

IE-HUMANITIES

IE University

Professor: **JULIO CRESPO MACLENNAN**

E-mail: jcrespo@faculty.ie.edu

Academic year: 21-22

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

SPAIN AND THE HISPANIC WORLD

Spain is one of the oldest nations in Europe, it is the place of origin of the Hispanic world, one of the great cultural communities of our time and of Spanish, the second most universal language. The aim of this course is to analyse the trajectory of Spain and the Hispanic world from antiquity, when Hispania emerged, to the Spain and Latin America of the twenty-first century. This course will explain how Spain emerged as a nation, why Spain discovered America and how it created the first empire where the sun never set. It will then explain how the collapse of the Spanish empire led to the creation of Latin America, how the Hispanic world expanded through the Americas and other parts of the world and the challenges faced by both Spain and Latin American nations, from the nineteenth century to the present.

This course will allow students understand not only the history of Spain and the Hispanic world but also the main features of its culture, politics and society. By the end of thirty sessions they will be familiar with the main events that have shaped the nations belonging to the Hispanic world as well as its most outstanding protagonists, and the historical legacy and culture that has confronted but also unified the peoples of the Spanish-speaking world.

OBJECTIVES AND SKILLS

2-OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

This course aims at giving students the essential knowledge of the history of Spain and the Hispanic world.

Upon successful completion of this course, students will be able to:

1. Understand the history of Spain and the Hispanic world from its origins to the 21st century, and from a truly global perspective.
2. Understand how the countries of the Hispanic world were formed, the conflicts and challenges that they have faced until the present.
3. Become familiar with the most famous people and relevant historical figures of both Spain and the Hispanic world.
4. Become familiar the main historical landmarks, trends of thought and cultural movements shaping Hispanic history.

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Course Policies:

a. Attendance: Attendance is required for this course and has a direct impact on your participation grade (see below). If you need to be absent from the class, it is your responsibility to notify the professor in advance.

b. Late assignments: Assignments are due on the dates specified in the syllabus. Late submissions will receive half a letter grade reduction per day unless accompanied by a medical certificate.

c. General points on written assignments:

References should be cited where appropriate within the text and a reference list should be provided at the end of the document.

Sources of information presented in any table, figures or graphs should also be cited.

When in doubt regarding proper citation, please refer to the IE Ethical Code of Conduct.

[CLICK HERE FOR IE ETHICAL CODE OF CONDUCT](#)

d. Plagiarism: Plagiarism in this course is not tolerated. Please refer to the IE Code of Ethical Conduct.

Teaching methodology
 Weighting
 Estimated time a student should dedicate to
 prepare for and participate in
 Lectures
 (30.0)%
 45 hours
 Discussions
 (10.0)%
 15 hours
 Exercises
 (30.0)%
 45 hours
 Group work
 (20.0)%
 30 hours
 Other individual studying
 (10.0)%
 15 hours
 TOTAL
 (100.0)%
 150 hours

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	0.0 %	0 hours
Discussions	0.0 %	0 hours
Exercises	0.0 %	0 hours
Group work	0.0 %	0 hours
Other individual studying	0.0 %	0 hours
TOTAL	0.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

1. Introduction. Spain and the Hispanic world.

This session will explain the keys to understand the history and expansion of the Hispanic world and its transformation into one of the great global cultures.

Book Chapters: Juan Lalaguna, Spain, a traveller's history, Chapter 1 (Chapter 1)

Book Chapters: Jean-Benoit Nadeau & Julie Barlow, The story of Spanish (Chapter 1)

SESSION 2 (LIVE IN-PERSON)

2. Iberia and Hispania

The Iberians, the early settlers of the Iberian peninsula. The Roman conquest and the foundation of Hispania and the importance of Rome in the origins of Spain and the Hispanic world.

Book Chapters: The Story of Spanish (Chapter 2)

SESSION 3 (LIVE ONLINE)

3.AL ANDALUS AND THE RECONQUEST OF SPAIN

The Moorish invasion of the Iberian peninsula, the Christian reconquest and the birth of the Iberian Kingdoms.

Book Chapters: Spain, a traveller's history (Chapter 3)

SESSION 4 (ASYNCHRONOUS)

THE CATHOLIC KINGS AND THE BIRTH OF SPAIN

The reign of Queen Isabella of Castile and Ferdinand of Aragon, and how they laid the foundations of the Spanish nation.

Book Chapters: Spain, a traveller's history (Chapter 3)

SESSION 5 (LIVE IN-PERSON)

CHRISTOPHER COLUMBUS AND THE DISCOVERY OF AMERICA

How and why Queen Isabella sponsored Christopher Columbus's exploratory journey. The discovery of America and the early consequences for Spain, Europe and the American continent.

Book Chapters: Felipe Fernández-Armesto, Columbus (Chapter 4)

Book Chapters: Hugh Thomas, Rivers of Gold, The Rise of the Spanish empire (chapter 4)

SESSION 6 (LIVE IN-PERSON)

CORTES, PIZARRO AND THE ERA OF GREAT CONQUISTADORS

The conquest of the Aztec and Inca empires, the early settlers and the clashes between the conquistadors and the indigenous peoples.

Book Chapters: Hugh Thomas, The rise of the Spanish empire (Chapter 8)

Video: The Great Spanish conquistadors

SESSION 7 (LIVE IN-PERSON)

SPAIN IN THE GOLDEN AGE

How Spain becomes the centre of the world between the 16th and 17th century. The wealth and cultural splendour of Spain in its hegemonic era.

Book Chapters: Robert Goodwin, Spain, the centre of the world, 1519-1682 (Chapter 7)

Book Chapters: John Elliott, Imperial Spain (Chapter 5)

SESSION 8 (LIVE IN-PERSON)

PHILIP II AND THE EMPIRE WHERE THE SUN NEVER SET

How the Iberian peninsula was unified and transformed into a global empire with bases in Africa, Oceania and the Far East.

Book Chapters: Spain, the centre of the world (chapter 7)

Video: The Spanish Empire History Documentary

SESSION 9 (ASYNCHRONOUS)

SPAIN UNDER THE BLACK LEGEND AND ITS IMPERIAL RIVALS

Causes and consequences of Spain's long decline as the first world power. The black legend and its effects on the Spanish empire.

Book Chapters: Robert Goodwin, Spain centre of the world (chapter 20)

Book Chapters: John Elliott, Imperial Spain (Chapter 10)

SESSION 10 (LIVE IN-PERSON)

CREOLE ELITES AND THE CHALLENGES OF THE SPANISH EMPIRE IN AMERICA

Life and politics in the Spanish vicerealties in America and the administration of the Spanish empire. The growth and development of creole elites and migration to America.

Book Chapters: Edwin Williamson, Penguin History of Latin America (chapter 2)

SESSION 11 (LIVE IN-PERSON)

NAPOLEON, THE INVASION OF SPAIN AND THE COLLAPSE OF THE SPANISH EMPIRE

The impact of the Napoleonic era, the Peninsular war and the dismemberment of the Spanish empire.

Book Chapters: Raymond Carr, Spain, 1808-1975 (chapter 3)

SESSION 12 (LIVE IN-PERSON)

BOLIVAR AND MIRANDA, SAN MARTIN AND O'HIGGINS AND THE GREAT FOUNDING FATHERS OF LATIN AMERICAN REPUBLICS

The trajectory of the founding fathers of Latin America, their ideas and influence in the new Iberoamerican world.

Book Chapters: Penguin History of Latin America (chapter 6)

Podcast: Simon Bolivar, History of the world

SESSION 13 (LIVE IN-PERSON)

THE NEW AMERICAN COUNTRIES AND THE BIRTH OF HISPANOMERICA.

The creation of the first independent nations in the Hispanic world.

Book Chapters: Penguin History of Latin America (Chapter 7)

Book Chapters: Enrique Krauze, Redeemers (chapter 1)

SESSION 14 (ASYNCHRONOUS)

MID-TERM EXAM

SESSION 15 (LIVE ONLINE)

RESTORATION SPAIN AND THE CHALLENGES OF THE MODERN SPANISH NATION

Spain under the restored monarchy of Alfonso XII, its internal and external challenges.

Book Chapters: Spain (Chapter 9)

SESSION 16 (LIVE IN-PERSON)

THE SPANISH-AMERICAN WAR AND THE COLLAPSE OF THE SPANISH EMPIRE

The loss of Cuba, Puerto Rico and the Philippines and its consequences in Spain, Latin America and the Hispanic world.

Book Chapters: Spain (Chapter 9)

Video: La crisis de la restauración, documentary

SESSION 17 (LIVE IN-PERSON)

THE MEXICAN REVOLUTION AND THE LONG ERA OF PRI HEGEMONY

The turbulent history of one of the greatest nations of Latin America. The causes and consequences of the Mexican revolution.

Book Chapters: Penguin History of Latin America (Chapter 10)

Book Chapters: Enrique Krauze, Redeemers (Chapter 5)

SESSION 18 (LIVE IN-PERSON)

ARGENTINA FROM THE GOLDEN AGE TO THE ERA OF PERON

The wealth and splendour of Argentina in the early twentieth century. How it became a leading nation of the Hispanic world and the causes of its decline.

Book Chapters: Penguin History of Latin America (Chapter 14)

Book Chapters: Enrique Krauze, Redeemers (Chapter 5)

SESSION 19 (LIVE IN-PERSON)

THE SPANISH CIVIL WAR AND THE FRANCO REGIME

The causes of the Spanish Civil War, its consequences and the impact it had on Spain and the Hispanic world.

Book Chapters: Stanley Payne, The Spanish Civil War (Chapter 17)

Podcast: BBC documentary, The Spanish Civil War

SESSION 20 (ASYNCHRONOUS)

THE CUBAN REVOLUTION, FIDEL CASTRO'S DICTATORSHIP AND ITS ENDURING LEGACY

The Cuban revolution and the rise of Fidel Castro. The establishment of the Castro regime and its deep consequences in both Latin America and international politics.

Book Chapters: Penguin History of Latin America (Chapter 12)

Book Chapters: Enrique Krauze, Redeemers, ideas and power in Latin America (Chapter 7)

SESSION 21 (LIVE IN-PERSON)

CAUDILLOS AND DICTATORS IN LATIN AMERICA

The spread of dictatorial rules and caudillos rule as a phenomenon in Latin America from the 1950s to the 1980s.

Book Chapters: Penguin History of Latin America (Chapter 13)

Podcast: Operation Condor, documentary

SESSION 22 (LIVE IN-PERSON)

THE LATIN AMERICAN BOOM AND THE GOLDEN ERA OF HISPANIC CULTURE

How literature contributed to global fascination with Latin America and a new golden era of Hispanic culture.

Book Chapters: A history of Spanish (Chapter 27)

Podcast: The Latin American Boom

SESSION 23 (LIVE IN-PERSON)

THE SPANISH TRANSITION TO DEMOCRACY AND THE THIRD WAVE OF DEMOCRATIZATION IN AMERICA

Spain's transition to democracy in the 1970s becomes a model that was successfully reproduced in Latin America.

Video: Juan Carlos: The king that saved Spanish democracy

Podcast: Allende and Pinochet in Chile

SESSION 24 (LIVE IN-PERSON)

THE REIGN OF KING JUAN CARLOS I AND THE NEW GOLDEN ERA OF SPAIN

How the reign of Juan Carlos I one of the most prosperous and successful in the history of Spain

Video: Juan Carlos: The Making of a leader

Book Chapters: Charles Powell, King Juan Carlos Self-made monarch (chapter 7)

SESSION 25 (ASYNCHRONOUS)

THE IBEROAMERICAN SUMMITS, SPANISH AS A GLOBAL LANGUAGE AND THE NEW TRANSATLANTIC WORLD

The Iberoamerican summits, the politics and culture of Spanish as a global language and the aim of creating a genuine Iberoamerican world beyond mere rhetoric and historic myths.

Video: 30 años de cumbres iberoamericanas

SESSION 26 (LIVE IN-PERSON)

THE CHAVIST PHENOMENON AND THE SPREAD OF POPULISM IN LATIN AMERICA

The collapse of Venezuela under the Chavist regime and the propagation of a populism in the early twenty-first century

Article: Carlos Malamud, Political changes and populist policies in Latin America (Elcano)

Article: Carlos Malamud, The fifth summit of the Americas

SESSION 27 (LIVE IN-PERSON)

THE REIGN OF KING FELIPE VI AND THE CHALLENGES OF CONTEMPORARY SPAIN

Constitutional patriotism versus separatism, cultural wars and new black legends of Spain.

Article: William Chislett, Quo Vadis Spain (Elcano)

Article: Charles Powell, Felipe VI, the reign in Spain

SESSION 28 (LIVE IN-PERSON)

THE FORGOTTEN HISPANIC WORLD

The Sephardic Jews, Hispanics in the United States, and other Hispanic communities in the world.

Article: Rafael Rodriguez-Ponga, *Spanish language in the Philippines (Elcano)*

Article: Angel Badillo, *Hispanics and Spanish in Trump's presidency*

SESSION 29 (LIVE IN-PERSON)

LATIN AMERICAN AND THE HISPANIC WORLD IN THE TWENTY-FIRST CENTURY

Hispanism as a factor of unity in the polarised societies of the Latin American twenty-first century.

Article: *Es América Latina parte de Occidente*

Article: *Latin America's democracy after a year's pandemic (Elcano)*

SESSION 30 (LIVE ONLINE)

FINAL EXAM

BIBLIOGRAPHY

Recommended

- Juan Lalaguna. (2002). *Spain, a traveller's history*. Cassell. ISBN 9780304362769 (Printed)

- Jean-Benoit Nadeau & Julie Barlox. (2013). *The Story of Spanish*. St Martin's Griffin. ISBN 9781250049049 (Digital)

- Robert Goodwin. (2015). *Spain, centre of the world*. Bloomsbury. ISBN 9781408862285 (Printed)

- Hugh Thomas. (2015). *World without end*. Penguin. ISBN 9781846140639 (Printed)

- Hugh Thomas. (2010). *Rivers of Gold*. Penguin. ISBN 9780141034485 (Printed)

- Felipe Fernandez-Arresto. *Columbus*. 1991. Oxford Paperbacks. ISBN 9780192852601 (Printed)

- Raymond Carr. (1982). *Spain, 1808-1975*. Oxford University Press. ISBN 9780198221289 (Printed)

- Edwin Williamson. *Penguin History of Latin America*. 2010. Penguin. ISBN 9780141034751 (Printed)

EVALUATION CRITERIA

Preparation and participation 20%
 Midterm evaluation 20%
 Final evaluation 30%
 Continuous assessment/evaluation 30%

Criteria	Percentage	Comments
Final Exam	30 %	
Intermediate Tests	20 %	
Class Participation	20 %	
Other	30 %	
Final Exam	0 %	
Final Exam	0 %	

Reading the recommended texts as well as watching the videos and podcasts is essential to be able to follow the course and succeed in the evaluations.

Evaluation for this course will combine class participation and a class presentation (20%), written assignments during asynchronous sessions (30%) intermediate test (20%) and final exam (30%).

For asynchronous sessions two questions will be sent based on the set readings. Students will have to write a short answer of no more than two paragraphs or a total of 400 words to the questions asked.

All students must make a brief class presentation of approximately 5 minutes, on a different topic to the one chosen for the written essay.

The mid-term and final exams will consist of a mixture of essay and multiple choice questions.

Participation grade will be based on class attendance, class behaviour and etiquette, and contributions to class discussions.

Any student missing more than 9 sessions will fail the class. Any student found plagiarizing on an assignment will receive a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class. All papers will be graded using turnitin, which means don't plagiarize, you will get caught. Any case of cheating on exams or quizzes will result in failing the class and the convening of a university ethics committee.

Students who fail the class due to poor grades will have the chance to take an extraordinary exam in July. This exam will comprise two essay questions, and will require students to understand the course readings. Students who fail the class due to attendance or ethics violations will not be able to take the July exam. July Exam dates are non-negotiable.

A) About the Spanish grading system, which is the one used at IE:

Grade description and equivalents:

- Excellent/Sobresaliente: 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

- Very Good/Notable: 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

- Good/Aprobado: 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

- Pass/Aprobado: 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

- Fail/Suspenso: 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

- Automatic Failure/Suspenso: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

The maximum grade a student can obtain in the second exam session is 8 out of 10.

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

About the Code of Ethics/Honor

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

What is academic integrity? One component of a definition is when one does the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics.

Cheating includes:

- a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- c) co-operation or collaboration.
- d) with official documents, including electronic records.
- e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

- a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.
- b) Misleading or false statements regarding work completed.
- c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.
2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
4. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)

PROFESSOR BIO

Professor: **JULIO CRESPO MACLENNAN**

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Julio Crespo-MacLennan originally joined IE Business School in 2005, when he taught in the international MBA and he also been assistant professor at IE University. Throughout his academic career he has taught International Relations and History at several universities in Britain, Spain and the United States. He has represented the Spanish diplomatic mission as director of the Instituto Cervantes in Istanbul, Dublin and London. He was also vice-president of EUNIC, the European Union National Institutes for Culture in London. At present he is the founding director of the Hispanic Observatory, based in London, the first pan-Hispanic think tank in the world and he is also an associate fellow of Elcano Royal Institute, Spain's most prestigious think tank.

He holds a Ph.D. from St. Antony's College, Oxford University, an M.A. in International Relations from the Ortega y Gasset University Institute in Madrid and a B.A. in History from University College, Oxford University.

He has published seven books including *How Europe shaped the modern world* (Pegasus Press, 2018). He has also published over one hundred articles and book reviews in academic journals and the daily press, mainly in the Spanish daily newspapers ABC and El País and occasionally he also writes for the Latin American and British press. He has also given lectures in over thirty countries and diverse international forums. His research interests include the European Union, Latin America, intergovernmental institutions, global governance, big data and new technologies.

He currently prepares a book on the history of the Spanish-speaking people.

OTHER INFORMATION

I am available for student consultation at all times in the following email: jcrespo@faculty.ie.edu