

SEVI 331 SPAIN AND THE AMERICAS

Professor: Antonio Acosta

Objectives

- Understand the present-day reality of the relations between Spain with Latin America and the United States through the study of history.
- Make comparisons between the models of Iberian and British colonization, as well as comment on the relations between Spain and its colonies with the Anglo-Saxon projection in America, as well as the processes of independence in the 19th century.
- Recognize the importance of the past societies and cultures in the contemporary world.
- Foster a critical attitude and personal opinions about the reality in which we live
- Stimulate the participation and the creative abilities of students while increasing their knowledge of the Spanish language.

Methodology

- 1) The material will be based on four lines of work:
 - a. Theoretical explanations
 - b. Comments and debates about the general recommended bibliography
 - c. Personal tutorials

In the tutorials students will be individually assisted to enhance their understanding and enjoyment of material.

2) Students will complete two written works: one at the middle of the course and the other at the end. Students will also turn in a final written assignment at the end of the semester (approx. 30,000 characters), with which they will receive guidance from the professor throughout the writing process.

3) Students will complete an activity related to the historical center of Sevilla, in which they will visit places and buildings that are related to the American history of the city: calle Alemanes, barrio del Arenal, Casa de la Contratación, Archivo de Indias, Torre del Oro, atarazanas, etc.

The activity with the students will be developed in three phases:

- a. An initial explanation to the students in class about the famous Plano de Sevilla, by Pablo Olavide, from 1771, which can be found on the internet. The document and its author are very relevant to the history of Sevilla and require prior study in class. This explanation will include the history of buildings and relevant monuments in the relations with America: Atarazanas, barrio del Arenal, calle Alemanes, calle Francos, Palacio de San Telmo, Fábrica de Tabacos, Archivo de Indias, casa de los Pinelo, etc., with the objective that they have the necessary information to complete their posterior assignment.

You can see the Plano de Pablo Olavide in:

<http://upcommons.upc.edu/revistes/bitstream/2099/5286/1/pl%C3%A0nol%20Sevilla.pdf>

- b. A trip with the professor to a zone of the city with the plan in hand to establish the differences between the plan from the 17th century and the present-day city, above all in regards to the historical monuments that the professor will point out.
- c. Posterior trips to the city of pairs of students with the plan in hand. Each pair will work in a different historical zone of the city and all of those that were previously visited with the professor. Each pair must identify in their respective zone on the plan of P. de Olavide, the buildings and historical monuments related to the history of America, as well as the changes that have occurred in the city in these particular areas. If it is possible, students will take photos of the places that they consider to be most relevant.

Finally, all of this information will be presented and commented upon in class.

Criteria of Evaluation

The final grade will be composed of the following:

-Attendance and participation	35%
-Written works that will be completed during class	25%
-Final written work that will be done at home	25%
-Visit to the city	10%

NOTE: Students who miss class without proper justification will be penalized with 0.3 points deducted from the final grade after the second unexcused absence.

Course Program

Topic 1: The expansion of Europe: the Iberian peninsula and Great Britain in the 14th and 15th centuries.

- a. Islamic Spain-Christian Spain. History and geography.
- b. Political peninsular organization
- c. Economic bases
- d. Social structure

Topic 2: Evolution of Indigenous societies until the development of the “high cultures” and after.

- a. The human arrival to America and its continental distribution.
- b. The Pre-classical period
- c. The Classical period
- d. The Post-classical period

Topic 3: The Mayans.

- a. The historical and geographical process of the Mayans
- b. Economic bases
- c. Social and political organization
- d. Cultural aspects

Topic 4: The Aztecs

- a. The history
- b. Economic foundations
- c. Aztec society
- d. Political organization

Topic 5. The Incas

- a. Origins and settlement
- b. The ethnic world in the Andes. The Incan conquest. Ethnic intercommunication.
- c. The economic bases of Tawantinsuyo.
- d. Social and political organization

Part II.

Topic 6. Discovery and conquest of America by Castille: 1492-1550.

- a. The Atlantic labyrinth
- b. Columbus. His trips. Other discoverers.
- c. The Caribbean and the conquest of Mexico.
- d. The conquest of Peru.

Topic 7. Economic organization of Spanish America. The 16th and 17th centuries.

- a. Repercussions upon the indigenous economy.
- b. Land and labor
- c. The economic sectors in the colony.
- d. Mining

Topic 8: The colonial trade system and its effects in Castille and Europe. The 16th and 17th centuries.

- a. Initial colonial trade
- b. The creation of the Consulado de Mercaderes
- c. The exportations of precious metals
- d. Foreign contraband

Topic 9. Changes in the colonial economy in the 18th century.

- a. Commercial international conflict
- b. Changes in trade
- c. Agriculture and mining
- d. Bourbon reforms

Topic 10. Political organization in colonial America.

- a. Administration from the Peninsula. 16th and 17th centuries.
- b. Administration from the Indies.
- c. La Real Hacienda
- d. The indigenous world.

Topic 11. The formation of society in Spanish colonies.

- a. The society of the Spaniards.
- b. Cities
- c. Indigenous peoples
- d. Other ethnic groups

Topic 12. Expansion of Catholicism and Religious Organization in the Indies.

- a. Monarchy and the church.
- b. Organization of the church.
- c. Evangelization and religious education.
- d. The Inquisition. Missions.

Topic 13. Comparison of the Spanish and British colonial systems. 17th and 18th centuries.

- a. Political origins of the colonizations.
- b. Chronologic and economic differences of the colonizers.
- c. Native populations.
- d. Administrative developments.

Topic 14. The crisis of the colonial systems. Independence in the 13 colonies in Hispanic America. A comparison.

- a. Origins of conflict in the 13 colonies.
- b. Evolution of the problems in Spanish America.
- c. The birth and the bases of a new country: the United States
- d. The fragmentation of Hispanic America: from Chile to Mexico.

Topic 15. Spain and the Americas in the 19th century.

- a. The crisis of Spain towards 1800 and the “comercio de neutrales”
- b. Napoleon’s defeat, the Holy Alliance and the Monroe Doctrine.
- c. The relations of New Spain/Mexico and the United States: 1812-1848.
- d. The island of Cuba and the United States: 1880-1898.

Basic bibliography (the professor will guide the reading of the texts):

For indigenous America:

- Adams, Richard E. W. *Las antiguas civilizaciones del Nuevo Mundo*. Barcelona. Crítica. 2000.

For the end of the Middle Ages:

- Mitre, Emilio. *Historia de la Edad Media en Occidente*. Madrid, Cátedra. 2008.

For Spanish Colonial America and Cuba in the 19th century:

- Céspedes del Castillo, Guillermo. *América Hispánica. 1492-1889*. Madrid, Labor. 1983.

- Serrera, Ramón. *La América de los Habsburgo. (1517-1700)*. Sevilla, Universidad de Sevilla. 2011.

- J.H. Elliott. *Imperios del mundo atlántico: España y Gran Bretaña en América, 1492-1830*. Madrid. Taurus. 2006.

For the history of the United States:

- Degler, Carl N.. *Historia de los Estados Unidos*. Barcelona, Ariel. 1986.

This bibliography may be concluded with other titles and reputable webpages.