

IS 2100: Special Topics in International Studies – Global Issues in The First Transatlantic Culture

Study Abroad Learning Outcomes

This course has two main Knowledge and Awareness objectives:

- 1) To bring awareness on one of the world's most important events: the first transatlantic culture originated by the encounter between Europe and the New World in 1492. This event changed the course of history and modern world. We will discuss the unfolding of events and ideas that shaped the minds and actions of the people of the time. We will trace a timeline of events crucial for understanding of the modern world. The first transatlantic culture based on commerce set important characteristics for our modern globalized trade system. We will discuss how it started, and how and when it ended.
- 2) The other objective of the course is to study how Seville served as the cultural axis between the New World and Europe for centuries. In 1503 the city of Seville was awarded the exclusive right to trade with the New World and the House of Trade was built. All ships bound for America had to leave from Seville, land at specified ports on the other side and return to Seville. We will explore the role of House of Trade at the time with special attention to the figure of explorer Amerigo Vespucci. How America was named after him and the impact of his findings will be studied. By 1600 Seville was the largest and richest city in Spain and one of the wealthiest in Europe. The streets, monuments, museums of the city reflect the path to that past but also projects into the future. Precisely for that reason, once a week we will meet outside of the classroom and the city will be our laboratory. Our visits to key Sevillian sites will complement the material covered in the texts. At the end of the course student will be able to answer key cultural questions and make connections between the time period studied and our own time:

What present processes in society, economy, and culture are similar to those experienced during the first transatlantic culture?

Which similar phenomena to those of the XV century in art, mass media or architecture are we experiencing today?

All readings and discussions are in English. No knowledge of Spanish is required.

Enhancement of Disciplinary Learning Outcomes through Study Abroad

Students will be able to:

• Identify cultural beliefs and practices in Spain that shape health, art, history and commerce around the world

• Analyze the global context of their chosen discipline/profession

• Apply perspectives gathered from a global community of practitioners/scholars as a part of their professional expertise.

Field trips: In addition to field study trips detailed bellow this course will include mandatory field trips to the region's famous cultural sites including visits to Cordoba and a three-day trip to Granada.

FIELD STUDY (Seville)

Field Study: Pabellón de la Navegación. It's a new, modern, interactive museum all about Seville's role as the hub of Spain's overseas maritime and colonial empire between 1492 and the mid-1700s. In order to visit Pabellón de la Navegación we will go to the Isla de la Cartuja, past a former monastery where Columbus lived for a time and was buried for a time, and there we will visit the Museum and finish our trip at Pabellón de la Navegación.

Field Study: Torre del Oro. Today the Golden Tower is home to a naval museum which has a collection related to the city's rich maritime history and its connection with the New World. The name - Tower of Gold - probably stems from the gilded azulejos (ceramic tiles) that originally decorated the tower. Another explanation given for the name was the gold that was unloaded here during the time that Seville had the monopoly over the trade with the New World.

Field Study: XV Century Financial District. House of Trade. Founded by Queen Isabela in 1503 the House of Trade was set up in Seville to control all vessels, goods and passengers, including missionaries, between Spain and 'the Indies'. The House of Trade was not only stablished to control commerce but also to make new instruments for navigation and maps. The most famous cartographers of the time such as Amerigo Vespucci and his nephew were hired to work at the House of Trade.

Field Study: Museum of Fine Arts. Housed in a restored monastery, the museum has a collection of artworks from the Middle Ages to the modern era with a focus on Spanish masters such as Murillo, Velázquez and Zurbarán.

Assignments and Exam

(15%) Class attendance and active class participation.

(20%) 10 pages. Project. Select a text, a work of art, a monument, a painting, a street name, or a holiday that commemorates a person or event in Spanish culture or in the history of Spain's overseas empire. Write an essay or, alternatively, create an illustrated webpage or blogpost that discusses the original person or event being commemorated, and the reasons for the later decision to "remember" that event or person in a public fashion.

Proposal for the project: (350 words).

(15%) Oral presentation about your project.

(20%) 1 page. Text/Field Study Responses. Choose 1 text discussed in class and 1 field visit and write a response (10% each), (300-350 Words).

(30%) Final Exam. In-class.

Course Outline

Class Day 1: Understanding 1492.

Readings: "1492 The Crucial Year".

Class Day 2: The Virgin, the Bull and Flamenco.

Readings: -"Sun and Shadow".

Class Day 3: Watch: When the Moors Ruled in Europe, documentary.

Class Day 4: FIELD STUDY: Antiquarium Museum. Metropol Parasol Seville.

Class Day 5: FIELD STUDY: Torre del Oro, Torre de la Plata and Casa de la Contratación (XV Century Financial District). DUE DATE FIRST RESPONSE

Class Day 6: The first trips to America. The figure of Amerigo Vespucci.

Class Day 7: The Conflict of the Gods.

Readings: - "The Son of the Malinche" by Octavio Paz. On-line:

http://www.e-

bookspdf.org/view/aHR0cDovL3d3dy5sYWhjLmVkdS9jbGFzc2VzL3NvY2lhb HNjaWVuY2UvaGlzdG9yeS92YWxhZGV6LzE5L3NvbnNvZm1hbGluY2hlLnB kZg==/T2N0YXZpbyBQYXosIFRoZSBTb25zIE9mIExhIE1hbGluY2hl

Class Day 8: The Life of Colonial Spanish America. PROPOSAL/IDEA FOR THE PROJECT: DUE DATE

Readings: -"The Conquest and Reconquest of the New World".

Class Day 9: Seville: Port of Entry. The Clash of Tradition and New Ideas in XVI Century Spain.

Readings: -"The Age of Empire".

-On-line: - "The Letter of Columbus to Luis Sant Angel Announcing His Discovery". On-line http://www.ushistory.org/documents/columbus.htm

Class Day 10: Monarchy's Power and the Opposition of the Arts.

Readings: -The Century of Gold.

Class Day 11: Baroque Ideologies.

Readings: Chapter: Rama, Angel. "The Lettered City".

Class Day 12: PROJECT ORAL PRESENTATIONS

Class Day 13: Children of La Mancha.

Readings: "The Age of Goya".

Class Day 14: Modern Latin America. The commerce with Spain

Reading: - "Latin America".

Class Day 15: FIELD STUDY: Pabellón de la Navegación.

Class Day 16: Spain. SECOND RESPONSE DUE DATE

Reading: - "Contemporary Spain".

Class Day 17: Spain.

Reading: "Contemporary Spain". The news in Spain

Class Day 18: FIELD STUDY: The Three Cultures of the Mediterranean Foundation

Class Day 19: Review for the final exam.

Class Day 20: IN-CLASS FINAL EXAM