

ESPAÑA: AQUÍ Y ALLÁ — AYER Y HOY

The Honors College Florida International University IDH 4007 – Spring 2026 TBD

INSTRUCTOR INFORMATION

Niurca Márquez | niumarqu@fiu.edu | (305) 348-4100

PROGRAM ASSISTANT INFORMATION

Sofia Hidalgo

COURSE DESCRIPTION

This course will engage in an interdisciplinary study of Spanish culture along two axes. First, along a spatial axis (*aquí y allá*), it will look at the ongoing transatlantic dialogue between Spain and the Americas. With an emphasis on Miami in the Spring, and four Spanish cities in the Summer, the course will focus on the many social and cultural manifestations of this relationship, asking questions such as: How have the centuries-old, intertwined histories of Spain and the New World been reflected in the modern realities of both? What impact have the religion, art, literature, and popular traditions of Spain and the Americas had on each other as they cross and re-cross the Atlantic? Specifically, how has this *mélange* manifested itself in Miami, positioned as the contemporary center of European and Latin American relations?

Along a second, temporal axis (*ayer y hoy*), the course will study the history of Spain by concentrating on four eras and four regions that are significant not only for Spain but also for its influence on the Americas. Students will reflect on the foregoing questions while exploring these past and present mutual influences. They will then spend roughly four weeks in Madrid, Sevilla, Bilbao, and Barcelona (with day trips to Toledo, El Escorial, Cordoba, Granada, Jerez de la Frontera, Montserrat, Guernica, and San Sebastian) studying Spanish culture and searching for American manifestations there.

COURSE REQUIREMENTS

Required Materials

The following required texts may be purchased in either print or e-book format. Some readings will be provided as PDFs in the class website.

Films are available at either FIU Libraries or Miami-Dade County Public Libraries.

Books

Maria Rosa Menocál, *The Ornament of the World* (Back Bay, 2008) | ISBN 9780316168717
Álvar Nuñez Cabeza de Vaca, *Chronicle of the Narvaez Expedition* (W.W. Norton, 2012) |

Barry Jordan and Rikki Morgan Tamosumas, *Contemporary Spanish Cultural Studies*, (Oxford University Press, 2000)

ISBN 9780393918151

Dan Brown, *Origin* (Doubleday, 2017) | ISBN 9780593078754

Films

Anthony Mann, *El Cid* (Allied Artists, 1961)

Mel Gibson, *Apocalypto* (Touchtone Pictures, 2006)

Roland Joffe, *The Mission* (Warner Brothers, 1986)

Miloš Forman, *Goya's Ghosts* (Warner Brothers, 2006)

Guillermo del Toro, *Pan's Labyrinth* (Esperanto Films, 2006)

Pedro Almodóvar, *Women on the Verge of a Nervous Breakdown* (Lauren Films, 1988)

Guideline for Communication

The class has a WhatsApp group. WhatsApp is the preferred method of communication with the professor and your fellow classmates.

WhatsApp is proven as the most efficient method of communication for Study Abroad. Internationally, data performs better than text. All students are required to have an international data plan while on Study Abroad.

Please ask general course questions on the WhatsApp group. Keep all chat relevant to the course.

Identify Yourself! It is of utmost importance that your professor can identify you. Please upload recognizable photos of yourself to your email, WhatsApp, and FIU Canvas.

NOTE WELL:

1) Course content features sexually explicit and/or violent artworks and texts.

2) Many Miami class meetings are off campus; students must provide their own transportation.

ATTENDANCE POLICY

In spring semester, you are allowed one absence per semester. Every additional absence will drop your final semester grade by one full letter grade. Two or more absences will result in an "F" for the semester. Classroom attendance is recorded through the FIU Check-In app. Out-of-classroom attendance will be taken via group picture during the visit.

If you miss a class, it's your responsibility to find out what was covered by contacting a classmate. If the class met off-campus, it's your responsibility to go on your own to the location the

class visited. The visit must be documented by taking a recognizable selfie on-site and posting it to the class WhatsApp group.

ASSIGNMENTS

Class Participation (10%)

Class participation is a critical component of this course. This does not mean simply speaking in class, although that is essential. Students should participate by actively following discussions and contributing to the semester-long conversation.

1. Professional behavior and active participation (questions and comments) when we have guest speakers.
2. Adherence to the **Guidelines for Class Communication**.
3. Participation in class discussions.
4. Attendance to class and class excursions.
5. Preparation for class (have materials and complete readings).
6. Concentration in class (no texting, no sleeping, and so forth).
7. Prompt submission of required information and documents to the Honors College and the

Office of Education Abroad

Place as Text (40%)

The core component of this seminar is divided between individual reflections (see below) and reports known as Place as Text (PaT), to include cities, neighborhoods, institutions and buildings. PaT reports adhere to a standard format, comprised of original photos and text, which will be distributed in class (see the Class Calendar). Each PaT must be a minimum of 500 words.

Historic Miami as Text (10%). The diversity of contemporary Miami is a result of its continuous population migration since the Spanish encountered the Tequesta in Biscayne Bay in 1513. In fact, after the Tequesta called Miami home for 2,000 years, no group has remained a majority for an extended period. Successive large migration groups include Spanish, Seminoles, Miccosukee, Bahamians, British, escaped slaves, Northern US settlers, Cubans, Haitians, Nicaraguans, Colombians, Venezuelans, and many others. Where do you place yourself in the History of Miami?

Vizcaya as Text (10%). Villa Vizcaya is the single most influential cultural structure of 20th century Miami. James Deering was the wealthiest person in Miami building the largest and most opulent structure in early twentieth century Miami. Vizcaya's Mediterranean Revival architectural style influenced the development of Coral Gables and other neighborhoods. Villa Vizcaya is where southern Europe lands in Miami. However, Vizcaya also ignores the Tequesta, Seminole, Miccosukee, and Bahamian roots and traditions of Miami. This lack of inclusivity portends the destructive relationship of Miami to its history. Villa Vizcaya, in its beauty and tragedy, embodies Miami.

Spain in Miami as Text (20%). Spain is everywhere in Miami. Find it. Look at its people, its architecture, its culture, its language, its religions, its music, its art, its public media, its theatre, its neighborhoods, its institutions. For this PaT you will not go on a tour, but will be divided into groups and tasked with planning, visiting, and discovering the place yourselves.

Reflections (50%)

The core component of this seminar is divided between reports known as Place as Text (see above) and individual reflections on various encounters, readings, and viewings. The reflections adhere to a standard format, comprised of images and text, which will be distributed in class (see the Class Calendar). Each reflection must be a minimum of 250 words.

España Encounter (10%). You have just had your first official class meeting of España study abroad in January. Why are you in this class? Are you motivated, nervous? What do you know about España? What image does España conjure in your mind? Have you been there before? What are your expectations of the program? What are you most looking forward to visiting? Why?

The Emergence of Spain (10%). We've seen how the Iberian peninsula has always been a place of exchange and of many peoples living together, from antiquity until the Reconquista. Indeed, this diversity in unity remains was of central importance for the emergence of Spain and remains a central national characteristic. What are your thoughts so far? Is there something about the character of Spain that has been indelibly marked by this? What effect do you think this had on the Spanish Americas that marked them apart from other colonial ventures?

Transatlantic Exchange (10%). When the Spanish entered the Western Hemisphere in 1492, a Grand Exchange of culture and nature occurred. That contact altered the history and natural appearance of the world in cataclysmic manner. Species from either hemisphere entered and new habitat and flourished, often displacing native species. Language, religions, culture, and social structures were radically altered. It is one of the most simultaneously enriching and destructive events in human history. What do you think of it? Miami is a city that is a product of the Transatlantic Exchange. Are you? How?

Ayer y Hoy (10%). You have now learned quite a lot about the history of modern Spain and how it affected, and was affected, by its relationship to the Americas. Reflect on some of the ideas in your readings and films. How is the Spanish past present today in Spain? What constant or repeating themes can you draw out? Which appeal to you the most? Which do not?

España Departure (10%). That's it. Spring Semester done. Next stop Madrid. Go back and read your "España Encounter" reflection. Ask yourself the same questions. What has changed for you since then?

All written work must be double-spaced, with 12-point Times New Roman font. Margins for the pages should be 1 inch on all sides and the style should conform to some standard (preferably the [*Chicago Manual of Style Links to an external site.*](#)). You may use either footnotes or endnotes. No cover page is necessary.

CLASS CALENDAR

Week 1 | España Encounter: Welcome and Introduction to Study Abroad

BEGIN READING: Menocál, *The Ornament of the World*

Week 2 | Ancient Iberia: Iberian, Celtic, Greek, Carthaginian, Roman, and German “Spains.”

DUE: España Encounter reflection **Week 3 | Catholicism**

Week 4 | “The Ornament of the World” WATCH: *El Sid*

BEGIN READING: Cabeza de Vaca, *Chronicle of the Narvaez Expedition*

Week 5 | The Emergence of Spain: Reconquista and the Conquest of the Americas DUE: The Emergence of Spain reflection

WATCH: *Apocalypto; The Mission*

Week 6 | Place as Text: Historic Miami

Week 7 | The Golden Age

DUE: Historic Miami as Text

WATCH: *Goya’s Ghosts*

Week 8 | The Empire and the Emperor: Independence Here and There

DUE: Transatlantic Exchange reflection

Week 9 | The Storms before the Storm

BEGIN READING: Hemingway, *Death in the Afternoon*

Week 10 | Place as Text: Vizcaya

Week 11 | The Spanish Civil War DUE: Vizcaya as Text

WATCH: *Pan’s Labyrinth*

Week 12 | Place as Text: Spain in Miami

BEGIN READING: Brown, *Origin*

Week 13 | Yesterday and Today

DUE: Spain in Miami as Text

WATCH: *Mujeres*

Week 14 | Final Walkabout

DUE: Ayer y Hoy reflection

Week 15 | Final Exam Week

DUE: España Departure reflection **ACADEMIC MISCONDUCT**

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FIU Honors College Plagiarism Policy: http://honors.fiu.edu/current_policy_plagiarism.html

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Note, each course may have additional policies on AI.

Honors Engagement Requirements

In The Honors College we strive to build a sense of community, the kind you get at a small liberal arts college, but with all the resources of a major public university. Our events, workshops, and activities are all designed with the purpose of enriching your life and giving you an experience that transcends mere classroom learning. We hope that you will take advantage of all these opportunities to learn and grow. Your 11-activity HC Engagement Pathway and 20 volunteer hours will be tracked using Panther Connect and Give Pulse, respectively. Make sure to login and create your profile for both systems. Don't forget to read your weekly *Next Week in Honors* newsletter for awesome opportunities! It lands in your FIU Inbox every Friday. See **Engagement** and **Community Service** for more information.

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Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

RESOURCES

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

ESPAÑA: AQUÍ Y ALLÁ — AYER Y HOY

The Honors College Florida International University IDH 4008 – Summer 2026 SPAIN

INSTRUCTOR INFORMATION

Niurca Márquez | niumarqu@fiu.edu | (305) 348-4100

PROGRAM ASSISTANT INFORMATION

TBD

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If you miss a class, it’s your responsibility to find out what was covered by contacting a classmate. If the class met off-campus, it’s your responsibility to go on your own to the location the class visited. The visit must be documented by taking a recognizable selfie on-site and posting it to the class WhatsApp group.

ASSIGNMENTS

Class Participation (20%)

As in spring, class participation is a critical component of this semester—more so, since it is your participation in all of the visits to institutions, city outings and tours, etc., that will take up the majority of your time in-country. As before:

1. Professional behavior and active participation (questions and comments) when we have guest speakers.
2. Adherence to the **Guidelines for Class Communication**.
3. Participation in class discussions.
4. Attendance to class and class excursions.
5. Concentration in class (no texting, no sleeping, and so forth).

You will have one FREE DAY in each of the four cities we will visit, with the exception of Madrid, where you will have two FREE DAYS. Apart from these days, you are expected to be ready to go at the times listed, and to stay with the group until the planned activity is completed. We will not wait for you. Failure to show up on time at the start of the day or to stay with the group during class activities will result in an absence, and thus in the loss of a full letter grade. (Consult the Attendance Policy above.)

Place as Text (40%)

The summer semester will be similarly divided between individual reflections (see below) and reports known as Place as Text (PaT), to include cities, neighborhoods, institutions and buildings. PaT reports adhere to the same standard outlined in the spring semester. Each PaT must be a minimum of 500 words.

Madrid as Text (10%). You have just arrived in España. To get your feet wet (by diving in), you will complete the following activity:

Madrid Metro Stops

You will select one metro or tram stop in Madrid (see the selection process below). During the first week of classes, you will visit that stop and reflect upon your first impressions of Spain by way of the stop. You must go above ground and walk in at least a quarter mile radius around the metro stop. This activity will provide the experience needed to complete your first Place as Text assignment.

Below are 18 suggested metro stops to choose from. No two students may select the same stop. You may explore a metro stop not listed here as long as no other student has selected that stop.

Anton Martin Banco de España Callao
Chueca
Estación de Arte Gran Vía

Lago
La Latina Lavapiés
Ópera
Plaza de España Príncipe Pío

Retiro
Santiago Bernabéu Santo Domingo Sevilla
Sol
Tirso de Molina

Selection process: In the spring, I will create a “Madrid Metro Claims” chat on WhatsApp. At a specific time, in class, the claims will open. Students will post their one metro stop pick. Students are to post only their first choice. The student that posts a metro stop first on the chat, as seen on my phone, will get that metro stop. If the metro stop a student wants is already claimed, the student must repost a new choice.

Report: What is the neighborhood that you explored like? What type of businesses or monuments are there? Restaurants? Street food? How is Madrid different from Miami? How is Madrid similar to Miami? Which social and economic issues does the neighborhood make you reflect upon? Which cultural issues engage you?

Sevilla as Text (10%). No region in Western Europe offers the opportunity to discover Medieval Islam in the manner Andalusia does. The Covivenicia of the Islamic reign was highly

unusual for Europe in this era, from 711-1492. Andalusia is where Catholicism and Islam merge, where Africa and Europe meet, and whence all ships to and from Spanish America sailed. It is also where the Roma people began to settle and create community. It is one of the most important flamenco regions of Andalucía.

Barcelona as Text (10%). Barcelona is in Catalunya. The residents speak Catalan and have a strong cultural distinction from the rest of España, particularly in the Modernisme architecture. What are your impression of this regional identity and do you see parallels in the Western Hemisphere?

Bilbao as Text (10%). Bizkaia (Vizcaya) is another region of Spain with a strong cultural distinction that goes back to antiquity and down to the very language spoken, which unlike every other regional Spanish (or, indeed, Western European) tongue is does not belong to the Indo-European, much less to the Romance tongues of the peninsula and its neighbors to the west, north and south. It is also a region that has for centuries represented resistance and worker's rights, making it one of the most targeted regions during the Franco Regime. What are your impression of this regional identity and do you see parallels in the New World?

Reflections (20%). All of this semester's reflections are tied to the day trips we will be taking and should be written in conversation with your PaT assignment as we move from region to region. You will often have a choice between one place or another to reflect on, though you can combine places from the same region in your reflection (e.g. you can write about *either* Segovia or Toledo, or *both* Segovia and Toledo).

In Madrid: Write a reflection on our day trip to Segovia, Toledo, or El Escorial.

In Andalucía: Write a reflection on our day trip to Cordova or Granada.

In Catalunya: Write a reflection on our day trip to Montserrat or Sitges.

In Bizkaia: Write a reflection on our day trip to Guernica or San Sebastian.

Each reflection must be a minimum of 250 words.

Ida y Vuelta Paper (20%). Your final paper should examine your personal journey as it relates to the academic subjects we discussed beginning in January. All residents of Miami are in some manner a product of the Grand Exchange — a part of all of us was influenced by España. Are you Spanish? Are you not Spanish? How? Provide specific examples? How have the Spanish been transformed by the Americas? Or haven't they? Where do you see your individual self in this Transatlantic Dialogue?

This paper is intended to be written *after* you are back in Miami (or wherever you call home). Take your time. Think back on the past two semesters. The paper must be a minimum of 1,000 words. It is due on the last day of the semester: **June 13, 2025.**

All written work must be double-spaced, with 12-point Times New Roman font. Margins for the pages should be 1 inch on all sides and the style should conform to some standard (preferably the [Chicago Manual of Style Links to an external site.](#)). You may use either footnotes or endnotes. No cover page is necessary.

ITINERARY

Day 1	Sunday 5/10	N/A	Arrive in Madrid Check into: <i>Livensa Living Madrid</i>
Day 2	Monday 5/11	9AM	Madrid Metro Stops assignment Museo Nacional del Prado
Day 3	Tuesday 5/12	7AM	Day trip to Toledo Guided exploration of the medieval city
Day 4	Wednesday 5/13	9AM	Museo Reina Sofia Walking lecture in El Retiro
Day 5	Thursday 5/14	7AM	Day trip to El Escorial Lecture in the Valle de los Caídos
Day 6	Friday 5/15	9AM	Palacio Walking lecture in La Latina
Day 7	Saturday 5/16		FREE DAY
Day 8	Sunday 5/17	8AM	El Rastro
Day 9	Monday 5/18	7AM	Travel by train to Cordova Guided tour of the Mezquita Travel by train to Sevilla Check into: <i>Living-Sevilla Plaza de Toros-Maestranza Santas Patronas 52, Sevilla</i>
Day 10	Tuesday 5/19	7 AM	The Alcazar Walking lecture in Barrio Sta. Cruz
Day 11	Wednesday 5/20	7AM	Walking tour of Barrio de Triana and Flamenco history of area

			Evening: Flamenco Show at La casa de la memoria
Day 12	Thursday 5/21	9AM	Day trip to Granada Visit to the Alhambra
Day 13	Friday 5/22	7AM	La Catedral Walking lecture in La Plaza de España
Day 14	Saturday 5/23	9AM	Day trip to Jerez de la Frontera
Day 15	Sunday 5/24	9 AM	FREE DAY
Day 16	Monday 5/25	9AM	Boat tour on the Guadalquivir
Day 17	Tuesday 5/26	7AM	Travel by train to Barcelona Check into: <i>Livensa Living Barcelona</i>
Day 18	Wednesday 5/27	9AM	La Sagrada Familia Parque Guëll
Day 19	Thursday 5/28	7AM	Day trip to Montserrat
Day 20	Friday 5/29	10AM	The Gothic Quarter Walking lecture in Las Ramblas
Day 21	Saturday 5/30	10AM	Day trip to Sitges
Day 22	Sunday 5/31		FREE DAY
Day 23	Monday 6/1	7AM	Travel by train to Bilbao Check into: <i>Livensa Living Bilbao Madariaga Estorbidea 58, Bilbao</i>
Day 24	Tuesday 6/2	9AM	Guggenheim
Day 25	Wednesday 6/3	7AM	Day trip to Guernica
Day 26	Thursday 6/4	10AM	Walking lecture in the Old Town
Day 27	Friday 6/5	10AM	Guided tour along La ría de Bilbao
Day 28	Saturday 6/6		FREE DAY
Day 29	Sunday 6/7	9AM	Day trip to San Sebastian

			Farewell dinner in La Concha Beach
Day 30	Monday 6/8		Depart for Miami

COURSE RESOURCES

Student Compliance

Students are responsible for complying with the laws of Spain as well as the rules of the Honors Spain Program. The Program Calendar will not change to accommodate a student's compliance. If a student fails to comply with Spanish law or Honors Spain Program rules, that student will not be able to attend class and will have an absence recorded.

Spanish Government Regulations:

European Union Regulations: <https://reopen.europa.eu/en>

U.S. Embassy Message: <https://es.usembassy.gov/message-to-u-s-citizens-requirements-for-u-s-citizens-to-enter-spain-effective-june-24-2021/>

The Honors College Study Abroad Policies: <https://honors.fiu.edu/studyabroadusa/safety/>

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