

**HISP 226: Hispanic Civilization 2
Winter 2024**

*There is no document of civilization which is not at the same time
a document of barbarism*
Walter Benjamin

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Table of Contents

Course Overview 1

I. Learning Outcomes 1

II. Instructional Method and Content Delivery 2

III. Evaluation 2

IV. Extra-Credit: Student Journal 4

V. Course materials 6

VI. Policy Statements 7

VII. General Course Outline 9

Course Overview

(3 credits; lectures given in English; it is NOT required to have taken HISP-225 in order to take HISP-226; no other pre-requisites needed)

There are no "good" civilizations. There are no "bad" civilizations. For some thinkers, civilization is a way out of barbarism, a long process to escape human irrationality and its destructive drive. For others, there is no document of civilization which is not at the same time a document of barbarism, a form of creative oppression of the self and others. This course explores these opposed views on "civilization" from the point of view of the history and culture of Spain and Latin America from 1808 to nowadays.

I. Learning Outcomes

This course aims to identify and probe the main themes of Spanish and Latin American culture and history, and to ponder their legacy. We will use recurrent themes to provide a conceptual unity to a vast timeframe, and to facilitate comparisons across regions and time-periods in diverse and changing contexts. The enduring relevance of these themes in the present day means that all students, even those who are not familiar with Spanish or Latin American history and culture can engage with the past.

By the end of the course students should be familiar with the broad developments of the Spanish-speaking world from from the Wars of Independence to the present. The course also aims to reinforce students' techniques for critical thinking about cultural problems and will advocate students' own conclusions.

II. Instructional Method and Content Delivery

Students in this course should engage with the course material as follows:

- **Before Class:** Read the required texts and watch the assigned videos (when applicable). Approximate preparation time varies between 1 and 2 hours per class depending on the material. All video and reading materials are available to you online free of charge either through the McGill Library website or through other text/video repositories. See [General Course Outline](#) below for more information.
- **In Class (in-person):** Classes will be devoted to an overview and discussion of relevant social and cultural topics related to the historical period covered by the assigned readings/videos. All classes in this course are in person unless otherwise indicated in Section IX. [General Course Outline](#)

III. Evaluation

1. **Online Review test 1 (15%). Format:** Online. Take home. Open book. Multiple choice. **What is included?** Required readings, required videos, powerpoint presentations (including embedded videos and links unless they are clearly indicated as "optional") from "Latin America before Independence" [Jan 10] to "Socialism, Anarchism and Modern art" [Jan 31] inclusive. **Where/when?** The test will be available in MyCourses from Thursday, Feb 1, to Sunday Feb 4.
2. **Midterm (35%). Format:** In person. In class. Closed book. No notes. Multiple choice. **What is included?** Required readings, required videos, powerpoint presentations (including embedded videos and links unless they are clearly indicated as "optional") from "Latin America before Independence" [Jan 10] to "21st-Century Latin America", inclusive. **Where/when?** In person. In class. Wednesday, February 28th.
3. **Online Review test 2 (15%). Format:** Online. Take home. Open book. Multiple choice. **What is included?** Required readings, required videos, powerpoint presentations (including embedded videos and links unless they are clearly indicated as "optional") from "The Age of Goya" [March 11] to "The Spanish Civil War" [April 1], inclusive. **Where/when?** The test will be available in MyCourses from Tuesday, Apr 2, to Friday, Apr. 5.
4. **Final exam (35%):** In person. Closed book. No notes. Multiple choice. **What is included?** Required readings, required videos, powerpoint presentations (including embedded videos and links unless they are clearly indicated as "optional") from from "The Age of Goya" [March 11] to "Nationalism, the Far Right, and the Future of Spanish Democracy"[Apr 11], inclusive. **Where/when?** Centrally managed and scheduled by Exam Office. Location and time to be announced.

A. Exam Format

All tests and exams in this course are in multiple-choice format. There will be three kinds of questions (each are worth 1 point unless otherwise indicated):

- i. **Multiple Choice** (select the correct answer out of four possible answers)
- ii. **True/False** (select the correct answer out of two possible answers)
- iii. **Select all that apply** (select all correct answers out of four possible answers; you will receive 0.25 points per correct answer including those correctly left unchecked)

B. Rules and Regulations

Online review tests are take-home/open-book exams. You are allowed access to the suggested readings, videos, and powerpoint presentations while completing these tests if you so wish. **It is strictly forbidden to circulate the exam or communicate with others in order to answer the exam questions.** The McGill Honor Code and all other McGill exam regulations strictly apply.

The **Midterm and the final exams** are in-person exams. Students are not allowed access to any material to complete those tests. Students must **bring a pencil and eraser to the exam** in order to mark their answers.

Deferral requests: Any request to defer or postpone the online tests or the Midterm Exam must be addressed to the instructor in charge of this course. Students might be allowed to take the online tests and/or the Midterm Exam at a future date/time provided that **(1) they have not started answering those tests and (2) they can provide a doctor's note indicating that they are unable to carry out any kind of academic work during the period of time scheduled for this exam.** Both the granting of a deferral of the Midterm exam and the decision on when the deferred Midterm exam will take place remains at the discretion of the instructor. Only medical reasons will be considered. Requests for the postponement/deferral of a test/midterm based on non-medical reasons will not be considered granted.

Any request to defer the Final Exam, must be done through the Exam Office and/or the Office of Student Affairs. The instructor of this course cannot defer/postpone a Final Exam.

Accommodations: Students who need special accommodations for either the Midterm exam, the Final Exam or the review tests must submit their requests through the Office of Student Accessibility and Achievement.

Evaluation: All students have the right to request that their work/exam be re-evaluated by the instructor of this course.

Supplemental examination: If you are in [satisfactory or probationary standing](#) and received a grade of D, F, J, or U, you may be eligible to write a supplemental exam, which will count for a large percentage of your final grade. Your initial grade will still appear on your transcript, and both will be calculated into your CGPA. Contact an advisor in your [Student Affairs Office](#) to discuss whether writing a supplemental exam is the right option for you.

C. Online review tests Delivery Method

You will be able to access the online review tests through MyCourses. Please note the following:

- i. If you experience problems accessing MyCourses from your location, please contact McGill IT services: <https://www.mcgill.ca/it/get-help/forms/mycourses-support>
- ii. Carefully note the exam availability dates/times. To avoid unnecessary stress and complications it is strongly advised that you complete the exam at the earliest possible opportunity once the exam becomes available.
- iii. If your computer freezes or crashes in the middle of the test, don't panic. MyCourses automatically saves your answers and you can continue the test where you left it.
- iv. You can go back to previous pages of the test and answer any questions that you might have missed or have not yet answered before submitting the exam.
- v. When you have completed the test and you are satisfied with your answers, click the "Submit quiz" button. A new page will open. If you have forgotten to answer one of the questions, the system will notify you and give you the chance to go back to the questions.

IMPORTANT: Please note that THERE IS only ONE [1] ATTEMPT per exam. There are NO additional attempts. You can take each exam ONLY ONCE. Once you click "Submit" on the final page, you will not be able to return to your quiz. Submission is final.

IV. Optional Extra-Credit: Student Journal

A. Value

Students can receive a maximum of 3 points to be added to their final grade by completing student journal posts (0.3 points of their final grade per post).

In order for these points to be added to the final grade,

- (1) the student must have completed all online tests and in-person exams;
- (2) each post must be from a different lecture (two or more posts linked to topics from the same lecture are valued as one entry);
- (3) the student **must have submitted at least 7 posts** (submission of 6 or fewer posts do not qualify for any extra-credit point);
- (4) posts must comply with the Evaluation rules below.
- (5) Posts must be submitted before the deadline. The deadline to submit posts to the Student journal is the last day of lectures (April 11, 2024). It will not be possible to access the student journal after the last day of lectures. No exceptions.

Example: Provided that the student complies with these conditions, the student will be given 2,1 extra points if he/she/they completes 7 entries ($0,3 \times 7 = 2,1$). The student will be given 3 points if he/she/they completes 10 entries according to the rules ($0,3 \times 10 = 3$). 6 or fewer posts do not grant any point.

B. Student Journal Objective

The objective of the Student Journal is to encourage students to learn about and interact with material that expands what has been discussed in class. Students will be asked to reflect and/or question on the (sometimes controversial) content of the topics presented to their attention. You are not required to use secondary literature in their entries, but some research on the topics under discussion might be useful. You can approach those topics from a variety of perspectives and showcase their previous knowledge, background, and experiences in their answers.

C. Student Journal Topics

Each lecture in this course includes 3-5 student journal topics. TOPICS include but are not limited to paintings, music, science, life stories, events, and daily life objects (among other things). They are linked to the subject/region/time period under discussion. Information about those topics including links and images are found in the Powerpoint Presentation associated with each lecture and are briefly presented in class. Powerpoint presentations are accessible through the Content Area of MyCourses. Please note that the first and last Powerpoint Presentations/lectures of this course do not have any associated topics. For the complete list of topics see Section IX, [General Course Outline](#).

D. Student Journal Access:

- The Student Journal can be accessed through the Quizzes section of MyCourses.
- All entries to the Student Journal must be completed before the last day of classes (April 11, 2024). It will not be possible to access the student journal after the last day of lectures.

E. IMPORTANT: Backup Copy

Students are required to keep a backup copy in a Word document of their submissions to the Student Journal in case the system experiences problems/failures or for whatever reason they cannot have access to a computer.

F. Student Journal Evaluation Rules

Students have a large degree of freedom in how to respond to a Student Journal topic. Many of the topics ask you a very simple question “What do you see that you find interesting and why?” In answering this question, students can draw from their knowledge on the subject or from previous knowledge/experience that you have on other subjects that you consider relevant to explain an aspect of what you see. That said, answers are expected to conform to the following rules:

(1) Informative (they must develop an idea based on facts, prior readings, experiences, and/or arguments). See Student Journal Objective above.

(2) Relevant (they must be linked to the topic subject or expand it in a logical/significant way); See Student Journal Objective above.

(3) Analytical (You must be able to argue your point and establish logical connections. If you like/dislike something you must explain why and consider the alternatives if needed).

(3) **Be at least 150 words long**

(4) Comply with Moderation Rules (see below)

(5) Use of secondary sources/information is encouraged, but not required. Therefore, there is no need to include a full bibliography/works cited section at the end of your contribution. If you use a source, simply provide basic bibliographic information in parenthetical form [website address or, in the case of a book/article, “last name”, Work title (5 first words max), and page number]. Quotations are allowed as long as they are of no more than 20 words, clearly

identified as a quotation, and the source acknowledged. Everything else needs to be said in your own words.

(6) Avoid Plagiarism, “Cut and Paste” and other academic offenses: All answers must respect McGill rules regarding plagiarism and academic integrity policies. Please see Policy on Academic Integrity in Section VII Policy Statements, below).

(5) Individual Post Evaluation: Students will receive 0.3 point per post if their answer complies with this set of rules; 0.15 points if their answer only partially agrees with them; and 0 points if they do not agree with them or the question is left blank.

G. Student Journal Language

Contributions may be written in either English or French. It is strongly encouraged that students use a Word Processor to write their message before posting it to the Student Journal to check for grammatical mistakes and avoid technical complications.

H. Student Journal Moderation Rules

1. Do not submit personal information about other students. This includes identifying any individual by their real name if they have not already done so, or providing personal contact information.
2. Don't defame anyone or any organisation. A comment is defamatory if it lowers or harms the reputation of a person or organisation. The Student Journal is not the place to insult or accuse anyone of wrongdoing or incompetence.
3. Don't post anything that could be considered intolerant of a person's race, culture, appearance, gender, sexual preference, religion or age.
4. Don't be obscene and don't use foul language.
5. Always focus on the logic of the argument rather than the individuals involved in the argument.
6. Don't post or link to any inappropriate, offensive or illegal material. Don't post any advertisements.
7. Don't promote self-harm, suicide, violence or criminal activity of any kind.
8. Do not use emoji's or images to convey inappropriate meaning consistent with the rules outlined above.

V. Course materials

The books in this course are available to students through the traditional or online bookstore of your choice. They are also usually available through the McGill Library website.

Radcliff, Pamela B. *Modern Spain: 1808 to the Present*. Hoboken, NJ : John Wiley & Sons, Inc, 2017.

Available through the McGill University Library Website at:

<https://mcgill.on.worldcat.org/oclc/979230456>

Meade, Teresa A. *A history of modern Latin America: 1800 to the Present*. Chichester, West Sussex, U.K.: Wiley-Blackwell, 2010. Available through the McGill University Library Website at:

<https://mcgill.on.worldcat.org/oclc/424454964> [Important: USE “All EBSCO eBooks” Option]

All other textual and visual material will be available through the McGill University Library and/or other online platforms.

VI. Policy Statements

POLICY ON STUDENT INCLUSION: As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

POLICY ON COURSE MATERIALS: I remind everyone of their responsibility in ensuring that videos and associated materials of this course are not reproduced or placed in the public domain. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Please refer to McGill's [Guidelines for Instructors and Students on Remote Teaching and Learning](#) for further information. Thank you very much for your help with this.

POLICY ON VIDEO/AUDIO RECORDINGS: No audio or video recording of Zoom Meetings, in-person lectures, or interactions with the instructor and/or other students is allowed without the explicit permission of the instructor and/or the students involved in the interaction.

LANGUAGE POLICY: "In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009)

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

POLICY ON ACADEMIC INTEGRITY: "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)" (Approved by Senate on 29 January 2003) (See [McGill's guide to academic honesty](#) for more information).

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon [le Code de conduite de l'étudiant et procédures disciplinaires](#) » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#).)

POLICY ON "END-OF-COURSE EVALUATIONS: "[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students."

POLICY ON COURSE CHANGES: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

POLICY ON THE USE OF MC2 (Mobile Computing and Communications): *The use of MC2 (mobile computing and communications) devices must, in all cases, respect policies and regulations of the University, including in particular the following:*

1. *The Code of Student Conduct and Disciplinary Procedures;*
2. *The Policy Concerning the Rights of Students with Disabilities;*
3. *The Policy on the Responsible Use of McGill IT Resources.*

COPYRIGHT OF LECTURES STATEMENT: All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

NETIQUETTE STATEMENT: The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak.

You should follow instructors' directions about the use of the "chat" function on remote learning platforms.

SENSITIVE CONTENT STATEMENT: Content warning: Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.

TEXT-MATCHING SOFTWARE: Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching)."

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VII. General Course Outline

DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO/LINKS	LECTURE PRESENTATION	STUDENT JOURNAL
		BEFORE CLASS		IN CLASS	AFTER CLASS
Mon., 8 Jan	Course Introduction			See: 01.HISP.226.2024.pptx	
Wed., 10 Jan	Absolutism and the Colonial Order: Latin America in 1790	Meade, Chapter 2	Videos/Links in Powerpoint Presentation 02.HISP.226.2024.pptx	See: 02.HISP.226.2024.pptx	02.Latin America before Independence TOPICS: -Towards a multi-racial society? -Silver mining and status? -Pax Hispanica? -Between Freedom and Slavery?
Mon., 15 Jan	Roads to Independence	Meade, Chapter 3	Videos/Links in Powerpoint Presentation 03.HISP.226.2024.pptx	See: 03.HISP.226.2024.pptx	03.Roads to Independence TOPICS: -The Haitian Revolution: A Warning? -The Cádiz Constitution (1812): A lost opportunity? -The Black Painter and the Liberators -The “Mestizo” sculptor
Wed., 17 Jan	Imagining New Nations	Meade, Chapter 4	Videos/Links in Powerpoint Presentation 04.HISP.226.2024.pptx	See: 04.HISP.226.2024.pptx	04 Imagining New Nations TOPICS: -A fragmented continent? -The Design of Latin American flags -National Hymns -Nation and Nature
Mon., 22 Jan	Neo-colonialism and Spanish-American “Modernismo”	Meade, Chapter 5	Videos/Links in Powerpoint Presentation 05.HISP.226.2024.pptx	See: 05.HISP.226.2024.pptx	05. Neo-Colonialism and “Modernismo” TOPICS: -The Indigenous Question -The European Roots of 19 th -Century Latin American music -Poetry and Latin American “Modernismo” -US Imperialism and the Big Stick

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO/LINKS	LECTURE PRESENTATION	STUDENT JOURNAL
		BEFORE CLASS		IN CLASS	AFTER CLASS
Wed., 24 Jan	Immigration, Urban Life, and Popular Culture	Meade, Chapter 6	Videos/Links in Powerpoint Presentation 06.HISP.226.2024.pptx	See: 06.HISP.226.2024.pptx	06. Immigration, Urban Life, and Popular Culture TOPICS: -Latin Music: Tango -Urban Transformations in Latin America -Asians in Latin America -The Amazon: From the Rubber Barons to Fordlandia
Mon., 29 Jan	The Mexican Revolution	Meade, Chapter 7	Videos/Links in Powerpoint Presentation 07.HISP.226.2024.pptx	See: 07.HISP.226.2024.pptx	07. The Mexican Revolution TOPICS: -Revolutionary Leaders -The <i>Soldaderas</i> -A Skeleton in the Closet? -Music and the Revolution: Mexican <i>Corridos</i>
Wed., 31 Jan	Socialism, Anarchism, and Modern Art	Meade, Chapter 8	Videos/Links in Powerpoint Presentation 08.HISP.226.2024.pptx	See: 08.HISP.226.2024.pptx	08.Socialism, Anarchism, and Modern Art TOPICS: -Diego Rivera and the Mexican Muralists -An Artistic Jungle -The Woman behind Brazil's Art Movement -The Latin American Musical Avant-Garde
ONLINE REVIEW TEST 1: FROM THURSDAY, FEB 1, TO SUNDAY, FEB 4 IN MY COURSES					
Mon., 5 Feb	Populism and the Cult of Personality	Meade, Chapter 9	Videos/Links in Powerpoint Presentation 09.HISP.226.2024.pptx	- See: 09.HISP.226.2024.pptx	09. Populism and the Cult of Personality TOPICS: -Eva Perón: Populism and Charisma -Whiteness and Nation in Brazil -Samba, Carnival, and Brazilian Black Identity -Modernist Dreams: The Founding of Brasilia

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO/LINKS	LECTURE PRESENTATION	STUDENT JOURNAL
		BEFORE CLASS		IN CLASS	AFTER CLASS
Wed., 7 Feb	Latin America after WWII: Politics and the Literary Boom	Meade, Chapter 10	Videos/Links in Powerpoint Presentation 10.HISP.226.2024.pptx	See: 10.HISP.226.2024.pptx	10. Latin America after WWII TOPICS: -“Banana Republics”? -Words against Exploitation -One Hundred Years of Solitude -Cuban Sound
Mon., 12 Feb	The Cuban Revolution: Hope and Disillusionment	Meade, Chapter 11	Videos/Links in Powerpoint Presentation 11.HISP.226.2024.pptx	See: 11.HISP.226.2024.pptx	11. The Cuban Revolution TOPICS: -Fidel’s Charisma through Song -Che Guevara, the Iconic Rebel -The Revolution and the Arts -Revolution and Repression
Wed., 14 Feb	Dictatorship, State and non-State Terror, and the Post-Boom	Meade, Chapter 12	Videos/Links in Powerpoint Presentation 12.HISP.226.2024.pptx	See: 12.HISP.226.2024.pptx	12. Dictatorship, and State-and non-State Terror TOPICS: -A Tragedy: Salvador Allende’s last words -Victor Jara and the Latin American “New Song” -Student Activism and Repression -The Postboom: Culture in a Time of Crisis
Mon., 19 Feb	Central American Conflicts (1970s-1980s)	Meade, Chapter 13	Videos/Links in Powerpoint Presentation 13.HISP.226.2024.pptx	See: 13.HISP.226.2024.pptx	13. Indigenous Voices: From Central America to the Andes TOPICS: -Echoes of the Incas -Granddaughter of the Mayas -From Traditional Music to Musical Experimentation -Secrets of the Tribe

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO/LINKS	LECTURE PRESENTATION	STUDENT JOURNAL
		BEFORE CLASS		IN CLASS	AFTER CLASS
Wed., 21 Feb	Neo-liberalism and its Discontents in Latin America	Meade, Chapter 14	Videos/Links in Powerpoint Presentation 14.HISP.226.2024.pptx	See: 14.HISP.226.2024.pptx	14. From the Debt Crisis to the Bolivarian Revolution TOPICS: -The Rise of Salsa Music -TV and Mass Culture -The First Uprising of the 21 st Century -A Bolivarian Revolution
Mon., 26 Feb	The Latin Beat: Latin/o Culture, Society, and Politics in the 21st Century	21st Century Latin America (2000-2024) –	Videos/Links in Powerpoint Presentation 15.HISP.226.2024.pptx	See: 15.HISP.226.2024.pptx	15. The Latin Beat TOPICS: -Gender and Identity: The Rediscovery of Frida Kahlo -Latin Music and Traditional Masculinity -Latin America at the Movies -A New “Epic”? From Narcocorridos to Netflix
Wed, 28 Feb	MIDTERM In class	MIDTERM		MIDTERM In class	MIDTERM
WINTER BREAK MARCH 4 TO MARCH 8					
Mon., 11 Mar	The Age of Goya: Spain at the beginning of the 19th Century	Radcliff. Chapter 1	Videos/Links in Powerpoint Presentation 16.HISP.226.2024.pptx	See: 16.HISP.226.2024.pptx	16. The Age of Goya TOPICS: -Charles IV and the Royal Family (1801) -The World’s Biggest Ship -Death Awaits: The Third of May (1808) -A Visual Protest: The Disasters of War (1810-1820)

[Syllabus continues on next page]

DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO/LINKS	LECTURE PRESENTATION	STUDENT JOURNAL
		BEFORE CLASS		IN CLASS	AFTER CLASS
Wed., 13 Mar	Liberals, Moderates, and Romantics	Radcliff. Chapter 2	Videos/Links in Powerpoint Presentation 17.HISP.226.2024.pptx	See: 17.HISP.226.2024.pptx	17. Liberals, Moderates, and Romantics TOPICS: -A Traitor or a Patriot? -The Music of the Carlist Wars -Sex, Power, and Misogyny -A Spanish (late) Romantic
Mon., 18 Mar	The First Republic, the Restoration, and Realism	Radcliff. Chapter 3 an 4	Videos/Links in Powerpoint Presentation 18.HISP.226.2024.pptx	See: 18.HISP.226.2024.pptx	18. The First Republic, the Restoration, and Realism TOPICS: -An Execution: Memory, Politics, and Historical Painting -A Literary Portrait of Madrid (and Spain): The work of Benito Pérez Galdós -Music and Nationalism The Works of Isaac Albéniz -Popular Entertainment and Musical Theatre: La Zarzuela
Wed., 20 Mar	“Invertebrate Spain”: From Fin de Siècle to Postwar Crisis (1898-1923)	Radcliff. Chapter 5	Videos/Links in Powerpoint Presentation 19.HISP.226.2024.pptx	See: 19.HISP.226.2024.pptx	19. “Invertebrate Spain” TOPICS: -God’s Architect: Gaudí y Catalan Modernism - Master of Light: The Art of Joaquín Sorolla -Andalusian Spirit: The Music of Manuel de Falla -A Beautiful Brain: Ramón y Cajal and the State of Spanish Science
Mon., 25 Mar	Primo de Rivera and the Avant-Garde (1923-1936)	Radcliff. Chapter 8	Videos/Links in Powerpoint Presentation 20.HISP.226.2024.pptx	See: 20.HISP.226.2024.pptx	20. Primo de Rivera and the Avant-Garde TOPICS: -The Revolt of the Masses: Between Hyperdemocracy and Fascism - Revolution in the Avant-Garde: Pablo Picasso -Dreaming Tigers: Salvador Dalí and Surrealism Experimental Cinema: Buñuel’s un Chien Andalou

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO/LINKS	LECTURE PRESENTATION	STUDENT JOURNAL
		BEFORE CLASS		IN CLASS	AFTER CLASS
Wed., 27 Mar	The Second Republic and the Generation of 1927	Radcliff. Chapter 9	Videos/Links in Powerpoint Presentation 21.HISP.226.2024.pptx	See: 21.HISP.226.2024.pptx	21. The Second Republic and the Generation of 1927 TOPICS: -The Iconography of the Second Republic -The Republic and the Women’s Movement -Death of a Poet: The Life of Federico García Lorca -“To Vanquish is not to Convince”: Miguel de Unamuno and the Tragic Sense of Life
Mon, Apr 1	The Spanish Civil War: Art and Tragedy (1936-1939)	Radcliff. Chapter 10	Videos/Links in Powerpoint Presentation 22.HISP.226.2024.pptx	See: See: 22.HISP.226.2024.pptx	22. The Spanish Civil War TOPICS: -The Spanish Civil War: The Art of Propaganda -An Iconic Painting: Picasso’s Guernika - War and Photography: The case of Robert Capa and Gerda Taro -Poets in Arms: César Vallejo and Miguel Hernández
ONLINE REVIEW TEST 1: FROM TUESDAY, APRIL 2, TO FRIDAY, APRIL 5 IN MY COURSES					
Wed., 3 Apr	The Franco Regime: Culture under Repression (1936-1976)	Radcliff. Chapter 11 and 12	Videos/Links in Powerpoint Presentation 23.HISP.226.2024.pptx	See: 23.HISP.226.2024.pptx	23. The Franco Regime TOPICS: -Facing the Sun: Music and Fascism -The Valley of the Fallen: Fascist Architecture -Spain is Different: Dictatorship and Mass Tourism -Welcome Mr. Marshall: Film and Parody

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DATE	CLASS SUBJECT	REQUIRED READING	REQUIRED VIDEO/LINKS	LECTURE PRESENTATION	STUDENT JOURNAL
		BEFORE CLASS		IN CLASS	AFTER CLASS
Mon., 8 Apr	The Spanish Transition to Democracy: The “movida” and beyond	Radcliff. Chapter 13	Videos/Links in Powerpoint Presentation 24.HISP.226.2024.pptx	See: 24.HISP.226.2024.pptx	24. The Spanish Transition to Democracy TOPICS: -Politics, Mass Culture and Pop Art: The “Equipo Crónica” -Music and Underground Culture: The “movida madrileña” -Gender, Sexuality, and the New Spanish Cinema -Race and Music:The Triumph of Flamenco
Wed. 10 Apr	From Celebration to Crisis (1992-2008)	Radcliff. Chapter 14	Videos/Links in Powerpoint Presentation 25.HISP.226.2024.pptx	See: 25.HISP.226.2024.pptx	25. From Celebration to Crisis TOPICS: -Singing the New Spain in 1992: Montserrat Caballé and Freddy Mercury -From Abstraction to Hyperrealism and Beyond: Antoni Tàpies Antonio and Antonio López - The Sculptor and the Architect: Chillida and Calatrava - Spanish Pop Music in a global age: From Enrique Iglesias to Rosalía - Art, Media, and Nationalism: The Art of Catalan Protests:
Thurs. Aprl. 11	A Perfect Storm? Nationalism, a Global Epidemic, and the Rise of the Far Right	N	Videos/Links in Powerpoint Presentation 26.HISP.226.2024.pptx	See: 26.HISP.226.2024.pptx	

[End of syllabus]