Spain and the Golden Age
HIST 50:510:316, Rutgers University – Camden, Spring 2013
Tuesday and Thursday, 1:30-2:50; Fine Arts 242

Sara Brooks
429 Cooper Ave, rm. 205; (856) 225-2712; sebrooks@rutgers.edu
Office hours: Monday 4:00-5:45. I am also available in general between around 12 noon and 1:30 on Tuesdays and Thursdays, and by appointment. PLEASE FEEL FREE TO DROP IN!

This course will introduce you to the history of the rise and fortunes of the first great transoceanic Empire to bridge Europe to another continent: the one ruled by Spain beginning in the early sixteenth century. The Iberian Peninsula had been itself subject to imperial power and in turn extended imperial rule over the natives of Central and South America and beyond. Spain’s empire made it Europe’s and likely the world’s leading power from the early sixteenth through mid seventeenth centuries. We will examine how Spaniards interacted with the empires they were subject to and those they came to destroy and dominate. We will look at how the empire was made, largely through conquest, and its effect on Spain’s people. Lastly, we will look at Spain in Europe as a political, military, and cultural power in the wake of building its empire.

Attendance and classroom expectations
Consistent attendance is crucial to success in this course. Class is the place where our primary and secondary sources come together. If you are ill or in some other identifiable way constrained from coming to class please alert me beforehand. It is much easier to find a way to make up a class if I know before than afterwards. Please be aware that missing more than 8 classes over the semester will be regarded as ground for automatic failure of this course regardless of any submitted work.

Work for this class should be produced by you specifically for this class. Plagiarism, short weight, avoidance of assignments by excessive dependence on quotation, or cheating on any exam administered during the semester will be subject to penalty and/or submission of the issue to University authorities in line with the campus’ policies on academic integrity (http://fas.camden.rutgers.edu/student-experience/academic-integrity-policy/). If in doubt about these policies please ask.
Classroom courtesy is a matter of respect. Behavior that is presents a barrier to teaching or learning is not acceptable in this class and may result in being asked to leave. This includes restraining the use of any electronic devices you bring to class. Phones should not be in your hand, on your desk, or otherwise involved in class at all, barring use for reference of documents. Disruptive use of any electronics will result in being barred from using your device for the balance of the semester.

**Books**

**Grading**
Class participation 15%
In-class early term exam 15%
In-class Empire debate 10%
Spanish Empire Essay 15%
Hapsburg Court Arts project 15%
In-class ‘Decline’ debate 10%
Final exam 20%

**Schedule and reading**
**Note that readings are listed by the day they will be discussed in class.**

week 1
§January 22: Introduction, The Convivencia?
§January 24: Spain as a colony
    Elliott, IS, pp. 15-22
    Mills, et al., pp. 27-42

week 2
§January 29: Reconquista and the kingdoms  
  Elliott, *IS*, pp. 27-35, 46-52, 77-8  
  Cowans, pp. 15-19  
§January 31: The Catholic Monarchs: grandeur and exploration  
  Elliott, *IS*, pp. 60-6, 125-9  
  Cowans, pp. 12-14

week 3  
§February 5: The Catholic Monarchs: religion and exclusion  
  Elliott, *IS*, pp. 99-110  
  Cowans, pp. 10-11, 20-7  
§February 7: The Spanish Imperial Impulse and Domestic Disruption  
  Elliott, *IS*, pp. 130-1, 144-63  
  Cowans, pp. 46-48

week 4  
§February 12: In-class exam  
§February 14: Contact and first impressions  
  Diaz: 210-15, 220-33  
  Cowans, pp. 28-33

week 5  
§February 19: The Empires of the Americas  
  Mills, et al., pp. 15-26  
  Lockhart and Schwartz, pp. 37-49  
§February 21: The beginning of conquest  
  Las Casas, pp. 3-4  
  Diaz: pp. 57-84  
  Cowans, pp. 34-6

week 6  
§February 26: Native societies in disarray  
  Las Casas, pp. 9-17  
  Diaz: pp. 140-55  
§February 28: High tide of the Conquistadors and its response  
  Diaz: 268-74, 353-368, 404-13

week 7  
§March 5: The institutionalization of the empire
Las Casas, pp. 31-56
§March 7: Arts and society in the early Latin Empire
Mills, et al., pp. 148-64

week 8
§March 12: Slavery and the empire in world-systems
Las Casas, pp. 21-5, 34-36 (again), 92-94, 103-104
Burbank and Cooper, pp. 143-8
§March 14: In-class debate: Spain and the Americas

week 9
§March 26: The new geography of the Spanish World
Elliott, *Old World and the New*, pp. 79-104
§March 28: New Spain in Old Spain
**Spanish Empire essay due**
Elliott, *IS*, pp. 200-11
Cowans, pp. 74-8

week 10
§April 2: Spain and her great power rivals, c. 1560
Parker, *Grand Strategy*, pp. 1-10
Thompson, *War and Government*, pp. 11-26
§April 4: Spain and the Reformation
Elliott, *IS*, pp. 216-31
Cowans, pp. 51-7, 93-9

week 11
§April 9: Philip and his government
Elliott, *IS*, pp. 249-58
Cowans, pp. 86-90, 112-6
§April 11: Spain and war I: universal ambitions?
Parker, *Grand Strategy*, pp. 281-96
Cowans, pp. 126-32

week 12
§April 16: Spain and war II: European order?
Elliott, pp. 300-08
Cowans, pp. 133-40
§April 18: Society at the tipping point
Cowans, §§pp. 117-25, 133-40, 149-51

week 13
§April 23: The dynasty after Philip III
**Hapsburg Court Arts project due**
Stradling, ‘Catastrophe and Recovery,’ pp. 197-212
Smith, *Creating a World Economy*, pp. 80-87
Cowans, pp. 152-62, 182-6
§April 25: Theories of decline
Elliott, *IS*, pp. 372-86

week 14
§April 30: In class debate: Imperial Spain as a European power
§May 2: review for final exam