

**MAP-UA 544-001: C&C, Spanish Modernity: From the Mediterranean to the Atlantic**

Fall 2012

Instructor: Thomas Abercrombie

Lectures (sect. 001): M & W 3:30-4:45, Building 5 Washington Place, Room 101

All students must also register for and attend one of the following discussion sessions:

Discussion Sections:

002 T, 8:00-9:15

003 T, 9:30-10:45

004 T, 9:30-10:45

005 T, 11:00-12:15

006 T, 9:30-10:45

007 T, 11:00-12:15

**Course Summary:**

Spain has not been a major world power in over 200 years, during which its competitors and successor empires (France, Britain, and the USA) branded it, via a conglomeration of ideas called the "Black Legend", as a backwards and feudal bastion of superstition and intolerance, good only for anthropologists and tourists. Drawing on history, ethnography, literature, and film, the course takes a longer view of the past and a closer look at contemporary Spain, to reveal the Spanish sources of most of what we proudly proclaim as our modern heritage. A hotbed of Mediterranean state-building by Greeks, Phoenicians, Carthage, and Rome, Spain emerged from conquest of Rome by Germanic tribes as a center of Renaissance learning under Arab and Berber rule while the rest of Europe languished in feudalism. Seven centuries of intimate co-existence of Christians, Muslims, and Jews in Al-Andalus/Sefarad/Hispania saw the rebirth of classical knowledge, the spread of literacy, the development of a human-centered cosmology, the emergence of narrative self-making and the novel, and Europe's first primarily urban society, where philosophy, the sciences, architecture, and the arts flourished. After Christian princes defeated the last Islamic foothold in the Peninsula in 1492, Castilian language and culture was the backbone of Spain's imperial expansion across the Atlantic. This first European globalization produced the first modern, disciplining state, a secularizing 'disenchantment of the world', and the privileging of individualism, private property, and capitalism, along with theses of popular sovereignty, the nation state, and theories of racial inequality. By the late 18th-century its competitors outpaced Spain in industrialization, but Spain (and the new nations of Spanish America) kept pace with Liberal reforms that culminated in the clash of competing fascist-capitalist and democratic-socialist ideologies, leading to the Spanish Civil War, World War II and the Cold War. Considering the impact of Black Legend marginalization of Spain's role in world history in the academies of its imperial successors (Britain, France, and the US), and the backwards-looking Franco dictatorship, the course also traces the re-birth of Spanish democracy in the post-Franco and European Union era, and Spain's current avant-garde role in culture and the arts.

**Course Requirements:** Students will be graded on the following work, for a total of 100 points:

1. Three of four in-class essay quizzes, worth 10 points each for a total of 30% of grade.

Quizzes will include identification, short answer, and essay questions. They will take 30 minutes at the start of class on dates given in schedule. They will cover readings, class lectures, videos and discussions for the period since the last quiz. One make-up quiz is scheduled during the final exam period as quiz 4. If you take all four, the lowest score will be dropped.

2. Three of four one-page papers (the best three count), worth 10 points each for a total of 30% of grade.

One-page papers are due at the beginning of class on the dates listed in the schedule. Assigned topics will be posted to Blackboard one week in advance, and will require careful review of class notes and readings. All papers should be written in the first person, as students put themselves in the place of cultural others, taking on the class, gender, and cultural position of a specific kinds of person covered in the course.

Papers will be graded as follows: Full credit (10 points) for papers that satisfy the assignment and are stylistically acceptable; extra credit (11 pts) for papers showing a superior understanding of readings and excellence in composition; near credit (8 pts) for papers with a substantial deficit in comprehension of material, composition style, or somewhat off on length or format requirements; half credit (5 points), for

papers with a serious deficit in comprehension of material, composition style, or length and format requirements; no credit (0 pts) for papers not on the assigned topic, showing little comprehension of material, involving plagiarism (see note), or needing major work on style.

All one-page papers must be typed or printed, one full page (between 260 and 350 words) in length, double-spaced, with one-inch margins, in a readable font style in 12 point type. Full name at top of page. Submit one sheet only. Any explanations or citations to literature should be noted on the back of the page. Late papers will not be accepted, and there will be no make-ups for missing papers. The lowest-scoring paper will be dropped.

3. Ten of 12 half-page reading response papers, posted to Blackboard, by 6pm on Tuesday night prior to Wednesday's discussion section meeting, 3 pts each for 30% of grade.

Reading response papers assigned by preceptors should be posted to your section's discussion thread on Blackboard the night before your discussion section, by 6 pm. They should assess in your own words the significance of one or more of the readings scheduled for the week it is turned in. They should be concise and should raise issues of comparison with other works or questions for discussion. They must conform to the style requirements given above, but should be about one-half page in length, or between 150 and 200 words. Twelve reaction papers may be scheduled; only the best ten will count towards your grade.

4. Section attendance (4 pts). Two absences without penalty. Two point deduction for the 3<sup>rd</sup> unexcused absence. Two more points off for the 4<sup>th</sup> unexcused absence. To excuse an absence requires a letter from the student health service or dean's office.

5. Quality and frequency of participation in section discussion. 6 points and 6% of grade, assigned by section preceptor.

#### **Attendance, Reading, and Writing:**

*To do well in this class, students must keep up with readings and attend all lectures and section meetings. The content of films and class presentations constitute an integral part of the course and will be included in quizzes and paper topics. Although one extra quiz, one extra paper, and two extra reaction papers are built into the class, I strongly recommend against intentionally missing quizzes or papers with the idea that the ones you miss are "extra" ones. Should you later miss a quiz or paper due to illness or other excusable absence, you will be out of luck. Make ups will be allowed only (and at the professor's discretion) in cases where students can adequately document an excusable absence of two full weeks of class or more.*

#### **Cheating and Plagiarism:**

*Students discovered to plagiarize papers (copy other people's writing or closely paraphrase without citing the source including cutting and pasting text from internet sources when you do not fully attribute and properly use quotation marks around all quoted material), or cheat on quizzes, will receive an F and be recommended for disciplinary action (see NYU policy on Academic Integrity in course readings file for the first class).*

#### **Classroom Etiquette:**

Please arrive on time, and remain in class until it is over. Please do not use your laptop in class (or any other computer). If you have to leave during class, please do not return. Do not eat in class. Turn your cell phone off. Do not send or read texts or engage in any social networking during class. Instructor will confiscate and dispose of improperly used laptops or cell phones (he prefers MacBooks and iPhones, should you wish to donate yours). In short, please do not do anything that would interrupt the class. The instructor particularly dislikes having to further interrupt the class to direct its attention toward poor behavior, to eject students from the classroom, etc.

#### **Help Outside of Class:**

Any NYU student enrolled in a CAS course is eligible to receive academic support through the *College Learning Centers*. Conveniently located:

Weinstein Residence Hall

5-11 University Place, 1st Floor

University Hall

110 East 14th Street, UHall Commons (lower level)

The College Learning Centers provide individual and group review sessions for specific courses as well as Academic Success Workshops, absolutely free of charge. Late hours are available. Learn more at

<http://learning.cas.nyu.edu>

*The Writing Center*

411 Lafayette, 998-8866

[The Writing Center](#) is a part of NYU's Expository Writing Program, College of Arts and Science. It is a place where one-on-one teaching and learning occur, where work always focuses on writing.

Writing Center consultants are studying for or already hold advanced degrees. Many are published writers.

They receive significant training in the teaching of writing, and they teach writing courses for undergraduates across the University. At the Writing Center, students work with consultants in private one-on-one sessions to become better writers and thinkers. Students work with consultants at every stage of the writing process and on any piece of writing except for exams.

College Advising Center, and the Counseling Center in 920 Silver Center can also be helpful. Be aware of and use these resources early to avoid problems later.

### **Books on order at NYU Bookstore:**

\*Behar, Ruth. *Presence of the Past in a Spanish Village: Santa María del Monte*. Princeton, 1991. ISBN-13: 9780691028668

\*Carr, Raymond. *Spain: A History*. (Oxford U Press, 2001. ISBN-13: 9780192802361).

\*Dodds, Jerrilynn D., Maria Rosa Menocal, Abigail Krasner Balbale. *The Arts of Intimacy: Christians, Jews, and Muslims in the Making of Castilian Culture* (Yale, 2009. Pbk: ISBN-10: 0300142145).

\*Douglass, Carrie B. *Bulls, Bullfighting, and Spanish Identities*. (Arizona, 1999. ISBN-13: 9780816516520)

\*Erauso, Catalina de. *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. (Beacon Press, 1997. ISBN-13: 978080707073)

\*Graham, Helen. *The Spanish Civil War: A Very Short Introduction*. (Oxford, 2005; ISBN-13: 9780192803771)

\*Labanyi, Jo. *Spanish Literature: A Very Short Introduction*. (Oxford, 2010; ISBN-13: 9780199208050)

\*Lope de Vega. *Fuenteovejuna: A Dual-Language Book (edited and transl by Stanley Applebaum)*. (Dover Pubs, Bilingual ed, 2002; ISBN-13: 9778-0486420929)

\*Vincent, Mary. *Spain, 1833-2002: People and State*. (Oxford, 2008; ISBN-13: 978-0198731597)

### **Blackboard:**

It is essential that you pay attention to the contents of blackboard for this course, both under the lecture (sections 001-007) and under your discussion section. All books are available on course reserve in Bobst Library, but due to limited number of copies do not count on finding them there prior to class, quizzes, or paper due dates. Videos with a call number can be viewed at the Avery Fisher Collection, 2nd Floor of Bobst. Other course readings and materials, as well as course assignments, will be posted on Blackboard.

If you would like to post a question for Prof. Abercrombie, you may do so on the discussion board under the main course page. Be sure to sign your name. Remember that all students will see your question and my answer to it. Reading responses and questions addressed to your own preceptor should be posted on the discussion board on the blackboard page of your discussion section.

### **Class Schedule:**

Wed, Sept. 5: Introductions: The Virgin and the Bull

Mon, Sept. 10: Iberia, from first human settlement 800,000BP until Islam's arrival

Read: Carr, Ch. 1

Watch: Werner Herzog's Cave of Forgotten Dreams.

Wed, Sept. 12: Visigoths and Moors

Read:

Carr, Ch. 2

Dodds et al, Ch

Mon, Sept. 17: Renaissance of Al Andalus/Sefarad I

Read:

Carr, Ch. 3

Dodds et al, Ch.

Wed, Sept. 19: Renaissance of Al Andalus/Sefarad II

Read:

Dodds et al, Ch.

Mon, Sept. 24: A New Jerusalem and the Frankish March: Pilgrimages to Santiago

Read:

Dodds et al, Ch.

Wed, Sept. 26: Convivencia, Aljamiado, and Arabic/Berber influences on Arabic-speaking Christians and Jews.

Read:

Dodds et al, Ch.

Mon, Oct. 1: A 12th-Century Renaissance for Christians: Alfonso el Sabio, Siete Partidas, and the passion for Arabic learning.

Read:

Dodds et al, Ch.

Wed, Oct. 3: Keys of Castilian Culture I: Reconquista, Castles, Cities, and Fueros.

Read:

El Cantar del Mio Cid

Kagan, Richard: Urban Images of the Hispanic World, chs.

Mon, Oct. 8: Keys of Castilian Culture II: Hidalgo, Pechero, and the Estates of Women: Romances of Chivalry and Wife Murder

Read:

Fuenteovejuna

Abercrombie, Thomas. "Spectacles of the Courtroom: Hernando de Medina Murders His Wife."

Wed, Oct. 10: Keys of Castilian Culture III: Empire and Indian Vassals--Señorío, Encomienda, and Potosí

Read: Carr, Ch. 4 (Felipe Fernández-Amesto, "The Improbable Empire")

Abercrombie, Thomas. "Vassals Liberty"

Monday, Oct. 15: Fall Break

Wed, Oct. 17: Keys of Castilian Culture IV: Popular Sovereignty, the Revolution of the Communities, and the Habsburg Sale of Towns.

Read:

Nader, Helen.

Haliczer, Stephen

Mon, Oct. 22: Keys of Castilian Culture IV: Totalizing Spectacles, Corpus Christi, Blood Libel, Conversos and Moriscos, Inquisition.

Read:

Rubin, Corpus Christi, sels.

Wed, Oct. 24: Social Climbing, Heresy, Purity of Blood, and the Picaresque

Read:

Lazarillo de Tormes

Lieutenant Nun, excerpts

Mon, Oct. 29: Enlightenment, the Invention of Race and the Nation State, and 18th and 19th-Century Liberalism

Read: Vincent, Intro, Chs. 1 & 2

Wed, Oct. 31: Romantics: Don Juan Tenorio, Flamenco, Carmen

Read: Don Juan Tenorio??

Timothy Mitchell, Flamenco Deep Song, chs

Watch: Amor Brujo

Mon, Nov. 5: After 1898: Black Legend, Spanish 'backwardness' and the Avant Garde

Read: Vincent, Ch. 3

Wed, Nov. 7: The 3rd Republic and the Civil War

Read: Vincent, Ch. 4

Graham, Chs. 1, 2

Mon, Nov. 12: Reprisals in the Nationalist Zone: Paracuellos, and la Sección Femenina

Watch: La Colmena

Read: Graham, Chs. 3-5

Wed, Nov. 14: Franco and la España Profunda

Read: Vincent, Ch. 5

Graham, Chs. 6, 7

Watch: Los Santos Inocentes

Mon, Nov. 19: 'Spain is Different': Bullfighting and the Carnavalesque.

Read: Douglas, Bulls and Bullfighting

Watch: Bienvenida, Mr. Marshall

Wed, Nov. 21: Democracy, la movida, and basque/catalan nationalism after Franco

Watch: Bigas Luna, Jamón Jamón

Read: Vincent, Ch. 6

Douglas

Thanksgiving: Thurs, Nov 22

Mon, Nov. 26: Industry, New-Liberalism, and the Transformation of Rural Spain I

Read: Bejar

Wed, Nov. 28: Industry, New-Liberalism, and the Transformation of Rural Spain II

Read: Bejar

Mon, Dec. 3: The Exhumed: From Amnesty to Memory and Back Again

Watch: Almodovar's All About My Mother

Wed, Dec. 5: Enter the EU: Regionalism, Immigration, Reaction, Human-Trafficking

Mon, Dec. 10: Terror and Terroir: Geographic Indicators

Wed, Dec. 12: Spanish Postmodern: Guggenheim Bilbao, Fernan Adriá, Cuentame lo que pasó, and Los Indignados

Exams: Dec 17-21