



Study abroad.

SYLLABUS

DISTANT RELATIVES: SPAIN AND SPANISH AMERICA SINCE 1800

Instructor: Carlos Aguirre

Contact Hrs: 50

Language of Instruction: Spanish

OVIEDO, SPAIN

Course Description

What happens with the relationship between a metropolis and its colonies once the colonial bonds are broken? What kinds of ties-political, economic, cultural-are maintained and strengthened, which are broken, and which are established anew? This course explores the relationship between Spain and its former colonies in the Americas since 1800. The long decline of Spanish colonialism, the emergence of new forms of cultural and political interaction, the continuous exchange of ideas, peoples, capital, and commodities, and the importance of culture and memory in the development of non-imperial relationships are all central aspects of this story. Using both historical and literary narratives, and incorporating as a central aspect the human dimensions of this experience, this course will offer students a fresh perspective on the making of the modern Ibero-American world.

Course Objectives

- To offer students a historically-grounded approach to contemporary Spanish and Spanish-American cultures.
- To allow them to connect issues of culture and language with larger historical processes such as colonialism and human diaspora.
- To help students identify the similarities and differences between Spanish and Spanish American cultures and peoples.

Instructional Methodology

Number of contact hours proposed: 4 hours per week (3 lecture hours; 1 discussion hour)

I will combine lectures with discussion sessions in which students will raise questions and issues pertaining to our course. I will use multimedia materials-power point slides, videos, music, and internet resources-and visits to local museums and other cultural sites as complementary pedagogical tools. If feasible, I also plan to organize a film series, screening movies and documentaries related to the many topics we will be discussing in class.

Method of Evaluation (Grading)

Students will be evaluated in the following categories:

- Attendance and participation 20%
- Quizzes (2) 20% (10% each)
- Final Exam 30%
- Research Project 30%

Course Readings:

- John Lynch, *Las revoluciones hispanoamericanas, 1808-1826* (Barcelona, 1989).
- Leoncio Lopez-Ocon y Miguel Angel Puig-Samper, "Los condicionamientos políticos de la Comision Cientifica del Pacifico: Nacionalismo e Hispanoamericanismo en la Espana Bajoisabelina (1854-1868)", *Revista de Indias*, 1987, vol. XL VII, No. 180, 667-682
- Mark J. Van Aken, "An Appraisal of the Early Pan-Hispanic Movement", *Pan-Hispanism. Its Origin and Development to 1866* (Berkley, 1959), pp. 115-118
- Marc Simmons, "Santiago. Reality and Myth", *Santiago, Saint of Two Worlds* (Albuquerque, 1991), pp. 1-30
- Inge Bolin, "La fiesta de Santiago", *Rituals of Respect. The Secret of Survival in the High Peruvian Andes*, pp. 157-177.
- Christopher Schmidt-Nowara, "Imperio y crisis colonial", Juan Pan-Montojo, coord. *Mas se perdio en Cuba. Espana, 1898 y la crisis de fin de siglo* (Madrid, 1998), pp. 31-89.
- Jose Moya, "Five Global Revolutions: The Macrostructural Dimensions of Emigration in Spain", *Cousins and Strangers. Spanish Immigrants in Buenos Aires, 1850-1930* (Berkley, 1998), pp. 13-44.
- Rafael Anes Alvarez, *La emigracion de asturianos a America (Colombes, 1993)*.
- Nicolas Sanchez-Albornoz, *Espanoles hacia America. La emigracion en masa, 1880-1930* (Madrid: Alianza Editorial, 1988)
- Jorge Uria and Pedro Gomez, *Asturias y Cuba en torno al 98* (Barcelona: Editorial Labor, 1994)
- Julio Antonio Vaquero y Jesus Mella, "El americanismo de Rafael Altamira y el programa americanista de la Universidad de Oviedo", Pedro Gomez Gomez, coord. *De Asturias a America (1850-1930). La comunidad asturiana de Cuba* (Oviedo, 1996).
- Fredrick Pike, "The Weaknesses and Strengths of Hispanismo: A Concluding Assessment", *Hispanismo, 1898-1936* (Notre Dame, 1971), pp. 311-331
- Inmaculada Cordero Olivero, *Los transterrados y Espana. Un exilio sin fin* (Huelva, 1997), pp. 35-109.
- Manuel Moreno Fragnals, *Cuba/Espana, Espana/Cuba* (Barcelona: Critica, 2004).
- Joaquin Marco y Jordi Gracia, eds. *La Illegada de los barbaros: la recepcion de la narrativa hispanoamericana en Espana, 1960-1981* (Barcelona: Edhasa, 2004).
- Gabriela Martinez, *Latin American telecommunications: Telefonica's conquest* (Lanham: Lexington Books, 2008)
- Jose del Valle, ed. *La batalla del idioma. La intelectualidad hispanica ante la lengua* (Iberoamericana Vervuert, 2004).

Course Schedule

- Week 1:** The Spanish-American empire to 1800: The forging of a colonial crisis
- Week 2:** The (partial) breakdown of the Spanish empire: Independence and its consequences for Spain and its former colonies.
- Week 3:** Neo-imperialism? Pan-Hispanism and Scientific Missions in Spanish America after 1830.
- Week 4:** Spain, Cuba and Puerto Rico: dynamics of imperial rule and anti-colonial struggles
- Week 5:** The end of the empire: The Spanish-American War and the loss of Cuba, Puerto Rico, and the Philippines
- Week 6:** The 1898 crisis in Spain, the Oviedo group, and the influence of Rafael Altamira in Spanish America
- Week 7:** Forced migrations, fruitful exchanges: War, repression, and the Spanish and Spanish-American exile communities
- Week 8:** Cultural exchanges, II: The Spanish-American literary 'boom' of the 1960s
- Week 10:** The Telefonica, the Instituto Cervantes, and the new conquest of America
- Week 11:** Sudacas: Spanish-American Immigration in Spain today