

## **Constructing Madrid, Spain, and Iberian Worlds MLNG 2930:**

St. Louis University / **INDS 226:** Lafayette College Madrid, Spring 2017

Tuesdays & Thursdays, 11:00 am – 12:15 pm, Padre Rubio Hall 5

Prof. Katherine O. Stafford

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Office Hours: Tuesdays & Thursdays, 10:00 – 10:45 / 12:30 – 13:15, Padre Arrupe Hall 203  
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This 4-credit-hour course provides students with the necessary tools to understand Madrid and the Iberian Peninsula in their global and multicultural contexts. We will begin with globalization – the multilayered and multidirectional flows of capital, people, goods, and ideas through Spain and Portugal, the Mediterranean and Atlantic Worlds, and parts of Asia. Then we will shift our focus to Spain’s multicultural urban spaces in the 20th and 21st centuries by examining:

- Technocratic attempts to turn Madrid into a modern, liberal, European metropolis between 1900 and 1936;
- The right-wing military regime’s elimination of symbols and places that were associated with “other” peoples and undesirable ideologies throughout the 40s, 50s, and 60s;
- Democratizing efforts to imagine communities with uniquely regional identities in the late 70s and early 80s, and, in the case of Madrid, a grassroots attempt to distance the city-region from the former dictatorship’s repressive vision of the capital as the center of a monocultural, monolingual nation-state.
- Renewed technocratic attempts in the 80s and 90s to turn Madrid into a modern, neo-liberal, capital of a fully integrated member-state of the European Union and NATO;
- Recent initiatives to recover the historic memory of Spain’s civil war and dictatorship.

In this last instance, the above units conclude with an analysis of Spain’s post-conflict reconstruction processes and their relation to its cultural heritage in the 21st century, a conclusion that invites students to reflect on similar situations currently taking place around the globe.

### **Learning Outcomes**

At the conclusion of the course, students will be able to:

- Identify constructions of cultural, religious and ethnic minorities in Spanish culture and analyze representations of minorities (G/M #1);
- Situate Spanish notions of multiculturalism in a global context (G/M #2);
- Evaluate Spain’s different responses to questions of moral and political concern (V).

### **Lafayette College’s Common Course of Study (CCS)**

Successful completion of INDS 226 will allow you to complete the CCS requirement for *either* “G/M #1” or “G/M #2” **(not both)** because the Colleges require you to take a total of

two G/M courses to graduate. INDS 226 also will allow you to complete the “V” requirement under the CCS. These are described as follows:

- Global/Multicultural #1. By the end of this course, students will be able to *recognize the existence of structures of identity, diversity, and difference, and demonstrate how they are formed by and exist within specific contexts (e.g., historical, regional, cultural, social, material, and linguistic)*. Students will explore multiple dimensions of identity. The focal point will be “race” and ethnicity and the ways these markers of difference intersect with one’s language, religion, class, and political ideology.
- Global/Multicultural #2. By the end of this course, students will be able to *understand identity, diversity and difference in the domestic and global frames, both independently and as they intersect and affect one another*. Students will examine Madrid’s role as a capital city (both regional and national); they will compare and contrast Madrid (the autonomous region) with other regions in Spain (many of which historically self-identify as nations); and they will discover Iberian Peninsula’s powerful connections around the globe. Course topics deal directly with social movements, immigration, imperialism, colonialism, forced migration, forced religious conversions, slavery, prison labor, and so forth.
- Values. By the end of this course, students will be able to construct and evaluate answers to questions of moral and political concern (e.g., questions of morally correct conduct, justice, and social policy) via rational deliberation and based on solid evidence. Students will examine conflicting ideologies and different responses to the moral questions of the 20th and 21st centuries by different interests, including capital, the Spanish State, the military, Spain’s political parties, and grassroots social movements.

### **Spaces** (Lafayette College “Moodle 2”)

On-line access to INDS 266 assignments and reading materials is available through Lafayette College’s “Spaces.” The URL is <https://spaces.lafayette.edu/>

**Privacy statement:** Moodle and Spaces contain student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle or Spaces will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Lafayette College Registrar’s Office.

### **Required Texts**

Larson, Susan. *Constructing and Resisting Modernity: Madrid 1900-1936*. Orlando, FL: Iberoamericana Vervuert Pub. Corp, 2011. (Selections available on Spaces course site.)

McDonogh, Gary W. *Iberian Worlds*. New York: Routledge, 2009.

Stapell, Hamilton M. *Remaking Madrid: Culture, Politics, and Identity After Franco*. New York: Palgrave Macmillan, 2010.

Stafford, Katherine O. *Narrating War in Peace: The Spanish Civil War in the Transition and Today*. Palgrave Macmillan, 2015.

Viejo-Rose, Dacia. *Reconstructing Spain: Cultural Heritage and Memory After Civil War*. Brighton: Sussex Academic Press, 2011.

## **Evaluation**

Attendance & Participation (including co-curricular activities) = 20%

Response Papers = 20% (Blog reflections 6 blog reflections)

Reading Quizzes and Homework= 15%

Examination # 1 = 15% Examination # 2 = 15% Final Examination = 15%

***Attendance / Classroom participation / Lafayette College's "fourth hour"***: One of the goals of this course is to help you develop the ability to articulate your point of view and learn by engaging in respectful oral debate. To meet this goal, you will be required to assume an active role in the class by making meaningful contributions to classroom discussions. To be considered present you must arrive on time with the necessary texts, and you must be ready to pose questions, offer insights and take positions. Absences that are caused by illness or family emergencies are excusable with appropriate documentation. Absences due to religious observances are also excusable, but please make arrangements with me in advance. This course makes use of Lafayette College's fourth classroom. Therefore, you are expected to attend and participate in *all* course-related activities. In addition to regular class meetings, field trips, excursions, walking tours, etc. are mandatory. You will not be able to pass the course if you have more than 3 unexcused absences during the semester (including field trips).

***Federal credit hour compliance***: The student work in this course is in full compliance with the federal definition of a four credit hour course. Please see the Registrar's Office web site for the full policy and practice statement: <http://registrar.lafayette.edu/additional-resources/cep-course-proposal/>

***Reading quizzes and moodle activities***: Classes are dedicated to the discussion of course readings. Therefore, most class meetings will begin with a reading comprehension question or activity. Your goal will be to demonstrate that you are keeping up with assigned readings. These quizzes cannot be made up if you are absent.

***E-portfolio***: You will turn in at least 6 response papers during the semester with images which will be compiled in an online blog. Each response paper will focus on one of the learning outcomes (i.e., G/M #1, G/M #2, V) in Lafayette College's Common Course of Study.

Please expect to write at least 350 words for each response unless otherwise indicated, and follow a standard style for academic essays (e.g., MLA, Chicago, APA).

**Examinations:** Each examination will focus on course readings and related activities, including field trips, excursions, walking tours, etc.. For exam #1, you will be tested on your familiarity with concepts and historical facts presented in *Iberian Worlds*. The text *Reconstructing Spain* and selections from *Constructing and Resisting Modernity* will serve as the basis for exam #2. Your final examination will center around the text *Remaking Madrid* as well as chapters from *Reconstructing Spain* dealing with the Basque Country.

## Course Policies

**E-mail:** For privacy reasons, e-mail me from your academic account with Lafayette or SLU. I usually respond to email within 24 hours. Should you not hear from me within that time, feel free to resend, or send me a brief reminder on *WhatsApp*.

**Office hours:** Please make use of my office hours, and make appointments as needed. Do not wait for problems to arise before coming to see me. Feel free to talk to me about your thoughts on the readings, your ideas for writing assignments, or any concern that you would like to bring to my attention.

**Electronic devices:** Many reading assignments are available through electronic media. However, I strongly encourage the use of hardcopy for classroom use. For example, don't use smart phones to read long PDF files in class. You may use laptops or tablets. However, any student found doing extra-curricular activities on an electronic device during class time will be unable to use that device during class for the rest of the semester. Please keep your mobile phones on "silent" and do not check them during class (that is, do not text, e-mail, listen to music, etc. while class is in session).

**Deadlines:** I do not accept late assignments. If there are extenuating circumstances, please contact me immediately, preferably prior to a due date.

**Requests for academic accommodation:** In compliance with Lafayette College policy and equal access laws, I am available to discuss appropriate academic accommodations that you require as a student with a disability. Except in unusual circumstances, requests for academic accommodations need to be made during the first two weeks of the semester so that arrangements can be made. SLU-Madrid's policies are stated as follows:

*In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:*

- *Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.*

• *University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to [http://spain.slu.edu/academics/learning\\_resources.html](http://spain.slu.edu/academics/learning_resources.html).*

*Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to: <[counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu)>, or to visit the Counseling Office (Padre Rubio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.*

**Academic integrity:** To maintain the scholarly standards of Lafayette College and, equally important, the personal ethical standards of our students, it is essential that written assignments be a student's own work, just as is expected in examinations and class participation. Instances of plagiarism, representing without attribution the ideas of others, will be dealt with according to the procedure outlined in the most recent version of your student handbook:

<http://studentlife.lafayette.edu/2015-2016-student-handbook/>

You are responsible for reading and adhering to the College's "Principles of Intellectual Honesty," as explained in the handbook. *Please note that cases of academic dishonesty in INDS 226 / MLNG 2930 will be referred to your deans at both SLU and Lafayette College.*

**SLU's Title IX Statement:** Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858, ext. 213) and share the basic facts of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 91-700-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:

<http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

**Program (dates and assignments subject to change. Please see moodle for final version)**

| Date   | To read/To do:  |
|--|---|
| January 12<br><b>Excursion to Toledo, January 15</b> | Read: Introduction: What Are Iberian Worlds? (McDonogh, pp. 1-28)   |
| 17<br><b>Excursion to Segovia, January 22</b>        | Read: Mapping the Iberian Peninsula (McDonogh, pp. 29-78)   |
| 19   | Read: Iberia / Europe (McDonogh, pp. 79-120)  |
| 24   | Read: Iberia / Africa / The Atlantic (McDonogh, pp. 121-59)   |
| 26   | Read: Iberia / Asia (McDonogh, pp. 161-92)  |
| 31   | Read: Latin America (McDonogh, pp. 193-241)   |
| February 2   | Read: "Other" Worlds (McDonogh, pp. 243-71)   |
| 7  | Review for Exam   |
| 9  | EXAM 1  |
| 14   | Read: Building Modern Madrid (Larson: pp. 9-13, 33-36)  |
| 16   | Read: Building Modern Madrid (Larson: pp. 36-67)  |
| 21   | Constructing Geographical Identities in Democratic Spain (Stapell, pp. x-xii, 1-7, 9-19) Reread: "From Dictatorship to Postmodernity" (McDonogh 114-19) |
| 23   |   |
| 28   | Preface / Cultural Heritage and Post-Conflict Reconstruction (Viejo-Rose, pp. xix-xxiii, 1-22)  |
| March 2  | Spain: Background and Context (Viejo-Rose, pp. 23-44)   |
| 7  | Reconstructing Spain, Deconstructing the Reconstruction Process / Conclusion (Viejo-Rose, pp. 196-217) (Viejo-Rose, pp. 45-77)                          |
| 9<br><b>Lafayette Alumni Wine Celebration</b>        | 77-104  |
| 14   | The 'Other' Reconstruction of Gernika (Viejo-Rose, pp. 138-69).   |
| 16-20<br><b>Trip to Morocco</b>                      | Reconstructing <i>Guernica</i> and Gernika (Viejo-Rose, pp. 170-95)   |

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|-----------------------------------|--|
| 21                                | Review McDonogh, Sections in Chapter 3: "Across Gibraltar" (121-34); "Spain and North Africa" (144-47)<br><i>Go see Guernica- Blog post #4</i> |
| 23                                | Narrating War and Peace, conclusion and chapter 3 (Stafford, pp. )   |
| 28                                | Deconstructing the Reconstruction Process / Conclusion (Viejo-Rose, pp. 196-217)   |
| 30                                | Presentations  |
| April 4                           | Review   |
| 6                                 | Exam 2   |
| 10-16<br><b>Semana Santa</b>      |  |
| 18                                | (Narrating War in Peace, chapter 4, Stafford pp. )   |
| 21-23<br><b>Trip to Barcelona</b> | Catalonia, Autonomous Communities, and Independence  |
|                                   |  |
| 25                                | Contemporary Spain, Madrid, and preparation for final exams (Stapell)  |
| 27<br><b>Last Day of Class</b>    | Contemporary Spain, Madrid, and preparation for final exams (Stapell)  |
| Final Exam TBA                    |  |