

RL/SO330 CHURCH AND STATE IN SPAIN: 1492 TO THE PRESENT

IES Abroad Barcelona

DESCRIPTION: This course seeks to examine the relationship between church and state in Spain as a strategy to explore current political discussions such as debates about citizenship and immigration. Students will be invited to question not only Spain's definitions of "religious diversity," "secularism," and "freedom of conscience," but also Catalonia's positions as well. From Isabella and Ferdinand's conception of the Catholic Empire to the November 2007 law recognizing Buddhism as a legal religious tradition in Spain, this course hopes to provide the historical background to current debates about Spain's notion of "secularism." Topics will include religious identity, secularism, religious pluralism, and multiculturalism. Some lived-religion method and theory will be presented as well.

CREDITS: 3 credits

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

- **Lectures**

The lectures in this course provide the structure of the session, establish the connection with the previous discussion and lecture and identify and highlight the key teaching points. The lectures situate, contextualize, and explain why an issue matters and provide the framework. There are some formal lectures where the instructor delivers a polished presentation, storytelling lectures, where the instructor presents concepts and concepts through a story or myth as well as problem-solving lectures, where after outlining the main problem, the instructor works through it.

- **Class Discussion**

This course is largely discussion based. Thus, it is pivotal that students attend class having prepared to be able to engage actively in class discussion. Preparation for class includes, though it is not limited to, reading, or watching films. Active preparation means reading and watching documentaries with a pencil or pen in hand and a notebook as well as the reading guide (highlighting, taking notes, summarizing, coming up with questions). Active participation also includes attending the guest lectures, taking notes and engaging with the guest. In sum, students are expected to come to class having considered the readings in depth. Pop quizzes will be given at the discretion of the instructor. Students' participation will be assessed based upon in-class reflections, timely arrival to class, active listening, ability to remain attentive, respectful participation in class activities. Participation grade is recorded by the instructor each session.

- **Case study analysis**

By considering real-life issues about secularism in Spain, the case-studies encourage students to think through the large religious freedom issues in Spain.

- **Film Viewings**

- **Course-related trips**

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation – 10%
- Quizzes and reading summaries – 10%
- Religious Landscape of the City & Reflection Essay – 5%
- Interview Transcripts & Essay – 25%
- Midterm exam – 25%
- Final Exam -25%

Class participation



This course is largely discussion based. Thus, it is pivotal that students attend class having prepared to be able to engage actively in class discussion. Preparation for class includes, though it is not limited to, reading, or watching films. Active preparation means reading and watching with a pencil or pen in hand and a notebook as well as the reading guide (highlighting, taking notes, summarizing, coming up with questions). Active participation also includes attending the guest lectures, taking notes and engaging with the guest. In sum, students are expected to come to class having considered the readings in depth. Pop quizzes will be given at the discretion of the instructor. Students' participation will be assessed based upon in-class reflections, timely arrival to class, active listening, ability to remain attentive, respectful participation in class activities. Participation grade is recorded by the instructor each session.

Religious Landscape of the City & Reflection Essay

Identify and locate at least five religious centers in a neighborhood of Barcelona. Mark them in a map. Make a point to walk by them and observe: Are they open or closed? Do they have opening hours? How busy are they? Is there a lot of activity? How noticeable are they? Take systematic notes of these observations.

Visit three religious centers: two visits can be brief, but one must be longer (20 minutes or more). At least **two** of the religious centers **should not** be Catholic.

Write a reflection which includes descriptive details about the center as well as the issues having to do with the religious landscape of Barcelona, that is, what does the distribution of religious centers say about religious freedom in the city?

Interview Transcripts & Essay

As an ethnographic course, students examine how the local community perceive secularism in Spain. As part of this exercise, students interview a member of the community of Barcelona twice or two individuals once.

1. The interview must be 45 minutes long, although students may consult with the informant again so long as she or he is willing and available.
2. Students may ask beforehand if the interviewee is ok with being recorded. Students should not pressure anyone to be recorded, however. If there is a recording, once the final task is handed in, the recording must be deleted from all digital devices.
3. During the interview, students must guide the responses while following the pathway of the informant. Do not discourage the informant from bringing up things that she or he finds interesting or relevant. The student should ask follow-up questions that invite explanations and shed light on the culture on the move.
4. The goal of the interview is to briefly outline your informant's life story, while understanding her or his understanding of religious freedom in Spain. Students must seek to understand practices, beliefs, values, and outlooks on secularism.
5. In the write up of the interview, there must be an introductory paragraph explaining the planning of the interview, how contact took place, as well as a detailed description of the procedures used to collect interview information.
6. In the write up of the interview, students will keep it as simple: question in bold and the transcription of the response.
7. In the write up of the interview, students will use a pseudonym (false name) to reduce any possible harm or concerns about the informant's privacy.

Students are assessed by how effectively they use the interviews as well as the semester's readings to support claims. Instructor grades the succinctness of claims, the strength of hypothesis, the clarity the evidence brings to the claim, and finally how the logic carries the weight of the claims.

Midterm exam

Typically, an exam for this course has four parts: blind map, multiple-choice, quote identification, and an essay.

Final exam

LEARNING OUTCOMES:

By the end of the course students will be able to:

- understand current political discussions about secularism from a historical perspective;
- situate the Spanish debate about church and state within European and larger religious pluralism discourses as well as discussions about citizenship and immigration;
- recognize religious difference and be understanding and tolerant towards this;
- express themselves with criteria about topics tackled in the course verbally and in written form.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content	Required Reading
Session 1	Introduction	n/a
Session 2	Spanish religious freedom. Policy framework. Restrictions on religious freedom. Discrimination.	<ul style="list-style-type: none"> Anderson, J.W. (2006, March 1). A Church-State Schism in Spain: Socialist Leader Backs Policies at Odds with Catholic Doctrine. <i>Washington Post Foreign Service</i>, p.A14. Bureau of Democracy, Human Rights, and Labor, US Department of State. (2022). <i>Spain: International Religious Freedom Report 2022</i>. Available: https://www.state.gov/wp-content/uploads/2023/05/441219-SPAIN-2022-INTERNATIONAL-RELIGIOUS-FREEDOM-REPORT.pdf
Session 3	History of Spain from 711 to 1492 considering the contributions and interactions of the three religious' traditions to Spanish culture. Isabella I of Castile and the foundations of a Catholic Empire.	<ul style="list-style-type: none"> Weissberger, B. (2003). <i>Isabel Rules: Constructing Queenship, Wielding Power</i>. Chapter 1: Anxious Masculinity, 1-28. Minnesota: University of Minnesota Press. (28 pages)
Session 4	Isabella I of Castile's piety.	<ul style="list-style-type: none"> Weissberger, B. (2003). <i>Isabel Rules: Constructing Queenship, Wielding Power</i>. Chapter 4: The Neo-Gothic Theory and the Queen's Body, 96-134. Minnesota: University of Minnesota Press. (39 pages)
Session 5	The Umayyads of Córdoba and the politics of cohabitation. Muslims, Mozarabs, and Jews under Spanish Christians' rule, repopulation of empty towns and villages.	<ul style="list-style-type: none"> Watt, M. & Cachia, P. (2007). <i>A History of Islamic Spain</i>. Chapter 3: The Independent Umayyad Emirate, 24-31. New Jersey: Transaction Publishers. (8 pages)
Session 6	Abu Muhammad 'Ali ibn Ahmad ibn Sa'id ibn Hazm: the philosopher, theologian, historian, narrator and poet. Common sense gets to the truth.	<ul style="list-style-type: none"> Al-Ma'sumi, M.S.H. (trans). (1990). <i>Al-Akhlaq wa'l-Siyar (Morals and Behaviour)</i>. Chapters 1-4. Available: http://www.muslimphilosophy.com/hazm/akhlaq/index.html. Accessed: 5 Oct 2022.
Session 7	Jewish cultural, political, religious, and intellectual life in Muslim Spain.	Course-related trip: Visit to Barcino and El Call – Jewish neighbourhood.

		Religious Landscape of the City & Reflection Essay – 5%, due
Session 8	Fleeing or Converting? Yonah Helkias.	<ul style="list-style-type: none"> Constable, O.R. (1997). <i>Medieval Iberia: Readings from Christian, Muslim and Jewish Sources</i>. Chapter 62: Charter of Expulsion of the Jews (1492), 352-356. Philadelphia, PA: University of Pennsylvania Press. (4 pages) Gordon, N. (2002). <i>The Last Jew</i>. Chapters 6-15, 48-118. New York, NY: St. Martin's Griffin Thomas Dunne Books. (70 pages)
Session 9	The Inquisition. Structure, Purpose, & Methods.	<ul style="list-style-type: none"> Kamen, H. (1999). <i>The Spanish Inquisition: A Historical Revision</i>. Chapter 2: The Coming of the Inquisition, 8-28. New Haven: Yale University Press. (21 pages) Interview Transcripts Due
Session 10	Francisca de los Apóstoles prays for the church and state.	<ul style="list-style-type: none"> Ahlgren, G. (2005). <i>Francisca de los Apóstoles 1539-after 1578</i>. Transcript of the Inquisitional Trial of Francisca de los Apóstoles, 61-90. Chicago: University of Chicago Press. (30 pages)
Session 11	Philip II. The House of Hapsburg in the 16th century. Toward a total war. The Decline of Castile.	<ul style="list-style-type: none"> Kamen, H. (1964). The Decline of Castile: the last Crisis. <i>The Economic History Review</i>, New Series, 17(1), 63-76. (13 pages) Kamen, H. (1988). Toleration and Dissent in Sixteenth-Century Spain: The Alternative Tradition. <i>Sixteenth Century Journal</i>, 19(1) (Spring), 3-23. (20 pages)
Session 12		Review Session
Session 13		Midterm Exam
Session 14	The Second Republic	<ul style="list-style-type: none"> Cuerda, J.L. (Director). (1999). <i>La lengua de las mariposas (Butterfly)</i>. 20th Century Fox Home Entertainment España, S.A. Cowans, J. (2003). <i>Modern Spain: A Documentary History</i>. Chapter 31: Spanish Bishops, Against the Existence of the Secular Schools (1909), 106-9. Philadelphia, PA: University of Pennsylvania Press. (4 pages) Cowans, J. (2003). <i>Modern Spain: A Documentary History</i>. Chapter 43: Fernando de los Ríos, The Republican Education Program (1937), 152-4. Philadelphia, PA: University of Pennsylvania Press. (3 pages)
Session 15	The Spanish Civil War (July 1936-April 1939). Military and political dimensions. Church and State.	<ul style="list-style-type: none"> Cowans, J. (2003). <i>Modern Spain: A Documentary History</i>. Chapter 40: Manuel Azaña, Spain Has Ceased to Be Catholic (1931), 136-40. Philadelphia, PA: University of Pennsylvania Press. (5 pages)

		<ul style="list-style-type: none"> Shubert, A. & Essewein, G.R. (1995). <i>Spain at War: The Spanish Civil War in Context 1931-1939</i>. Chapter 2: The Church, 37-49. New York: Longman. (13 pages)
Session 16	The Spanish Rhetoric: One Homeland Under God.	<ul style="list-style-type: none"> Cowans, J. (2003). <i>Modern Spain: A Documentary History</i>. Chapter 33: Julián Juderías, The Black Legend (1914), 111-14. Philadelphia, PA: University of Pennsylvania Press. (4 pages) Cowans, J. (2003). <i>Modern Spain: A Documentary History</i>. Chapter 58: Francisco Franco, Laureate Cross Acceptance Speech (1940), 211-14. Philadelphia, PA: University of Pennsylvania Press. (3 pages)
Session 17	La Hispanidad: A Nostalgic and Mythologized view of the Spanish Middle Ages. The Roman Catholic heritage.	<ul style="list-style-type: none"> Diffie, B.W. (1943). The Ideology of Hispanidad. <i>The Hispanic American Historical Review</i>, 23(3), 457-482. (25 pages)
Session 18	The transition: 1978 Constitution. The Aspiration of Freedom of Conscience.	<ul style="list-style-type: none"> Souto Paz, J.A. (2001). Perspectives on Religious Freedom in Spain. <i>Brigham Young University Law Review</i>, 669-710. (41 pages) <p><i>Recommended readings:</i></p> <ul style="list-style-type: none"> Cowans, J. (2003). <i>Modern Spain: A Documentary History</i>. Chapter 7: The 1812 Constitution, 26-30. Philadelphia, PA: University of Pennsylvania Press. (4 pages) Cowans, J. (2003). <i>Modern Spain: A Documentary History</i>. Chapter 42: The 1931 Constitution, 147-52. Philadelphia, PA: University of Pennsylvania Press. (5 pages) Cowans, J. (2003). <i>Modern Spain: A Documentary History</i>. Chapter 71: The 1978 Constitution, 262-72. Philadelphia, PA: University of Pennsylvania Press. (10 pages)
Session 19	The Atheist Campaign Bus and the rights of Atheists in Spain.	Guest Speaker: Joan Carles Marset, member of the Atheist Association of Catalonia.
Session 20	Religious Pluralism theories. What does it mean to belong to a recognized religious tradition? What are the implications? What is the place of the Roman Catholic Church in secular Spain?	<ul style="list-style-type: none"> Taylor, C. (1992). <i>Multiculturalism and The Politics of Recognition</i>. Chapter 2: The politics of Recognition, 25-75. Cambridge, MA: Harvard University Press. (50 pages)
Session 21	The emergence of secularity and the process of secularization in the modern age. Could the secular emerge within the religious?	<ul style="list-style-type: none"> Taylor, C. (1992). <i>Multiculturalism and The Politics of Recognition</i>. Chapter 2: The politics of Recognition, 25-75. Cambridge, MA: Harvard University Press. (50 pages) Taylor, C. (2007). <i>A Secular Age</i>. Chapter 14: Religion Today, 505-35. Cambridge, MA: Harvard University Press. (30 pages)
Session 22	The emergence of secularity and secularization in the modern age. Could the secular emerge within the religious?	<ul style="list-style-type: none"> Taylor, C. (2007). <i>A Secular Age</i>. Chapter 14: Religion Today, 505-35. Cambridge, MA: Harvard University Press. (30 pages)

Session 23		Peer Review Session
Session 24		Review Session Final Essay Due
		Final Exam

REQUIRED READINGS:

- Anderson, J.W. (2006, March 1). A Church-State Schism in Spain: Socialist Leader Backs Policies at Odds with Catholic Doctrine. *Washington Post Foreign Service*, p.A14.
- Ahlgren, G. (2005). *Francisca de los Apóstoles 1539-after 1578*. Transcript of the Inquisitional Trial of Francisca de los Apóstoles, 61-90. Chicago: University of Chicago Press. (30 pages)
- Al-Ma'sumi, M.S.H. (trans). (1990). *Al-Akhlâq wa'l-Siyar (Morals and Behaviour)*. Chapters 1-4. Available: <http://www.muslimphilosophy.com/hazm/akhlaq/index.html> . Accessed: 5 Oct 2022.
- Bureau of Democracy, Human Rights, and Labor, US Department of State. (2022). *Spain: International Religious Freedom Report 2022*. Available: <https://www.state.gov/wp-content/uploads/2022/04/SPAIN-2021-INTERNATIONAL-RELIGIOUS-FREEDOM-REPORT.pdf>. Accessed: 10 Oct 2023.
- Constable, O.R. (1997). *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*. Chapter 62: Charter of Expulsion of the Jews (1492), 352-356. Philadelphia, PA: University of Pennsylvania Press. (4 pages)
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- Diffie, B.W. (1943). The Ideology of Hispanidad. *The Hispanic American Historical Review*, 23(3), 457-482. (25 pages)
- Gordon, N. (2002). *The Last Jew*. Chapters 6-15, 48-118. New York, NY: St. Martin's Griffin Thomas Dunne Books.
- Harari, Y. (2011). *Sapiens: A Brief History of Humankind*. Chapter 12: The Law of Religion, 233-63. London: Vintage. (31 pages)
- Kamen, H. (1964). The Decline of Castile: the last Crisis. *The Economic History Review*, New Series, 17(1), 63-76. (13 pages)
- Kamen, H. (1988). Toleration and Dissent in Sixteenth-Century Spain: The Alternative Tradition. *Sixteenth Century Journal*, 19(1) (Spring), 3-23. (20 pages)
- Kamen, H. (1999). *The Spanish Inquisition: A Historical Revision*. Chapter 2: The Coming of the Inquisition, 8-28. New Haven: Yale University Press. (21 pages)
- Shubert, A. & Essewein, G.R. (1995). *Spain at War: The Spanish Civil War in Context 1931-1939*. Chapter 2: The Church, 37-49. New York: Longman. (13 pages)
- Shubert, A. & Essewein, G.R. (1995). *Spain at War: The Spanish Civil War in Context 1931-1939*. Chapter 4: The Military, 64-78. New York: Longman. (15 pages)
- Souto Paz, J.A. (2001). Perspectives on Religious Freedom in Spain. *Brigham Young University Law Review*, 669-710. (41 pages)
- Taylor, C. (1992). *Multiculturalism and The Politics of Recognition*. Chapter 2: The politics of Recognition, 25-75. Cambridge, MA: Harvard University Press. (50 pages)
- Taylor, C. (2007). *A Secular Age*. Chapter 14: Religion Today, 505-35. Cambridge, MA: Harvard University Press. (30 pages)

- Watt, M. & Cachia, P. (2007). *A History of Islamic Spain*. Chapter 3: The Independent Umayyad Emirate, 24-31. New Jersey: Transaction Publishers. (8 pages)
- Weissberger, B. (2003). *Isabel Rules: Constructing Queenship, Wielding Power*. Chapter 1: Anxious Masculinity, 1-28. Minnesota: University of Minnesota Press. (28 pages)
- Weissberger, B. (2003). *Isabel Rules: Constructing Queenship, Wielding Power*. Chapter 4: The Neo-Gothic Theory and the Queen's Body, 96-134. Minnesota: University of Minnesota Press. (39 pages)

RECOMMENDED READINGS:

- Berger, P. (1999). *The De-Secularization of the World: Resurgent Religion and World Politics*. Grand Rapids, MI: Eerdmans.
- Callahan, W.J. (1984). *Church, politics, and society in Spain, 1750-1874*. Harvard University Press.
- Callahan, W.J. (2000). *The Catholic Church in Spain, 1875-1998*. Washington, D.C.: Catholic University of America Press.
- Carter, S. (1994). *The Culture of Disbelief*. New York, NY: Knopf Publishing Company.
- Cowans, J. (2003). *Modern Spain: A Documentary History*. Chapter 7: The 1812 Constitution, 26-30. Philadelphia, PA: University of Pennsylvania Press. (4 pages)
- Cowans, J. (2003). *Modern Spain: A Documentary History*. Chapter 42: The 1931 Constitution, 147-52. Philadelphia, PA: University of Pennsylvania Press. (5 pages)
- Cowans, J. (2003). *Modern Spain: A Documentary History*. Chapter 71: The 1978 Constitution, 262-72. Philadelphia, PA: University of Pennsylvania Press. (10 pages)
- Espósito, J. (2003). *Unholy War: Terror in the Name of Islam*. Oxford: Oxford University Press.
- Payne, S.G. (1984) *Spanish Catholicism: An Historical Overview*. University of Wisconsin.