

EUH/LAH 3931 Spanish Golden Age

Dr. Max Deardorff

Email: deardorff.max@ufl.edu

||

Class Meetings: MWF Period 3 (9:35 – 10:25)

Office Hours: Wednesday 12:30 – 2:30 / Friday 8:15 – 9:00 (ZOOM)



Antonio Gisbert, *Ejecución de los comuneros de Castilla* (1860)

This course traces the process by which two kingdoms in southwestern Europe developed the first global empire on which the sun never set, and how that great empire eventually fell victim to decay and decline. Beginning with the marriage of the "Catholic Monarchs" (Ferdinand and Isabella) in 1469, this course covers the union of the Crowns of Castile and Aragon, the intertwining of the destiny of the Spanish kingdoms and the Holy Roman Empire, the Spanish conquest of the Americas, the birth of a golden age of literature and drama, Mediterranean conflict with the Ottoman Empire, and the extension of maritime trade across the Atlantic and Pacific Oceans.

In the course of engaging with these topics, we will consider the cultural, religious, political, and economic factors that contextualized the history of the period. At various moments, our telescopic lens will fix upon a variety of themes: the relationships among Christians, Muslims, and Jews in the Iberian Peninsula; early modern debates about the so-called "destruction of

the Indies"; the Spanish Crown's role as the protector of Catholicism during the Reformation, and the distinct evolution of a Spanish honor culture.

Required Texts:

Jon Cowans, *Early Modern Spain: A Documentary History* (University of Pennsylvania Press, 2003). ISBN-13: 9780812218459

John H. Elliott, *Imperial Spain, 1469-1716*, 2nd ed. (Penguin, 2002). ISBN-13: 9780141007038

[open access version available at: <https://archive.org/details/imperialspain1460000elli>]

Lope de Vega, *Three Major Plays* (Oxford University Press, 1999). ISBN-13: 9780192833372

Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World* (Beacon Press, 1997) ISBN-13: 9780807070734

Course Reserves: When possible, an E-copy of "Required Texts" listed above will be available via the Library's online platform.

Administrative Information

Course goals:

(1) Students will develop an understanding of how the destiny of a number of Iberian kingdoms became intertwined. Students will understand the importance of this "composite monarchy" both in Europe and on the world stage during the 16th and 17th centuries, and the complications involved in talking about "Spain" during this period.

(2) Students will learn to read primary texts in a critical fashion, with an eye to understanding how and why those texts were produced, and the formulas that determined the character of their content.

(3) Students will improve their writing and communication skills, by completing short and medium-length writing assignments that address historical questions and/or muster evidence from primary sources to support their theses.

(4) Students will learn to identify the two individuals in this photo →



Attendance and Participation: Attendance at lectures and discussions is mandatory.

- Please attend section having read the assigned materials and bring a copy with you.
- *Student grades for participation will default to match the student's overall grade on written work. Regular, informed contributions to classroom discussion will raise participation grades. Irregular contributions, repeated unpreparedness, or excessive absence will lower participation grades.*

Excused Absences: Our course meets 41 times throughout the semester. **Three absences will automatically be excused without question.¹ Additional absences will incur progressive penalties, modeled on the Fibonacci Sequence (1,1,2,3,5,8, etc.), that will apply directly to your final grade and will be capped at 20% of the total.**

- Students who will not be able to take an exam at the scheduled time or need an extension of the due date for a paper must provide medical documentation of their condition at the time.
- The same holds true for any course meetings that students might miss because of extended illness.
- Students who have other conflicts that will prevent them from being able to complete an assignment on time or who will incur absences due to UF-sanctioned activities (such as participation in UF sports, clubs with travel obligations, etc.) must notify the professor in advance.

Laptop/tablet policy

All cell phones must be turned to vibrate at the beginning of class. **Laptops and tablets are permitted** in class **solely** for the purpose of **accessing digitalized readings**. Note-taking must be done the old-fashioned way, with paper and a writing instrument. Social science research has repeatedly shown that students who write their notes (rather than type them) demonstrate better understanding of material and better recall. Internet websurfing, texting, checking of email, or other tasks unrelated to readings for discussion or other classroom activities is not permitted. Any student found engaging in these activities during class may be asked to leave the classroom. A second violation will result in disciplinary sanction.

ASSIGNMENTS

Reading Responses: Over the semester, you will complete two Reading Responses. These assignments concern what we call “Secondary literature,” that is to say, articles or books in which historians use historical sources to write about the past. In roughly 600-700 words (2 double-spaced pages), you should identify the general theme or themes that unite the readings as well as any particular arguments that might distinguish them.

Source Analysis: At two points in the semester, you will be asked to analyze (in writing) historical *primary documents* that you have read that week. In roughly 600-700 words (2 double-spaced pages), you should be prepared to answer these questions: 1) What kind of document is it? 2) Who produced it? 3) Who was the intended recipient? 4) For what purpose might it have been created? 5) This document reflects events at a certain place and time. In what historical context was it created?

Essays

For your essay assignment, you will receive a question that requires you to read and think through a set of readings and formulate a thesis. The length should be roughly 1800 words (roughly 5-6 pages). Your essay should **not** be a summary of the readings or recapitulations of historical events (although you might need to include brief recaps as part of your argument). It should rely heavily upon analysis of the primary sources that you have discussed in your weekly section meetings.

¹ A typical American worker receives eight days of sick leave per roughly 260 working days/year. <https://www.forbes.com/advisor/business/pto-statistics/> Our sick leave policy is more than twice as generous as the average American workplace.

Late Policy: Late work will be accepted up to three weekdays following the assigned due date. It will be assessed a penalty of 10%/day, which begins to accrue one minute after the submission deadline. After three week days, late work will not be accepted. [Justified absences will extend the submission period and override some or all late penalties.]

Grading Scale for this Course:

94-100	A	86-84	B	76-74	C	66-64	D
93-90	A-	83-80	B-	73-70	C-	63-60	D-
89-87	B+	79-77	C+	69-67	D+	<u>Below 60 - Failing</u>	

Grade Calculation

Assignment type	Points (1000 total)	Percentage of overall grade
Participation and Attendance	200	20%
Exams (x2)	400 [2x200]	40%
Map Exercise	50	5%
Reading Responses & Source Analyses (x3)	150 [50x3]	15%
Essay	200	20%

Schedule of Readings

Please note that this course will use the CANVAS site. Readings (those not contained in Required Texts), this syllabus, and any handouts or assignments will also appear there.

A. People and Politics

1. Introduction: Hispania, al-Andalus, Spain?

Wed 8/23, Fri 8/25

Wednesday 1/7: Deep Historical Background: Romans, Visigoths, Moors, and Jews
 READING**: THE SYLLABUS

Friday 1/11: The Catholic Monarchs, Conversos, Antisemitism, and the Expulsion of the Jews [DISCUSSION]
 READING**: **Elliott** chapter 1 “The Union of the Crowns” (15-44)
Kishlansky, “How to Read a Document,” in *Sources of the West*, 6th ed. (New York: Pearson Longman, 2006), xiii-xxii.
Constable “The Legal Status of Jews and Muslims in Castile (Siete Partidas)” [available on CANVAS]
Cowans docs 5 (Decree of Expulsion of the Jews), 6 (The Expulsion of the Jews)

Video 1 (optional): The 1492 Expulsion of the Jews (with Professor Benjamin Gampel) – <https://youtu.be/ynbhkK0PQaI>

Video 2 (optional): [Al-Andalus](#)

2. Isabel, Ferdinand, and their Subjects

Mon 8/28, Wed 8/30, Fri 9/1

Monday 8/28: Government, Society, and Economy in Early Modern Spain
READING**: **Elliott** "The Ordering of Spain" (77-110)

Wednesday 8/30: The Economy and its Social Foundations
READING**: **Elliott** "The Ordering of Spain" (110-129)
Lope de Vega (intro vii-xviii)

Friday 9/1: Fuente Ovejuna [DISCUSSION]
READING**: **Lope de Vega** (1-79; notes 267-279)

600-700 word (2 pages) READING RESPONSE due Friday before class

3. A Burgeoning Empire (& its Problems)

~~Mon 9/4 [Labor Day]~~, Wed 9/6, Fri 9/8

Wednesday 9/6: The World of Charles V
READING**: **Elliott** chapter 4 "The Imperial Destiny" and part of chapter 5 "The Government and the Economy in the Reign of Charles V" (130-181)
Rodríguez Mediano, "Iberia, North Africa, and the Mediterranean," in *The Iberian World 1450-1820* (106-117)

Friday 9/8: The World of Charles V [DISCUSSION]
READING**: **Cowans docs**, 10 (Demands of the *Comuneros*), 11 (Charles V, Statement on Luther)

Map Exercise: Due Friday before class

B. Empire

4. The Conquest of the Americas, its Justification, and the Birth of the Global Empire

Mon 9/11, Wed 9/13, Fri 9/15

Monday 9/11: The Longest Crusade
READING**: **Mikhail**, "Columbus and Islam," "Columbus's Crusade," and "New World Islam" (89-135)

Wednesday 9/13: Mexico, Peru, and the Rest
READING**: **Elliott** chapter 2 "Reconquest and Conquest" (45-76)

Friday 9/15: The Intellectual Debate over Empire [DISCUSSION]
READING**: **Cowans docs** 7 (Christopher Columbus), 8 (The Requirement), 13 (Juan Ginés de Sepúlveda), 14 (Bartolomé de las Casas), 39 (Indian Policy)

600-700 word (2 pages) SOURCE ANALYSIS due Friday before class

5. Commodities, People, and the First Age of Globalization

Mon 9/18, Wed 9/20, Fri 9/22

Monday 9/18: Global Trade, bringing Slavery back to Spain [DISCUSSION]
READING**: **Van Deusen**, “Coming to Castile with Cortés, Indigenous Servitude in the 16th Century” [available on CANVAS]
Latino, Juan - [On the Birth of Untroubled Times \(De natali serenissimi\) \(1572\)](#)

Wednesday 9/20: Making the Indies Profitable
READING**: **Elliott** chapter 5 (cont.) “The Government and the Economy in the Reign of Charles V” (181-211); **Lane**, “[Potosí Mines](#)” [available on CANVAS]
Listen to “Episode 81: The Trans Pacific Silver Trade and Early-Modern Globalization” at *15 Minute History*
(<https://15minutehistory.org/2016/04/13/episode-81-the-trans-pacific-silver-trade-and-early-modern-globalization/>)

Friday 9/22: Global Trade in Silver – Lifeblood of an Empire [DISCUSSION]
READING**: **Vázquez de Espinosa**, “Compendium and Description of the West Indies” in *The Human Record: Sources of Global History*, 78-82 [CANVAS]
Cowans doc 20 (Philip II, What to Learn Concerning Indian Tribute 1559)
Listen to: [“Episode 81: The Trans Pacific Silver Trade and Early-Modern Globalization”](#) at *15 Minute History* [required]

[optional for those interested] [Episode 241: Molly Warsh, Pearls & the Nature of the Spanish Empire](#)

C. Religion, Honor, and Gender Relations

6. Spanish Catholicism

Mon 9/25, Wed 9/27, Fri 9/29

Monday 9/25: Religion in Spain in the Sixteenth Century
READING**: **Christian**, *Local Religion*, **chapter 5** “Local Religion: Variation, Alternatives, and Reform” [available on CANVAS]
Nalle, “Teaching a Lesson and Learning One” in *God in La Mancha*, pages 104-128 [available on CANVAS]

Wednesday 9/27: The Council of Trent & The Inquisition at Midcentury [DISCUSSION]
READING**: **Kamen**, *The Spanish Inquisition*, 4th ed., “Excluding the Reformation”
Cowans doc 21 (The Struggle Against Protestantism)

Friday 9/29: The Nobility and the Clergy
READING**: **Teófilo Ruiz**, Chapter 3 “Those Who Have: Nobility and Clergy” (68-92)

7. Honor I: Social Status and Mobility

Mon 10/2, Wed 10/4, Fri 10/6 [~~Homecoming~~]

Monday 10/2: Seville – the Cosmopolitan Melting Pot
READING**: **Lazarillo de Tormes** (available at:
<https://archive.org/details/thelifeoflazaril00437gut>) [start]

Video: [Sevilla \(visit with tour guide Rick Steves\)](#) [optional]

Wednesday 10/4: The “Picaresque” – Lazarillo de Tormes [DISCUSSION]
READING**: **Lazarillo de Tormes** (available at:
<https://archive.org/details/thelifeoflazaril00437gut>) [finish for class]

8. Work, Social Institutions, and Cultural Life

Mon 10/9, Wed 10/11, Fri 10/13

Monday 10/9: TBA

Wednesday 10/11: Work, Social Institutions, and Cultural Life
READING**: **MacKay**, Chapter 2 “The Life of Labor” (72-108)
Ruiz, Chapter 6 “From Carnival to Corpus Christi: Festivals of Affirmation” ‘
(155-175)

Friday 10/13: **MIDTERM EXAM**

9. Women and Society

Mon 10/16, Wed 10/18, Fri 10/20

Monday 10/16: The Lives of Women in Golden Age Spain – normative ideals
READING**: **Cruz**, “Women’s Confinement in Early Modern Spain,” 250-261 [CANVAS]

Wednesday 10/18: The Lives of Women in Golden Age Spain – against the grain
READING**: **Fink De Backer**, *Widowhood in Early Modern Spain: Protectors, Proprietors, and Patrons*, chapter 4 “Master and Mistress of the Household” pages 111-122 & 132-147 [CANVAS]

Poska, "Sex and the Single Woman," in *Women and Authority in Early Modern Spain: The Peasants of Galicia* (Oxford, 2005): pages 75-83 [available on CANVAS]

Friday 10/20: Feminine Honor, Household Ideals, and The Convent [DISCUSSION]
READING**: **Cowans docs** 22 (St. Teresa of Ávila), 28 (The Perfect Wife), 32 (Vagabond Women)

10. Honor II: Gender, Honor, and Adventure in the Iberian Atlantic

Mon 10/23, Wed 10/25, Fri 10/27

Monday 10/23: Nobility and Honor Culture
READING**: **Taylor**, *Honor and Violence in Golden Age Spain*, chapter 3 "Honor and the Law" [available on CANVAS]

Wednesday 10/25: Nobility and Honor Culture
READING**: **Cowans doc** 46 (Laws of the Hapsburg Monarchy)
Catalina de Erauso, *Lieutenant Nun* [begin reading]

Friday 10/27: Lieutenant Nun [DISCUSSION]
READING**: **Catalina de Erauso**, *Lieutenant Nun* [finish]

D. Domestic Politics, Foreign Policy, and the International Economy

11. King Philip II's Struggle for Political Hegemony in Europe

Mon 10/30, Wed 11/1, Fri 11/3

Monday 10/30: Philip II, King of Both Spain & the Low Countries
READING**: **Limm**, *The Dutch Revolt 1559 - 1648*, Part I "The Background," 1-14 [Via Smathers Library]
Cowans docs 23 (The Situation in the Low Countries), 26 (Events in Antwerp 1576)

Wednesday 11/1: The Spanish Armada
READING**: **Elliott** chapter 7 "One Monarch, One Empire, and One Sword" (249-268)
Cowans doc 30 (On the Causes of the Armada's Defeat 1588)

Friday 11/3: The Annexation of Portugal and the Revolt of Aragón
READING**: **Elliott** chapter 7 "One Monarch, One Empire, and One Sword" (268-284)
Cowans doc 27 (The Portuguese Succession 1579)

ESSAY DUE Friday 11/3

12. A Seaborne Empire, Financial Networks, and the Impact of the Slave Trade

Mon 11/6, Wed 11/8, Fri 11/10 [Veterans Day]

Monday 11/6: A Sea, Two Oceans, and Trade
READING**: **Elliott** chapter 8 "Splendour and Misery" (285-304)
Lane, chapter 4 "Empires and Inquisitors," from *Colour of Paradise: Emeralds in the Age of the Gunpowder Empires* [available on CANVAS]
LISTENING:
https://www.npr.org/sections/thesalt/2019/12/22/789864201/trove-of-recipes-dating-back-to-inquisition-reveals-a-family-secret-jewish-root?utm_medium=social&utm_source=facebook.com&utm_term=nprnews&utm_campaign=npr

Wednesday 11/8: The Complicated Dimensions of the African Slave Trade
READING**: **Heywood & Thornton**, "Chapter One" in *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585-1660*

13. The Moriscos

Mon 11/13, Wed 11/15, Fri 11/17

Monday 11/13: Uncertainty, 1492-1560
READING**: **Cowans doc** 4 (Surrender Treaty of the Kingdom of Granada 1491)
Amelang, "Rise and Fall of the Moriscos: A Political History," in *Parallel Histories* (2013): 10-25

Wednesday 11/15: Domestic Repression and Mediterranean Foreign Policy: 1530-1600
READING**: **Hess**, "The Moriscos: An Ottoman Fifth Column in Sixteenth-Century Spain" *The American Historical Review* 74:1 (Oct., 1968): 1-25 [available on CANVAS]
Cowans doc 25 (Francisco Núñez Muley, A Morisco Plea)

Friday 11/17: Assimilation, Failure, and Expulsion
READING**: **Cowans docs** 33 (Francisco Bermúdez de Pedraza), 34 (Decree of the Expulsion of the Moriscos), 35 (On the Expulsion of the Moriscos)
Sosa, "The Inhabitants and Neighbors of Algiers," in *Topography of Algiers (1612)*: 119-123

600-700 word (2 pages) READING RESPONSE due before class, Friday 11/17

14. Addressing the Monarchy's Social and Economic Problems

Mon 11/20, Wed 11/22 [Thanksgiving] - Fri 11/24

Monday 11/20: The *Arbitristas* and the Spanish Seventeenth-Century

READING**: **Cowans doc** 31 (The Restoration of the Republic 1600)
Vives, “Civic Help = Self Help (1526)” in Terpstra, *Lives Uncovered*, 147-49

15. The Hapsburg Empire, Stagnation, and Disintegration

Mon 11/27, Wed 11/29, Fri 12/1

Monday 11/27: The Thirty Years War and the Loss of the Low Countries

READING**: **Elliott** chapter 9 “Revival and Disaster” (321-360)

Wednesday 11/29: The Separation of Portugal and the Revolt of the Catalans

READING**: **Cowans docs** 36 (Instructions on Government 1624); 37 (Catalan Grievances 1640), 38 (Pardoning the Catalan Rebels 1644), 43 (Treaty Between Spain and Portugal 1668)

Tuesday 12/1: A Long Downward Spiral – Philip IV, Spain, and Europe

READING**: **Elliott** chapter 10 “Epitaph of an Empire” (361-372)

Cowans docs 44 (Memoirs of the Court of Spain 1678-82), 45 (Spain under Charles II 1696-99)

16. The End of an Era

Mon 12/4, Wed 12/6

Monday 12/4: Politics of the late 17th C and the War of Spanish Succession

READING**: **Elliott** chapter 10 “Epitaph of an Empire” (372-386)

Cowans docs 47 (Decrees on Political Centralization 1707, 1716), 48 (The Treaty of Utrecht 1713)

Wednesday 12/6: Wrap-up [Discussion]

Tuesday 12/13 10:00 AM – 12:00 PM: FINAL EXAM

Grading criteria:

If you believe an error has been made in grading your work, please bring it to the instructor’s attention, and he will review the situation. Once it has been verified that no error has been made, *GRADES ARE NON-NEGOTIABLE*.

A Work that goes beyond instructor’s expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a “good” student.

A- Very good work with most of the attributes of “A” work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as “A” work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.

C+ Below the specifiable standards for good work. Talk to instructor.

C Minimally passing work, showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately.

Websites with writing tips

<https://www.wm.edu/as/history/undergraduateprogram/hwrc/handouts/historypaperbasics/index.php>

<https://resources.library.lemoyne.edu/c.php?g=679043&p=4786381>

https://www.gvsu.edu/cms4/asset/CC3BFEEB-C364-E1A1-A5390F221AC0FD2D/history_research_paper_gg_final.pdf

<https://www.gvsu.edu/wc/handouts-other-resources-32.htm>

The Writing Studio

The UF Writing Studio
2215 Turlington Hall
Office phone (352) 846-1138

<https://writing.ufl.edu/writing-studio/>

The Writing Studio also offers online tutoring hours, which vary from term to term. Please check website to see available time slots, and then choose from either daytime, evening, or online tutoring.

Plagiarism policy

Please familiarize yourself with the University's academic honor code. Unintentional plagiarism results in an "F" for the paper. Intentional plagiarism results in an "F" for the course, or worse. All plagiarism charges will be reported to the University administration.

The University of Florida Honor Pledge: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

How to avoid the (unintentional) appearance of plagiarism

Make sure that all quotations from primary and secondary sources are always in quotation marks, and cite the source.

Always cite sources for ideas that are not your own. If the source is a book not assigned in the course, a lecture, or a conversation with a friend, or something said by another student in a discussion section, say so in a footnote or endnote.

The papers in this course are not research papers – they ask you only to think about material already assigned. So you do not need to consult readings other than what is assigned (if you happen to have read something not assigned that you think is relevant, feel free to use it, but with a proper citation).

If someone has helped you with this paper (by reading it for clarity and grammar, or by listening to you talk about it) state in an acknowledgement who that person is, and how he or she helped you. It is fine to get help, as long as your helper does not in any way write the paper for you, or provide you with the argument(s) of the paper. It is best to get help from someone who is not taking the course.

AI Policy: Students are allowed to use LLM’s (ChatGPT, Bing, Bard, etc.) to complete assignments in certain limited instances that will be clarified during class meetings. Whenever students use LLM’s to complete assignments, they are required to cite and detail their use (in order to avoid plagiarism penalties). All uses of LLM’s not expressly authorized by the professor’s policies are prohibited and will be subject to punitive assessment.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Counseling and Wellness Center

Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575); <http://www.counseling.ufl.edu/cwc/>).