NYU Madrid
CORE-UA 9544.M01
Cultures and Contexts: At the Crossroads of Europe, North Africa, and America

Instructor Information
Professor: Eugenio Suárez-Galbán
Office hours: Mon.: 2:20-3:00; Wed.: 4:30-5:00
Email address: esg8@nyu.edu

Course Description
Taking advantage of its location in Madrid, this course analyzes the ways in which historical, geopolitical, cultural, artistic, and popular views function to constitute and continuously transform a national culture. Specifically, the course concentrates on epistemological constructions of Spain—the idea of Spain—that emerges from competing external and internal perspectives. Students will examine in three modules how this national culture is constructed. The first analyzes Spain from North African perspectives as, on the one hand, the traditional site and myth of a lost paradise in Sephardic circles as well as in Hispano-Arabic literary traditions and, on the other, as a social collective which some contemporary historical interpretations view as a fairly unique, positive integration of different ethnic components. The second module looks at American perspectives in which the idea of Spain pits notions of Spanish imperial power and grandeur against the Black Legend, a term that Protestant circles in Europe and the United States promoted to attack the legitimacy of Spain’s New World empire. The third perspective focuses on European views and analyzes the depiction of Spain as the embodiment of German and French Romantic ideals beginning at the end of the 18th century and the reemergence of the same notion during the Spanish Civil War (1936-39). Throughout the course, students will have the opportunity to examine some of the principal textual and visual images that contribute to the historical and contemporary construction of a national culture that emerged at geographic and cultural crossroads.

- Co-requisite or prerequisite: N/A
- Class meeting days and times: Mondays and Wednesdays, 3:00-4:20pm
Desired Outcomes

Upon Completion of this Course, students will be able to:

- In addition to the cultural knowledge of the three ethnic groups to be studied in their multiple dimensions – history, national culture and civilization, sociology, religion, politics -, the course will also provide a study of the process of cultural transference and miscegenation involved in the creation of a new social collective.

Assessment Components

Class Participation
An active and participatory student attitude is expected and will be taken into account upon determining the final grade for the course.

Paper 1
The first assignment, due upon completing the first of three modules, will, of course, deal with the contents of said module, the specific choice of theme to be chosen from a series of prompts or suggestions. Students may opt for a topic of their choice after consultation with the professor. The length of the paper should be of at least five pages.

Paper 2
As with the first, the second assignment, consisting of another paper with a minimum of five pages, will be due upon the completion of the second module. The same condition explained above regarding the choice of topics apply.

Midterm Exam

Paper 3
The last paper will consists of at least ten pages with the same conditions regarding length and choice as above.

Grading of Assignments
The grade for this course will be determined according to the following formula:
Assignments/Activities | % of Final Grade
---|---
Class participation | 10%
Paper 1 | 15%
Paper 2 | 20%
Paper 3 | 30%
Midterm | 25%

Failure to submit or fulfill any required course component will result in failure of the class, regardless of grades achieved in other assignments.

Letter Grades

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Example: 92.5% and higher</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>Example: 90.0 – 92.49%</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>Example: 87.5% - 89.99%</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>Example: 82.5% - 87.49%</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>Example: 80% - 82.49%</td>
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<tr>
<td>C+</td>
<td>2.33</td>
<td>Example: 77.5% - 79.99%</td>
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<tr>
<td>C</td>
<td>2.00</td>
<td>Example: 72.5% - 77.49%</td>
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<td>C-</td>
<td>1.67</td>
<td>Example: 70% - 72.49%</td>
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<td>D+</td>
<td>1.33</td>
<td>Example: 67.5% - 69.99%</td>
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<td>D</td>
<td>1.00</td>
<td>Example: 62.5% - 67.49</td>
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<td>D-</td>
<td>.67</td>
<td>Example: 60% - 62.49%</td>
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<tr>
<td>F</td>
<td>.00</td>
<td>Example: 59.99% and lower</td>
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### Course Schedule

**Topics and Assignments**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
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</table>
| Session 1, August 29th | **Module 1: Spain from Perspectives of Sephardim and Al-Andalus**  
<p>| Session 4, September 10th | Polemic regarding the Convivencia                                   | Manzano Moreno, Eduardo. “Some Critical Considerations of the Caliphate of Córdoba and the Myth of Convivencia.” <em>Reflections on</em> |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
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<td>Week/Date</td>
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<tr>
<td>Session 13, October 10th</td>
<td>Transatlantic Slavery</td>
<td>Klein, Herbert S. “Origins of the American Slave System,” “Slavery in Latin America in the 16th Century.” <em>African Slavery in Latin America and</em></td>
</tr>
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<td>Week/Date</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>Week/Date</td>
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<tr>
<td>Session 18, October 29th</td>
<td><strong>Module 3</strong></td>
<td><strong>Towards the Civil War</strong></td>
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<tr>
<td>Session 19, November 5th</td>
<td>Class, Labor and Politics</td>
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<td>Jackson, Gabriel.. “The Assault on Madrid.” <em>The Spanish Republic and the Civil War, 1931-1939</em>. Princeton:</td>
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<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>November 21st</td>
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<td>Hemingway, Ernest. “Night Before Battle.” <em>The Complete Short Stories</em></td>
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<td>Week/Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>November 26th</td>
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<tr>
<td>Session 26,</td>
<td>The Lincoln Brigade</td>
<td>Film and Discussion</td>
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<td>November 28th</td>
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<td>December 3rd</td>
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<tr>
<td>December 5th</td>
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<td>Paper due on Module 3</td>
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**Required Co-curricular Activities**

There will be an obligatory trip to Toledo on Friday November 16th. A short paper on the trip will be due on the following class date.

**Suggested Co-curricular Activities**

Students are encouraged to complement class work with other activities and facilities that may be available, such as films (NYU has a fine selection pertinent to our course)), lectures (by outside speakers at NYU, or in other Madrid institutions), theatre, museum visits (The Museo de América, as an example, is certainly well worthwhile for the relationship between Spain and the Americas, while the Museo del Romanticismo for the this period of Spanish history, not to mention the Reina Sofía Museum with respect to the Civil War).

**Course Materials**

**Required Textbooks & Materials in Print Form**

All texts will be available on NYU Classes. Strictly speaking, by required texts is meant those that will be analyzed in class. The other texts here included are required inasmuch as they complement the class readings and analysis, as well as possible topics chosen for the papers.


---“Legend of the Moor’s Legacy”. The Alhambra Tarrytown: Sleepy Hollow Press. 247-269.


Sartre, Jean Paul. “The Wall” (faculty.risd.edudkeefer/pod/wall.pdf)


Optional Textbooks & Materials
Below is a list of suggested readings for both class and research material due to their proven value as well in some cases to their more up to date contents.


Books for further consultation will be placed on reserve in the library.

**Resources**

- **Access your course materials**: [NYU Classes](nyu.edu/its/classes)
- **Databases, journal articles, and more**: [Bobst Library](library.nyu.edu)
- **Assistance with strengthening your writing**: [NYU Writing Center](nyu.mywconline.com)
- **Obtain 24/7 technology assistance**: [IT Help Desk](nyu.edu/it/servicedesk)

**Course Policies**

**Attendance Policy**

Study abroad at Global Academic Centers is an academically intensive and immersive experience in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student’s final course grade for every week’s worth of classes missed. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.

Unexcused absences affect students’ grades: In classes meeting twice a week, a 1% deduction from the student’s final course grade occurs on the occasion of each unexcused absence.

Absences are excused only for illness, religious observance, and emergencies.

**Illness**: For a single absence, students may be required to provide a doctor’s note, at the discretion of the Assistant Directors of Academics. In the case of two consecutive
absences, students must provide a doctor’s note. Exams, quizzes, and presentations will not be made up without a doctor’s note.

**Religious Observance:** Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Assistant Directors, in coordination with the instructor, will reschedule them.

**Please note:** if you are unable to attend class, you are required to email your professors directly and notify them.

**Late Submission of Work**

Late submission of work will be accepted only with justifiable reasons of health or family emergency.

**Academic Honesty/Plagiarism**

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.
- using language translation software.
For further information, students are encouraged to check NYU Policies and Guidelines on Academic Integrity (about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html)

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosecsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. For more information, see Study Away and Disability (https://www.nyu.edu/students/communities-and-groups/students-with-disabilities/study-away.html).