

Course Last Updated 9/23/2024



## Madrid Museums: Introduction to Spanish Museology, Society and Culture

### Section I: Course Overview

**Course Code:** ARH338MAD

**Subject Area(s):** Art History, Cultural Studies, Sociology

**Prerequisites:** One 200-level course or two 100-level courses in Art History, Cultural Studies, Sociology or another relevant subject

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** None

### Course Description

This course introduces students to Spanish society, culture, and museology, with a particular focus on Madrid's rich and varied museum landscape. It explores how museums reflect Spanish identity and serve as unique cultural constructs, providing insights into the Spanish psyche. Additionally, the course explores museums as institutions of global heritage within the context of Madrid, offering a distinctive Spanish perspective.

As an introduction to museology, this course will examine the development of the modern museum, its operation, and the different types of museums found in Madrid. Students will analyze how Spanish history, society, and politics have influenced the creation and day-to-day operations of these museums and their audiences.

### Learning Objectives

Upon successful completion of this course, students are able to:

- Explain the role of museums in reflecting Spanish society, culture, and identity.

- Examine the influence of history and global relationships on the development of Spanish museums and the politics of patrimony.
- Evaluate the role of museum audiences and community engagement in shaping museum exhibitions and their reflections of Madrid's diversity.
- Gain practical insights into contemporary gallery management.

## Section II: Instructor & Course Details

### Instructor Details

**Name:** TBC

**Contact Information:** TBC

**Term:** TBC

**Course Day and Time:** TBC

**Office Hours:** TBC

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

**Engagement - 20%**

**Picture Project – 10%**

**Midterm Exam – 20%**

**Final Exam – 20%**

**Readings – 10%**

**Museum Oral Presentation – 10%**

**Quizzes – 10%**

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the Class Engagement Rubric that outlines how engagement is graded.

**Picture Project (20%):** The Picture Project is a creative assignment where students select and analyze specific artworks located throughout the city of Madrid. This project encourages students to

connect visual elements of these artworks to broader themes discussed in the course. Students will conduct independent research on various statues and other public art pieces found on rooftops, in gardens, and throughout the city center. Projects will be presented in front of the class.

**Midterm and Final Exam (20% Each):** Exams are multiple-choice tests designed to assess students' understanding of the course material. They evaluate students' grasp of key concepts, historical events, and artworks discussed in lectures.

**Readings (10%):** Students are expected to complete and engage with assigned readings, which are essential for understanding course materials. This component assesses comprehension and critical analysis of the readings by means of online quizzes.

**Museum Oral Presentation (10%):** This presentation involves a detailed discussion of a chosen museum, exploring its history, key collections, and role in reflecting and shaping Spanish society. It aims to enhance public speaking and research skills.

**Quizzes (10%):** Quizzes are designed to assess students' ongoing understanding of key concepts, facts, and ideas presented in lectures, readings, and field trips. They ensure regular engagement with course materials.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- MAN Museo Arqueológico Nacional
- Museo del Prado
- Museo Nacional Centro de Arte Reina Sofía
- Colecciones Reales
- GUNTER Gallery

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

### Required

Aguer, M. and Ruiz, C. (2020). *Dalí: "I Am Surrealism". Landscapes Outside of Time*. Fundació Gala-Salvador Dalí.

Alves López, R. D. & De la Peña Portero, A. (2013). Culture Shock: adaptation strategies. *Revista Nebrija de Lingüística Aplicada*.

Ayuntamiento de Oliva. (2023) *Cubism: Picasso and Braque*.

Baetjer, K. (1981). *El Greco*. The Metropolitan Museum of Art.

Calduch Cervera, J. (2012). El Greco Cartographer: View and Plan of Toledo (1608-1614). EGA. *Revista de Expresión Gráfica Arquitectónica*. DOI: 10.4995/ega.2012.1359

Chapman C. E. (2012). *A History of Spain*. The Project Gutenberg EBook. Free online access: <https://www.gutenberg.org/files/40646/40646-h/40646-h.htm>

Clayton, M. (2020). *History of Spain*. Captivating History. Textbook can be purchased: <https://www.amazon.com/History-Spain-Captivating-Visigoths-Independence/dp/1637160933>

Dillenburg, E. (2011). *What, if Anything, Is a Museum?*

Dominguez Ortiz, A., Pérez Sánchez, A. E. and Gallego, J. (1989) *Velázquez*. The Metropolitan Museum of Art. Harry N. Abrams, Inc.

Lubow, A. (2003). *The Secret of the Black Paintings*. The New York Times Magazine.

Patrimonio Nacional. (2024). *The Royal Collections Gallery*.

Ministry of Culture and Sport (2022). *Survey of Cultural Habits and Practices in Spain*.

Mongabay. (s.f.). Spain – *The Society*.

Museo Nacional Centro de Arte Reina Sofía. (1996). *Surrealism and Revolution*.

Museo Nacional Centro de Arte Reina Sofía. (2017). *The Pavilion of the Spanish Republic, 1937*.

Navascués Palacio, P. and Lorrio, F. (1994). *The Royal Monastery of San Lorenzo at El Escorial: The Idea of the Prudent King*. Lunwerg.

Portús Pérez, J. (2015). Velázquez and the last portrait of Philip IV (on the painting in the Bilbao Fine Arts Museum). *Bulletin Fundación Museo de Bellas Artes de Bilbao*, 9, (107-130).

Prados de la Escosura, L. and Santiago-Caballero, C. (2018). *The Napoleonic Wars: A Watershed in Spanish History?* Instituto Figuerola de Historia y Ciencias Sociales. Universidad Carlos III de Madrid.

Tisliar, P. (2017). *The Development of Informal Learning and Museum Pedagogy in Museums*. *European Journal of Contemporary Education*, 6(3)

Xingzhen, L. (2018). *Bullfighting Activities in Spain and Its Prohibition*. Atlantis Press.

## Recommended

### 1. Introduction to Spanish History and Culture

Carr, R., & Álvarez Junco, J. (Eds.). (2000). *Spain: A history*. Oxford University Press.

Elliott, J. H. (2006). *Imperial Spain 1469-1716*. Penguin Books.

Ferguson, N. (2003). *Empire: How Britain made the modern world*. Basic Books.

García, M. (2014). *Spain's transition to democracy: The role of the cultural heritage*. Routledge.

Glick, T. F. (2005). *Medieval Spain: Culture, conflict, and coexistence*. Harvard University Press.

Hispano, J. (2010). *Modern Spain: A cultural history*. I.B. Tauris.

Kamen, H. (2005). *Spain: What everyone needs to know*. Oxford University Press.

Pierson, P. (2003). *The history of Spain*. Palgrave Macmillan.

Sanz, J. (2011). *The history of Spain: From the Visigoths to the present*. University of Chicago Press.

## 2. Museology and Art History

Barnet, S. (2010). *A short guide to writing about art* (7th ed.). Pearson.

Bennett, T. (1995). *The birth of the museum: History, theory, politics*. Routledge.

Duncan, C., & Wallach, A. (1980). *The universal survey museum*. *Art History*, 3(4), 448-469.

Greenberg, C., & O'Hara, C. (2008). *Art since 1940: Strategies of being*. Prentice Hall.

Hooper-Greenhill, E. (2000). *Museums and the interpretation of visual culture*. Routledge.

Janes, R. R. (2013). *Museums: A history*. Routledge.

Macdonald, S. (Ed.). (2006). *A companion to museum studies*. Blackwell Publishing.

MacDonald, S. (2006). *The politics of display: Museums, science, culture*. Routledge.

Putnam, L. (2011). *Understanding art history: An introduction to visual culture*. McGraw-Hill.

Richards, J. (2015). *The museum and its objects*. Palgrave Macmillan.

Simmons, J. E. (2014). *The museum effect: How museums, libraries, and cultural institutions educate and civilize society*. Rowman & Littlefield.

Wallace, M. (2007). *Museums and the public sphere*. Routledge.

## 3. Specific to Madrid's Museums and Art

Álvarez, J. (2017). *The Prado Museum: A collection and its history*. Museo del Prado.

De la Fuente, E. (2012). *Madrid: The history of a city*. Editorial Espasa Calpe.

Finaldi, G. (2009). *El Prado: The guide*. Museo del Prado.

García, M. (2014). *Goya in Madrid: Art, politics, and society*. Ediciones de Arte y Cultura.

Gómez, L. (2016). *El Greco in Spain: An artistic journey*. Museo del Greco.

Gómez, S. (2019). *Modern art in Madrid: A guide to the Museo Nacional Centro de Arte Reina Sofía*. Museo Nacional Centro de Arte Reina Sofía.

López, M. A. (2015). *Sculpture and monuments in Madrid: A guide*. Ediciones Akal.

Museo del Prado. (2015). *The Prado Museum: Official guide*. Museo del Prado.

Palacios, J. (2010). *Madrid's artistic heritage: From the Spanish Renaissance to contemporary art*. Fundación Juan March.

Pérez, C. (2020). *Madrid's cultural landmarks: An architectural and artistic tour*. Ediciones El Viso.

Rodríguez, A. (2021). *Madrid's golden age art: A collection overview*. Museo Thyssen-Bornemisza.

Sánchez, J. (2018). *Velázquez and his Madrid: The artist and his city*. Editorial Fundación Carlos de Amberes.

Vázquez, R. (2018). *The art of Madrid: An illustrated guide to the city's museums and galleries*. Ediciones Cátedra.

## 4. Spanish Art and Culture

- Berg, H. (2012). *Modernism and avant-garde in Spanish art*. Routledge.
- Checa, J. (2014). *The art of Spain: From the Middle Ages to the present*. Thames & Hudson.
- García, M. (2016). *Spanish art from the 19th century to the present*. Ediciones Cátedra.
- González, J. (2020). *Contemporary Spanish art: From the post-Franco era to the present*. Routledge.
- Harris, J. (2009). *Spanish surrealism: Art and culture*. Yale University Press.
- Hughes, R. (2003). *Goya: A life*. Alfred A. Knopf.
- Kimmelman, M. (2015). *The Spanish painters: Art and politics in the 20th century*. HarperCollins.
- Leighten, P. (2018). *Picasso's Spain: A century of modern art*. University of California Press.
- Pérez, R. (2019). *The legacy of Spanish art: Influences and innovations*. Ediciones El Viso.
- Schwartz, G. (2003). *El Greco: Life and work*. Abrams.
- Salvador Dalí Museum. (2007). *Dalí: The Salvador Dalí Museum collection*. Dalí Museum.
- Thompson, J. (2011). *The visual culture of Spain: From the Golden Age to the present*. University of Michigan Press.
- Valencia, S. (2017). *Exploring Spanish art: From Velázquez to contemporary artists*. Palgrave Macmillan.

#### 5. Contemporary Issues in Museology

- Ames, M. M. (2004). The museum's dirty little secret: The importance of seeing museums as social institutions. *Museum Management and Curatorship*, 22(1), 55-70.
- Davis, P. (2015). *Rethinking museum collections: The role of museums in cultural stewardship*. Palgrave Macmillan.
- Falk, J. H., & Dierking, L. D. (2018). *The museum experience revisited*. Routledge.
- Hooper-Greenhill, E. (2000). Changing values in the museum: A response to societal shifts. *Museum Management and Curatorship*, 18(4), 347-362.
- Kreps, C. (2003). *Liberating cultures: An introduction to museum anthropology*. Routledge.
- Mason, C. (2010). *Museum management and marketing*. Routledge.
- Nightingale, E. (2018). *Museums and social justice: Theory and practice*. Routledge.
- Simon, N. (2010). *The participatory museum*. Museum 2.0.
- Pearce, S. M. (2011). *Reclaiming the museum: The role of museums in society*. Routledge.
- Sullivan, R. (2016). *Museums, ethics, and cultural heritage: A contemporary review*. Palgrave Macmillan.

## Course Calendar

Session 1	
Topics	Introduction to course goals and structure Overview of Museum Studies and Spanish Ethos "Cultural Shock" "What is a museum?"

Activity	<ul style="list-style-type: none"> <li>• Syllabus Presentation.</li> <li>• Classroom policies and expectations.</li> <li>• Questionnaire: "What do you know about Spain and Spaniards?"</li> <li>• Introduction Lecture to Spanish Ethos</li> <li>• Lecture: Culture Shock Reflection and Discussion</li> <li>• "What is a museum?": Case studies</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• QUIZ 1. Fundamentals of Spanish Art and Culture</li> <li>• Spain – The Society</li> <li>• <a href="https://www.mongabay.com/reference/country_studies/spain/SOCIETY.html">https://www.mongabay.com/reference/country_studies/spain/SOCIETY.html</a></li> <li>• Survey of Cultural Habits and Practices in Spain (2021-2022)</li> <li>• <a href="https://www.cultura.gob.es/dam/jcr:e756c819-52ef-4c88-b0cc-9bc5e5de6627/synthesis-of-results-2021-2022.pdf">https://www.cultura.gob.es/dam/jcr:e756c819-52ef-4c88-b0cc-9bc5e5de6627/synthesis-of-results-2021-2022.pdf</a></li> <li>• QUIZZ 2. Culture Shock</li> <li>• QUIZZ 3. Museums</li> <li>• Culture Shock-, adaptation strategies</li> <li>• <a href="https://www.nebrija.com/revista-linguistica/files/articulosPDF/articulo_530c7aa2109f9.pdf">https://www.nebrija.com/revista-linguistica/files/articulosPDF/articulo_530c7aa2109f9.pdf</a></li> <li>• What if anything is a museum</li> </ul>

Session 2	
Topics	Museums in Madrid Historical overview (I)
Activity	<ul style="list-style-type: none"> <li>• Lecture: The importance of Madrid's museums in understanding Spanish art, history, and culture (Archeological Museum, Prado Museum, Reina Sofía Museum and Colecciones Reales)</li> <li>• Discussion on the history and significance of each institution, key artworks and artifacts they house, and their impact on the cultural and historical understanding of Spain</li> <li>• Virtual tour and comparative analysis of the museums</li> <li>• Field trip to MAN</li> <li>• In-site Lecture:</li> <li>• Main features of the Iberian Peninsula</li> <li>• The Early Settlers: first artistic manifestations</li> <li>• Altamira and Megalithic architecture</li> <li>• Roman Hispania and its artistic legacy</li> <li>• The Germanic Tribes</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• QUIZZ 4. Pedagogy and Museums</li> <li>• The Development of Informal Learning and Museum Pedagogy in Museums</li> <li>• <a href="https://drive.google.com/file/d/1_OI02Q0kF6V6_yvhmxQOp0izTuXKwC_N/view">https://drive.google.com/file/d/1_OI02Q0kF6V6_yvhmxQOp0izTuXKwC_N/view</a></li> <li>• QUIZZ 5. The Early Settlers</li> <li>• Clayton, M. (2020). History of Spain. Chapter (pp. 3-11), Chapter 4 (pp. 39-56), Chapter 5 (pp. 53-65)</li> </ul>

Session 3	
Topics	Historical overview (II) Historical overview (III)
Activity	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• The Muslim Conquest</li> </ul>

	<ul style="list-style-type: none"> <li>• Main Transformations in Al-Andalus</li> <li>• Alhambra: Religion and Art</li> <li>• The Spanish Empire: New Aesthetic Rules for a New World</li> <li>• Group discussions on the impact of the Spanish Empire's expansion on global art and culture</li> <li>• The Habsburg Dynasty: Case study</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• QUIZZ 6. Muslim Spain</li> <li>• Clayton, M. (2020). History of Spain. Chapter 5 (pp. 53-65), Chapter 6 (pp. 65-81)</li> <li>• Chapman, C.E. (2012). A History of Spain. Chapter 5 (pp. 38-52)</li> <li>• <a href="https://www.gutenberg.org/files/40646/40646-h/40646-h.htm">https://www.gutenberg.org/files/40646/40646-h/40646-h.htm</a></li> <li>• QUIZZ 7. The Spanish Empire</li> <li>• Clayton, M. (2020). History of Spain. Chapter 7 (pp. 81-99)</li> <li>• Chapman, C.E. (2012). A History of Spain. Chapter 18 (pp. 202-210), Chapter 22 (pp. 234-236), Chapter 24 (pp. 258-272), Chapter 30 (pp.351- 368)</li> <li>• <a href="https://www.gutenberg.org/files/40646/40646-h/40646-h.htm">https://www.gutenberg.org/files/40646/40646-h/40646-h.htm</a></li> </ul>

Session 4	
Topics	Historical overview (IV) Spanish Medieval Art and the Renaissance
Activity	<ul style="list-style-type: none"> <li>• Lecture: The Borbon Dynasty</li> <li>• Group discussions on the impact of Bourbon reforms on Spanish culture and the arts</li> <li>• Impact of the Counter-Reformation on Spanish Art</li> <li>• Group discussions on the impact of the Counter-Reformation on Spanish art, El Greco's Paintings analysis</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• QUIZZ 8. Bourbon Spain</li> <li>• Clayton, M. (2020). History of Spain. Chapter 8 (pp. 99-107), Chapter 9 (pp. 107-115)</li> <li>• Clayton, M. (2020). History of Spain. Chapter 8 (pp. 115-128)</li> <li>• QUIZZ 9. El Greco</li> <li>• The Metropolitan Museum of Art: El Greco</li> <li>• <a href="https://resources.metmuseum.org/resources/metpublications/pdf/El_Greco_The_Metropolitan_Museum_of_Art_Bulletin_v_39_no_1_Summer_1981.pdf">https://resources.metmuseum.org/resources/metpublications/pdf/El_Greco_The_Metropolitan_Museum_of_Art_Bulletin_v_39_no_1_Summer_1981.pdf</a></li> </ul>

Session 5	
Topics	Toledo, Capital of the Kingdom The Three Ms: Madrid, Monarchy and Monastery The Legacy of Philip II
Activity	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• The Empire: Philip II "The Cautious"</li> <li>• Analysis of key artworks related to Toledo's role as the capital and Philip II's patronage, focusing on religious works and El Greco's landscapes</li> <li>• Religious works</li> <li>• Landscapes in Painting</li> <li>• Group discussions on the intersection of politics, religion, and art in the Spanish Empire, using Toledo as a case study</li> <li>• Lecture: The Monastery of El Escorial</li> <li>• Group discussion: the design and significance of El Escorial</li> </ul>



	<ul style="list-style-type: none"> <li>• Case study: El Escorial's design</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• QUIZZ 10. Symbolisms in El Greco's artistic production</li> <li>• View and Plan of Toledo (1608-1614)</li> <li>• <a href="https://core.ac.uk/download/pdf/18587235.pdf">https://core.ac.uk/download/pdf/18587235.pdf</a></li> <li>• QUIZZ 11. Madrid: El Escorial</li> <li>• Idea of the Prudent King</li> <li>• <a href="https://oa.upm.es/9847/1/Idea_of_the_Prudent_King.pdf">https://oa.upm.es/9847/1/Idea_of_the_Prudent_King.pdf</a></li> </ul>

Session 6	
Topics	New Era, Same Dynasty The Baroque Period Pagan Gods in Catholic Spain
Activity	<ul style="list-style-type: none"> <li>• Lecture: Velázquez as a Court Painter</li> <li>• Group discussions: the significance of Velázquez's portraits</li> <li>• Analysis of key works by Velázquez</li> <li>• The Baroque Period</li> <li>• Analysis and discussion of Velázquez's mythological works</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• QUIZZ 12. Velázquez and his Time</li> <li>• The Metropolitan Museum of Art: Velázquez and his Time <a href="https://resources.metmuseum.org/resources/metpublications/pdf/Velazquez.pdf">https://resources.metmuseum.org/resources/metpublications/pdf/Velazquez.pdf</a></li> <li>• QUIZZ 13. Velázquez and his Art</li> <li>• The Metropolitan Museum of Art: Velázquez and his Art <a href="https://resources.metmuseum.org/resources/metpublications/pdf/Velazquez.pdf">https://resources.metmuseum.org/resources/metpublications/pdf/Velazquez.pdf</a></li> </ul>

Session 7	
Topics	An Engaging Monarchy The 18th Century: Enlightenment and Neoclassicism The Borbon Dynasty: New Dynasty and New Tendencies in Art
Activity	<ul style="list-style-type: none"> <li>• Painting analysis: The Maids of Honor</li> <li>• Lecture: "Costumbrismo. Tthe innovative aspects of Velázquez's painting</li> <li>• Discussion on costumbrismo and its significance in Spanish art and literature</li> <li>• Field trip to the Prado Museum</li> <li>• In-site Lecture</li> <li>• Neoclassicism</li> <li>• Goya and the tapestries</li> <li>• Art as a social tool</li> <li>• Official portraits and Black Paintings</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• QUIZZ 14. The Last Portrait</li> <li>• Velázquez and the Last Portrait of Philip IV</li> <li>• <a href="https://bilbaomuseoa.eus/uploads/salas_lecturas/archivo_in-64.pdf">https://bilbaomuseoa.eus/uploads/salas_lecturas/archivo_in-64.pdf</a></li> <li>• The Secret of the Black Paintings</li> <li>• <a href="https://www.phs.poteau.k12.ok.us/williams/APAH/readings/The%20Secret%20of%20the%20Black%20Paintings.pdf">https://www.phs.poteau.k12.ok.us/williams/APAH/readings/The%20Secret%20of%20the%20Black%20Paintings.pdf</a></li> </ul>

Session 8	
Midterm Exam	
Guest Speaker: "GUNTER GALLERY" An Online Project	

Session 9	
Topics	A New Vision of the World

	An Old-fashioned Society
Activity	<ul style="list-style-type: none"> <li>• Field trip to “Colecciones Reales”</li> <li>• Lecture: The 18th Century</li> <li>• Analysis of Goya’s artworks depicting bullfighting and public festivities</li> <li>• Discussion on Goya’s underlying social commentary</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• Colecciones Reales</li> <li>• <a href="https://serviciosgr.galeriadelascoleccionesreales.es/imagenes/proyectos/personalizacion/ed0c6bff-338c-4e5f-baed-cad614671747/cms/dosier%20galer%C3%ADa%20de%20las%20colecciones%20reales%202024%20english.pdf">https://serviciosgr.galeriadelascoleccionesreales.es/imagenes/proyectos/personalizacion/ed0c6bff-338c-4e5f-baed-cad614671747/cms/dosier%20galer%C3%ADa%20de%20las%20colecciones%20reales%202024%20english.pdf</a></li> <li>• QUIZZ 15. The Bullfighting Show</li> <li>• Bullfighting Activities in Spain and its Prohibition</li> <li>• <a href="https://www.atlantis-press.com/article/25898239.pdf">https://www.atlantis-press.com/article/25898239.pdf</a></li> </ul>

Session 10	
Topics	From Napoleon to 1898 Crisis The End of the Spanish Empire Mythology, Symbols and Allegories in the Streets of Madrid
Activity	<ul style="list-style-type: none"> <li>• Lecture: 1808 – Peninsular War &amp; 1898 – Spanish American War</li> <li>• Artwork analysis of Goya’s works</li> <li>• Picture Project Presentations</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• QUIZZ 16. The Napoleonic Wars</li> <li>• The Napoleonic Wars: A watershed in Spanish history?</li> <li>• <a href="https://e-archivo.uc3m.es/rest/api/core/bitstreams/be79d0b8-676b-4999-a5eb-5da866e582ad/content">https://e-archivo.uc3m.es/rest/api/core/bitstreams/be79d0b8-676b-4999-a5eb-5da866e582ad/content</a></li> </ul>

Session 11	
Topics	New Ways of Expression New Trends in the XX Century Guernica
Activity	<ul style="list-style-type: none"> <li>• Lecture: Cubism</li> <li>• Artwork analysis of Picasso’s Cubist works</li> <li>• Discussion on Picasso</li> <li>• Spanish Civil War &amp; Paris World Fair Exhibition</li> <li>• Artwork analysis of Picasso’s “Guernica”</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• QUIZZ 17. The XX Century Art</li> <li>• Cubism: Picasso and Braque</li> <li>• <a href="https://u3aoliva.org/wp-content/uploads/2023/02/Cubism-I-Picasso-and-Braque.pdf">https://u3aoliva.org/wp-content/uploads/2023/02/Cubism-I-Picasso-and-Braque.pdf</a></li> <li>• QUIZZ 18. The Pavilion of the Spanish Republic</li> <li>• The Pavilion of the Spanish Republic, 1937</li> <li>• <a href="https://www.museoreinasofia.es/sites/default/files/salas/informacion/206_06_eng_pabellon_esp-goya-guernica.pdf">https://www.museoreinasofia.es/sites/default/files/salas/informacion/206_06_eng_pabellon_esp-goya-guernica.pdf</a></li> </ul>

Session 12	
Topics	Surrealism How to Make the Ordinary Look Extraordinary Surrealism Freud and Psychoanalysis
Activity	<ul style="list-style-type: none"> <li>• Field trip to the Reina Sofía Museum</li> <li>• Dalí</li> </ul>

	<ul style="list-style-type: none"> <li>• Artwork analysis of key Surrealist works</li> <li>• Discussion about the influence of Freud's psychoanalysis on Surrealist art</li> </ul>
Readings & Assignments	<ul style="list-style-type: none"> <li>• Dalí: I Am Surrealism</li> <li>• QUIZZ 19. Landscapes Outside of Time</li> <li>• <a href="https://www.salvador-dali.org/media/upload/pdf/dali-i-am-surrealism_163473129138.pdf">https://www.salvador-dali.org/media/upload/pdf/dali-i-am-surrealism_163473129138.pdf</a></li> <li>• QUIZZ 20. Surrealism and Revolution</li> <li>• Surrealism and Revolution</li> <li>• <a href="https://www.museoreinasofia.es/sites/default/files/salas/informacion/205_dali_logi_eng_web.pdf">https://www.museoreinasofia.es/sites/default/files/salas/informacion/205_dali_logi_eng_web.pdf</a></li> </ul>

Session 13	
Topics	Art Galleries: Dehumanized Ecosystems or the Place to Be?
Activity	<ul style="list-style-type: none"> <li>• Field trip to the Art Gallery Ponce+Robles.</li> </ul>
Readings & Assignments	

Session 14	
Final Exam Review	
Museum Oral Presentations	

Session 15	
Course Content Review	
FINAL EXAM	
Museum Oral Presentations (Continued)	

## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.