



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
“BENJAMIN FRANKLIN”

Course	Representations of Spain in Anglo-American Writings
Program	Study Abroad
Credits	4.5 ECTS / 3 USA (semester credits)
Class hours	45
Student work hours outside the classroom	90
Office Hours	by appointment
Requirements	None
Language of instruction	English
Type of teaching	In person

INTRODUCTION

What have the British and Americans thought of Spain for centuries? What literature is written about Spain or the experience of living and traveling in Spain by American and British authors? What is the image of Spain in American and British Literature? What is Spain known for in history? What impact did Spain have on the Americans?

This course intends to be an overview of the image of Spain in British-American literature since the 19th century to the 21st. in Travel Books, Essays, Tales, Poems, Novels, Drama, Books of History and so on, with special attention to a historical and cultural point of view.

Main topics:

- 1.- Spanish Orientalism and its Moorish Past.
- 2.- The Conquest of Spain by Ferdinand and Isabella, the Catholic.
- 3.- Discovery of America by Christopher Columbus.
- 4.- Spanish Colonialism (The Black Legend)
- 5.- The Peninsular Wars (1808)
- 6.- Cuba and the Spanish-American War (1898)
- 6.- The Second Republic and the Spanish Civil War (1936-1939).
- 7.- Francoist Dictatorship and Transition to Democracy
- 8.- Contemporary Spain: political development, challenges, current issues, controversial topics, identities (national, gender and sexuality), immigration, etc
- 9.- Flamenco
- 10.- Bull-fighting
- 11.- The Origin and Development of the Romantic Image of Spain during the Nineteenth Century.
- 12.- Archer Milton Huntington and his poetic vision of Spain. The Hispanic Society of New York.
- 13.- Meadows Museum, Dallas.
- 14.- The New Spaniards.

COMPETENCES

According to this section the course will aim to develop the following competencies:

General competences (GC):

GC1: Explore the historical and literary relations between The United States of America, Great Britain & Spain standing out the historical, ideological and cultural implications based on the analysis of a variety of texts.

GC2: Analyze texts from a cultural, political and sociological point of view and the network of different relations and links which can be seen among different texts.

GC3: Describe the socio-cultural and anthropological contrast between Spain and the English speaking countries during the XIX, XX and XXI centuries

Specific competencies (SC):

SC1: Valuing diversity

SC2: Having the capacity for cultural self-assessment

SC3: Being conscious of the dynamics inherent in differences when cultures interact.

SC4: Developing adaptations reflecting an understanding of cultural diversity.

METHODOLOGY

Class meetings will consist of lectures, group discussions, and **3 oral presentations / each student**. The course will put strong emphasis not only on oral discussions, but also on activities designed to stimulate the students' critical thinking and writing skills.

There will be two exams and one optional research paper.

The **exams** will consist of identification questions, essays and critical analysis. There will be no make-up exams.

Optional: The term paper should be between twelve and fifteen double spaced typewritten pages, MLA style, and will include the following:

- At least, two bibliographical sources (analytical, or critical books or academic articles, and/or general bibliography). Works in other formats --including recordings, motion pictures and videos, graphic objects, databases, CD-ROMs and websites—could be included as well.
- A list of research themes will be provided in class.

PREPARATION FOR CLASS

- Students will need to read all the articles and book chapters related to the topic before coming to class. While in class, students should show preparation of the readings by asking relevant questions and making comments related to the topic.

- Students should think about questions and relations of the texts with other previous knowledge.

EVALUATION

- 1) 2 non-cumulative exams, a midterm exam (25%) and a final examination (25%). They will be based on the lectures and readings covered in class. A study sheet will be provided before each of them.
- 2) 5 Writing assignments (10%). Students will be responsible for handling one-page responses to issues of particular interest to them which have come up in the corresponding session's readings. Written responses are to be type-written. They should deal with the session's readings. While these exercises will not be returned with letter grades, all of them will be assessed collectively at the end of the semester and will comprise 10% of the final grade. Essays are due on the session the reading is assigned. Students should email their essays on the night before class (no later than 9:00 pm). The instructor will look at them and make comments. Some essays will be used in class discussion.
- 3) Two in-class Oral Presentations (20 minutes) (30%). Separate information will be provided in class
- 4) Participation
It must be active, i.e., the student should not only ask questions, but also make comments and actively participate in the exercises proposed in class both in groups and individually. In addition, the student must read the texts assigned by the professor and do the exercises related to the text. The student is expected to demonstrate maturity and responsibility in the classroom so that gestures, passive attitude such as sleeping in class, and having inappropriate behaviors in the classroom may have a negative impact on the grade of this section.
The total percentage of this section is 10 %.

GRADE EVALUATION

Final Grades will be based on the following breakdown:

Mid-term exam	25 %
Final exam	25 %
Term paper	Optional (extra credit)
One page assignments	10 %
Two in-class Oral Presentations	30 %
Class participation	10 %

Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and paraphrase the works of authors when writing papers.

If the professor detects copying or plagiarism in the exam, the student will receive a grade of zero and will not have the option of any type of recovery.

If the student arrives more than ten minutes late to an exam without having any written justification by a doctor or program director, he/she will have as a penalty a reduction of 10 points in the total percentage of the exam.

The professor reserves the right to give "surprise exams" when he/she deems it appropriate. These exams will always be at the beginning of the class and will be very brief (five minutes more or less). They will be valued as an additional homework grade.

During the time of the exam it will not be possible to leave the classroom. If any student leaves the classroom, even to go to the restroom during the time of the exam, the student will not be able to re-enter to retake this evaluation test.

ATTENDANCE (Instituto Franklin-UAH Policy)

Class attendance is MANDATORY. Attendance is mandatory. Any unavoidable absence must be suitably justified in writing (e.g., a doctor's note) or, failing that, a notification signed by the Program Director (Prof. López Pozo). Only two unjustified absences are permitted. Each additional absence will cause the final grade to be lowered by 0.5 points per absence (scale: 0 to 10).

If a student comes to class more than 15 minutes late, he/she will not be allowed to enter the classroom. If this happens frequently, the professor will talk to the student and give him/her a warning before lowering the grade.

STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

Technology in the classroom is essential today. However, if used inappropriately, it can be detrimental to student learning. For example, checking email, chatting with other users, surfing the web for purposes other than class content, etc... Misuse of these tools can also distract other classmates. Permission must be requested from the teacher in order to use the computer or any other devices.

CLASSROOM POLICY

Proper behavior is expected of all students. No food is allowed in class. Cell phones must be turned off at the beginning of the class. No cell phone use (texting or otherwise) will be allowed in class. Tablets and notebooks will be allowed in class for note taking purposes only. No cell phones will be allowed during examinations.

COURSE PROGRAM

(Session I)

Introduction: Syllabus, Oral presentations (2/each).

[7 Best Books About Spain](#)

[Spanish Stereotypes: Your ASSUMPTIONS About Spanish People & Culture](#)

[10 SPAIN CULTURE SHOCKS | Expat Life in Spain](#)

[11 Things You Should NOT Do in Spain!](#)

[11 Things You MUST DO In Spain!](#)

[Spain Bucket List: The Ultimate Guide to 15 of the Best Things to Do in Spain | Spain Travel Guide](#)

(Session II)

Literary Genres: Travel Writing, Autobiography, Historical Fiction, Historical Non-fiction.

[Travel literature: why is travel writing so interesting? - YouTube](#)[www.youtube.com > watch](https://www.youtube.com/watch) (16.30')

History - Literature - Art.

[What Is the Connection between Literature and History?](https://www.infobloom.com/what-is-the-connection-between-literature-and-history/)[https://www.infobloom.com > what...](https://www.infobloom.com/what-is-the-connection-between-literature-and-history/)

(Session III)

Documentary: "A Quick History of Spain" (19,36')

[A Quick History of Spain - YouTube](https://www.youtube.com/watch)[https://www.youtube.com > watch](https://www.youtube.com/watch)

"Brief History of Spain" (4.54')

[A Brief History of Spain](https://historyofspain.es/video/t...) [Https://history of spain.es > video > t...](https://historyofspain.es/video/t...)

Film: Comunidades Autónomas

[Autonomous regions of SPAIN explained \(Geography Now\)](https://www.youtube.com/watch)[www.youtube.com > watch](https://www.youtube.com/watch) (17')

[Spain Is Not A Federation: Autonomous Communities of Spain ...www.youtube.com > watch \(5.59'\)](#)

(Session IV)

British Travelers in Spain. "The Curiosos Impertinentes: 19th and 20th century British Travelers in Spain" by William Chislett

[The curiosos impertinentes: 19th and 20th century British ...https://williamchislett.com > the-cur...](https://williamchislett.com)

American Travelers in Spain.

[Introduction. American Travel Writing on Spain: Old Paths and New Trails](#)

[A Shared Story: 7 Books on Spain's History in the US | by Embassy of Spain USA | SpainInTheUSA](#)

WASHINGTON IRVING (New York, 1783- New York, 1859)

[Legends and tales of the Alhambra - Washington Irving \(P\)](#)

[WASHINGTON IRVING AND THE ALHAMBRA \(1 video: "Descendant"\)](#)

[Alhambra: Design & Architecture Detailed Guide \(Granada, Spain - Tour\) \(10.03'\)](#)

[Granada, Spain: The Exquisite Alhambra \(3,55'\)](#)

(Session V) Spanish History Timeline: Golden Age, 16-17th centuries.

MARCO POLO

[Who was Marco Polo and Why was he Important](#)

[HIST 1122 Lesson 05 - Columbus: Did Marco Polo Go to China?](#)

CHRISTOPHER COLUMBUS

BOOK 1. Carol Delaney (USA 1940). *Columbus and the Quest for Jerusalem.* [Columbus and the Quest for Jerusalem: Delaney, Carol: 9781439102329: Amazon.com: Books](#)

Intro.: C. Columbus & Golden Age (Prof's presentation)

[Third Annual Columbus Day Lecture: Carol Delaney on "Columbus and the Quest for Jerusalem" \(prof. Video\)](#)

[Christopher Columbus | Recent historical revelations seem to point in that direction. What do you think? | By The Jewish Standard | Facebook](#)

[C](#)

[Was Christopher Columbus Jewish? Novelist Steve Berry Part 1 of 2](#)

[Was Christopher Columbus A Secret Jew \(29'17"\).](#)

(Session VI)

Oral Presentation Intro. & Chapter 1-3

CONT.: Christopher Columbus & Golden Age

Oral Presentation Intro. & Chapter 4-7

(Session VII)

CONT.: Christopher Columbus & Golden Age

Oral Presentation Intro. & Chapter 8-11
[Crusades - World History Encyclopedia](#)

(Session VIII)

THE BLACK LEGEND

[Prof. Introduction: Introduction.](#)

[The Black Legend: How Propaganda Shapes History \(41' 10''\)](#)

[Matthew Restall. Seven Myths of the Spanish Conquest : Restall, Matthew: Amazon.es: Libros](#)

(Session IX)

Oral Presentation (Chapters 1-3)

(Session X)

Oral Presentation (Chapters 4-6)

(SESSION XI)

Oral Presentation (Chapters 7 & Epilogue)

(SESSION XII)

Spanish History Timeline: 18-19th c.

Walt Whitman, "Spain, 1873-74", *Leaves of Grass* (1891).

[Portrait of Walt Whitman](#)

[SPAIN, 1873-74 \(Leaves of Grass \(1891–1892\)\)](#)

[per.00130](#)

[The first Spanish Republic - YouTubewww.youtube.com › watch \(2'37''\)](#)

[12. Whitman's Prophetic Letter \(Google doc\)](#)

[A Letter By Walt Whitman: "The Spanish Element in Our Nationality" \(1883\)](#)

[Reagan's Speech \(1984\) Spanish heritage month](#)

(Session XIII)

Cuba and the war in Spain (1898).

[The Spanish American War: The Rise of a New Global Power \(43'\) \(Prof.\)](#)

[The Spanish-American War - Explained in 11 minuteswww.youtube.com › watch](#)

[Introduction - The World of 1898: The Spanish-American War \(Hispanic Division \(document\)](#)

[The Spanish-American War \(this site cant be reached\)](#)

[The Spanish-American War of 1898. Queries into the Relationship Between the Press, Public Opinion and Politics \(2'17''\)](#)

(Session XIV)

MIDTERM REVIEW

(Session XV) MIDTERM EXAM

(Session XVI) Archer Milton Huntington: The Hispanic Society of New York. [Hispanic Society of America Documental. Una historia de la Hispanic Society Mujeres de la Hispanic Society Museum & Library](#)

Oral Presentation

(Session XVII) Second Republic and the Civil War. [The Second Republic and the Civil War.](#)

Documentaries:

1. [The origins of the Spanish Civil War 01/06](#)
2. [watch](#)
3. [watch](#)
4. [watch](#)
5. [watch](#)

Oral Presentation (Civil War)

Session (XVIII)

Ernest Hemingway. [Ernest Hemingway Why intellectuals like Hemingway got involved in the Spanish Civil War | Arts | DW | 15.07.2016 The Spanish Civil War Through The Eyes of Ernest Hemingway | by Samantha Hostetler | Practice of History, Fall 2018 | Medium Ernest Hemingway and the Spanish Civil War - University of ...https://www.uidaho.edu > 2015-fall](#)

Martha Gellhorn. [Martha Gellhorn's Career as a War Correspondent and Marriage to Ernest Hemingway Martha Gellhorn | Hemingway | Ken Burns https://m.youtube.com/watch?v=pjyLA2jC_Aw](#)

(Session XIX)

Intl' Brigades

[Spain honours International Brigade veterans - YouTube](#)www.youtube.com › watch

[Last surviving member of the International Brigades dies at 101](#)english.elpais.com › Spain

William Herrick. [William Herrick \(novelist\)](#)

Arthur Koestler. [Arthur Koestler](#)

[Arthur Koestler - The Greatest Literature of All Time](#)

(Session XX) Francoist Spain & The Transition to Democracy.

[Picasso's Guernica: The world's most famous anti-war painting](#)

[George Steer - Wikipedia](#)

[News Report by George Steer for The Times about Guernica 1937 - Ποιειν Και Πραττειν - create and do](#)

[De lectura imprescindible: Paul Preston escribe sobre el periodista George L. Steer](#)

[Steer, George \(1937\). "The tragedy of Guernica. Town destroyed in an air attack. Eye-witness account" \(PDF\). EITB.eus. Retrieved 1 February 2018](#)

[The Tree of Gernika: A field study of modern war. With plates and maps \(1938\)](#)

[The recuperation of Guernica. From the Franco period to the ...museupicassobcn.org](#) › tusell

[Franco's Spain: from Outcast to Ally \(15'19''\)](#)

[The Spanish Civil War | How Did Spain Become Democratic?](#)

www.youtube.com › watch

[The Spanish Transition Forty Years Later: Democracy ...](#)

www.pluralism.ca › press-release

(Sessions XXI-XXII) The Transition to Democracy.

[La Transición - Spain's Transition to Democracy \(6'21''\)](#)

[How Spain \(Narrowly\) Became a Democracy \(6'21''\)](#)

Algur H. Meadows. Meadows Museum (Dallas) [Mission and History – Meadows Museum, Dallas](#)

Session XXIII)

BOOK 3: *The New Spaniards* by John Hooper.

[The New Spaniards \(English Edition\) eBook : Hooper, John](https://www.amazon.es)<https://www.amazon.es> › [New-Spaniards-John-Hooper-...](#)

Oral Presentation. Parts 1 & 2

(Session XXIV) CONT. *The New Spaniards*
Oral Presentation. Parts 3 & 4

(Session XXV-XXVIII)

Final Exam.

BIBLIOGRAPHY

MANDATORY READINGS

Delaney, Carol. *Columbus and the Quest for Jerusalem*.

Gibson, Carrie. *El Norte: The Epic and Forgotten Story of Hispanic North America*.

Hooper, John. *The New Spaniards*.

Lee, Laurie. *As I Walked Out One Midsummer Morning*.

Tremlett, Giles. *Ghosts of Spain*.

[Links to Readings](#)

Travelers in Spain WRITING ABOUT SPAIN: William Wordsworth, Washington Irving, Lord Byron, Richard Ford, Rose Macaulay, Gerald Brenan, Robert Graves, E.E. Cummings, John Dos Passos, Kate O'Brien, Ernest Hemingway, W.H. Auden, James A. Michener, Richard Wright, Jan Morris, Billy Collins, John Affleck, Anthony Trollope, Joanna Trollope, The Duke of Wellington, Virginia Woolf, Archer Milton Huntington, Algur H. Meadows, Walt Whitman, George Orwell, William Herrick, Edgar Allison Peers, Langston Hughes, Paul Patrick Rogers, Herbert Southworth, Paul Preston, Jack Sinnigen, ...

CRITICAL READINGS

James Michener (1907-1997). *Iberia: Spanish Travels and Reflections* (1968)

Stanley T. Williams. *The Spanish Background of American Literature*. (Yale University Press, New Haven, 1955)

Gonzalez-Gerth, Miguel, "The Image of Spain in American Literature" (1815-1865)", *Journal of Inter-American Studies*, Vol. 4, No 2, April, 1962, pp: 257-272.

Gonzalez Troyano, A., et all, *La Imagen de Andalucía en los Viajeros Románticos y Homenaje a Gerald Brenan*, 206 p.

Diego Saglia, Ian Haywood. *Spain in British Romanticism* (2017, Literary Criticism)

Kagan, Richard L., *Spain in America: The Origins of Hispanism in the United States*, Chicago, University of Illinois Press, 2002.

Larrie D. Ferreiro. "The American Revolution Story has a Hole the Size of Spain". (2016)

[The Truth about Spain: American Hispanism, the Spanish Civil War, and the Crisis of Academic Legitimacy - Literal Magazine](#)

"No Purifying Fire: American Writers in Spain, 1936-1939". by Nancy Kuhl April 23, 2013

"Spanish Civil War viewed through the eyes of Americans on the ground." By Matthew Price, Globe Correspondent, April 01, 2016

Pérez, Joseph. [The Spanish Black Legend La Leyenda Negra Española](#)

This syllabus is subject to change.