The recent changes in both Spain and Portugal are only the latest in a series of important transformations which these two countries have undergone over the past fifty years or so. In that time, they have both gone from being predominantly rural societies where the majority of the population live and work on the land to become industrial societies not unlike those of northern Europe and North America. Yet the underlying cultural heterogeneity of the peoples of the Iberian Peninsula has meant that different regions have often had very distinct reactions to the various pressures towards political, economic and social change.

The course format will be a combination of lectures by the instructor and of discussions in class of the set readings in which student involvement will be actively encouraged.

As well as introducing you to some of the basic concepts used in the study of social change, this course concentrates on examining the ethnographic diversity of the various regions of Spain and Portugal. Knowledge of this underlying diversity is essential in comprehending the importance that regionalism has played in Iberian history and its relevance to the understanding of the acceptance or rejection of such change by the different regions in contemporary Spain and Portugal. The course will specifically help you to examine and understand the rapidly changing role of women in both countries.
Components consisting of two or three questions with essay-length answers of approximately two pages each answer. There will be a choice of questions on the final examination. Each examination will be worth 25% of the final grade.

You will be expected to prepare a research project which will result in a term paper of some eight to twelve typed pages on a topic of your choice on any of the course themes. The research paper may be based on social science fieldwork (that is, on interviewing informants) whenever your ability to speak Spanish or Portuguese makes that possible. Otherwise, you may use one or more of the recommended authors (see ADDITIONAL READINGS below) or other sources in preparing the research essay. You are certainly encouraged to use on-line resources of books and articles that have appeared in peer-reviewed journals, such as can be found through the BOBST library and on databases such as JSTOR, but you are NOT encouraged to base your research paper on web-pages such as Wikipedia. You are reminded that your text must contain sufficient numbered notes (preferably grouped on a separate page under the heading “NOTES” at the end of your text and before the separate page under the heading “REFERENCES” which will contain your bibliography) in order to clearly show how you have used your sources and to avoid any hint of plagiarism (see below for NYU policy on plagiarism). The research paper will be worth 25% of the final grade. The deadline for submission of the research paper will be two weeks before the last day of class. You will be asked to give a brief presentation of your research findings in class as part of your class participation.

You will be expected to keep up with the assigned readings, so that you will be able ask informed questions and to discuss issues intelligently in class. You will be expected each week to provide short reading summaries of some 250 words of the main ideas of each of the set readings of that week. Over the course of the semester you will find that you develop confidence in both reading and writing and you will arrive for your classes ready to participate constructively.

You will also be asked to prepare various short pieces of work (1-2 pages) during the course of the term as part of your class participation. Class participation will be worth 25% of the final grade.

*Failure to submit or fulfil any required course component results in failure of the class.*

Grading Policy Work submitted for extra credit will only be accepted in very special circumstances and after prior consultation with the professor.
Attendance Policy

Students are expected to attend all classes. Unexcused absences in excess of two classes missed will result in a lowering of the final grade. All absences for illness must be justified with a doctor’s note or similar.

Late Submission of Work

Except in cases of justified illness, late submission of the take-home midterm examination or of the research paper will result in a lowering of the final grade.

Plagiarism Policy

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.

Plagiarism: presenting others’ work without adequate acknowledgement of its source, as though it were one’s own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another’s work
- the use of ideas, sound recordings, computer data or images created by others as though it were one’s own
- submitting evaluations of group members’ work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

For further information, students are encouraged to check www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

Required Text(s)


Supplemental Texts available via BB

READINGS (by week)

Week 1

Orientation to course and syllabus; Defining a Research Project.
Regionalism and the impact of Geography – centrifugal forces and centripetal
forces; The importance of language.

Set Essay (2 to 3 pages) on “First Impressions of Spain”.

Week 2

Formation of Spain – A Bit of History.

(PowerPoint)

Essay on “First Impressions of Spain” due on Wednesday.

Week 3

Regional Spain I - The Basques

Readings: Hooper, pp. 231-251; Tejerina, pp. 39-57; MacClancy (in Macdonald), pp. 84-97; Echeverria, pp. 339-363; Ott, pp. 191-212.

Traditional Basque society, industrialization and immigration; the origin of Basque nationalism and the rise of ETA, the revival of the language.

DOCUMENTARY FILM: “Basques of Santazi”

Week 4

Regional Spain II- The Catalans


Catalanism and the Catalan language; Conflicts of identity in Catalonia.

Week 5

Regional Spain III - The Castilians


Traditional Castilian society and “egalitarianism”; the modernization of Castilian rural society, emigration and social upheaval.

DOCUMENTARY FILM: “Villagers of the Sierra de Gredos”

Week 6

Regional Spain IV- The Galicians
Readings: Hooper, pp. 265-272; Buechler and Buechler, pp. 35-81; Kavanagh (in Donnan and Wilson), pp. 75-87.

The Atlantic periphery, history and the Galician language, a backward economy and emigration.

A tradition of sexual equality, Galician nationalism and the New Europe.

Set Midterm Examination questions.

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**Week 7**

**Regional Spain V - The Andalusians**

Readings: Brandes (in Ortner and Whitehead), pp. 216-39; Brandes (in Foster and Brandes), pp. 77-92; Gilmore, pp. 30-55.

Andalucia as stereotypical “Spain”, the polarization of classes and gender roles.

Popular religion, devotions: *Hermandades* and Holy Week.

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**Week 8**

**Portugal**

Readings: Pina-Cabral, pp. 82-104 and 125-154; Cole, pp. 77-107.

The formation of Portugal – History.

Family, household and gender roles in rural Portugal.

*Take-home Midterm Examination due on Wednesday.*

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**Week 9**

**Spanish Stereotypes**


Gypsies.
Bullfighting.

*Discuss the Research Paper (expectations, possible topics, styles of citation, etc.)*

**Week 10**

**Shifting attitudes towards Religion and the Church**

**Reading**: Hooper, pp. 91-107.

The Church and Franco; Church and state relations.

**Week 11**

**The Sexual Revolution and Family Values - I**

**Reading**: Hooper, pp. 108-122.

Sex: from Francoist prudery to gay marriages

**Week 12**

*Presentation of Research Results*

**Week 13**

**The Sexual Revolution and Family Values –II**

**Reading**: Hooper, pp. 123-133.

Men and women: machismo meltdown

**Week 14**

**The Sexual Revolution and Family Values –III**

**Reading**: Hooper, pp. 134-144.

Family values and home truths

**Classroom Etiquette**

Eating in the classroom, tardiness, constant getting up and leaving the classroom, etc. are not activities expected of serious university students. Being on time for the beginning of class is especially important. However, if one day you see that you will inevitably arrive after the class has started, it is better that you come a bit late (and enter quietly) than that you miss the entire class period. But do not make a habit of it – remember the saying: “Better late than never, but better never late!”
ADDITIONAL READINGS


-Barrera Gonzáles, Andrés 1990 Casa, herencia y familia en la Cataluña rural Madrid : Alianza


-Bestard-Camps, Joan 1991 What’s in a relative?: Household and Family in Formentera Oxford : Berg


-Brenan, Gerald 1974 Al Sur de Granada Madrid : Siglo XXI


-Cátedra Tomás, María and Ricardo Sanmartín 1979 Vaqueiros y Pescadores, Dos modos de vida, Madrid : Akal


-Cucó, Josepa and Joan J. Pujadas 1990 Identidades Colectivas: etnicidad y sociabilidad en la Península Ibérica Valencia : Generalitat Valenciana

-Cutileiro, José 1971 A Portuguese Rural Society Oxford : Clarendon

- Díaz, Luis 1988  *Aproximación Antropológica a Castilla y León*  Barcelona : Anthropos

- Díaz, Luis 1997  *Cultura, Tradición y Cambio: una mirada sobre las miradas*  Madrid : Fundación Navapalos/Universidad de Valladolid

- Donnan, Hastings and Thomas M. Wilson, eds. 1994  *Border Approaches*  Lanham, Maryland : University Press of America

- Douglass, William A. 1975  *Echalar and Murélagos*  New York : St. Martin’s Press


- Foster, Mary LeCron and Stanley H. Brandes, eds. 1980  *Symbol as Sense*  New York : Academic Press


- Freeman, Susan Tax 1979  *The Pasiegos*  Chicago : University of Chicago Press


- Kenny, Michael 1969  *A Spanish Tapestry*  Gloucester, Mass. : Peter Smith


- Knipmeyer, Mary et al. 1980  *Escuelas, pueblos y barrios*  Madrid : Akal

- Lisón Tolosana, Carmelo 1971  *Antropología cultural de Galicia*  Madrid : Siglo XXI


- Lisón Tolosana, Carmelo et al. 1976  *Expresiones actuales de la cultura del pueblo*  Madrid : Centro de Estudios Sociales del Valle de los Caídos

- Lisón Tolosana, Carmelo 1998  *La Santa Compañía*  Madrid : Akal


- Martínez-Alier, Juan 1971  *Labourers and Landowners in Southern Spain*  Totowa, New Jersey : Rowman and Littlefield


-O’Neil, Brian Juan  1987  *Social Inequality in a Northern Portuguese Hamlet*  Cambridge: CUP


-Pina-Cabral, Joao de and John K. Campbell, eds. 1992  *Europe Observed*  London:Macmillan

-Pitt-Rivers, Julian 1971  *The People of the Sierra*  Chicago : University of Chicago Press


-Valle, Teresa del 1988  *Korrika : rituales de la lengua en el espacio*  Barcelona : Anthropos
