

## **Cultures and Contexts: Spain - Fall 2022**

**CORE-UA 544.01**

**Professor Jordana Mendelson (Department of Spanish & Portuguese)**

Faculty info page: <https://as.nyu.edu/faculty/jordana-mendelson.html>

**Email: [jordana.mendelson@nyu.edu](mailto:jordana.mendelson@nyu.edu)**

**Lectures: Tues/Thurs, 8am-9:15am, Cantor 102**

**Office hours: Thurs. 11:30am-12:30pm and by appointment**

Office: Room 203, King Juan Carlos I of Spain Center, 53 Washington Square South, or  
by zoom

Good doc for office hours sign up: <https://docs.google.com/document/d/1xgLJDUHSE-QFzM-JLS-jPSIH8yTYPPG1UAp-53xalcQ/edit?usp=sharing>

Zoom link for office hours, scheduled meetings: <https://nyu.zoom.us/j/3686828615>

### **Teaching Assistants:**

#### **Recitation 2 & 3:**

Fernando Bañuelos: [lb3769@nyu.edu](mailto:lb3769@nyu.edu)

#### **Recitation Section 2**

Wednesdays 8 AM - 9:15 AM

#### **Recitation Section 3**

Wednesdays 9:30 AM - 10:45 AM

**Office hours: Wednesdays 11:30 AM - 1:30 PM**

Office B18 at 19 University Place

#### **Recitation 4, 5 & 6:**

Francisco Pires: [francisco.pires@nyu.edu](mailto:francisco.pires@nyu.edu)

#### **Recitation Section 4**

Wednesdays 11:00 AM - 12:15 PM

#### **Recitation Section 5**

Wednesdays 12:30 PM - 1:45 PM

#### **Recitation Section 6**

Wednesdays 2-3:15 PM

**Office hours: Tuesdays: 9:30am-11:30pm and by appointment**

Office: Room 507, King Juan Carlos I of Spain Center, 53 Washington Square South

Zoom link for office hours, scheduled meetings: <https://nyu.zoom.us/j/3791806313>

#### **Recitation 7 & 8:**

Barbara Pérez Curiel: [bp2209@nyu.edu](mailto:bp2209@nyu.edu)

#### **Recitation Section 7**

Wednesdays 3:30-4:45 PM

#### **Recitation Section 8**

Wednesdays 4:55-6:10 PM

**Office hours: Thursdays: 11:15am-1:15pm** and by appointment

Office: B17, 19 University Pl

**Get to know us:** Make an appointment with us during office hours (TAs will post their hours in their Unit folders in Brightspace). We look forward to getting to know you over the semester. We are available by email as well. If you can't make our scheduled office hours, reach out and we can schedule another day/time to meet with you by zoom. Please allow 24 hours for standard reply to emails. If it is an urgent subject, please put URGENT in the subject line and we will try to respond earlier.

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**Course Description:**

What does culture in Spain look like? Is it only located geographically within Spain, on the Iberian Peninsula or are there other ways of thinking about how a national culture defines itself, within and beyond its borders? What are the different materials that Spanish artists and writers have chosen to articulate the often complex understandings they have of themselves, their nation(s), their relation to modernity (its opportunities and challenges), and the broader international community? Rather than assume simplistic answers to these questions, this class will ask students to critically approach Spanish culture by learning about specific works, their close analysis, and the contexts within which they exist (when they were made, how they were perceived, and how we come to study them today). The time frame for this class is the mid nineteenth century through the twenty-first century. The different media and materials we will look at are: fiction, poetry, film (fiction and documentary), television, painting, poster art, photography, performance, and architecture. Readings will be taken from a variety of sources (not just one textbook) and we will incorporate works of art, films, lectures, and performances that are taking place in our community. The goal of this class is for students to actively engage in an informed analysis of cultural works from Spain to better understand and question the relation between cultural forms and questions of national identity, tradition, modernity, and authorship within a specific historical moment and place. Students will acquire academic and critical skills such as: selecting a topic, researching a bibliography (specifically using digital resources), learning how to observe and interpret works of culture (including but not limited to documents, films, paintings, poetry, performances, and the built environment), writing a research paper, participating in a peer review workshops, and preparing and recording an oral presentation.

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**Essential information:**

**All course material will be in NYU Brightspace**

Lecture and Recitations are listed together in the course Brightspace.

Unit content folders per class date will contain all of the materials needed for lectures and recitations (readings, media, etc.), but you should consult your TA's Unit folder for individualized information relevant only to your section (eg. TA office hours, zoom links, etc.)

All communication will be sent through NYU Brightspace to your NYU email account – please be sure to check your email regularly

Announcements will also be posted on the front page of NYU Brightspace; so if you miss an email or you manage a particularly heavy inbox, remember to check the announcements regularly.

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### **Class attendance:**

Your **in-person** attendance is a requirement for your successful engagement with class materials. **We have designed this class to be in-person** - I stress this because over the past three years I have also taught this class fully online and with a modified hybrid approach that allowed students to participate by zoom. That will not be the case this semester. **With the exception of the first two class meetings (September 1 and September 6)**, which will be offered online for those students who can't attend in person, all other classes will be exclusively offered in person. If you must miss a class, then you will follow the guidelines for making up work described below. You must inform your instructors (both Professor Mendelson and your TA if you are missing class).

**You are allowed 2 unexcused absences from class;** excused absences include medical emergencies (Covid or non-Covid related) or self/family/friend emergencies. You must inform Professor Mendelson and your TA about excused absences. **Each additional unexcused absence will result in 2 points being deducted from your attendance score** (see grade breakdown below).

### **What should you do if you miss class (excused or unexcused)?**

\*Inform Professor Mendelson and your TA that you will or have missed class.

\*Do the assignment listed in the lecture schedule for in-class work and fill out the accompanying google form before the end of the day of the class missed. By doing this you will not miss participation points (see grade breakdown below for explanation)

\*Consult the PowerPoint posted for the missed class, review it along with the assigned readings and reach out to Professor Mendelson or your TA with questions.

**Bring your computer or device to each class.** We use google forms for in-class activities, which range from paired conversations and reflection to reading or viewing responses and surveys. You are expected to fill out the google form in class (or immediately after; if you have an accommodation through the Moses Center, you have until the next day to submit

your google form). The google forms are used to calculate your participation grade; **you need to fill out 20 of the forms over the semester to receive full credit**; for each missing google form your participation grade will be lowered by 2 points.

**Important information.** Please see this link for important documents related to academic guidelines, academic integrity, accommodations, etc. If you have any questions or concerns about any of these documents, please reach out to Professor Mendelson.

<https://cas.nyu.edu/core/about-the-program/program-documents-and-guidelines.html>

**Information about the Moses Center for Student Accessibility:**

<https://www.nyu.edu/about/leadership-university-administration/office-of-the-president/office-of-the-provost/university-life/office-of-studentaffairs/student-health-center/moses-center-for-student-accessibility.html>

Not all disabilities are visible. I ask that you reach out to the Moses Center should you need accommodations, but also that you make an appointment with me to discuss how I might best support you. Even if you do not have a documented disability or you do not have an evaluation with the Moses Center, I would still like to know how best I can support your learning in the classroom. Don't assume that I know best how to assist you in the classroom - please reach out so we can work together so that you have the best experience possible in this class.

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**A Note about Readings or Viewings for Lecture:**

When preparing reading or viewing assignments, you should be ready to analyze and discuss the texts or videos in class. ***Complete assignments by the date assigned.*** Because the readings are posted digitally you may choose to download and read your texts from your computer, tablet, etc. or print them out; either way be prepared to refer to them specifically. **All materials related to each class are posted in our Brightspace page in the Unit for that class date.** Some of the materials posted for each class will be done *in class* so please consult the lecture schedule to know what is for homework and what is for in class.

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**Typical Lecture Format:**

Welcome - Class Plan; review upcoming assignments

Capsule Lecture

Interactive / Media Break & Google form

Capsule Lecture

Summary and "take-aways"

**Assignments and Grading Breakdown (see assignments Unit for full descriptions):**

- 10%: Attendance (Lecture and Recitation)
- 10%: Participation (Lecture and Recitation); google forms (20 forms required for full credit)
- 15%: Assignment 1 (Spain in the City): Museums & the Built Environment - 3 double spaced pages; DUE: **SEPTEMBER 16**
- 40%: Assignment 2 (Topic of your choice; brief research paper and report) - topic statement, bibliography (5 sources), 3 double spaced page paper and 3 minute oral presentation
  - \*Topic and bibliography; 10%; (September 28 topic share in recitation): DUE: **OCTOBER 7**
  - \*3 minute oral presentation, recorded and shared: 10%): DUE: **NOVEMBER 2**
  - \*3 page paper: 20%): draft DUE: **NOVEMBER 7** (workshop NOVEMBER 9 in recitation;
  - \*Final paper DUE: **NOVEMBER 11**
- 15%: Assignment 3 (Culture and Culinary Expression: Matter and Method) - 3 double spaced pages; DUE: **DECEMBER 5**
- 10%: In-Class "Take-Home" Final Exam (In Recitation): **DECEMBER 14**

**Extra Credit:** Throughout the syllabus and also posted as announcements to Brightspace will be opportunities for extra credit. You can do up to 5 extra credits - which consist of the activity plus a 1 page write-up. Each extra credit is worth .5 points added to your final GPA for the class. All extra credits are due by December 7. There will be an extra credit assignment posted; your 1 page responses should be turned in there. Extra credit assignments will not be accepted after December 7.

**Late policy for assignments:** All assignments are due to your TA by 10pm on the due date posted (upload your assignments to Brightspace in the Assignment section). If you need an extension or find yourself with too many assignments due the same day, we expect you to request an accommodation ahead of time. If your assignment is turned in more than a week late, without an approved extension, your will grade will be lowered  $\frac{1}{3}$  (eg. from an A to an A-) for every week it is late. Please reach out if you are having trouble making your assignments, and please ask us for assistance PRIOR to the due date so that we can help.

**Where can I find help researching topics for papers on campus?**

NYU Bobst Library has useful resources to help you get started. Also, make an appointment with Professor Mendelson or your TA to get started on thinking through your interests and possible topics: <https://library.nyu.edu/services/teaching-learning/research-help/>

**Where can I find help writing papers on campus?** The Writing Center at NYU is a great place to start. You can also talk with Professor Mendelson or your TA about strategies for coming up

with a topic, outlining your ideas and rewriting your drafts. See the folder in Brightspace labeled “Resources” for some helpful guides and resources as well:

<https://www.nyu.edu/students/academic-services/writing-center.html#:~:text=The%20Writing%20Center%20is%20a,College%20of%20Arts%20and%20Science>.

### **Campus Resources for the study of Spain:**

#### **KJCC: Center for Spain and the Spanish Speaking World: [kjcc.org](http://kjcc.org)**

Look for announcements about the popular “Fridays on the Patio” program, which are student-centered open to all and regularly schedule interesting activities and opportunities to connect with other students while having a snack on the KJCC patio. Sign up for the Newsletter on the Center’s website to receive notification, or follow the NYU KJCC on FB or Twitter.

**Department of Spanish and Portuguese:** consider taking a minor or major in the study of Spain or Latin America, or a minor in Creative Writing in Spanish; the Department also offers classes and minors and majors in Portuguese language and culture.

**Study abroad in Madrid:** NYU offers summer, semester and year-long opportunities to study and intern in Madrid. The NYU campus is located in central Madrid, near the Prado Museum and across from Spain’s National Library. Ask Professor Mendelson for more information, or visit NYU Global: <https://www.nyu.edu/madrid.html>

### **Schedule of Lecture Topics and Assignments:**

**IMPORTANT NOTE ABOUT SEPT 1 & 6:** To accommodate students who may still be traveling to campus, the first two classes \*only\* will have a zoom link available; the first class is entirely online though students may attend in the classroom. The second class will be in person with a zoom link available. After that there will only be in person options for lecture and recitation. Please plan accordingly.

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#### **Week 1: Intro**

**September 1 (Thursday): Intro - What and where is Spain? [ONLINE - ZOOM LINK IN BRIGHTSPACE; YOU CAN GO TO CLASSROOM TO VIEW AND PARTICIPATE IN CLASS IF YOU PREFER]**

- \* Course content and technologies
- \* Organization of class
- \* Objectives of class
- \* Intro Google form
- \* Video 1: Azucar Moreno, “Bandido”, Eurovision song contest (1990)

<http://www.youtube.com/watch?v=6cj9pK38bck>

Lyrics: <https://lyricstranslate.com/en/bandido-bandit.html>

\*Video 2: Rosalía, “Malamente” (2018)

<https://www.youtube.com/watch?v=Rht7rBHUXW8>

Lyrics: <https://lyricstranslate.com/en/malamente-badly.html>

## **Week 2**

**September 6 (Tuesday): Overview geographies, languages, and cultures in Spain**

**[IN PERSON; ZOOM LINK ALSO AVAILABLE IN BRIGHTSPACE]**

\*Capsule lecture on Spanish geographies, languages and cultures

\*Break-out groups on stereotypes about Spain: research in group images about regional culture (Catalonia, Galicia, Basque Country, Andalucía, Aragón, Valencia) + google form

\*Capsule lecture on nomenclature: state, nation, region

**Read:** Read: Paul Ilie, "Self images in the mirror of Otherness," *Iberian Identity: Essays on the Nature of Identity in Portugal and Spain*, ed. Richard Herr and John H. R. Polt (U. of California, 1989), 156-162.

**Watch:** 13 Spanish Stereotypes: Fact or Fiction?" (Spain Revealed) (30 minutes):

<https://www.youtube.com/watch?v=PF-HLWYfHEI>

**FROM SEPTEMBER 7 FORWARD LECTURE AND RECITATION ARE ONLY OFFERED IN PERSON; SEE ABOVE FOR INSTRUCTIONS IF YOU MISS CLASS. EXCEPTION TO THIS POLICY WILL BE IF THE UNIVERSITY CALLS FOR US TO SWITCH TO REMOTE.**

**September 7 (Wednesday): Recitation - Intro**

\*Intro to recitation: expectations and calendar of assignments

\*Discussion of office hours, email and communication policy

\*Introduction to each other: major, minor, background, interest in Spain

\*Discussion of the idea of “culture” and how this class will orient students to different media, genres, and contexts for studying and interpreting a range of cultural manifestations while also introducing students to key historical moments and themes in the history of Spain from the mid-19th century to the present.

**Read:** Stephanie Sieburth, “What does it mean to study modern Spanish culture?” *The Cambridge Companion to Modern Spanish Culture*, Ed. David T. Giest (Cambridge U.P., 1991), pp. 11-20.

## **UNIT 1: HISTORY WRIT LARGE (19th - 21st Centuries)**

**September 8 (Thursday): 19th Century and Napoleonic Invasions**

\*Capsule lecture on 19th-century history and Napoleonic invasions

\*Video about Peninsular Wars (20 minutes):

[https://www.youtube.com/watch?v=\\_SMXT6dTwEo](https://www.youtube.com/watch?v=_SMXT6dTwEo)

\*Video about Carlist wars (in class, 3"): <https://www.youtube.com/watch?v=54P1ZWwPyWM>

\*Break out groups to work on historical documents from John Cowans, ed., *Modern Spain: A Documentary History* (2003), selection of historical documents & Google form

**Read:** William D. Phillips, Jr. and Carla Rahn Phillips, *A Concise History of Spain* (2010), pp. 206- 245.

## **Week 3**

### **September 13 (Tuesday): Spanish-American War / Crisis of 1898**

\*Capsule lecture on Spanish-American War overview

\*Break out groups on cartoons and yellow journalism & Google form

\*Capsule lecture on Institución Libre de Enseñanza

**Read:** Lou Charnon-Deutsch, "Cartooning the 'Splendid Little War' of 1898," *Hold that Pose* (Penn State UP, 2008), 109-144.

### **September 14 (Wednesday): Recitation - Goya**

**Read:** Susan Sontag, *Regarding the Pain of Others* (excerpt)

**Watch:** Goya's Graphic Imagination (Virtual tour of Met exhibition, 20"):

<https://www.youtube.com/watch?v=GZW6OjARMGU&t=41s>

**Background optional:** Janis Tomlinson, *Goya in the twilight of the Enlightenment* (Yale University Press, 1992), Chapter 1: Introduction

### **September 15 (Thursday): 19th-Century History Paintings and the Disaster of 1898**

\*Capsule lecture on Prado

\*Group work on Graphoscope at Prado (click on "panorama" to view):

<https://www.museodelprado.es/en/whats-on/multimedia/the-graphoscope/722c13b2-8f3c-42a0-a1ab-1374bbca9d5f#:~:text=The%20Graphoscope%3A%20a%20manually%20rotated,its%20artistic%20and%20documentary%20value.>

+ google form

\*Capsule lecture on history paintings

**Read:** Jo Labanyi, "Horror, Spectacle and Nation-formation: Historical Painting in Late-nineteenth century Spain" in *Visualizing Spanish Modernity*, Ed. Susan Larson and Eva Woods (Oxford: Berg, 2005), pp. 64-80

### **September 16 (Friday): Assignment 1 due**



## Week 4

**September 20 (Tuesday): The Spanish Empire (1898 & post-1898) - Philippines, Equatorial Guinea and Guam** - Visiting lecture by Benita Sampedro Vizcaya (Professor of Literature and Romance Languages, Hofstra University)

**Read:** Benita Sampedro Vizcaya, "Rethinking the Archive and the Colonial Library: Equatorial Guinea," *Journal of Spanish Cultural Studies* 9:3 (2008): 341-363.

**Or Watch:** Fernando González Molina, *Palmeras en la nieve* (Palm trees in the snow) (2015), 2hrs 34"; available on Amazon (with free trial subscription to flixlatino; which you can cancel) and working on seeing if we can stream through the library or at the center.

**Extra credit:** Attend opening for the "Illustrating Spain in the US" exhibition at the KJCC, 53 Washington Square South, 7pm, September 20.

**September 21 (Wednesday): Recitation - Photography and Ethnography**

**Read:** Juan Naranjo, "Photography and Ethnography in Spain," *History of Photography* 21:1 (1997): 73-80.

**To do for recitation:** Search and find an image of Spain (think about ideas presented by Naranjo and earlier article by Ile about self/other; Spain)

**September 22 (Thursday): Spain and North Africa (from the Alhambra to the Wars with Morocco)**

\*Capsule lecture of Wars with Morocco (Riff War)

\*Capsule Interview with Javier Ortiz-Echagüe on José Ortiz-Echagüe's time in Morocco and his photographs of North Africa + google form

**Read:** James A. Chandler, "Spain and Her Moroccan Protectorate 1898-1927," *Journal of Contemporary History* 10:2 (April 1975): 301-322.

## Week 5

**September 27 (Tuesday): Dictatorship of General Miguel Primo de Rivera and the 1929 International Exposition (Barcelona) and the Ibero-American Exposition (Seville)**

\*Capsule lecture on Expos of 1929: Barcelona and Seville

\* Videos of 1929 Expo in Barcelona; "Billy the Train" + google form

\*Capsule lecture on Poble Espanyol, 1929 Barcelona Expo

**Read:** Percy Alvin Martin, "The Ibero-American Exposition at Seville," *The Hispanic American Historical Review* 11:3 (August 1931): 373-386.

**Read:** Jordana Mendelson, "El Poble Espanyol / El Pueblo Español (1929)," *The Barcelona Reader*, Ed. Enric Bou and Jaume Subiranda (Liverpool U. P., 2018), 295-319.

### **September 28 (Wednesday): Recitation - Misiones Pedagógicas (oral history and memory)**

**Watch:** Misiones Pedagógicas 1934-1936 (Documentary)

<https://www.youtube.com/watch?v=tYmfcvXqUBM>

\*In-class survey of paper topic selection: come prepared to share your \*narrowed\* paper topic ideas.

### **September 29 (Thursday): The Second Republic and Spain's "Regions"**

\*Video: Pathé newsreel of Proclamation

<https://www.youtube.com/watch?v=tYmfcvXqUBM>

\*Capsule lecture on 2nd Republic – proclamation and key political ideas

\*Group work Constitution (read in advance), discuss and Google form

\*Capsule lecture on Regional Autonomy Statutes

**Read:** William D. Phillips, Jr. and Carla Rahn Phillips, *A Concise History of Spain* (2010), pp. 246-280.

**Read:** Historical documents "Message of Renunciation Alfonso XIII" and the "Constitution of the Spanish Republic, 1931" in John Cowans, ed., *Modern Spain: A Documentary History* (2003).

## **Week 6:**

### **October 4 (Tuesday): The Spanish Civil War**

\*Capsule Lecture on Spanish Civil War and Propaganda

\*Capsule lecture on 1937 Spanish Pavilion at the International Exposition in Paris and the *Comissariat de Propaganda*

\*Group work "Rethinking Guernica" & Google form

<https://guernica.museoreinasofia.es/en>

**Read:** Frances Lannon, *Essential Histories. The Spanish Civil War 1936- 1939* (Osprey Publishing, 2002), pp. 33-64; 68-76.

### **October 5 (Wednesday): Recitation - Poster Workshop**

**Read:** Cary Nelson, "Art in Flames: The Spanish Civil War Poster" in *Shouts from the Wall: Posters and Photographs Brought Home From the Spanish Civil War American Volunteers* (U. of Illinois Press), 15-27.

**Extra credit:** Go to the Poster House museum and view one of the exhibitions (they will not be related to Spain, so this is a "method" assignment) - write about the impression the

posters make and how you think about posters now as a form of art and communication.  
Fridays the museum has free entrance, but still timed entry tickets so plan ahead:  
<https://posterhouse.org/>

### **October 6 (Thursday): Visual Culture and War - Newsreels and Narrative**

**Watch:** Joris Ivens (narration Ernest Hemingway), *The Spanish Earth* (1937)

[https://www.youtube.com/watch?v=MTKtS4WtK\\_c](https://www.youtube.com/watch?v=MTKtS4WtK_c)

**Watch:** Newsreel- [https://www.youtube.com/watch?v=u\\_QZp40Ng5g](https://www.youtube.com/watch?v=u_QZp40Ng5g)

### **October 7 (Friday): Topic and bibliography due**

## **Week 7:**

### **October 11: Monday Schedule - No class**

### **October 12 (Wednesday) - Recitation - Review Research Paper Assignment**

- \*Go over topics and bibliography turned in October 7
- \*Workshop outlining strategies and set up peer-pairs for paper drafts
- \*Discuss best practices for writing short, focused research papers
- \*Go over campus resources (library and writing center)

### **October 13 (Tuesday): Spanish Exile in Mexico: History, Culture, and Politics - Guest lecture Bárbara Pérez Curiel**

**Watch:**

[“Los niños españoles en México”](#), Departamento Autónomo de Prensa y Publicidad, Mexico, 1938

[Exilio, una película familiar](#) (In Exile: A Family Film), Juan Francisco Urrusti (dir), Mexico, 2017.

## **Week 8**

### **October 18 (Tuesday): Franco’s Dictatorship and the Gender Politics of the *Sección Femenina***

- \*Capsule lecture on the Falange and José Antonio
- \*View Franco Victory Parade in Barcelona (Pathé, 1939)  
<https://www.youtube.com/watch?v=zgm1d16QFYM>
- \*Capsule lecture on Sección Femenina
- \*Group work on women's Falangist magazine Medina (digitized copies posted in Unit folder)

**Read:** Inbal Ofer, "Historical Models, Contemporary Identities: The Sección Femenina of the Spanish Falange and its Redefinition of the Term 'Femininity'," *Journal of Contemporary History*, Vol. 40, No. 4 (Oct., 2005), pp. 663-674.

**October 19 (Wednesday): Recitation - *Bienvenido Mr. Marshall* (1953)**

\* Film workshop and discussion about gender, regional culture, development and dictatorship

**Watch:** Luis García Berlanga, *Bienvenido Mr. Marshall* (1953)

**October 20 (Thursday): Technology, Development and the Opus Dei in Franco's Spain**

**Read:** Leslie Mackenzie, "The Political Ideas of the Opus Dei in Spain," *Government and Opposition* (Winter 1973): 72-92.

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**Week 9:**

**October 25 (Tuesday): The Transition to Democracy and *La Movida* in Madrid**

\* Capsule lecture on Almodóvar

\* Interview with Almodóvar

<http://www.youtube.com/watch?v=YbH-CjBWPwQ>

\* Capsule lecture on transition, La Movida, and regional outposts

\* Discussion and google form on Toribio

**Read:** Núria Triana Toribio, "A Punk Called Pedro: *la Movida* in the Films of Pedro Almodóvar," *Contemporary Spanish Cultural Studies*, Ed. Barry Jordan and Rikki Morgan Tamosunas (Arnold, 2000), 274-282.

**Background readings:** William D. Phillips, Jr. and Carla Rahn Phillips, *A Concise History of Spain* (2010), 281-304.

**October 26 (Wednesday): Recitation - Pedro Almodóvar, *Todo sobre mi madre/ All about my mother* (2003)**

\* Film workshop II and discussion about gender, geography (Madrid-Barcelona), and the place of architecture in narrative

**Watch:** Pedro Almodóvar, *Todo sobre mi madre* (2003)

<https://video.alexanderstreet.com/watch/all-about-my-mother?context=channel:sony-pictures-classics>

**October 27 (Thursday) : 1992 in Spain / Barcelona Olympics / Seville Expo**

**Read:** David Gies, "Spain 1992: Notes from a Survivor," *The Virginia Quarterly Review*, 69:2 (Spring 1993): 267-281.

**Viewing in class:** Video of Freddie Mercury and Montserrat Caballé, “Barcelona” for 1992 Olympics: <https://www.youtube.com/watch?v=IHRd0R-uKHc>

**Background optional:** Joan Ramon Resina, "From the Olympic Torch to the Universal Forum of Cultures: The after-image of Barcelona's Modernity: in Enric Bou and Jaume Subirana, eds., *The Barcelona Reader* (Liverpool UP, 2018 ), pp. 347-379.

## **UNIT 2: TOURING SPAIN (Geography, History and Difference)**

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### **Week 10:**

**November 1 (Tuesday): The Alhambra and the “Mysteries” of Spain** - Guest lecture Sarah Pearce (Department of Spanish and Portuguese, NYU)

**Read:** Marriam Rosser-Owen, *Islamic Arts from Spain* (Victoria Albert Museum), chapter 4.

### **November 2 (Wednesday): Recitation - Student Presentations**

\*See assignment sheet for details. Students record and present 3 minute overviews of their topic: think “snapshot” presentations - we’ll run through as many as we can on a “first come first go” basis. If we run out of time, TAs will still review all recorded presentations and provide feedback and grade.

### **November 3 (Thursday): Europe’s Fascination for Spain (“España Negra” and Bullfighters)**

\*Capsule lecture on “España Negra” and Bullfighting in Spain

\*Watch video about Female Bullfighter Conchi Ríos + google form

<https://www.youtube.com/watch?v=g171WEa-dVw>

**Read:** Adrian Shubert, “Introduction” and “Chapter 2: Bullfighters,” *Death and Money in the Afternoon: A History of the Spanish Bullfight* (Oxford U. P., 1999), 1-16, 53-90

### **Week 11**

**November 7 (Monday) - Research paper draft due**

**November 8 (Tuesday): National Tourism, Posters and “Spain is Different”**

\*View Spanish Escape (18") + Google form

<https://www.youtube.com/watch?v=-4-lNeawjgs>

\*Capsule lecture on "Spain is Different" campaign from Franco to Democracy

**Read:** Eric Storm, "A More Spanish Spain: The Influence on Tourism on the National Image" in *Metaphors of Spain: Representations of Spanish National Identity in the Twentieth Century*, Ed. Javier Moreno Luzón and Xosé M. Núñez Seixas (Berghan Books, 2017), 239-259.

**Watch:**

<http://www.travelfilmarchive.com/item.php?id=11997&keywords=Spain&startrow=0>

### **November 9 (Wednesday): Recitation - Workshop paper drafts**

\*Meet with peer-pairs

\*Read and review papers in advance of recitation

\*Troubleshoot common missteps and discuss the role of draft and revision

### **November 10 (Thursday): Southern Spain, Gypsies and Flamenco**

\*Capsule lecture on modern art and music's fascination for Southern Spain (From Manuel de Falla and Bizet to García Lorca)

\*Group work (Watch video and relate to readings + Google form):

\*Video: "Romani integration in Spain" (Roma Feminism):

<https://www.youtube.com/watch?v=ahSUBgttAeE>

**Read:** Victoria Burnett, "Life is grim for Spain's Roma," *The New York Times*, 17 April 2007

<https://www.nytimes.com/2007/04/17/world/europe/17iht-roma.1.5316138.html>

**Read:** Paloma Gay y Blasco, "Those Awkward Spaniards," *Gypsies in Madrid; Sex, Gender and the Performance of Identity* (Berg), pp. 21-37.

**Extra credit:** Pablo Vega, *Proud Roma* (2022) (10")

[https://www.youtube.com/watch?v=qjC\\_gwD5FHs](https://www.youtube.com/watch?v=qjC_gwD5FHs) [and discussion about the film:

<https://www.youtube.com/watch?v=xs0WNyJrxkk> ]

### **November 11 (Friday): Final research paper due**

## **Week 12**

### **November 15 (Tuesday): Spain and Immigration**

\*Capsule lecture on Immigration + google form

\*Watch: NYU Madrid Stories ("Refugees Welcome" or "The Immigrants") <https://vimeo.com/showcase/4452429>

**Read:** Yuly Jara, "How second-generation immigrants are transforming the landscape of Spanish society," *El País*, 14 July 2018.

[https://english.elpais.com/elpais/2018/12/12/inenglish/1544612083\\_795516.html](https://english.elpais.com/elpais/2018/12/12/inenglish/1544612083_795516.html)

**Watch:** “cultural production” from the Xibanya conference:

<https://www.pensandoxibanya.com/past-events>

**November 16 (Wednesday): Recitation - Icíar Bollain, *Flores de Otro Mundo* (1999)**

\*Film workshop IIIII on gender, immigration, geography, and language

**Watch:** Flores de otro mundo (1999) Icíar Bollaín:

[https://stream.nyu.edu/media/FLORES\\_DE\\_OTRO\\_MUNDO\\_T1+-ENGLISH+SUBTITLES/1\\_tkn5y2ot](https://stream.nyu.edu/media/FLORES_DE_OTRO_MUNDO_T1+-ENGLISH+SUBTITLES/1_tkn5y2ot)

**November 17 (Thursday): Race and/in Spain**

**Read:** Silvia Albert Sopale, *No es país para negras* (No Country for Black Women), play, excerpt (both Spanish and English will be posted)

**Read:** Sara Rosati, “The everyday racism Black Spaniards face,” *El País*, 18 January 2017

[https://english.elpais.com/elpais/2017/01/11/inenglish/1484151919\\_267996.html](https://english.elpais.com/elpais/2017/01/11/inenglish/1484151919_267996.html)

**Extra credit:** “Decentering the Archive: Back Bodies in Performance and Translation in Iberia and the Iberian Atlantic World”: [https://www.youtube.com/watch?v=TV3lxS\\_hz18&t=50s](https://www.youtube.com/watch?v=TV3lxS_hz18&t=50s)

**Extra credit:** “Decolonizing Global Geographies” Roundtable at KJCC, 53 Washington Square South, 6:30pm, November 17.

**UNIT 3: REGIONALISMS AND NATIONALISMS IN SPAIN**

**Sports, Music and Culinary Culture as Expressions of Identity**

**Week 13**

**Nov 22 (Tuesday): Overview Regionalism and Micronationalism**

**Read:** Stanley Payne, “Nationalism, Regionalism, and Micronationalism in Spain,” *Journal of Contemporary History* 26: 3/4 (Sept. 1991): 479-491.

**November 23-November 26: Fall Holiday - No class**

**Week 14**

**November 29 (Tuesday): Catalonia**

\*capsule lecture + google form on Catalonia

**Read:** Teresa M. Vilarós, “A cultural mapping of Catalonia,” *The Cambridge Companion to Modern Spanish Culture*, chp. 3.

**Watch:** "History of Catalonia in 10 minutes": <https://www.youtube.com/watch?v=v5IDYDPg2IA>

### **November 30 (Wednesday): Recitation - Food and the Global Hispanophone (Matter and Method)**

\*Discussion of Assignment 3

**Read:** Deborah Valenze, "The Cultural History of Food," Routledge International Handbook of Food Studies (2012), 101-113.

**Watch:** Food and the Hispanic World across Time and Space (Feb. 24, 2022): [https://www.youtube.com/watch?v=N8MwNQoS\\_J4&t=237s](https://www.youtube.com/watch?v=N8MwNQoS_J4&t=237s)

**Published version (if you prefer to read):**

<https://online.ucpress.edu/gastronomica/issue/22/3>

### **December 1 (Thursday): Galicia and Brazil - Transatlantic Transports - Guest lecture by Francisco Pires**

\*Capsule lecture on Galicia

**Read:** Frederick Moehn, "Cantigas de Amigo: Galicia and Brazil in the Lusophone Musical Space" in *Beyond Tordesillas: New Approaches to Comparative Luso-Hispanic Studies* (Ohio State UP, 2017), 173-187.

**Watch:** "History of Galicia in 10 minutes": <https://www.youtube.com/watch?v=7MkzADeTqIY>

## **Week 15:**

### **December 5 (Monday): Assignment 3 due**

### **December 6 (Tuesday): The Basque Country, the Oral Poetic Tradition, and Txalaparta**

\*Capsule lecture on Basque Country

\*Watch Txalaparta performance & Google form

<https://vimeo.com/43370944>

\*Discussion about *Bersolari* and different expressive forms of culture

\***Watch:** "History of the Basque People in 10 minute":

<https://www.youtube.com/watch?v=uPomdKuZMjE>

**Read:** John Miles Foley, "Basque Oral Poetry Championship," *Oral Tradition* 22:2 (October 2007): 3-11.

**Watch:** Asier Altuna, *Bertsolari* (2011) **OR** Watch 10 minute clip about the film [both links posted to Brightspace]



## **December 7 (Wednesday): Recitation - Review for In Class Final**

- \*Prepare and share study questions
- \*Prepare and share unit summaries

## **December 8 (Thursday): 15M and the “Indignados” - Guest lecture by Pedro Cabello de Moral (CUNY)**

**Read:** Vicente Rubio-Pueyo, "Laboratory of Conversations: The 15M Movement" Public Books:  
<https://www.publicbooks.org/laboratory-of-conversations-the-15m-movement>

**Watch:** Ada Colau and Alexandria Ocasio-Cortez, Interview @ NYU with Amy Goodman:  
[https://www.democracynow.org/live/watch\\_alexandria\\_ocasio\\_cortez\\_ada\\_colau](https://www.democracynow.org/live/watch_alexandria_ocasio_cortez_ada_colau)

## **Week 16**

## **December 13 (Tuesday): Exhuming the Past: Memory, Justice, and Forensics in Contemporary Spain - Guest lecture by Fernando Bañuelos**

- \*Capsule lecture on the struggle over memory and justice after the Transición
- \*Discussion
- \*Capsule lecture on transitional justice and memorial cultures
- \*Discussion and drafting of a proposal

**Read before class:** From Sebastiaan Faber, *Exhuming Franco* (2021): “How Dead is He?” (26-42) and interviews with Marije Hristova (192-199), Ricard Vinyes (200-212), and Emilio Silva (213-223). If you are pressed for time, focus on the Hristova and Vinyes interviews.

## **December 14 (Wednesday): Recitation - In Class Final**

- \*See assignment description. This is a “take home” that you write up in recitation.

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## **Assignments**

**Assignment 1: Spain in the City (Museums and the Built Environment): CHOOSE ONE**  
**3 page double spaced paper**

Read the article/websites assigned for each choice BEFORE going to the site (check assignment folder for select downloaded articles). Reminder: **CHOOSE ONE OPTION**. Spend at least 1 hour on the site, in the exhibition, viewing the work. SKETCH the work/site (and include a photo of that sketch with your final paper); take notes while on the site. Write a 3 page double spaced paper reflecting on the questions: How do these works/sites reflect your understanding of Spain? What does it mean to have this representation of culture from Spain in NYC? What does it do to our understanding of Spain when we see these works/sites as “other than” Spanish?

\*Readings related to this assignment and others are in the Unit 1 “Syllabus” folder.

1. Hispanic Society of America (HSA) - exhibition “American Travelers: A Watercolor Journey through Spain, Mexico and Portugal” and examination of history and site of the HSA.  
Website:  
<https://hispanicsociety.org/exhibitions/current-exhibitions/american-travelers-united-states-watercolor-artists-in-spain-featuring-the-contemporary-works-of-timothy-j-clark/>  
Watch (History of the Hispanic Society): <https://www.youtube.com/watch?v=yJwNjcOcl5A&t=105s>
2. Museum of Modern Art - review of Spanish artists in the collection (Picasso, Miró and Dalí). Site visit and thoughts about the place of Spain in the history of modern art  
Website: <https://www.moma.org/about/who-we-are/moma-history>  
See assignments folder for excerpts from the book *Spanish Art in the United States* (posted in the general unit with the syllabus)
3. Rafael Guastavino Arches (Grand Central Station and other sites - **choose one**) - site visit and read background information; see article in assignments unit.  
An architect from Valencia named Guastavino made a significant imprint on NYC. Below are some of the references to his contributions, most of which you can see while walking around the city or taking the subway (see general syllabus folder for reading on Guastavino).
  - A. Queensboro Bridge (59<sup>th</sup> Street), Manhattan - the space under the bridge is an event space now; you may not be able to get into it, so walk around, try to peer in windows.  
<http://guastavinos.com/history/>
  - B. Municipal Building – 1 Centre Street (J, Z to Chambers Street)
  - C. Whispering Gallery at Grand Central Terminal –  
<https://www.youtube.com/watch?v=ErcULO8NGg8>
4. Santiago Calatrava’s Oculus Transportation Center. Site visit and thoughts about Spanish architects in NYC.

Website (about the Oculus): <https://www.architecturaldigest.com/story/santiago-calatrava-explains-designed-oculus-for-future-generations>

5. Josep Lluís Sert's Roosevelt Island apartment complex. Site visit and thoughts about Spanish architects in NYC.

An architect from Barcelona who came to the United States in exile after the Spanish Civil War. We will be looking at the design he made for the 1937 Spanish Pavilion in Paris. He became the Dean of Harvard University's Graduate School of Design and with his architectural firm designed significant buildings in NYC, residential buildings on LI, and University buildings and private residences in Cambridge, MA. In NYC it is his design for Roosevelt Island that is the most visible.

Website: <https://www.nycurbanism.com/brutalnyc/2017/2/15/eastwood>

## **Assignment 2: Topic, bibliography, presentation and paper** (YOUR CHOICE, with approval from Professor Mendelson and/or your TA)

\*September 28: Topic share in recitation - this is an important step in choosing your topic!

In consultation with Professor Mendelson and/or your TA choose a topic that is related to SPAIN: Think about your interests, and what kind of topic you want to spend time on: politics, history, art, literature, sport, etc. Try to do some initial research to identify a possible topic. Look into the NYU library book and article databases to see if there is research in English on your topic. Narrow down your topic to a question or theme that you can write about in 3 pages: this can be challenging. If you are interested in a broad topic, try to choose a sub-theme within that topic (eg. Soccer in Spain is TOO big, but you might narrow it down to one player, one important game, one moment in a team's history or a particular polemic; Spanish food is TOO big, but you might identify a particular food item, restaurant, chef - eg. José Andrés - to focus on.)

Topic: Topic and paragraph description (2-4 sentences)

Some useful resources (READ/REVIEW these before you get started):

<https://ohiostate.pressbooks.pub/choosingsources/chapter/narrowing-a-topic/>

[https://libraries.indiana.edu/sites/default/files/Develop\\_a\\_Research\\_Question.pdf](https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf)

Bibliography: 5 sources (at least 2 must be "in print" peer-review, either from a journal or book chapter). Use NYU Bobst catalog and article databases to search for references on your topic. Use MLA or Chicago Manual of Style for correct formatting (review and make sure formatting is correct before submitting). Write 1 sentence after each bibliographic entry about how it will help you research your topic.

Presentation: 3 minute “snapshot” oral presentation of your paper topic. Record over zoom (you will need to request this function - watch for Professor Mendelson’s email on this) and upload to your assignment (the easiest is to download your recording and then upload it to Brightspace assignments). Making a powerpoint and outline will help you organize your thoughts and keep to time. Stay within 3 minutes - so we have the best chance at viewing everyone’s in class.

3 page double-spaced paper: Draft papers are due approx one week before final papers. You will workshop them in peer-pairs, review with your instructor, and revise before submitting the final version for grading. You will go over in recitation how to support your peer and offer constructive, helpful suggestions for revision.

MLA:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

Chicago Manual of Style:

[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html)

How to start your research (NYU Library):

<https://library.nyu.edu/services/teaching-learning/research-help/>

Library classes (on research, citation managers, etc): <https://nyu.libcal.com/>

### **Assignment 3 Spain and Food (Culinary Expression): CHOOSE ONE**

#### **3 page double spaced paper**

Before you start this assignment, review the Roundtable “Food and the Hispanic World” and Deborah Valenze's article "The Cultural History of Food." Both are available in the recitation folder for November 30th on Brightspace.

1. Visit Chef José Andrés’s *El Mercado* at Hudson Yards OR La Nacional restaurant at 239 W. 14th Street and think about the essays and videos assigned for class about food and culture. In addition, locate and cite 1 more article that you could use to support your analysis of this site in relation to Spanish identity (and the readings you’ve done throughout this semester on culture in Spain) and cite at least 2 other readings from class.

Website: <https://www.littlespain.com/>

About José Andrés: <https://www.joseandres.com/>

And: <https://www.pbs.org/food/chefs/jose-andres/>

La Nacional: <https://lanacionalrestaurant.com/>

About La Nacional restaurant: <https://espanyu.org/west-14th-st/la-nacional/>

2. Watch the film *El Bulli* about Ferran Adrià. Think about the relation between geography, food, and innovation (and the tension between tradition and innovation). How does the story of El Bulli relate to everything we have learned this semester about Spanish national identity, regional culture, and modernity? Locate and cite 1 article that you could use to support your analysis of the film in relation to Spanish identity and cite at least 2 other readings from class.

NYUStream: [https://stream.nyu.edu/media/El+Bulli/0\\_yfhyu2bb](https://stream.nyu.edu/media/El+Bulli/0_yfhyu2bb)

Website on Ferran Adrià: <https://elbullifoundation.com/en/ferran-adria-biography/>

3. Research NYU Library and Special Collections (see links below) and locate a cookbook related to Spain OR choose a cook book by a Spanish Chef (José Andrés, Ferran Adrià or others - approved by TA or Professor Mendelson). Be sure your selection is from SPAIN (eg. one on Mexican or Ecuadorian cuisine doesn't count for this assignment). In your reading and analysis of the cookbook think about how it describes Spanish cuisine, what dishes/regions does it include, and who is the book written for. Locate and cite 1 article related to your cookbook that you can use to support your analysis of it and cite at least 2 other readings from class.

Website: [http://dlib.nyu.edu/findingaids/html/fales/mss\\_310/](http://dlib.nyu.edu/findingaids/html/fales/mss_310/)

<https://wp.nyu.edu/administrativedepartment-nyu/libraries/cookbooks/collection/how-to-access-cookbooks/>

**Assignment 4: "Take Home" in Recitation:** Students will be asked to submit sample questions, from which Professor Mendelson will select 4 for the final exam. Of those 4 students will need to answer 2 and include references to at least 2 classes and 2 readings completed from the semester for each question as well as citing at least 2 examples from lecture for each question. The questions will be distributed ahead of time so students can review and prepare their notes. The essay answers will be written in class. Students with accommodations through Moses Center should coordinate with Professor Mendelson for alternate time (or to go to Moses during their recitation to take the same; which has to be coordinated in advance with the Moses Center).

Any questions or concerns: please reach out to Professor Mendelson