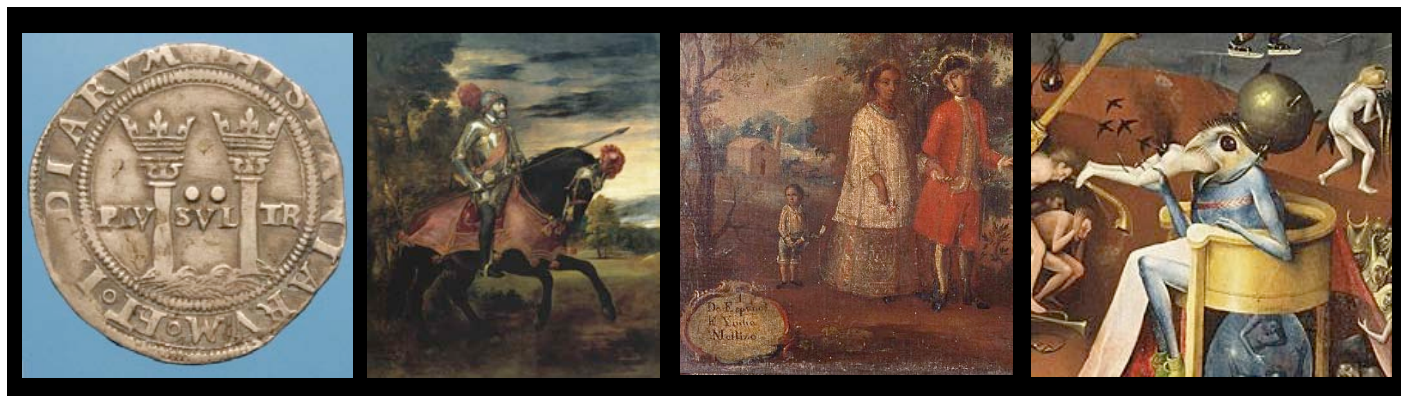


UNIVERSITY OF COLORADO AT COLORADO SPRINGS  
DEPARTMENT OF HISTORY  
FALL 2013



**BEYOND THE PILLARS OF HERCULES: THE TRANS-ATLANTIC  
EMPIRES OF SPAIN AND PORTUGAL (1450 – 1750)**

**Course:** HIST 4280: Trans-Atlantic Empires  
**Course Section:** 001  
**Call#:** 32994  
**Course Room:** Columbine 116  
**Course Time:** Wed, 1:40-4:20 pm  
**Course Site:** UCCS Blackboard

**Professor:** Dr. Roger L. Martínez  
**Office:** Columbine Hall 2046  
**Office Hours:** -Tue, 12:00-2:00 pm  
-Additional hours by appt.  
**Telephone:** 719-255-4070  
**Email:** [rmartin8@uccs.edu](mailto:rmartin8@uccs.edu)

**Writing Fellow:** Angie Knipe  
**Email:** [angie\\_knipe@hotmail.com](mailto:angie_knipe@hotmail.com)

**COURSE DESCRIPTION:**

In 1516, Spanish Emperor Charles V proudly proclaimed the motto, "Plus Ultra", to signal to the world that Spain intended to surpass the Roman Empire by going beyond the Pillars of Hercules (the Straits of Gibraltar). Unlike the Romans, who considered the strait to be the extent of the known world, Spain ventured across the Atlantic Ocean. In the process, they encountered the Americas and established a global empire. This course will investigate the Spanish and Portuguese kingdoms' earliest encounters with the New World, the formation of colonial settlements and governments, and the bi-directional flow of people and goods. Additionally, the class will focus intensely on the cultural and religious challenges that vexed Europe and the Americas during this era. Specifically, we will explore the massive Catholic-Protestant wars on the European continent, as well as the war for souls that took place in Inquisitorial chambers.

**REQUIRED TEXTS AND READINGS:**

- Kamen, Henry. *Empire: How Spain Became a World Power, 1492-1763*. ISBN-13: 978-0060932640
- Perez-Mallaina, Pablo E. *Spain's Men of the Sea: Daily Life on the Indies Fleets in the Sixteenth Century*. ISBN-13: 978-0801881831

- Studnicki-Gizbert, Daviken. *A Nation upon the Ocean Sea: Portugal's Atlantic Diaspora and the Crisis of the Spanish Empire, 1492-1640*. ISBN-13: 978-0195175691
- Parker, Geoffrey. *The Army of Flanders and the Spanish Road, 1567: The Logistics of Spanish Victory and Defeat in the Low Countries' War*. Second Edition. ISBN-13: 978-0-521-54392-7.
- “The Trial of Galileo”, Course Packet Available the UCCS Copy Center (available by Sept. 25)
- Other course readings announced in class that will be available via BlackBoard or as handouts.

### COURSE REQUIREMENTS AND ASSIGNMENTS:

This course will be conducted in a seminar discussion fashion and I will deliver a limited number of lectures. It is vitally important that you perform all readings and participate in all class discussions. Your performance in the course will be assessed based on a mix of assignments and in-class participation. They include:

Major Assignments	% of Final Grade	Due Date
1 <sup>st</sup> Book Review - <i>How Spain Became a World Empire</i> (3 page assignment)	10%	Sept. 11, 2013
1 <sup>st</sup> Revised Book Review - <i>How Spain Became a World Empire</i> (5-7 page assignment)	10%	Sept. 25, 2013
<i>The Trial of Galileo</i> (Reacting to the Past) (Approximately 8-10 pages of writing and 3 oral presentations)	25%	See schedule
2 <sup>nd</sup> Book Review – Choose One: <i>Spain's Men of the Sea</i> <b>or</b> <i>A Nation Upon the Ocean Sea</i> (4-5 page assignment)	10%	Nov. 6, 2013 or Nov. 13, 2013
Response Paper – <i>The Army of Flanders</i> and <i>Captain Alatrisme</i> (film) (3 page assignment)	10%	Dec. 4, 2013
Revised Response Paper – <i>The Army of Flanders</i> and <i>Captain Alatrisme</i> (7-9 page assignment)	10%	Final exam date
Book Selection Presentation and Class Facilitation	15%	See schedule
In-Class Participation	10%	Not applicable

1<sup>st</sup> Book Review and 1<sup>st</sup> Revised Book Review (10% + 10% = 20% of total course grade):

*How Spain Became a World Empire* is a massive text that fully explores the place of Spain in the development of the trans-Atlantic world and Europe. One of the challenges of reading and appreciating texts such as this one is learning how to condense its arguments, content, evidence, style, and organization into a highly compressed written analysis. For this book, you will prepare a draft book review (approximately 3 pages long) that you will receive comments from the Writing Fellow and myself. Using our comments, you will rework and enhance your book review so that you have the opportunity to improve your writing. Your finalized, revised book review will be 5-7 pages in length.

The Trial of Galileo Assignments (25% of total course grade):

During this course segment, you will assume a historical role to re-enact that requires you to prepare a host of short writing assignments, give multiple oral presentations, and actively participate in class. Two-thirds of your *Trial of Galileo* grade will be based on your writing assignments (submitted in-class) and one-third of your grade on class-participation. The “Reacting to the Past” pedagogy, initially developed at Barnard College, seeks to introduce students to significant historical ideas and texts. It uses a “role playing” format to replicate the historical context in which these ideas acquired significance.

2<sup>nd</sup> Book Review (10% of total course grade):

For either *Spain’s Men of the Sea* or *A Nation Upon the Sea*, you will prepare a “tight” 4-5 page book review using the previous book review content guidelines. You will only submit one review and you will not revise it.

Response Paper and Revised Response Paper (10% + 10% = 20% of total course grade):

For the text, *The Army of Flanders*, and the movie, *Captain Alariste: The Spanish Muskeeter*, you will evaluate how an early modern religious and political war impacted and transformed Spanish and Western European society. The conflict was not only a war between Catholic and Protestant Christianity, but also a major political confrontation between Spanish-German Hapsburg Dynasty and the rest of Europe. The book presents many of the logistics and details of the Spanish war in the Low Countries (Belgium and the Netherlands) whereas the film dramatizes how individuals, such as Captain Alariste, were shaped by the conflict. You will prepare a draft response paper as well as a final revised response paper.

Book Presentation and Facilitation of Class Discussion (15% of total course grade):

Student teams (consisting of 2-3 persons) will be responsible for (1) delivering a ten to fifteen minute presentation on the book’s content and arguments, (2) providing informative class handouts on the readings, and (3) organizing a class activity based on the readings. ***To prepare for class discussions, you will need to meet with me, or the class Writing Fellow, during my office hours to discuss how you plan to engage your colleagues.***

Regarding writing assignments:

All written assignments must be submitted in-class, or before class, on the due date. ***Emailed papers will not be accepted.*** Papers that are submitted after class will be subject to a 5-point deduction. Each additional day late will incur an additional 10-point deduction.

**ATTENDANCE:**

If you must be absent, you may receive an excused absence if you provide a valid doctor’s note or another verification from a school official (for extracurricular activities). When possible, please notify me via email if you know you will be absent from class. Notes from parents are not valid excused absences. ***If you have two or more unexcused absences then you will receive an automatic failure for the course.*** Class attendance is not optional.

**MY TEACHING PHILOSOPHY, GRADES, RETURNING OF YOUR ASSIGNMENTS, AND CLASS GRADE DISTRIBUTIONS**

My teaching philosophy focuses on three elements: personal best efforts, improvement, and engagement. Although I must evaluate your work in relationship to your peers, I am most interested in your personal effort to do your best. I absolutely take into consideration your improvement over time and the level of effort you dedicate to your work. If I see that you are working hard in the course, I will reward you for

that effort. If I see that your work stagnates or that you repeatedly do not attempt to respond to my comments on your papers, your grades will suffer.

Your assignments will be assigned either a number or letter grade. For grade calculation purposes, I will use the following letter-number equivalents: A (93 and above), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (below 60). Most assignments will be graded and returned to you within two weeks from the date that you submitted the assignment.

Although I do not use a bell-curve when assigning grades, through teaching experience I have learned that most students earn low B's and high C's on their first and second assignments. However, I typically see most students' grades on future assignments rapidly improve by a letter grade after this point. Lastly, I do not believe I need to assign a certain number of Cs, Ds, or Fs to make the course appear "rigorous". If your work is solid and consistently good, you will most likely earn a B+ or A- in my course. If your work is excellent, that is your writing is clear, insightful, and free of grammatical/writing errors, you will earn an A. I seldom award Fs.

### **ELECTRONIC DEVICES IN THE CLASSROOM:**

You are permitted to use a laptop/netbook/tablet to take notes in class, but you should *disable your wireless Internet access*. In addition, during class you should keep your mobile phone in your bag and muted or off. *I will ask you to leave the classroom (if you cannot follow these requirements) and you will be assigned an unexcused absence for the day.*

### **STUDENTS WITH DISABILITIES:**

If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Disability Services is located in Main Hall #105. The DS phone # is 255-3354. Additional information can be found at <http://www.uccs.edu/~dservice/index.htm>.

### **ACADEMIC INTEGRITY:**

You are expected to abide by the university's *Student Code of Conduct* and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of *Student Code of Conduct*, please read <http://www.uccs.edu/~dos/studentconduct/studentcode.htm>. More information on academic dishonesty can be found at <http://www.uccs.edu/~dos/studentconduct/academicdishonesty.html>.

**BOOK PRESENTATION/FACILITATION OF CLASS DISCUSSION ASSIGNMENTS:**

A team of two/three students will select and sign-up to give a book presentation and lead discussions for each of the following sections of the course readings.

**Kamen, Henry. *Empire: How Spain Became a World Power, 1492-1763.***

Section	Student #1	Student #2	Student #3
Preface, 1-Foundations, 2-The Early Western Empire – pp. xxi-94			
3-A New World, 4-Creating a World Power – pp. 95-196			No 3 <sup>rd</sup> student for these chapters.
5-Pearl of the Orient, 6-The Frontier – pp. 197-284			No 3 <sup>rd</sup> student for these chapters.
7-The Business of World Power, 8-Identities and the Civilizing Mission – pp. 285-380			No 3 <sup>rd</sup> student for these chapters.
9-Shoring Up the Empire, 10-Under New Management, 11-Conclusion – pp. 381-512			

**Perez-Mallaina, Pablo E. *Spain's Men of the Sea: Daily Life on the Indies Fleets in the...***

Section	Student #1	Student #2	Student #3
Intro., 1-The Land Environment of the Men and of the Sea, 2-The Origin and Social Condition of the Men of the Sea, 3-The Ship as a Place of Work – pp. vii-128.			
4-The Ship as a Place of Life and Death, 5-Discipline and Conflict, 6-The Mental Horizon of Men– pp. 129-246.			

**Studnicki-Gizbert, Daviken. *A Nation upon the Ocean Sea: Portugal's Atlantic Diaspora and...***

Section	Student #1	Student #2
Introduction, 1-Portuguese Nation and Spanish Empire in the 16 <sup>th</sup> Century, 2- Settling Upon the Seas, 3-“Cada Casa, Un Mundo” – pp. 3-90.		
4-A Vast Machine, 5-Representing the Market, 6-The Nation Unraveled, Epilogue – pp. 91-180.		

**Parker, Geoffrey. *The Army of Flanders and the Spanish Road...***

Section	Student #1	Student #2
Part I: Assembling and Army – pp. 21-108		
Part II: Maintaining and Army – pp. 109-194		

## HISTORY 4280 CLASS SCHEDULE:

### I. August 28 Course Introduction

- 1<sup>st</sup> Half of Class
  - Lecture: Course Introduction
  - **Handout: Assignment Instructions for “How Spain Became a World Power” Book Review and Revised Book Review**
  - **Handout: Assignment Guidelines for Book Presentations**
- 2<sup>nd</sup> Half of Class
  - Lecture: Overview of the Trans-Atlantic World During the 15<sup>th</sup> – 18<sup>th</sup> Centuries

### II. September 4 How Spain Became a World Power, 1492-1763 – Week 1

- 1<sup>st</sup> Half of Class
  - Mini-Lecture
  - Student Presentations and Discussion:
    - Preface, 1-Foundations, 2-The Early Western Empire – pp. xxi-94
- 2<sup>nd</sup> Half of Class
  - **In-class writing exercise** (the assignment will be distributed in class)

### III. September 11 Empire: How Spain Became a World Power, 1492-1763 – Week 2

- 1<sup>st</sup> Half of Class
  - Student Presentations and Discussion:
    - 3-A New World, 4-Creating a World Power – pp. 95-196
- 2<sup>nd</sup> Half of Class
  - Student Presentations and Discussion:
    - 5-Pearl of the Orient, 6-The Frontier – pp. 197-284
- **First Book Review Due – How Spain Became a World Empire**

### IV. September 18 Empire: How Spain Became a World Power, 1492-1763 – Week 3

- 1<sup>st</sup> Half of Class
  - Student Presentations and Discussion:
    - 7-The Business of World Power, 8-Identities and the Civilizing Mission – pp. 285-380
- 2<sup>nd</sup> Half of Class
  - In Class Activity or Film

### V. September 25 Empire: How Spain Became a World Power, 1492-1763 – Week 4

- 1<sup>st</sup> Half of Class
  - Student Presentations and Discussion:
    - 9-Shoring Up the Empire, 10-Under New Management, 11-Conclusion – pp. 381-512
- 2<sup>nd</sup> Half of Class
  - In Class Activity
- **Revised Book Review Due – How Spain Became a World Empire**
- **Handout: Trial of Galileo Class Schedule Handout**

**VI. October 2**  
**The Trial of Galileo – Reacting to the Past – Week 1**

- See Trial of Galileo Class Schedule Handout

**VII. October 9**  
**The Trial of Galileo – Reacting to the Past – Week 2**

- See Trial of Galileo Class Schedule Handout

**VIII. October 16**  
**The Trial of Galileo – Reacting to the Past – Week 3**

- See Trial of Galileo Class Schedule Handout

**IX. October 23**  
**The Trial of Galileo – Reacting to the Past – Week 4**

- See Trial of Galileo Class Schedule Handout

**X. October 30**  
**Spain's Men of the Sea: Daily Life on the Indies Fleets in the Sixteenth Century**

- 1<sup>st</sup> Half of Class
  - Student Presentations and Discussion:
    - Intro., 1-The Land Environment of the Men and of the Sea, 2-The Origin and Social Condition of the Men of the Sea, 3-The Ship as a Place of Work – pp. vii-128.
- 2<sup>nd</sup> Half of Class
  - In Class Activity or Film

**XI. November 6**  
**Spain's Men of the Sea: Daily Life on the Indies Fleets in the Sixteenth Century**

- 1<sup>st</sup> Half of Class
  - Student Presentations and Discussion:
    - 4-The Ship as a Place of Life and Death, 5-Discipline and Conflict, 6-The Mental Horizon of Men– pp. 129-246.
- 2<sup>nd</sup> Half of Class
  - In Class Activity
- **Book Review Due – *Spain's Men of the Sea* (if you select this book)**

**XII. November 13**  
**A Nation Upon the Ocean Sea**

- 1<sup>st</sup> Half of Class
  - Student Presentations and Discussion:
    - Introduction, 1-Portuguese Nation and Spanish Empire in the 16<sup>th</sup> Century, 2- Settling Upon the Seas, 3-“Cada Casa, Un Mundo” – pp. 3-90.
- 2<sup>nd</sup> Half of Class
  - Student Presentations and Discussion:
    - 4-A Vast Machine, 5-Representing the Market, 6-The Nation Unraveled, Epilogue – pp. 91-180.
- **Book Review Due – *A Nation Upon the Sea* (if you select this book)**

**XIII. November 20 (proctored by the Writing Fellow)  
Film: Captain Alariste: The Spanish Musketeer**

- **Film: *Captain Alariste: The Spanish Musketeer (2006)*.** “Viggo Mortensen leads an all-star cast in this swashbuckling period drama - the story of Diego Alariste, a former soldier and mercenary who becomes a hero of Spain's 17th century Imperial wars. The most expensive Spanish-language film ever made based on the wildly popular novel series by Arturo Pérez Reverte. 17th century imperial Spain under the reign of Philip IV, a weak and easily manipulated monarch dominated by a corrupt and intrigue-ridden court, the head of which is the influential Count-Duke Olivares. Intrigue and betrayal, duels and battles, love and hatred set the stage for the adventures of Captain Alariste. In His Majesty's service, a proud soldier in Flanders and in times of peace, a hired sword in Madrid and Seville. He wasn't the most virtuous of men, nor the most devout, but he was a man of valour. His name was Diego Alariste! Alariste is in love with the beautiful María de Castro, the most famous actress of her time. Compelled to fulfill the final wish of his dying friend, Alariste makes his way back to Spain to care for the man's young son Iñigo. Alariste attempts to safeguard Iñigo both from a military career and from the Machiavellian woman he loves, the sweet and disturbing Angelica Alquézar.”
- **Assignment: *Film note-taking assignment relating to your final paper.***

**XIV. November 27  
Thanksgiving Break**

- Thanksgiving Break.

**XV. December 4  
The Army of Flanders**

- 1<sup>st</sup> Half of Class
  - Discussion of film, *Captain Alariste*
  - ***Student Evaluations***
- 2<sup>nd</sup> Half of Class:
  - Student Presentations and Discussion:
    - Part I: Assembling and Army – pp. 21-108
- ***The Army of Flanders and Captain Alariste Response Paper Due***

**XVI. December 11  
The Army of Flanders**

- 1<sup>st</sup> Half of Class
  - Student Presentations and Discussion:
    - Part II: Maintaining and Army – pp. 109-194
- 2<sup>nd</sup> Half of Class:
  - End of class “chat”.

**XVII. December 16 – Final Exams Week**

- ***No class.***
- ***Revised Response Paper due at the time of the scheduled UCCS final exam. Please submit your paper to Dr. Martinez at his office, Columbine Hall 2046.***