

HIST 3443
Spain in the Age of Cervantes
Fall 2009

TR 9:30-10:45
321 LeConte Hall
Course no. 02-876

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Office hours: by appointment

This course will examine the history of Spain in the age of Miguel de Cervantes (1547-1616), author of *Don Quijote* and one of the most astute social commentators of his time. Cervantes witnessed both the rise of Spain into the first global power, as well as the beginnings of its decline. The major themes of this course will include the discovery and impact of the New World, religion and the Counter Reformation, the Inquisition, the Armada of 1588, art and literature of the Golden Age, and the decline of Spain.

Required Texts

Cervantes, Miguel de. *Exemplary Stories*. Oxford, 1998.

Cowans, John, ed. *Early Modern Spain: A Documentary History*. Penn, 2003.

Homza, Lu Ann, ed. *The Spanish Inquisition, 1478-1614: An Anthology of Sources*. Hackett, 2006.

Loyola, Ignatius. *The Autobiography of St. Ignatius Loyola*. Ed. John Olin. Fordham UP, 1993.

Maltby, William S. *The Rise and Fall of the Spanish Empire*. Palgrave, 2009.

Quevedo, Francisco de, et al. *Two Spanish Picaresque Novels*. Viking, 1969.

Additional readings available on Electronic Course Reserve will be identified by ECR. Assignments for online readings include the relevant websites.

Course Readings

Week One: Late Medieval Spain

- 18 Aug. Introduction
20 Aug. Maltby, 1-29; Cowans, 1-19

Week Two: Spain in the Renaissance

- 25 Aug. Cowans, 20-33; Homza, ix-xxii, 1-26
27 Aug. Maltby, 30-51; Cowans, 34-48

Week Three: The Spanish Empire

- 1 Sept. Maltby, 52-72
Elliott, *Spain and Its World* (Chapter 2: The Mental World of Hernán Cortés), ECR
3 Sept. Maltby, 73-99
Elliott, *Spain and Its World* (Introduction and Chapter 1: Spain and its Empire in the Sixteenth and Seventeenth Centuries), ECR

Week Four: Spanish Humanism

- 8 Sept. Cowans, 58-78, 83-90, 102-104, 163-167
Elliott, *Spain and Its World* (Chapter 3: The Discovery of America and the Discovery of Man), ECR
10 Sept. Homza, xxii-xxxvii, 27-60; Cowans, 49-50, 91-92

Week Five: Catholic Reform

- 15 Sept. Homza, 80-111; Erasmus, *Colloquies*, “Of Rash Vows,” “Of Benefice Hunters,” “Of a Soldier’s Life,” available at <http://smith2.sewanee.edu/erasmus/>
17 Sept. Loyola, Introduction and chapters 1-5

Week Six: The Jesuit Order

- 22 Sept. Loyola, chapters 6-11 and appendices
24 Sept. First examination

Week Seven: Mysticism

- 29 Sept. Homza, 153-163; Cowans, 93-99
- 1 Oct. Homza, 248-256; Ehlers, "Negotiating Reform," ECR

Week Eight: The Inquisition

- 6 Oct. Homza, 61-79, 212-237; Cowans, 51-57
- 8 Oct. First paper due

Week Nine: The Peoples of Spain

- 13 Oct. Kamen, *The Spanish Inquisition*, 214-229, ECR; Cowans, 105-109, 143-151; Homza, 238-247
- 15 Oct. Kamen, *The Spanish Inquisition*, 230-254, ECR; Homza, 257-266

Week Ten: Daily Life in the Golden Age

- 20 Oct. *Lazarillo de Tormes*; Cowans, 117-125, 141-142.
- 22 Oct. Quevedo, *The Swindler*
[Withdrawal deadline]

Week Eleven: Philip II

- 27 Oct. Second examination
- 29 Oct. Maltby, 100-125; Cowans, 110-116

Week Twelve: The Military Revolution

- 3 Nov. Cowans, 126-132; Elizabeth I, [Against the Spanish Armada, 1588](http://www.fordham.edu/halsall/mod/1588elizabeth.html), available at <http://www.fordham.edu/halsall/mod/1588elizabeth.html>
De Lamar Jensen, "The Spanish Armada: The Worst-Kept Secret in Europe." *The Sixteenth Century Journal*, Vol. 19, No. 4 (Winter, 1988), 621-641 (JSTOR)
- 5 Nov. Maltby, 126-148; Cowans, 152-162

Week Thirteen: The Decline of Spain

- 10 Nov. Cowans, 133-140, 212-224

12 Nov. Richard Kagan, "Prescott's Paradigm: American Historical Scholarship and the Decline of Spain," *American Historical Review* 101, 1996, 423-446, ECR

Week Fourteen: The Golden Age of Arts and Letters

17 Nov. Cowans, 168-179

19 Nov. Cervantes, Prologue and "The Little Gypsy Girl," 3-70. Second paper due

23-27 Nov. Thanksgiving

Week Fifteen: The Legacy of Early Modern Spain

1 Dec. Cervantes, "Rinconete and Cortadillo," 71-105, and "The Deceitful Marriage" and "The Dialogue of the Dogs," 237-305

3 Dec. Maltby, 149-192; Cowans, 180-192

Final exam Tuesday, 15 Dec. 8-11 am

Grading

All work submitted for this course must comply with the university academic honesty code:

<http://www.uga.edu/honesty/>

Students will be assigned a letter grade based on their performance in the class. This final grade will be calculated in this manner:

First paper	12.5%
Second paper	25%
Two mid-terms	12.5% each
Discussion	12.5%
Final exam	25%

The first (4-5 page) and second (8-10 page) papers will present you with the opportunity to demonstrate your ability to read, think, and write critically. I will distribute suggested topics in class; speak with me if you are interested in writing about another aspect of early modern Spain. The papers will be due at the beginning of class on 8 Oct. and 19 Nov. Papers will be downgraded by a half-grade for each day late. A set of guidelines for writing in this course appears at the end of the syllabus.

The mid-term and final examinations will employ the same format, a combination of terms to be identified and brief essays. Bring blue books (available at the University

bookstore and elsewhere) and dark pens. We will discuss effective study methods prior to each examination.

Your discussion grade will depend upon your active and constructive participation in our open discussions of the readings. Read the assigned materials prior to the class meeting indicated on the syllabus, and bring them with you to class. Note that your discussion grade will be reduced by one-half grade (e.g., from A to A-) for every two absences after your first two absences. A student with a discussion grade of B and four absences, for example, would receive a discussion grade of B-. It is your responsibility to arrive on time and initial the roll. Please do not bring food or outside reading materials to class; if you carry a cell phone, turn it off before class. You are welcome to use a laptop computer in class to take notes, but not for any other purpose.

If you fail to appear for any of the examinations, or miss the deadline for either paper by one week, you will be dropped from the course. If this occurs after the midpoint withdrawal deadline (Thurs., 22 Oct.), you will be assigned a grade of WF. I do not assign final grades of Incomplete. I invite you to speak with me if you have any questions about the grading policy for this course.

Guidelines for Writing

In this course you will be writing one 4-5 page paper and one 8-10 page paper. In these papers I will expect you to sustain a subjective, well-developed argument with regard to the work or works in question. I will suggest topics for each paper, but I also encourage you to propose your own theses as well. Whereas the suggested topics for the first paper will be drawn from the assigned readings, the second paper will require you to read a primary source or set of primary sources beyond the materials listed on the syllabus.

These papers should take a critical approach to the sources, demonstrating sensitivity both to their context and to their larger importance. I encourage you to bring in your creativity and your own perspective, so long as you argue your ideas in the manner of a historian, with ample references to the sources.

Whether you choose a suggested topic or develop your own, the papers you submit in this course should represent your own work. You are responsible for the research and writing of your papers, and even if you have written papers about the early modern period before, the assignment is to choose a document and a topic that are new to you.

Preparation. Take time to outline your papers. Before you begin writing, you should have a clear idea of your exact argument and the textual passages you will cite to support it. In organizing your papers, I would encourage you to adhere to the standard format: an introductory paragraph with thesis statement, several paragraphs developing and analyzing specific examples from the text, and a concluding paragraph. Depending on your exact topic you may need to deviate slightly from this structure -- for example, if you are comparing two works -- but bear in mind that on the whole, your reader will reward clarity. I expect to know from the first paragraph exactly what you will argue, and what your sources will be; in the body of the paper I expect well-chosen, well-developed examples from the text; and I expect your conclusion to bring these elements together in

a convincing and accessible manner.

Writing. The paper should include the following information, either on a title page or at the top of the first page: your name; my name (spelled “Ehlers”); the course number; the date; and the title of your paper. Staple the pages of your paper together.

Use a standard font, in 12-point size. Double-space your paper. Number the pages, preferably in the center of the bottom of the page.

In the body of your paper, document your arguments with concrete references to the text, indicating the sources in footnotes. Provide full bibliographical information in the first reference, and short titles thereafter:

1 Eugene F. Rice and Anthony Grafton, *The Foundations of Early Modern Europe, 1460-1559* (New York: W.W. Norton, 1994), 140-141.

2 Rice and Grafton, *The Foundations*, 142.

3 Christopher Columbus, “Letter on the New World,” in Jon Cowans, ed., *Early Modern Spain: A Documentary History* (Philadelphia: Penn UP, 2003), 29.

4 Columbus, “Letter,” 30.

Provide footnotes for all references to the sources, whether these are direct or indirect. In many cases, it is necessary to place a comma before a quotation:

As Machiavelli argues, “When simple good luck raises private citizens to the rank of prince, they have little trouble in rising, but plenty in holding onto their positions.”¹

There are certain exceptions, as when you are using only one section of a quotation:

Machiavelli’s use of this example contradicts his earlier assertion that men “who become princes through their own

¹ Niccolo Machiavelli, *The Prince* (New York: W.W. Norton & Co., 1992), 18.

strength of character [*per vie virtuose*] may have troubles gaining power, but they find it easy to hold onto."²

When including a quotation of three lines or longer, single-space, indent, and drop the quotation marks:

The following passage illustrates Machiavelli's pragmatic approach to classical and Biblical history:

Turning to those who have become princes by their own powers [*virtu*] and not by accident, I would say that the most notable were Moses, Cyrus, Romulus, Theseus, and a few others. And though we should not consider Moses, because he was simply an agent sent by God to do certain things, he still should be admired, if only for that special grace which made him worthy of talking with God.³

You should only use such block quotations if they are essential to your argument, and if the original language is important to the point at hand. Quotations are necessary to document your assertions, but they should not replace your own thoughts and ideas.

When paraphrasing the text, include footnotes as you would for a quotation.

In chapter VI, Machiavelli addresses the subject of princedoms acquired through virtue rather than fortune.⁴

Append a bibliography if you have made reference to sources outside the assigned materials.

Voice and Tense. On occasion, the passive voice represents the most clear and concise way of stating an idea. In general, however, use the active voice whenever possible:

In this chapter, Machiavelli argues ...

Machiavelli's argument falters when he turns to the subject of ...

² Machiavelli, *The Prince*, 17.

³ Machiavelli, *The Prince*, 16.

⁴ Machiavelli, *The Prince*, 15-18.

The passive voice is usually less precise and less elegant:

Here, virtue is seen to be less concerned with morality ...

In this section, it is argued by Machiavelli ...

Keep the tense of your paper consistent. It is fine to use either the historical present (as in the examples above) or the past tense (“Machiavelli rejected contemporary concepts of virtue”) so long as you do not switch back and forth between the two.

Semi-colons can be an effective tool, but should only be used to separate independent clauses, i.e., between otherwise complete sentences. Do not separate complete sentences with a comma.

Strictly speaking, pronouns such as “everyone” and “anyone” are singular: “Everyone has the right to his own opinion.” Recently, in the interest of gender neutrality, many writers have begun to use “their” to replace the clumsier “his or her:” “Everyone has the right to their own opinion.” Either usage is fine so long as you are consistent.

Hyphenate centuries when you are using them as adjectives, but not as nouns. “The long sixteenth century;” “sixteenth-century Spain.”

Editing. Review your own work with a critical eye, preferably at least twelve hours after you finish writing. Spellchecker is a valuable tool and you should use it, but it is no substitute for proofreading your work. In re-reading your papers, ask yourself the following questions about each paragraph, and about the paper as a whole: Is the topic sentence clear? Are the examples well chosen and well presented? Does the paragraph or the paper present an internally consistent argument?

Questions. I will hold office hours by appointment, as I am in my office most of the time during the week. I encourage you to meet with me outside of class at least once during the semester to discuss any questions you might have about the course, the assignments, or the source materials.