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## **SOC 379 - ANTHROPOLOGICAL PERSPECTIVES ON SPAIN (4 credits)**

### **Course Description:**

The recent changes in both Spain and Portugal are only the latest in a series of important transformations which these two countries have undergone over the past fifty years or so. In that time, they have both gone from being predominantly rural societies where the majority of the population live and work on the land to become industrial societies not unlike those of northern Europe and North America. Yet the underlying cultural heterogeneity of the peoples of the Iberian Peninsula has meant that different regions have often had very distinct reactions to the various pressures towards political, economic and social change.

To summarize, the course will examine the ethnographic diversity of the Iberian Peninsula in its regional manifestations, using a specifically anthropological approach in order to better comprehend present day Spain and Portugal.

### **Course Format:**

The course format will be a combination of lectures by the instructor introducing the themes of the course and of discussions in class of the set readings in which student involvement will be actively encouraged. As this is a 4 credit course, there is a strong emphasis on students engaging in research on the themes in the course syllabus.

### **Course Objectives:**

The goal is to provide students with an overview of the different regions of Spain from a socio-cultural anthropological point of view.

### **Course Evaluation-Grade breakup:**

There will be two examinations: the midterm will consist of two questions with essay-length answers of approximately two pages each answer and the final will consist of three questions (one of which will be a take-home question) with essay-length answers of approximately two pages each answer. There will be a choice of questions on both examinations. However, in the case that the midterm examination is a take-home examination, there will NOT be any choice of questions. Each examination will be worth 20% of the final grade.

As this is a 4 credit course, students will be asked to choose topics for TWO research projects on any one of the themes in the class syllabus and will present the results of their research in TWO PAPERS (of from 5 to 10 double-spaced typed pages) which will each be worth 20% of the final grade. The research papers must have full citations and references (styles of doing this will be explained in class). The deadline for submission of the FIRST RESEARCH PAPER will be the date and time of the MIDTERM EXAMINATION and the deadline for submission of the SECOND RESEARCH PAPER will be the date and time of the FINAL EXAMINATION. Team research is encouraged, as is the presentation of joint research papers. Students will also be asked to make brief presentations of their research results to the rest of the class. Presentations of the first research paper will take place on the scheduled due date of the midterm examination and presentations of the second research paper will take place during the last week of classes.

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|----------------------------|----------------|-------------------|
| Midterm exam: 20%          | A = 95% - 100% | C = 75% - 80%     |
| First research paper: 20%  | A- = 93% - 95% | C- = 73% - 75%    |
| Final exam: 20%            | B+ = 90% - 93% | D+ = 70% - 73%    |
| Second research paper: 20% | B = 85% - 90%  | D = 65% - 70%     |
| Class participation: 20%   | B- = 83% - 85% | D- = 63% - 65%    |
|                            | C+ = 80% - 83% | F = Less than 63% |

### Homework and Participation:

Personal participation in class will be very important and will be worth 20% of the final grade. Students will be expected to keep up with the assigned readings, so that they will be able to ask informed questions and to discuss issues intelligently in class.

Students will also be asked to prepare various short pieces of work (1 - 2 pages) on different topics set by the professor during the course of the term to be presented in class as part of their class participation. The information for these short pieces will generally easily be found on the Web.

### Suffolk-Madrid Official Absence Policy:

Students must be punctual for classes. If a student arrives late (5 minutes or more), the professor may refuse entry.

Attendance is mandatory. Any unavoidable absences must be suitably justified in writing (e.g. a doctor's note). After two unjustified absences your final grade will be lowered by one half point for each unjustified absence (i.e., from "B" to "B-").

All work missed due to absence must be made up.

### Required Text and other Readings:

COURSE TEXT: John Hooper, The New Spaniards, Penguin 2006.

COURSE READINGS: Available on "Blackboard".

A list of additional readings in Spanish and a list of additional readings in Portuguese will be made available on request to those students who are able to work in either language.

### Course Outline:

Week 1 Introduction to the course and syllabus  
Spain: A Multiple State  
Regionalism and geography  
Centrifugal and centripetal forces  
Importance of Language

Week 2 Formation of Spain – Part 1

Week 3 Formation of Spain – Part 2

Week 4 Regional Spain I: The Basques  
Readings: Hooper, pp. 231-251; Tejerina (in *Nations and Nationalism* 7-1), pp. 39-57 ; MacClancy (in Macdonald), pp. 84-97 ; Echeverria (in *Nations and Nationalism* 7-3), pp. 339-363; Ott, pp. 191-212.

Traditional Basque Society. Film: "Basques of Santazi"

- Week 5 Basque nationalism  
The rise of ETA  
Important of the Basque language
- Regional Spain II: The Catalans  
Readings: Hooper, pp. 252-264; Hansen (in Aceves and Douglass), pp. 143 - 61; Llobera (in *Social Anthropology* 6-3), pp. 331-342.
- Catalanism and the Catalan language, social stratification
- Week 6 Immigration and conflicts of identity in Catalonia
- Regional Spain III: The Castilians  
Readings: Hooper, pp. 217-230 and pp. 273-282; Brandes (in Aceves and Douglass), pp. 1 – 16; Kavanagh, pp. 125 - 136.
- Castilian society. Traditions and “egalitarianism”  
Film: “Villagers of the Sierra de Gredos”
- Week 7 Castilian rural society  
Modernization  
Emigration  
Social upheaval
- Regional Spain IV: The Galicians  
Readings: Hooper, pp. 265-272; Buechler and Buechler, pp. 35-81; Kavanagh (in Donnan and Wilson), pp. 75-87.
- The Atlantic periphery  
History and the Galician language,  
A backward economy and emigration
- Week 8 Regional Spain V: The Andalusians  
Readings: Brandes (in Ortner and Whitehead), pp. 216-39; Brandes (in Foster and Brandes), pp. 77-92; Gilmore pp. 30-55.
- Andalusia as stereotypical “Spain”  
The polarization of classes and of gender role  
Popular Religion
- Week 9 Portugal  
Readings: Pina-Cabral, pp. 82-104 and 125-154; Cole, pp. 77-107.
- The formation of Portugal  
Family, household and gender roles
- Week 10 Spanish Stereotypes  
Readings: Kaprow (in DeVita), pp.218-31; Gay y Blasco (in *The Journal of the Royal Anthropological Institute* N.S. 3-3), pp. 517-535; Gay y Blasco (in *Cambridge Anthropology* 21:2), pp. 41-57; Pitt-Rivers, pp. 1-14, Douglass (in *Journal of Mediterranean Studies* 2-1), pp. 69-79; Hooper, pp. 410-426.
- Gypsies; Bullfighting
- Week 11 Shifting attitudes towards Religion and the Church  
Reading: Hooper, pp. 91-107.
- The Church and Franco, Church and state relations

- Week 12      The Sexual Revolution and Family Values – Part 1  
Reading: Hooper, pp. 108-122.  
Pushing back the frontiers of the permissible; contraception and abortion; gays and lesbians
- Week 13      The Sexual Revolution and Family Values – Part 2  
Reading: Hooper, pp. 123-133.  
Machismo and the gender revolution, sexual equality and sexual freedom
- Week 14      The Sexual Revolution and Family Values – Part 3  
Reading: Hooper, pp. 134-144.  
Spain's divorce law; “clinging to the nest”  
Presentation of research results
- Week 15      Final Examination

**Field Trip:**

There will be a one-day class study tour (Date and time: TBA) to the area of the Gredos Mountains in the province of Ávila. We will visit a pre-Roman archeological site, walk on a two thousand year old Roman road, see some marvelous mountain scenery and visit a small mountain village, which has seemingly not changed for hundreds of years, where we will meet and talk with the villagers. A report (2-3 pages) on what was seen and learned during the trip will be submitted afterwards as part of your class participation.