

**HISP 225: Hispanic Civilization 1
Fall 2024**

*There is no document of civilization which is not at the same time
a document of barbarism*

Walter Benjamin

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I. Course Overview (3 credits; no prerequisite; lectures given in English)

There are no "good" civilizations. There are no "bad" civilizations. For some thinkers, civilization is a way out of barbarism, a long process to escape human irrationality and its destructive drive. For others, there is no document of civilization which is not at the same time a document of barbarism, a form of creative oppression of the self and others. This course explores these opposed views on "civilization" from the point of view of the history and culture of Spain and Spanish America from their origins to 1808.

II. Learning Outcomes

This course aims to identify and probe the main themes of Spanish and Latin American culture and history, and to ponder their legacy. We will use recurrent themes to provide a conceptual

unity to a vast timeframe, and to facilitate comparisons across regions and time-periods in diverse and changing contexts. The enduring relevance of these themes in the present day means that all students, even those who are not familiar with Spanish or Latin American history and culture can engage with the past. By the end of the course students should be familiar with the broad developments of the Spanish-speaking world from its origins to the beginning of the 19th Century. The course also aims to reinforce students' techniques for critical thinking about cultural problems and will advocate students' own conclusions.

III. Instructional Method and Content Delivery

Students in this course should engage with the course material as follows:

- **Before Class:** Read the required texts and watch the assigned videos (when applicable). Approximate preparation time varies between 1 and 2 hours per class depending on the material. All video and reading materials are available to you online free of charge either through the McGill Library website or through other text/video repositories. See [General Course Outline](#) below for more information.
- **In Class (in-person):** Classes will be devoted to an overview and discussion of relevant social and cultural topics related to the historical period covered by the assigned readings/videos. All classes in this course are in person. See [General Course Outline](#)

IV. Course materials

All books in this course are available to students through the McGill Library website. They are also available through the traditional or online bookstore of your choice 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. There are two main books:

Barton, Simon. 2009. *A History of Spain*. 2nd ed. Palgrave Essential Histories. Basingstoke: Palgrave Macmillan. [Newer editions acceptable]
McGill Library Link: <https://mcgill.on.worldcat.org/oclc/424450894>

Holloway, Thomas H. 2011. *A Companion to Latin American History*. Blackwell Companions to World History. Oxford: Wiley-Blackwell. [Newer editions acceptable]
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. See [General Course Outline](#) for more information.

V. Required Evaluation Components

This course has three graded components:

Test 1 (30%). Date: Tuesday, October 1, 2024. **Format:** In person. In class. Closed book. No notes. Multiple choice. **What is included?** Required readings, required videos, powerpoint presentations (including embedded videos and links unless they are clearly indicated as “optional”) from “Geography, Prehistory, Roman Iberia” (Sept 3) to “Culture and Politics in Christian Iberia” (Sept 26) inclusive. Students are not allowed access to any material to complete those tests. Students must **bring a pencil and eraser to the exam** in order to mark their answers in the answer sheet.

Test 2 (30%). Date: Thursday, October 31, 2024. **Format:** In person. In class. Closed book. No notes. Multiple choice. **What is included?** Required readings, required videos, powerpoint presentations (including embedded videos and links unless they are clearly indicated as “optional”) from “Towards Unification” (Oct 3) to “Spain after the French Revolution: An Empire Collapses” (Oct 29) Students are not allowed access to any material to complete those tests. Students must **bring a pencil and eraser to the exam** in order to mark their answers in the answer sheet.

Final Exam (40%). Date: To be decided by the Exam Office. **Format:** Online. Take-home. 48 hours. Multiple choice. **What is included?** Required readings, required videos, powerpoint presentations (including embedded videos and links unless they are clearly indicated as “optional”) from “Asia, Africa, and America before 1492” (Nov 5) to “On the path to Independence” (Dec 5).

Deferral requests: Any request to defer or postpone Test 1 or Test 2 must be addressed to the instructor in charge of this course. Students might be allowed to a test at a future time if (1) they have not started answering those tests and (2) they can provide a doctor’s note indicating that they are unable to carry out any kind of academic work during the period of time scheduled for this exam. Both the granting of a deferral and the decision on when the deferred test will take place remains at the discretion of the instructor. Only medical reasons will be considered. Requests for the postponement/deferral of a test based on non-medical reasons will not be considered nor granted.

Any request to defer the Final Exam, must be done through the Exam Office and/or the Office of Student Affairs. The instructor of this course cannot defer/postpone a Final Exam.

Accommodations: Students who need special accommodations for either the Midterm exam, the Final Exam or the review tests must submit their requests through the Office of Student Accessibility and Achievement.

Evaluation: All students have the right to request that their work/exam be re-evaluated by the instructor of this course.

Supplemental examination: If you are in [satisfactory or probationary standing](#) and received a grade of D, F, J, or U, you may be eligible to write a supplemental exam, which will count for a large percentage of your final grade. Your initial grade will still appear on your transcript, and both will be calculated into your CGPA. Contact an advisor in your [Student Affairs Office](#) to discuss whether writing a supplemental exam is the right option for you.

Final exam delivery method

You will be able to access the online review tests through MyCourses at the date specified by the Exam Office. Please note the following:

- i. If you experience problems accessing MyCourses from your location, please contact McGill IT services: <https://www.mcgill.ca/it/get-help/forms/mycourses-support>
- ii. Carefully note the exam availability dates/times. To avoid unnecessary stress and complications it is strongly advised that you complete the exam at the earliest possible opportunity once the exam becomes available.
- iii. If your computer freezes or crashes in the middle of the test, don't panic. MyCourses automatically saves your answers and you can continue the test where you left it.
- iv. You can go back to previous pages of the test and answer any questions that you might have missed or have not yet answered before submitting the exam.
- v. When you have completed the test and you are satisfied with your answers, click the "Submit quiz" button. A new page will open. If you have forgotten to answer one of the questions, the system will notify you and give you the chance to go back to the questions.
- vi. **IMPORTANT: Please note that THERE IS only ONE [1] ATTEMPT per exam. There are NO additional attempts. You can take each exam ONLY ONCE. Once you click "Submit" on the final page, you will not be able to return to your quiz. Submission is final.**

VI. Optional Extra-Credit Assignment: Student Journal

A. Access

The student Journal can be accessed through MyCourses/Discussions. There you will find a total of 24 forums (one for each lecture/powerpoint). Each forum has four

different topics to choose from. The information for each topic is found in the lecture/powerpoint associated with that particular forum.

All entries to the Student Journal must be completed before the last day of classes (December 5th). It will not be possible to access the student journal after the last day of lectures.

B. Value

Students can have **a maximum of 3 points** added to their final grade by completing student journal posts (0.3 points of their final grade per post).

In order for these points to be added to the final grade,

- (1) the student must have completed all tests and the final exam
- (2) each post must be from a different lecture (two or more posts linked to topics from the same forum/lecture are valued as one entry);
- (3) the student **must have submitted 7 or more posts** (submission of 6 or fewer posts do not qualify for any extra-credit point);
- (4) posts must comply with the Evaluation rules below.
- (5) **DEADLINE:** The deadline to submit posts to the Student journal is the **last day of lectures (December 5th)**. It will not be possible to access the student journal after the last day of lectures. **No exceptions.**

Example: Provided that the student complies with these conditions, the student will be given 2,1 extra points if he/she/they completes 7 entries ($0,3 \times 7 = 2,1$). The student will be given 3 points if he/she/they completes 10 entries according to the rules ($0,3 \times 10 = 3$). 6 or fewer posts do not grant any point.

C. Student Journal Objective

The objective of the Student Journal is to encourage students to learn about and interact with material that expands what has been discussed in class. Students will be asked to reflect and/or question on the (sometimes controversial) content of the topics presented to their attention. You are not required to use secondary literature in their entries, but some research on the topics under discussion might be useful. You can approach those topics from a variety of perspectives and showcase their previous knowledge, background, and experiences in their answers.

D. Student Journal Topics

Each lecture in this course includes 3-5 student journal topics. TOPICS include but are not limited to paintings, music, science, life stories, events, and daily life objects (among other things). They are linked to the subject/region/time period under discussion. Information about those topics including links and images are found in the Powerpoint Presentation associated with each lecture and are briefly presented in class. Powerpoint

presentations are accessible through the Content Area of MyCourses. Please note that the first and last Powerpoint Presentations/lectures of this course do not have any associated topics. For the complete list of topics see [General Course Outline](#).

E. IMPORTANT: Backup Copy

Students are required to keep a backup copy in a Word document of their submissions to the Student Journal in case the system experiences problems/failures or for whatever reason they cannot have access to a computer.

F. Student Journal Evaluation Rules

Students have a large degree of freedom in how to respond to a Student Journal topic. Many of the topics ask you a very simple question “What do you see that you find interesting and why?” In answering this question, students can draw from their knowledge on the subject or from previous knowledge/experience that you have on other subjects that you consider relevant to explain an aspect of what you see. That said, answers are expected to conform to the following rules:

- (1) Informative (they must develop an idea based on facts, prior readings, experiences, and/or arguments). See Student Journal Objective above.
- (2) Relevant (they must be linked to the topic subject or expand it in a logical/significant way); See Student Journal Objective above.
- (3) Analytical (You must be able to argue your point and establish logical connections. If you like/dislike something you must explain why and consider the alternatives if needed).
- (3) **Be at least 150 words long**
- (4) Comply with Moderation Rules (see below)
- (5) Use of secondary sources/information is encouraged, but not required. Therefore, there is no need to include a full bibliography/works cited section at the end of your contribution. If you use a source, simply provide basic bibliographic information in parenthetical form [website address or, in the case of a book/article, “last name”, Work title (5 first words max), and page number]. Quotations are allowed as long as they are of no more than 20 words, clearly identified as a quotation, and the source acknowledged. Everything else needs to be said in your own words.
- (6) Avoid Plagiarism, “Cut and Paste” and other academic offenses: All answers must respect McGill rules regarding plagiarism and academic integrity policies. Please see Policy on Academic Integrity in Section VII Policy Statements, below).
- (5) Individual Post Evaluation: Students will receive 0.3 point per post if their answer complies with this set of rules; 0.15 points if their answer only partially agrees with them; and 0 points if they do not agree with them or the question is left blank.

G. Student Journal Language

Contributions may be written in either English or French. It is strongly encouraged that students use a Word Processor to write their message before posting it to the Student Journal to check for grammatical mistakes and avoid technical complications.

H. Student Journal Moderation Rules

1. Your posts are visible to other students. Do not submit personal 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. The Student Journal 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. Don't be obscene and don't use foul language.
5. Always focus on the logic of the argument rather than the individuals involved in the argument.
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. Do not use emoji's or images to convey inappropriate meaning consistent with the rules outlined above.

VII. Policy Statements

POLICY ON STUDENT INCLUSION: As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

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 [Academic Integrity](#) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [Academic Integrity](#)).

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.

NETIQUETTE STATEMENT: The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak.

You should follow instructors' directions about the use of the "chat" function on remote learning platforms.

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)."

[SYLLABUS CONTINUES IN NEXT PAGE]

VIII. General Course Outline

DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO	POWERPOINT PRESENTATION	STUDENT JOURNAL
		LIBRARY	LIBRARY/ YOU TUBE	MYCOURSES	MYCOURSES
		BEFORE CLASS		IN CLASS	AFTER CLASS
Th., 29 Aug	Course Intro			See: 01.HISP.225.pptx	
Tu., 3 Sept	Geography, Prehistory, Pre-Roman Iberia	Barton, A <i>History of Spain</i> , xiii-xviii and 1-6, [Sections: Introduction, Iberia in Prehistory, Phoenicians, Greeks and Carthaginians] https://mcgill.on.worldcat.org/oclc/966458075	The Day Pictures were born – Discovery of Altamira (11 min) https://youtu.be/doA7OU9RnZU	- Spain: Culture and Geography - Altamira: The Sistine Chapel of Paleolithic Art -Iberia: A Cultural Melting Pot - The Lady of Elche: A Fascinating Sculpture See: 02.HISP.225.pptx	FORUM TITLE: Geography, Prehistory, Pre-Roman Iberia TOPICS: -Is geography destiny? -Does art make us human? -Is the past still present? -A too-human goddess?
Th., 5 Sept	Roman Iberia	Barton, A <i>History of Spain</i> , 6-14, [Sections: Roman Hispania, The Twilight of Roman Rule], https://mcgill.on.worldcat.org/oclc/966458075	The Making of Spain: Conquest (49 min) https://mcgill.on.worldcat.org/oclc/1003690958	-Numancia: A Suicidal Defense -Augusta Emerita: Roman Splendor -Saint Eulalia: Christian Martyr See: 03.HISP.225.pptx	FORUM TITLE: Roman Iberia TOPICS: -Death before surrender? -Civilization at last? - Freedom or extremism?
Tu., 10 Sept	The Visigothic Kingdom	Barton, A <i>History of Spain</i> , 14-25, [Sections: The Kingdom of the Visigoths, The Ruin of Spain] https://mcgill.on.worldcat.org/oclc/966458075		-The Votive Crown of Receswinth, King of the Visigoths -King Recared's (559-601) Conversion to Catholicism -Saint Isidore of Seville's <i>Etymologiae</i> -The legend of La Cava See: 04.HISP.225.pptx	FORUM TITLE: The Visigothic Kingdom TOPICS: -The enduring appeal of the Monarchy? - Catholicism triumphant? - The Dark Ages? - A Children's Tale?
Th., 12 Sept	The Rise of Al-Andalus	Barton, A <i>History of Spain</i> , 26-33 and 41-47 [Sections: Al-Andalus, The Umayyad Emirate, The Caliphate of Cordoba], https://mcgill.on.worldcat.org/oclc/966458075	The Moorish South – Art in Muslim and Christian Spain from 711 to 1492 (51 min) https://mcgill.on.worldcat.org/oclc/741359541	-Gibraltar.The Mount of Tariq. -The Califate of Cordoba. -Cordoba's Grand Mosque and Cathedral -Material Culture from Al-Andalus See: 05.HISP.225.pptx	FORUM TITLE: The Rise of Al-Andalus TOPICS: -More than a rock? -Paradise on Earth? -In God's Path? -Little things, great stories?

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO	POWERPOINT PRESENTATION	STUDENT JOURNAL
		LIBRARY	LIBRARY/ YOU TUBE	MYCOURSES	MYCOURSES
		BEFORE CLASS		IN CLASS	AFTER CLASS
Tu., 17 Sept	The Swan Song of Al-Andalus: From the Califate to the Fall of Granada	Barton, A <i>History of Spain</i> , 48-56 [Sections: The Fall of the Umayyad Caliphate, The Almoravid Invasion], https://mcgill.on.worldcat.org/oclc/966458075	The Alhambra-Granada (26 min) https://mcgill.on.worldcat.org/oclc/915375030	-Manuscript Culture in Al-Andalus -Arab Poetry and Music -The Arab Soul of Spanish Language -An Arab Lament for the Fall of Seville See: 06.HISP.225.pptx	FORUM TITLE: The Swan Song of Al-Andalus TOPICS: - Europe’s Library? - A Sensual Music? - The Arab soul of Spanish language? - Everything declines after reaching perfection?
Th., 19 Sept	Sefarad: Jewish Iberia	The 1000-year-old lost Arab poetry that lives on in Hebrew: https://www.bbc.com/culture/article/20170616-the-1000-year-old-lost-arab-poetry-that-lives-on-in-hebrew	The Golden Age of Spanish Jewry (Essential Lectures in Jewish History – Dr. Henry Abramson) (11 min) https://youtu.be/1OnArXjHQdc	-Jews, Muslims, and Christians. Coexistence in Al-Andalus -Samuel ha-Nagid: Jewish Poet, Scholar, and Vizir -Judah Ha-Levi: Torn between Sefarad and the East -Sephardic Music and Ladino Language 07.HISP.225.pptx	FORUM TITLE: Sefarad: Jewish Iberia TOPICS: -Three Cultures Living in Peace? -A Jewish Vizir? -Beyond the Physical and the Spiritual? - To Be Saved from Love?
Tu., 24 Sept	The Origins of the Christian Kingdoms	Barton, A <i>History of Spain</i> , 33-41, 60-71 and 81-86 [Sections: The Other Spains, Reconquest and Crusade, The Rise and Fall of the Almohad Empire, Iberian Politics] https://mcgill.on.worldcat.org/oclc/966458075	The Making of Spain – Reconquest (51 min) https://mcgill.on.worldcat.org/oclc/1003823585	-Two Famous Battles: Guadalete (711) and Covadonga (718/722) -The Osma Beatus Map: A Medieval View of the World (1086) - The Almoravid invasion of the Iberian Peninsula - El Cid Campeador See: 08.HISP.225.pptx	FORUM TITLE: The Origins of the Christian Kingdoms TOPICS: -“Reconquista”, a flawed concept? -Geography and the Apocalypse? - Iberian Jihad? - Iberian Crusade?
Th., 26 Sept	Culture and Politics in Christian Iberia	Barton, A <i>History of Spain</i> , 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], https://mcgill.on.worldcat.org/oclc/966458075	The Toledo School of Translators: A lecture by Dr. Nicola Polloni (54 min) https://youtu.be/EKDCuXnCNy	-Salamanca: A Universe of Learning -A Temple of Light: Leon’s Cathedral. -Santiago de Compostela: A Pilgrim’s Journey -The Canticles of Saint Mary: Praising the Virgin through Song See: 09.HISP.225.pptx	FORUM TITLE: Culture and Politics in Christian Iberia TOPICS: -Are you ready for the Trivium and the Quadrivium? -A Gate to Heaven? -A Modern Pilgrimage? -Joyful Music?

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO	POWERPOINT PRESENTATION	STUDENT JOURNAL
		LIBRARY	LIBRARY/ YOU TUBE	MYCOURSES	MYCOURSES
		BEFORE CLASS		IN CLASS	AFTER CLASS
Tu., 1 Oct	Test 1				
Th., 3 Oct	Towards Unification	Barton, A <i>History of Spain</i> , 92-111 [Sections: Crisis and Recovery, The Catholic Monarchs, A New Monarchy?, The Reconquest completed, The Advance of Empire, The Quest for Religious Unity], https://mcgill.on.worldcat.org/oclc/966458075	Watch the 2 videos: The Medieval Inquisition (14m) https://youtu.be/UOJoiMdSy48 Spanish Inquisition (11m) https://youtu.be/NdexUIMXL0w	-Late Medieval Conceptions of Death -The Catholic Kings. The Conquest of Granada -Jews, Conversos, and Autos de Fe -Religion and Humanism: The Polyglot Bible See: 10.HISP.225.pptx	FORUM TITLE: Towards Unification TOPICS: -A modern conception of Death? -The Ultimate Power Couple? -Auto de Fe. Modern or Medieval Terror? -A major work of scholarship?
Tu., 8 Oct	Imperial Spain: The Quest for Hegemony	Barton, A <i>History of Spain</i> , 111-117 and 124-130 [Sections: The Habsburg Succession, Charles V and the Defence of Empire, Philip II: The Apogee of Spanish Power], https://mcgill.on.worldcat.org/oclc/966458075	The Making of Spain – Nation (Min 1 to 26 only) https://mcgill.on.worldcat.org/oclc/1003753866	-Joanna, the Mad and Phillip the Handsome. Politics and Love in Spain -Charles V and Titian. -The Emperor and the Painter. -Worldly Affairs. Spanish Fashion in the 16 th Century See: 11.HISP.225.pptx	FORUM TITLE: Imperial Spain: The Quest for Hegemony TOPICS: -A Madwoman? -Powerful Art? -All the rage?
Thu., 10 Oct	Art, Culture, and Society under the Habsburgs	Barton, A <i>History of Spain</i> , 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.] https://mcgill.on.worldcat.org/oclc/966458075	The Dark Heart: 16 th and 17 th Century Spanish Art (53 min) https://mcgill.on.worldcat.org/oclc/741359543	-Murillo: Two Women at a Window -El Greco: Laocoön -Zurbarán: The Mystical Gaze -Velazquez: The King’s Reflection See: 12.HISP.225.pptx	FORUM TITLE: Art, Culture, and Society under the Habsburgs TOPICS: -A Window to the World? -A New Troy? -A Mystical Gaze? -The King’s Reflection?
OCT 15 TO OCT 18 – READING WEEK					
Tu., 22 Oct	Visionaries and lunatics: Cervantes’ Don Quixote	Barton, A <i>History of Spain</i> , 143-146 [Sections: Cultural trends, The Last of the Habsburgs https://mcgill.on.worldcat.org/oclc/966458075	The Five Follies of Don Quixote (114 min) https://mcgill.on.worldcat.org/oclc/709674694	-Man and Landscape in Cervantes -Words and Images. The Power of Reading -Reality and Illusion: Fighting Windmills - Sancho’s Compassion: Cervantes and the Moriscos See: 13.HISP.225.pptx	FORUM TITLE: Visionaries and Lunatics TOPICS: -A timeless landscape? -Reason vs Folly? -Reality vs Illusion? -Tragedy and Compassion

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO	POWERPOINT PRESENTATION	STUDENT JOURNAL
		LIBRARY	LIBRARY/ YOU TUBE	MYCOURSES	MYCOURSES
		BEFORE CLASS		IN CLASS	AFTER CLASS
Thu., 24 Oct	A New Dynasty: The Bourbon Reforms and the Spirit of the Enlightenment	Barton, A <i>History of Spain</i> , 147-166, [Sections: The War of Spanish Succession, The Government of Philip V, Ferdinand VI, Charles III https://mcgill.on.worldcat.org/oclc/966458075		-Centralization and Absolutism. Philip V and the “Nueva Planta” Decrees -Two Buildings, Two dynasties: El palacio real de Madrid -Science, Reason, and Public Health: The Royal Philanthropic Vaccine Expedition -Bullfighting: The Beginnings See: 14.HISP.225.pptx	FORUM TITLE: A New Dynasty TOPICS: -A Reasonable Model for the State? -Reason and Architecture? -A Medical Breakthrough? -A Popular Entertainment?
Tu., 29 Oct	Spain after the French Revolution: An Empire Collapses	Barton, A <i>History of Spain</i> , 166-181, [Sections: Society and Economy in Bourbon Spain, Spain and the Enlightenment, Charles IV and the crisis of the Ancien Régime, Spain and its American empire, the War of Independence] https://mcgill.on.worldcat.org/oclc/966458075		-18th Century Spain: A World to be lost -Charles IV and the Royal Family -Manuel Godoy: Rise and Fall of a Favorite -The World’s Biggest Warship: The “Santísima Trinidad” and the Battle of Trafalgar See: 15.HISP.225.pptx	FORUM TITLE: Spain after the French Revolution TOPICS: -A Lost World? -A Decadent Dynasty? -A Corrupt Favorite? -A Decisive Battle?
Thu., 31 Oct	Test 2				

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO	POWERPOINT PRESENTATION	STUDENT JOURNAL
		LIBRARY	LIBRARY/ YOU TUBE	MYCOURSES	MYCOURSES
		BEFORE CLASS		IN CLASS	AFTER CLASS
Tu., Nov 5	Asia, Africa, and America before 1492		<p>[Aprox. 35 min in Total]</p> <p>Pre-Columbian America: Origins (7 min): https://youtu.be/o2XiXFvruIM</p> <p>Mayans and Teotihuacan (8 min): https://youtu.be/HPRPaTqNnZk</p> <p>The Aztec Empire (5 min): https://youtu.be/_96fKZGQV5</p> <p>Chavin, Nazca, Moche, Huari and Tiwanaku civilizations (7 min): https://youtu.be/3vbljBTwMel</p> <p>The Inca empire (4 min): https://youtu.be/20B94vLBGRg</p>	<p>-Maps and the World: Imaging Reality</p> <p>-Kings and Slaves: Imagining Africa</p> <p>-The Land of Riches, the Land of Monsters: Asia</p> <p>-Empty Space and Dangerous Islands: The Atlantic World before 1492</p> <p>See: 17.HISP.225.pptx</p>	<p>FORUM TITLE: Asia, Africa, and America before 1492</p> <p>TOPICS:</p> <ul style="list-style-type: none"> -All the World’s a Sphere? -Kings and Slaves? -Riches and Monsters? -Empty Space?
Thu., Nov 7	Christopher Columbus and the Conquest of the Caribbean		<p>The Lost Voyage (90 min): https://mcgill.on.worldcat.org/oclc/878700322</p>	<p>-Science and European Discoveries: The Astrolabe</p> <p>Spanish and Portuguese - Colonization: The Legal Framework</p> <p>-The Conquest of America: A Historical Enigma and its Interpretations</p> <p>-A Controversial Figure: Christopher Columbus and Western Colonialism</p> <p>See: 18.HISP.225.pptx</p>	<p>FORUM TITLE: Christopher Columbus and the Conquest of the Caribbean</p> <p>TOPICS:</p> <ul style="list-style-type: none"> -Does Knowledge equal Power? -A Legal Framework? -A Historical Enigma? -A Controversial Heritage?
Tu., Nov 12	The Conquest of Mexico, Peru, and Beyond	<p>Exploration and Conquest, Patricia Seed. In: A companion to Latin American History. 73-88 https://mcgill.on.worldcat.org/oclc/716211104</p>		<p>-The Conquistadors: Gods, Noble Warriors, Monsters</p> <p>-Legitimizing Conquest: Cannibalism, Human Sacrifice, and Mass Murder</p> <p>-Violence and Depopulation: Beyond the “Black Legend” Debate</p> <p>-Beyond Violence: Conquest, Marriages, and Politics</p> <p>See: 19.HISP.225.pptx</p>	<p>FORUM TITLE: The Conquest of Mexico, Peru, and Beyond</p> <p>TOPICS:</p> <ul style="list-style-type: none"> -Who were the Conquistadors? -A Reason for Conquest? -An Early Modern Genocide? -A Political Compromise?

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO	POWERPOINT PRESENTATION	STUDENT JOURNAL
		LIBRARY	LIBRARY/ YOU TUBE	MYCOURSES	MYCOURSES
		BEFORE CLASS		IN CLASS	AFTER CLASS
Thu., Nov 14	The Spiritual Conquest	Religion, Society and Culture in the Colonial Era, Rachel Sara OToole. In: A companion to Latin American History. 162-177 https://mcgill.on.worldcat.org/oclc/716211104		-Theology and Politics: the Devil in the New World -Local Religion: Syncretism and Orthodoxy -The Virgin of Guadalupe: From Colonial Icon to National Myth -Worldly Power and Religious Utopias: The Jesuit Missions See: 20.HISP.225.pptx	FORUM TITLE: The Spiritual Conquest TOPICS: -A Spiritual Conquest? -Syncretism vs Orthodoxy? -A Colonial Icon? -Utopia in the Jungle?
Tu. Nov 19	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 https://mcgill.on.worldcat.org/oclc/716211104		-Words and Paper: Creating the Colonial City -Indian Towns and the Creation of the Two Republics -From Tenochtitlan to Mexico City: A Physical and Cultural Transformation -Colonial Potosí: Mining, Indigenous Labor, and the Curse of American Silver See: 21.HISP.225.pptx	FORUM TITLE: A Continent of Cities TOPICS: -A Continent of Cities? -Two Republics -A City Reborn? -A Heart of Silver?
Th., 21 Nov	Indigenous Peoples, Afro-Descendants, and the Creation of a Multiracial Society	Indigenous peoples in Colonial Spanish American Society, Kevin Terraciano. In: A companion to Latin American History. 124-145 https://mcgill.on.worldcat.org/oclc/716211104	Mexico and Peru: The Black Grandma in the Closet (54 min) https://mcgill.on.worldcat.org/oclc/869223152	-From “Caciques” to “Kurakas”: The Changing Status of Indigenous Peoples -Between Freedom and Slavery: The Black Experience in Spanish Colonial America -“Whiteness” in Colonial Spanish America: A Misleading Concept Casta Paintings: The Emergence of a Multiracial Society See: 22.HISP.225.pptx	FORUM TITLE: Indigenous Peoples, Afro-Descendants and the Creation of a Multi-Racial Society TOPICS: -Caciques and Kurakas. A Change in Status? -African experience. More than Just Slaves? -Whiteness. A Racially Pure Elite? -Casta paintings. A Multiracial Society?

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		LIBRARY	LIBRARY/ YOU TUBE	MYCOURSES	MYCOURSES
		BEFORE CLASS		IN CLASS	AFTER CLASS
Tu., 26 Nov	Women in Colonial Spanish America	Women in Spanish American Colonial Society, Asuncion Lavrin. In: <i>The Cambridge History of Latin America: Colonial Latin America</i> . Vol. 2, Cambridge University Press, 1984. pp 321-356 https://mcgill.on.worldcat.org/oclc/506960172		-Malintzin/Marina/La Malinche: The Tragic Fate of an Indigenous Woman -Catalina de Erauso: Conquest, Gender, and Crossdressing -Sor Juana Inés de la Cruz: A Woman Writer in a Male World -No Longer Invisible: Black women in Spanish American Colonial Society See: 23.HISP.225.23.11.pptx	FORUM TITLE: Women in Colonial Spanish America TOPICS: -Malintzin. A Traitor or/and a Victim? -Catalina de Erauso. Challenging Gender? Sor Juana. A Proto-Feminist? -Black Women. No Longer Invisible?
Th., 28 Nov	Colonial Art and Science in Spanish America		Music of missions and mysteries: Latin American Baroque Bolivian Baroque - Florilegium, Bolivian Soloists: (45 min) https://youtu.be/tkK KXiooQQ	-New World Baroque: A Total Work of Art -Hybridity in the Andes: The Cusco School of Painting -Mysticism and the Senses: New Spain’s Crowned Nuns -Asia meets America: Spanish American Folding Screens -Colonial Science: Between Faith and Reason See: 24.HISP.225.pptx	FORUM TITLE: Colonial Art and Science in Spanish America TOPICS: -New World Baroque. A Total Work of Art? -The Cusco School. Hybridity in action? -Crowned Nuns. Sensual Mysticism? -Colonial Folding Screens. Asia meets America? -Colonial Science. The Triumph of Reason?
Tu., 3 Dec	The Bourbon Reforms: Absolutism and the Enlightenment	Imperial Rivarlies and reforms, John Fisher. In: A companion to Latin American History. 178-194 https://mcgill.on.worldcat.org/oclc/716211104		-Absolutism, Enlightenment, and the Church: Transforming Colonial Spanish -Trade and Territorial Expansion under the Bourbons -Silver Mining and Wealth in Mexico -The “Pax Hispanica” and the Tupac Amaru II rebellion See: 25.HISP.225.pptx	FORUM TITLE: The Bourbon Reforms TOPICS: -A Radical Transformation? -An Empire in Decline? -A New Industry? -Pax Hispanica?

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Th. 5 Dec	On the Path to Independence	The Process of Spanish American Independence, Jaime E. Rodríguez. In: A companion to Latin American History. 195-214 https://mcgill.on.worldcat.org/oclc/716211104		-The Cry of Dolores: From Local Rebellion to Independence Movement -Simón Bolivar: Hero and Dictator -A Lost Opportunity: América in the Cádiz Constitution -A Fragmented Continent: America and the Failure of the Panama Congress (1826) See: 26.HISP.225.pptx	FORUM TITLE: On the Path to Independence TOPICS: - Rebellion or Revolution? -Hero or Dictator? -Too Little, Too late? -An unachievable Dream or a Lost Opportunity?