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Spain & America: A Special Relationship

UNH Course Code: IRS330

Subject Area(s): History, International Relations, Political Science, Social Science, Cultural Studies

Level: 300

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Credits: 3

Description:

The course traces the special relationship which has historically existed and still exists between Spain and the American continent. This relation has been not only a defining factor in the development of modern America (and, by extension, the modern world itself) but for long periods constituted one of the main pillars of global international relations and the world state system. These bilateral relations will be analyzed from all possible angles and will cover political, economical, historical, cultural and religious perspectives.

After tracing the late Middle Ages interest in the Atlantic Ocean, we will follow the Spanish discovery and conquest of Southern and Central America. After recreating and discussing the conquest and destruction of native Indian cultures and states there, we will proceed in two ways. First we will go on to show how Spanish rule and influence added importantly to the creation of what today is known as “Latin America”, and secondly we will study the effects and consequences of the acquisition of large parts of the American continent on the society, economy, culture and collective mindset of Spain.

Our prior findings will be the base to outline and understand the changes in the relationship between Spain and America from the 18th century onwards and which culminated in the independence of all “Spanish” America. In this historical context we will have to analyze the relationship between Spain and the incipient United States of America, too.

Finally, the analysis of contemporary relations between Spain and America (both Latin and the USA) will include a study of “hispanidad”, as well as the respective positions during the Spanish Civil War, the Francoist dictatorship, the Cold War and most recently the war in Iraq.

Learning Objectives:

- to give an overview of the political, social, cultural and economic relations between Spain and America (Latin America and the US) from the 16th century until today
- to discuss and outline what makes this relationship so special
- to analyze and discuss from a historical, cultural, psychological, economic and social perspective the impact of Spanish action and rule in America and of the New World in Spain
- to analyze and discuss from a historical, cultural, psychological, economic and social perspective the impact of US world politics and US cultural influence on Spain

- to organize, analyze and interpret the obtained information and connect the different aspects in an appropriate manner to outline an overall picture of the treated topics
- to refer to and explain the special aspects of the relationship between Spain and Latin America and between Spain and the US

Instructional Format:

All classes will begin with a brief review of the key ideas of the previous session. You will be called upon to prepare a short oral presentation to introduce a subject under analysis that will be debated in class with your fellow students. These presentations will have previously been assigned by the course instructor at the beginning of the course. The course instructor will then use the presentation as a springboard to elaborate further on the material prepared for that class.

Course work is comprised of in-class lectures and discussions, group exercises, student *exposés*, documentary films, extensive outside readings, a research paper, and an instructor-led onsite research excursion to relevant course-related sites and institutions in the city.

You will be expected to participate actively in every session. Interaction and your input are absolutely necessary to realize the learning objectives. As with regular classes, when field studies are programmed and in-house guest sessions are organized, attendance is mandatory. All readings from the class dossier must be completed before the start of every session.

Form of Assessment:

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

Class Participation	10%
Oral Presentation	10%
Tests/Quizzes	10%
Research Paper	20%
Mid-Term Exam	25%
Final Exam	25%

Class Participation (10%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	B/B+ 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C 7.40-76.90
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D+/C- 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	D-/D 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F Below 6.00

Oral Presentation (10%): You will be required to offer a short oral presentation on a subject assigned at the beginning of the course. Both content and form will be taken into account.

Tests/Quizzes (10%): You will be spot-tested twice throughout the course (once during the first half of the semester and once again a month after the midterm exam). These tests will consist in 10-15 short questions based on the course material and will be discussed *a posteriori* in class.

Research Paper (20%): This 2000-word project, to be handed in two weeks before the end of the semester, must be related to the course contents and is always subject to approval at the beginning of the course by the instructor. An obligatory tutorial session will be offered during the second half of the course to monitor progress. Following academic practice, all sources should be cited and a full bibliography should be included.

Mid-Term & Final Exams (25%+25%): The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The written midterm examination will cover the first seven weeks of the semester whilst the final examination will only cover material presented and discussed in the second half of the course.

CEA Attendance Policy:

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required Readings:

The required course textbook listed below is available for purchase at the local bookstore. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy.

Fuentes, C., *The Buried Mirror: Reflections on Spain and the New World*, Houghton Mifflin, 1999, 400p.

Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. In addition, the instructor compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located here in the city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Recommended Readings (to be selected and assigned throughout the semester):

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

Abellán, J.L. & Monclús, A. (eds.), *El Pensamiento español contemporáneo y la idea de América*, 2 vols., Anthropos, 1989.

Aguado Sebastián, S. & García-Barroso, R.M., *El triángulo económico: España, USA, América Latina*, Universidad de Alcalá, 2002, 180p.

Anna, T.E., *Spain and the Loss of America*, University of Nebraska Press, 1983, 357p.

Bailey, G.A., *Art of Colonial Latin America*, Phaidon, 2005, 447p.

Bakewell, P., *A History of Latin America, c.1450 - Present*, Blackwell, 2003, 640p.

Barbier, J.A. & Kuethe, A.J. (eds.), *The North American Role in the Spanish Imperial Economy, 1760-1819*, Manchester University Press, 1984, 232p.

Botero, R., *Ambivalent Embrace: America's Troubled Relations with Spain from the Revolutionary Wars to the Cold War*, Greenwood Press, 2000, 192p.

Brading, D.A., *The First America: The Spanish Monarchy and the Liberal State, 1492-1867*, Cambridge University Press, 1991, 761p.

Bray, W. (ed.), *The Meeting of Two Worlds: Europe and the Americas 1492-1650*, Oxford University Press, 1993, 336p.

The Cambridge History of Latin America, ed. L. Bethell, vols. I-III & V, Cambridge University Press, 1984-1986.

Canny, N. & Pagden, A. (eds.), *Colonial Identity in the Atlantic World, 1500-1800*, Princeton University Press, 1987, 290p.

Carr, R., *Spain, 1808-1975*, Clarendon Press (2nd edition), 1982, 856p.

Chávez, T.E., *Spain and the Independence of the United States: An Intrinsic Gift*, University of New Mexico Press, 2003, 286p.

Chiappelli, F. (ed.), *First Images of America*, 2 vols., 1976.

Chislett, W., *Spain and the United States: The Quest for Mutual Rediscovery*, Elcano Royal Institute of International and Strategic Studies, 2005, 157p.

Cortada, J.W., *Two Nations over Time: Spain and the United States, 1776-1977*, Greenwood Press, 1978, 305p.

Cortada, J.W. (ed.), *Spain in the Twentieth-Century World: Essays on Spanish Diplomacy (1898-1978)*, Aldwych Press, 1980, 291p.

Cortada, J.W. (ed.), *Spain in the Nineteenth-Century World: Essays on Spanish Diplomacy (1789-1898)*, Greenwood Press, 1994, 176p.

Costeloe, M.P., *Response to Revolution: Imperial Spain and the Spanish American Revolutions, 1810-1840*, Cambridge University Press, 1986, 272p.

Del Arenal, C., *La política exterior de España hacia Iberoamérica*, Complutense, 1994, 299p.

Delgado, L. & Elizalde, M.D. (eds.), *España y Estados Unidos en el siglo XX*, CSIC, 2005, 362p.

Domínguez Ortíz, A., *La sociedad americana y la corona española en el siglo XVII*, Marcial Pons, 1996, 193p.

Eiras Roel, A. (ed.), *La emigración española a Ultramar, 1492-1914*, Tabapress, 1992, 269p.

Elliott, J.H., *Illusion and Disillusionment: Spain and the Indies*, University of London, 1992, 32p.

Elliott, J.H., *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, Yale University Press, 2007, 608p.

Elordi, C., *El amigo americano: de Franco a Aznar, una adhesión inquebrantable*, Temas de Hoy, 2003, 196p.

Encyclopedia of Latin American History and Culture, 5 vols., Scribner's, 1996.

Fernández-Armesto, F., *Before Columbus: Exploration and Colonisation from the Mediterranean to the Atlantic, 1229-1492*, MacMillan, 1987, 283p.

Fisher, J.R., *The Economic Aspects of Spanish Imperialism in America, 1492-1810*, Liverpool University Press, 2005, 224p.

- Foster, G.M., *Culture and Conquest: America's Spanish Heritage*, Wenner Gren Foundation, 1960, 272p.
- García Melero, L.A., *La independencia de los Estados Unidos de Norteamérica a través de la prensa española*, Ministerio de Asuntos Exteriores, 1977, 299p.
- Historical Dictionary of the Spanish Empire, 1402-1975*, Greenwood Press, 1991, 720p.
- Liedtke, B.N., *Embracing a Dictatorship: US Relations with Spain, 1945-53*, MacMillan, 1998, 230p.
- Lynch, J., *Bourbon Spain, 1700-1808*, Blackwell, 1989, 450p.
- Lynch, J., *The Hispanic World in Crisis and Change, 1598-1700*, Blackwell, 1994, 448p.
- Lynch, J., *Spanish American Revolutions, 1808-1826*, Weidenfeld and Nicolson, 1973, 433p.
- Muldoon, J., *The Americas in the Spanish World Order: The Justification for Conquest in the Seventeenth Century*, University of Pennsylvania Press, 1994, 239p.
- Pagden, A., *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnology*, Cambridge University Press, 1987, 284p.
- Pagden, A., *Lords of All the World: Ideologies of Empire in Spain, Britain and France 1500-1800*, Yale University Press, 1993, 244p.
- Pereira Castañares, J.C. & Cervantes Conejo, Á., *Las relaciones diplomáticas entre España y América*, Mapfre, 1992, 313p.
- Pollack, B., *The Paradox of Spanish Foreign Policy: Spain's International Relations from Franco to Democracy*, Pinter, 1987, 196p.
- Rodríguez, O. & Jaime, E., *The Independence of Spanish America*, Cambridge University Press, 1998, 274p.
- Roy, J. & Galinsoga Jordá, A. (eds.), *The Ibero-American Space: Dimensions and Perceptions of the Special Relationship between Spain and Latin America*, Iberian Studies Institute of the University of Miami, 1996, 286p.
- Rubert de Ventós, X., *The Hispanic Labyrinth: Spain's Encounter with Latin America*, Transaction, 1991, 205p.
- Rubio, J., *La Cuestión de Cuba y las relaciones con los Estados Unidos durante el reinado de Alfonso XII: los orígenes del "desastre" de 1898*, Ministerio de Asuntos Exteriores, 1995, 400p.
- Rubottom, R.R. & Murphy, J.C., *Spain and the United States Since World War II*, Praeger, 1984, 163p.
- Sepúlveda Muñoz, I., *Comunidad cultural e hispano-americanismo, 1885-1936*, UNED, 1994, 331p.
- Seregni, A., *El antiamericanismo español*, Síntesis, 2006, 303p.
- Smith, A., *Historical Dictionary of Spain*, Scarecrow Press, 1996, 320p.
- Weber, D.J., *The Spanish Frontier in North America*, Yale University Press, 1992, 579p.
- Trusted, M., *The Arts of Spain: Iberia and Latin America 1450-1810*, Liverpool University Press, 2007, 256p.

Whitaker, A.P., *Spain and Defense of the West: Ally and Liability*, Harper & Brothers, 1961, 408p.

Online Reference & Research Tools:

<http://www1.lanic.utexas.edu/> website of the Latin American Network Information Center (LANIC) which is affiliated with the Lozano Long Institute of Latin American Studies at the University of Texas at Austin. LANIC's mission is to facilitate access to Internet-based information to, from, or on Latin America.

<http://lcweb2.loc.gov/hlas/hlashome.html> The Library of Congress' Handbook of Latin American Studies on-line. The *Handbook* is a bibliography on Latin America consisting of works selected and annotated by scholars and edited by the Hispanic Division of the Library of Congress.

<http://international.loc.gov/intldl/eshtml/eshome.html> *Parallel Histories: Spain, the United States, and the American Frontier* is a bilingual, multi-format English-Spanish digital library site that explores the history, geography, and culture of Spain and the interactions between Spain and the United States from the 15th century to the present. It is a cooperative effort between the National Library of Spain and the Library of Congress.

<http://lib.nmsu.edu/subject/bord/laguia/> guide of the New Mexico State University's library to a huge number of links which provide access to many information resources for Latin American studies.

<http://www.lib.umich.edu/govdocs/psintl.html> website on political science resources (international relations) of the University of Michigan's Library Document Center. Contains a huge number of interesting links from the context of international affairs, international studies, and international relations.

<http://www.mtholyoke.edu/acad/intrel/feros-pg.htm#useful> website of Vincent Ferraro, Professor of International Politics at Mount Holyoke College, with links to other websites interesting in the context of international affairs, international studies, and international relations.

<http://www.oberlin.edu/faculty/svolk/latinam.htm> website of Professor Steven Volk of Oberlin College on sources and general resources on Latin America.

<http://www2.etown.edu/vl/> section of the "WWW Virtual Library" system. It is an Internet directory with a considerable amount of annotated links to English-language sources of information and analysis in a wide range of international affairs, international studies, and international relations topics.

<http://www.h-net.org/~diplo/> H-Diplo is an electronic center for the study of diplomatic and international history. H-Diplo commissions scholarly reviews of journal articles and books, roundtable reviews, state-of-the-field surveys, essays, and other materials.

<http://ccuc.cbuc.es/vtls24/vtls/english/> Collective Catalogue of the Universities of Catalonia (CCUC) from the Consortium of Academic Libraries of Catalonia (CBUC), which contains 3,300,000 bibliographic records that provide access to over 6,000,000 physical documents conserved in over 160 libraries.

Spain and America: A Special Relationship

Course Content

Session	Topic	Activity	Student Assignments
1	Introduction - The syllabus, the course and their details	General overview and discussion	Prepare questions on syllabus and course in general
2	Definitions - Spain, America, relationship etc.	Lecture and discussion Group exercise: Definition of concepts Debate about definitions	Reading: <ul style="list-style-type: none"> Fuentes, <i>The Buried Mirror</i>, p.15-31 Prepare ideas for concepts to be defined and debate about definitions
3	Medieval Spain and the Roots of Overseas Expansion - The Catholic monarchs - From <i>Reconquista</i> to conquest - Technology and knowledge	Lecture and discussion	Reading: <ul style="list-style-type: none"> Fuentes, <i>The Buried Mirror</i>, p.33-89
4	Discovery and Conquest of America - Objectives - Columbus - Charles V, Cortés and Pizarro - The Aztec empire - The Inca empire - North America	Oral Presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> Elliott, J.H., The Spanish Conquest and Settlement of America, in: <i>Cambridge History of Latin America</i>, vol. I, p.149-206 Hennessy, A., The Nature of the Conquest and of the Conquistadors, in: Bray, <i>The Meeting of Two Worlds</i>, p.5-36
5	Discovery and Conquest of America - Today's image	Film: <i>1492: Conquest of Paradise</i> (by Ridley Scott)	Reading: <ul style="list-style-type: none"> Fuentes, <i>The Buried Mirror</i>, p.93-147 Internet research on the film
6	First Impact of Discovery and Conquest on Spain - Bartolomé de las Casas and others and the problem of the Indians - Government politics - Gold and silver - First images of the New World	Oral Presentation Lecture and discussion Debate on film and conquest of America	Reading: <ul style="list-style-type: none"> Fuentes, <i>The Buried Mirror</i>, p.151-194 Prepare debate on discovery and conquest of America

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Session	Topic	Activity	Student Assignments
7	Colonial Spanish America and Its Role in the Spanish Monarchy - Trade and treasure - Catholic mission - World power strategy - America in Spanish thought	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> Elliott, J.H., Spain and America in the Sixteenth and Seventeenth Centuries, in: <i>Cambridge History of Latin America</i>, vol. I, p.287-340
8	Colonial Spanish America – the Impact on America - Identity - Society - Religion - Acculturation	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> Fuentes, <i>The Buried Mirror</i>, p.195-213 Gibson, C., Indian Societies under Spanish Rule, in: <i>Cambridge History of Latin America</i>, vol. II, p.381-422
9	Colonial Spanish America – the Impact on America - Administration - Culture - Connections between Spanish and Northern America	Oral presentation Lecture and Discussion Debate on ‘Right’ and ‘Wrong’ in the colonization of America	Reading: <ul style="list-style-type: none"> Bayón, D., The Architecture and Art of Colonial Spanish America, in: <i>Cambridge History of Latin America</i>, vol. II, p.709-746
10	Spain and the Independence of the United States - A good ally - A bad example	Quiz 1 on the sessions 3 to 9 Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> Chávez, <i>Spain and the Independence of the United States</i>, p.33-69 Cortada, <i>Two Nations over Time</i>, p.3-34
11	Origins of Spanish America’s Independence - Last decades of Spanish rule - Napoleon - Reasons for discontent	Oral presentation Lecture and discussion Group exercise:Reasons for the drive to independence	Reading: <ul style="list-style-type: none"> Fuentes, <i>The Buried Mirror</i>, p.215-245 Lynch, <i>Spanish American Revolutions</i>, p.1-36
12	Independence of Spanish America - The liberal movement -Revolution everywhere - Peru - Mexico	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> Fuentes, <i>The Buried Mirror</i>, p.249-297 Bakewell, <i>A History of Latin America</i>, p.356-384

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Session	Topic	Activity	Student Assignments
13	Impact of Spanish America's Loss in Spain - The end of an Empire - Coming to terms with reality - Economic consequences - Cuba and the Philippines	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> • Costeloe, <i>Response to Revolution</i>, p.20-51 & 150-170
14	Review	Review	<ul style="list-style-type: none"> • Prepare review for mid-term exam
15	MID-TERM EXAM	Mid-term exam	
16	Relations between Spain and America until the 1890s - Remnants of a colonial empire - Economic bonds - Spanish emigration	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> • Cortada, <i>Two Nations over Time</i>, p.52-88 & 130-145 • Schoonover, T., Latin America, in: Cortada, <i>Spain in the Nineteenth-Century World</i>, p.113-130
17	Field Study: Museu d'Història de Catalunya - Tracing the connections between Catalonia and America	Instructor-led onsite study to the Museum of History of Catalonia	<ul style="list-style-type: none"> • Personal research regarding the museum
18	The Spanish-American War and Its Impact in Spain - The disaster of Cuba, the last humiliation - The image of the US in Spain - The image of Spain in the US - The generation of '98	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> • Carr, <i>Spain</i>, p.306-309 & 379-388 • Cortada, <i>Two Nations over Time</i>, p.89-129
19	Relations between Spain and America until the 1930s - Economic bonds - Spanish emigration	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> • Fuentes, <i>The Buried Mirror</i>, p.299-309 • Cortada, <i>Two Nations over Time</i>, p.146-185 • Pike, F.B., Latin America, in: Cortada, <i>Spain in the Twentieth-Century World</i>, p.181-199

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Session	Topic	Activity	Student Assignments
20	The United States and Latin America in the Spanish Civil War - The position of the US - The International Brigades - Exiles	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> • Cortada, <i>Two Nations over Time</i>, p.186-204
21	Relations between Spain and Latin America during the Franco Regime - Between empire nostalgia and Hispanidad	Quiz 2 on the sessions 16 to 20 Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> • Pike, F.B., Latin America, in: Cortada, <i>Spain in the Twentieth-Century World</i>, p.199-204 • Pollack, <i>The Paradox of Spanish Foreign Policy</i>, p.47-50, 68-75 & 81-94
22	Relations between Spain and the United States during the Franco Regime - The survival of Franco's regime - A new ally - Economic assistance	Oral presentation Lecture and discussion Group exercise: Discussion of the relationship between the US and Franco's Spain	Reading: <ul style="list-style-type: none"> • Carr, <i>Spain</i>, p.710-714 • Cortada, <i>Two Nations over Time</i>, p.205-243
23	USA – Spain Relationship	Film: <i>Bienvenido, Mister Marshall</i> (1953) (by Luis G. Berlanga)	Reading: <ul style="list-style-type: none"> • Rubottom & Murphy, <i>Spain and the United States</i>, p.13-59 • Internet research on the film
24	USA – Spain Relationship	Film Documentary: <i>30 minuts: L'Amic americà</i> (by Santiago Torres & Ferran Prat) Debate on the two films from session 23 and 24	Reading: <ul style="list-style-type: none"> • Chislett, <i>Spain and the United States</i>, p.117-136
25	Relations between Spain and Latin America since 1975 - Hispanidad - Cuba - Militaries, revolutionaries and democrats	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> • Fuentes, <i>The Buried Mirror</i>, p.313-355 • Serbín, A., Beyond the Quincentennial: Foreign Policy and Ethnohistorical Perception in Relations between Latin America and Spain, in: Roy & Galinsoga Jordá, <i>The Ibero-American Space</i>, p.119-136

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Session	Topic	Activity	Student Assignments
26	Relations between Spain and the United States since 1975 - Transition to democracy - NATO	Oral presentation Lecture and discussion	Reading: <ul style="list-style-type: none"> • Chislett, <i>Spain and the United States</i>, p.35-40 • Rubottom & Murphy, <i>Spain and the United States</i>, p.133-153
27	Last Developments in the Relations between Spain and Latin America - The ibero-american community - Latin American immigration to Spain - Spanish economic expansion	Oral presentation Lecture and discussion Debate on the present and future relations	Reading: <ul style="list-style-type: none"> • Roy, J., The Nature of Spain's Relations with Latin America, in: Roy & Galinsoga Jordá, <i>The Ibero-American Space</i>, p.21-56 • Internet and press research on last developments
28	Last Developments in the Relations between Spain and the United States - War on terrorism - The Iraq War	Oral presentation Lecture and discussion Debate on the present and future relations	Reading: <ul style="list-style-type: none"> • Chislett, <i>Spain and the United States</i>, p.41-54 • Internet and press research on last developments
29	Review	Research papers must be handed in	<ul style="list-style-type: none"> • Prepare review for final exam
30	FINAL EXAM	FINAL EXAM	