Aims and Objectives

• Explore the historical and literary relations between England & Spain/ The United States of America & Spain standing out the historical, ideological and cultural implications based on the analysis of a variety of texts.

• Identify central concepts of literature and culture in English Language referred to Spanish Culture such as language, cultural discourse analysis, sociological, historical, artistic, and anthropological analysis.

• Analyse texts from a cultural, political and sociological point of view and the network of different relations and links which can be seen among different texts.

• Describe the socio-cultural and anthropological contrast between Spain and the English Speaking countries during the XIX and XX centuries.

Course Program

1.-Representations of Spain in American Literature: An overview of the image of Spain in American Literature since 1774 to the end of the nineteenth century in Travel Books, Essays, Tales, Poems, Novels, Drama, Books of History and so on; with special attention from a literary point of view to the most recurrent themes: The Story of the Goths, The Castles of Spain, Spanish Orientalism and its Moorish Past (The Civil Wars of Granada, The Conquest of Granada, The Alhambra; The Conquest of Spain by Ferdinand and Isabella, the Catholic); Discovery of America by Christopher Columbus; The Spanish Inquisition; Spanish Colonialism: The Spanish Conquerors (The Black Legend); The Peninsular Wars (1808); Cuba and the War with Spain (1898).
2. The Origin and Development of the Romantic Image of Spain in the United States during the Nineteenth Century:


2.2. James F. Cooper (1879-1851) *Mercedes of Castile; or, The Voyage to Cathay*, 1840.


4. Archer Milton Huntington and his poetic vision of Spain. The Hispanic Society of New York.

**Methodology**

Class meetings will consist of lectures, group discussions, and oral presentations. The course will put strong emphasis not only on oral discussions, but also on activities designed to stimulate the students’ critical thinking and writing skills.
Assessment

A selection of texts will be specified at the beginning of the course for class discussion on given dates. Students are required to read each assigned text before class and come prepared to discuss it. In addition, each student will have to prepare an oral presentation during this course.

Regular Class Attendance is vital for the successful completion of Course Objectives. The students will be evaluated on a combination of their participation in class, an oral presentation and written assignments. There will be a final paper or project. The Final Grade will be determined by the following percentages: Participation in class and oral presentation on a given topic (30 minutes) 40%; Written Assignments on the compulsory readings 30%; Final project 30%.

Bibliography and Resources

TRAVEL BOOKS (1832-1859):

- WARREN, John E. (1851). Vagamundo or the Attaché in Spain including a brief excursion into the empire of Morocco. New York: Charles Scribner.

PROSE FICTION:
- James F. Cooper (1879-1851) Mercedes of Castile; or, The Voyage to Cathay, 1840.

**POEMS:**

- Bryant, William Cullen (1794-1878): “Romero”; “Spain”, from The Poetical Works (1903).
- Lowell, Maria (1821-1853): “Cadiz”, from The Poems (1907).

**CRITICAL READINGS:**

- “How to Study Longfellow’s Spanish Student”, *A School of Literature*, Poet Lore, 6, 1894, pp: 161-164.

**Schedule**

The course meets once a week, in the seminar room of the English Department. We will have at least 5 three-hour sessions, to be distributed in the five weeks of the third teaching period (second semester).
Schedule of tasks:

Week 1.- Theoretical lecture.


Week 4.- Practical Approaches: The Image of the Alhambra and the Vega of Granada. Washington Irving and his followers in Spain. (Photocopies)

Week 5.- Reading Assignments: Archer Milton Huntington’s Poems. (Photocopies)