum shares its title with the class they are linked to. (See General Course Outline below). Within each forum is a TOPIC, which is a specific subject that includes but is not limited to events, daily life objects, paintings, and music relevant to the subject of the forum.

Structure: The Discussion Board is composed of 22 forums, meaning that there is one discussion forum per lecture day (with the exclusion of the first and last class of the semester). Each forum will contain several different topics.

C. Discussion Board Participation

Students are required to participate in at least 10 out of the 22 available FORUMS through at least 1 topic within each of those forums, with each entry worth 1.5% of their total grade. They must do so according to the following distribution:

- **At least 3 forums** from Sept 6 (Geography, Pre-History, Pre-Roman Iberia) to Sept 29 (Early Efforts for Unification) inclusive.
- **At least 3 forums** from Oct 6 (Imperial Spain's Drive Towards hegemony) to Oct 27 (The Age of Goya: The First Modern Artist) inclusive.

- **At least 4 forums** from Nov 3 (The Americas before 1492) to Dec 1 (Independence in Sight: From Colony to Nation) inclusive.

Keep track of your contributions according to this distribution and their date ranges, as there are no make-up posts allowed, i.e., if no posts are made between September 6 to 29, those three entries are marked as incomplete, and cannot be made up in the next range.

D. Valid vs. Invalid Posts

To be considered valid, posts in the Discussion Board must be

- (1) Informative (they must develop an idea based on facts and/or arguments).
- (2) Relevant (they must be linked to the topic/forum subject or expand it in a logical/significant way).
- (3) Be approximately 150 words long (never exceeding 200 words); and
- (4) Comply with Moderation Rules (see below).

Posts that do not satisfy the conditions stated above are not counted towards the participation grade.

E. Post submission deadlines - IMPORTANT

Please plan your participation in the Discussion Board carefully, and, when possible, contribute immediately after class. Forums are available only for a limited period. Forums (and their associated Topics) are available for one week starting on the date of their associated lecture. Therefore, students have one week to participate in a Forum. Students will not be able to post messages to the Forum once the submission deadline has passed.

F. Discussion Board Language

Messages may be written in either English or French and should be written in a Word Processor before posting to a forum in the Discussion Board to ensure grammatical correctness and avoid technical complications.

G. Discussion Board Moderation Rules

Participation in the Discussion Board is subject to the following moderation rules:

1. Never post personal information about another participant. This includes identifying any individual by their real name if they have not already done so or providing personal contact information.
2. Don't defame anyone or any organisation. A comment is defamatory if it lowers or harms the reputation of a person or organisation. This is not the place to insult or accuse anyone of wrongdoing or incompetence.
3. Don't post anything that could be considered intolerant of a person's race, culture, appearance, gender, sexual preference, religion, or age.

4. Do not be obscene and/or use foul language. People from different backgrounds participate on this site. Disguising profanities by deliberately misspelling them doesn't make them any less offensive.
5. Don't personally insult or harass other participants. Always focus on the logic of the argument rather than the individuals involved in the argument. Participants are entitled to choose not to enter into debate with you.
6. Don't post or link to any inappropriate, offensive, or illegal material. Don't post any advertisements.
7. Don't promote self-harm, suicide, violence, or criminal activity of any kind.
8. The use of emoji's or images to convey inappropriate meaning consistent with the rules outlined above will also be moderated.
9. Please don't raise concerns about the moderation on the site as it disrupts the flow of any discussion. Please direct any queries regarding moderation directly to the course instructor or TA.

Removal of content: Any message that, in the view of the moderator, breaches the moderation rules will be removed. Posts that breach the rules are automatically excluded from the course grade and can contribute negatively towards it.

Post Preapproval: The Instructor and the TAs of this course have the right to establish a pre-approval process for posts of individual students or groups at any time if considered necessary.

VI. Course Materials

As an advocate of Open Educational Resources (OER), it is essential that high-quality educational materials should be available to everyone without creating unnecessary economic barriers. All materials used in this course will be made available through the McGill library. If you prefer to own a copy or if for whatever reason you are not able to access the books through the McGill Library website, any edition is acceptable.

Barton, Simon. 2009. *A History of Spain*. 2nd ed. Palgrave Essential Histories. Basingstoke: Palgrave Macmillan.

McGill Library Link: <https://mcgill.on.worldcat.org/oclc/966458075>

Holloway, Thomas H. 2011. *A Companion to Latin American History*. Blackwell Companions to World History. Oxford: Wiley-Blackwell.

McGill Library Link: <https://mcgill.on.worldcat.org/oclc/716211104>

All other textual and visual material will be available through the McGill University Library and/or other online platforms.

VII. McGill Policy Statements

Policy On Missed Evaluations: There are no make-up tests for missed evaluations unless a doctor's certificate (signed by a doctor) is provided within the next 5 days of the absence. The note must cover the day and hour of the test. It must bear the doctor's office or hospital logo and a contact number. If a problem arises, students are expected to contact their professor before the exam date by e-mail. Longer weekends out of town and prolonged holidays, for example, will not be accepted as a valid excuse. No travel arrangements by yourself or family member should be made before knowing evaluations dates. If you do not abide to the above rules for a missed test or an in-class composition, you will receive a 0. There are no extensions for Forum contributions, and students must follow the distribution of dates listed above.

Policy on Course Materials: I remind everyone of their responsibility in ensuring that videos and associated materials of this course are not reproduced or placed in the public domain. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Please refer to McGill's Guidelines for Instructors and Students on Remote Teaching and Learning for further information. Thank you very much for your help with this.

Policy on Video/Audio Recordings: No audio or video recording of Zoom Meetings or interactions with the instructor and/or other students is allowed without the explicit permission of the instructor and/or the students involved in the interaction.

Language Policy: "In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009 - see also the section in this document on Assignments and Evaluation.)

Policy on Academic Integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

Policy on "End-of-Course Evaluations: "End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students."

Policy on Course Changes: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Policy on the use of MC2 (Mobile Computing and Communications): The use of MC2 (mobile computing and communications) devices must, in all cases, respect policies and regulations of the University, including in particular the following: 1. The Code of Student Conduct and Disciplinary Procedures; 2. The Policy Concerning the Rights of Students with Disabilities; 3. The Policy on the Responsible Use of McGill IT Resources.

Copyright of Lectures Statement: All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Universal Design for Learning: The instructor of this course wishes to provide an inclusive learning environment. Should you experience barriers to learning in this course, do not hesitate to discuss them with me and/or the Office for Students with Disabilities, 514-398-6009 For further information contact <http://www.mcgill.ca/osd/>.

Online 'Netiquette'

A certain email etiquette is expected from your emails, please watch [this informative video](#).

- Include a courteous greeting and closing and use proper titles and forms to address your professor.
- Demonstrate professionalism and respect in your emails.
- Use correct spelling and standard grammar in your communications. Avoid typing in all capital letters. Avoid the use of abbreviation and informal language.

Special care must be taken in online meetings to avoid misunderstandings. Finally, make sure to demonstrate the same professionalism and respect in the online class toward all members as you would in a face-to-face class.

Sensitive Content Statement: Content warning: Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.

Text-Matching Software: Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching)."

VIII. General Course Outline

Date	Topic	Required Reading	Required Media
		Library	Library, YouTube
Before Class			
Thu., 1 Sept	Course Introduction	Course Syllabus (MyCourses)	
Tues., 6 Sept	Geography and Prehistory of the Iberian Peninsula	Barton, A History of Spain, xiii-xviii and 1-6, [Sections: Introduction, Iberia in Prehistory, Phoenicians, Greeks and Carthaginians]	The Day Pictures were born – Discovery of Altamira (11 min)
Thu., 8 Sept	Roman Iberia and The Visigothic Kingdom	Barton, A History of Spain, 6-25, [Sections: Roman Hispania, The Twilight of Roman Rule, The Kingdom of the Visigoths, The Ruin of Spain]	The Making of Spain: Conquest (49 min)
Tues., 13 Sept	The Rise of Al-Andalus	Barton, A History of Spain, 26-33 and 41-47 [Sections: Al-Andalus, The Umayyad Emirate, The Caliphate of Cordoba]	The Moorish South – Art in Muslim and Christian Spain from 711 to 1492 (51 min)

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<p>Thu., 15 Sept</p>	<p>Reconquest and the Fall of Granada</p>	<p>Barton, A History of Spain, 48-56 [Sections: The Fall of the Umayyad Caliphate, The Almoravid Invasion]</p>	<p>The Alhambra Granada (26 min)</p>
<p>Tues., 20 Sept</p>	<p>Sefarad: Jewish Iberia</p>	<p>The 1000-yearold lost Arab poetry that lives on in Hebrew.</p>	<p>The Golden Age of Spanish Jewry (Essential Lectures in Jewish History – Dr. Henry Abramson) (11 min)</p>
<p>Thu., 22 Sept</p>	<p>Early Beginnings of the Christian Kingdoms</p>	<p>Barton, A History of Spain, 33-41, 60-71 and 81-86 [Sections: The Other Spains, Reconquest and Crusade, The Rise and Fall of the Almohad Empire, Iberian Politics]</p>	<p>The Making of Spain – Reconquest (51 min)</p>

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<p>Tues., 27 Sept</p>	<p>Culture and Politics in Christian Iberia</p>	<p>Barton, A History of Spain, 56-60, 71-81, 86-92 [Sections: The “Europeanization” of Christian Iberia, An Expanding Society, The Land of Three Religions, Kingship and Government, Cultural Developments]</p>	<p>The Toledo School of Translators: A lecture by Dr. Nicola Polloni (54 min)</p>
<p>Thu., 29 Sept</p>	<p>Early Efforts For Unification</p>	<p>Barton, A History of Spain, 92-111 [Sections: Crisis and Recovery, The Catholic Monarchs, A New Monarchy?, The Reconquest completed, The Advance of Empire, The Quest for Religious Unity]</p>	<p>Watch BOTH videos: The Medieval Inquisition (14m) and Spanish Inquisition (11m)</p>
<p>Tues., 4 Oct</p>	<p>Test 1, in-class</p>		
<p>Thu., 6 Oct</p>	<p>Imperial Spain's Drive Towards Hegemony</p>	<p>Barton, A History of Spain, 111-117 and 124-130 [Sections: The Habsburg Succession, Charles V and the Defence of Empire, Philip II: The Apogee of Spanish Power]</p>	<p>The Making of Spain – Nation (Stop at 26 minutes, do not watch the entire program)</p>

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<p>Tuesday, October 11 is part of Fall Break. Thursday, October 13, is the make-up day for Monday classes and follows a Monday schedule. Friday, October 14, is the make-up day for Tuesday classes, including our class, and follows a Tuesday schedule.</p>			
<p>Friday, 14 Oct</p>	<p>Art, Culture, and Society Develops Within Habsburg Rule</p>	<p>Barton, A History of Spain, 130-143, [The Black Legend, Strains of Empire, Philip III and the Pax Hispanica, Philip IV and Olivares: Defence of Reputation, Social and Econ. Dev.]</p>	<p>The Dark Heart: 16th and 17th Century Spanish Art (53 min)</p>
<p>Tues., 18 Oct</p>	<p>The Theatre of Decadence and Art: Cervantes' Don Quixote</p>	<p>Barton, A History of Spain, 143-146 [Sections: Cultural trends, The Last of the Habsburgs]</p>	<p>The Five Follies of Don Quixote (114 min)</p>
<p>Thu., 20 Oct</p>	<p>From One Dynasty To Another: The Bourbon Reforms</p>	<p>Barton, A History of Spain, 147-166, [Sections: The War of Spanish Succession, The Government of Philip V, Ferdinand VI, Charles III]</p>	<p>[No additional media for today]</p>

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Tues., 25 Oct	Spain after the French Revolution: Collapse and Aftermath	Barton, A History of Spain, 166-181, [Sections: Society and Economy in Bourbon Spain, Spain and the Enlightenment, Charles IV and the crisis of the Ancient Régime, Spain and its American empire, the War of Independence]	[No additional media for today]
Thu., 27 Oct	The Age of Goya: The First Modern Artist	[No readings]	Goya: audacity of freedom (72 min)
Tues., 1 Nov	Test 2, in-class		
Thu., 3 Nov	The Americas before 1492	[No readings]	Watch all FIVE videos [Approx. 35 min in Total]: <ol style="list-style-type: none"> 1. Pre-Columbian America: Origins (7 min) 2. Mayans and Teotihuacan (8 min) 3. The Aztec Empire (5 min): 4. Chavin, Nazca, Moche, Huari and Tiwanaku civilizations (7 min) 5. The Inca empire (4 min)

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Tues., 8 Nov	"Discovering" New Lands: Columbus and the Caribbean Conquest	[No readings]	The Lost Voyage (90 min)
Thu., 10 Nov	Conquest to Colonialism: Mexico, Peru, and Beyond	Exploration and Conquest, Patricia Seed. In: A companion to Latin American History. 73-88	[No additional media for today]
Tues., 15 Nov	The Spiritual Conquest	Religion, Society and Culture in the Colonial Era, Rachel Sara O'Toole. In: A companion to Latin American History. 162-177	[No additional media for today]
Thu., 17 Nov	A Continent of Cities: Viceregal Urban Culture	Institutions of the Spanish American Empire, Susan Elizabeth Ramírez,. In: A companion to Latin American History. 106-123	[No additional media for today]

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<p>Tues., 22 Nov</p>	<p>Indigenous Peoples, Afro-Descendants, and the Creation of a Multiracial Society</p>	<p>Indigenous peoples in Colonial Spanish American Society, Kevin Terraciano. In: A companion to Latin American History. 124-145</p>	<p>Mexico and Peru: The Black Grandma in the Closet (54 min)</p>
<p>Thu., 24 Nov</p>	<p>Women in Colonial Spanish America</p>	<p>Women in Spanish American Colonial Society, Asuncion Lavrin. In: The Cambridge History of Latin America: Colonial Latin America. Vol. 2, Cambridge University Press, 1984. pp 321-356</p>	<p>[No additional media for today]</p>
<p>Tues., 29 Nov</p>	<p>Colonial Art and Science in Spanish America // Bourbon Reforms</p>	<p>Imperial Rivalries and reforms, John Fisher. In: A companion to Latin American History. 178-194</p>	<p>Music of missions and mysteries: Latin American Baroque Bolivian Baroque - Florilegium, Bolivian Soloists: (45 min)</p>

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Thu., 1 Dec	Independence in Sight: From Colony to Nation	<u>The Process of Spanish American Independence, Jaime E. Rodríguez. In: A companion to Latin American History. 195- 214</u>	[No additional media for today]
Final Exam scheduled by McGill.			