The Image of the United States in Spain: 100 Years of Myths and Stereotypes

This course attempts to offer the student a holistic vision of the image and perception of the United States as seen through the eyes of Spain. The course will first take a look at the images dating back to the 19th century, concretely, to the Spanish-American War of 1898. The second block will focus on the last years of World War I and the 1920’s, in which the United States reinforced its image as a democratic powerhouse overseas, much of this due to the Spanish public opinion of the United States (importance of President Wilson, Dawes, Roaring 20’s). The third block will focus primarily on the years of the Republic and the Civil War, opening with "The Poet in New York" by Lorca. During this decade, there was a mixture of both fascination and rejection of the U.S., particularly during the Spanish conflict due to the disparity of position between the American brigades and the Roosevelt administration. The fourth section of the course will be dedicated to the years of Franco, years in which Spanish public opinion of the U.S. alternated between Pro-American and Anti-American, depending on the circumstances (approximation of the Axis forces, favourable evolution of the war towards its allies, the United Nations rejecting Spain's entrance, signing of the Agreements of 1953, the Missile Crisis, "Palomares" Accident, and the end of the Spanish dictatorship). The course concludes with the period of transition and democratic consolidation, in which the image of the United States is linked to the support of the political transformation of Spain, the new international dimension of the country, its necessary obligations, entrance into NATO, and the revision of the bilateral treaty with the U.S.

Learning Objectives

By completing this course, students will:

- Understand the basic chronological theme and fundamental features of the history of Spain in the twentieth century as related to the development of Spain's image of the United States.
- Deconstruct the processes through which the image of the U.S. was constructed, myths were strengthened, and stereotypes fed.
- Analyze the evolution of the images of the United States in Spain throughout the twentieth century as well as the causes.
- Characterize the various images of the U.S and their relationship with each other (official image, popular, public opinion, etc.)
- Assess the role played by images in the relationship between Spain and the U.S. throughout the 20th century.
- Evaluate the image the US projects to foreign countries today.

Course Prerequisites

4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

Methods of Instruction

Course material will come from a variety of sources, including media, television, radio, as well as a bibliography of readings regarding United States and Spain. We will keep in mind the differences between official opinion (governmental), publicized opinion and public opinion (this last occurring at the end of the 1960’s with the development of the Institute of Public Opinion, and later from the Center for Sociological Investigation (CSI) documents). The entirety of the course will be taught utilizing Power Point, accompanied by a series of readings, which the student should have read prior to arriving to class. Throughout the course, movies and documentary films will also be shown (maximum 4).
Course Outline

1. **The first images of the United States at the beginning of the 20th century.**
   1. Introduction and concepts.
   2. The United States as seen from Spain: from Independence to the Monroe Doctrine.
   3. An up-and-coming powerhouse and the Cuban War.

2. **World War I and the Crazy 20’s.**
   1. Spanish visitors in America.

3. **The 1930’s and the Spanish Civil War (1936-1939)**
   1. A democracy with problems (The Great Depression)
   2. A distant democracy (the civil war)

4. **The U.S. during Franco’s reign**
   1. War, anarchy, and isolation
   2. Bilateral pacts and America as friend
   3. Consumer society and the response

5. **Spaniards and the U.S: from dictatorship to democracy**
   1. The search for new relations in a new framework
   2. Representation of NATO
   3. America-Ally; America-Enemy

**Academic Honesty**

Students are expected to act in accordance with their university and CIEE’s standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

**Linguistic Resource Center**

Students can make appointments with the Linguistic Resource Center for assistance with written papers and final project.

**Assessment and Final Grade**

1. Midterm Exam 25%
2. Final Exam 40%
3. Class Activities (in Canvas) 10%
4. Oral Presentation 15%
5. Class Participation and Assignments 10%
   TOTAL 100%

**Course Requirements**

**Midterm Exam**

Both the midterm and final exams will consist of two essay questions, in which the student will need to respond to a question, as well as to a text or image.

**Final Exam**

Both the midterm and final exams will consist of two essay questions, in which the student will need to respond to a question, as well as to a text or image.

**Class Activities (in Canvas)**

There will be 3 activities to be answered online:

1. An online test about the *Informe del Conde Aranda* (1783).
2. A short composition about the text of Cesar Molina: *Historia de un estereotipo*.
3. An online test about the film *Bienvenido Mr. Marshall* (1952).

**Oral Presentation**

A presentation will be done in class by the students about a concrete topic. Usually the reference text for these presentations are excerpts from the book: Fernando Díaz-Plaja: *Los siete pecados capitales en los Estados Unidos* (1969).
Class Participation and Assignments

Readings: There will be a minimum of 4 class readings, most of which will be done in class. Some of the readings will be assigned for homework.

Films: This course will use various audiovisual examples including (Welcome Mr. Marshall/Bienvenido Mister Marshall, 1952), and above all, Spanish documentaries such as El amigo Americano/The American Friend (History channel 2004), Hollywood contra Franco (Oriol Porta, 2008) or American documentaries (The Anti Americans, a hate-love relationship, The Center for New American Media). All this material will be available on the class platform, PBworks directly or via links.

Other material, such as advertisements, songs, etc. will also be available on the platform.

The final project will be optional, worth one extra point towards the final grade the set of criteria established by the professor is met. Both the midterm and final exams will consist of two essay questions, in which the student will need to respond to a question, as well as to a text or image.

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind.

Attendance

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class twice without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor’s note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

Course schedule is subject to change due to study tours, excursions, and local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1

Class: 1.1 Course introduction

Requirements, objectives, methodology, evaluation.

Description of content: Introduction, concepts and theories about perceptions

Readings: The U.S. as seen by Spain: from its Independence to the Monroe Doctrine (general text)

Class: 1.2 The American independence and Spain

Description of content: The Spanish intervention and the first perceptions from the 13 colonies

Reading: Reading of the text about the Monroe Doctrine

List any due: online test about the Informe del Conde de Aranda, 1783

Week 2

Class: 2.1 An up-and-coming powerhouse and the Cuban War

Description of content: The Cuban war and the Spanish-American war

Reading: propaganda cartoons and texts
Class: 2.2 The USS Maine accident, the war and the changing perceptions

Description of content: how changed the Spanish perceptions about the USA within the “disaster” of 1898

Reading: Reading of the text of general Agustín in Philippines, 1898

Week 3
Class: 3.1 Spanish visitors in the US

Description of content: Main perceptions of Spanish writers about the US

Reading: general text about Spanish writers about the US

Class: 3.2 Spanish visitors in the US -2

Description of content: Main perceptions of Spanish writers about the US

Reading: Eulalia de Borbón, Federico Valencia, Julio Camba, etc.

List any due: upload personal comments about the excerpt from Cesar Muñoz book’s Historia de un estereotipo

Week 4
Class: 4.1 American Influence and its Products

Class: 4.2 A democracy with Problems (The Great Depression)

Week 5
Class: 5.1 A democracy with Problems (The Great Depression)

Description of content: the perception of the American crisis in Spain

Class: 5.2 A distant democracy (the Spanish civil war and the US)

Description of content: the American participation in the Spanish civil war

Reading: Reading of the report from Montagu-Pollock (British diplomat in the Foreign Office in 1936) about the Spanish Civil War

Week 6
Class: 6.1 Review of contents for the exam

Class: 6.2 Midterm Exam

Week 7
Class: 7.1 War, Autarchy and Isolation

Description of content: WWII and Franco Spain

Reading: Reading of the letter from Franklin D. Roosevelt to general Franco, 1942

Class: 7.2 The bilateral pacts and America as friend

Description of content: The beginning of the Cold War, Spain and the US

Reading: Film: Welcome Mr. Marshall

List any due: online test about the film contents

Week 8
Class: 8.1 Consumer society and response
The evolution of the US-Spain relations during the 50s

Class: 8.2 Rota 'n Roll (documentary)

In this class the director of a documentary focused of the history of the Naval Station on Rota gives a speech about her work. Viewing of the documentary

**Week 9**

Class: 9.1 The search for new relations in a new framework

Last Francoism and the US

Reading: Perceptions of the US through humor magazines (*Hermano Lobo*)

Class: 9.2 The search for new relations in a new framework (II)

Representation of NATO

Reading: Reading-analysis of propaganda affiches during the referendum campaign

**Week 10**

Class: 10.1 Representation of NATO

(Reading-analysis of propaganda affiches during the referendum campaign)

Description of content: Perceptions about the US during the NATO referéndum campaign (1986)

Class: 10.2 Evolution of the perceptions about the US from Spain


**Week 11**

Class: 11.1 Oral presentations in class (I)

students (or groups of students) make presentations about topics from Fernando Diaz-Plaja book titled: *Los siete pecados capitales en los Estados Unidos* (1969)

Class: 11.2 Oral presentations in class (II)

Students (or groups of students) make presentations about topics from Fernando Diaz-Plaja book titled: *Los siete pecados capitales en los Estados Unidos* (1969)

**Week 12**

Class: 12.1 Review of the Final Exam

Class: 12.2 Final Exam

**Course Materials**

**Readings**

This course does not have a textbook. The different views of the U.S. in Spain can be found among the following series of works:

ACOSTA SÁNCHEZ, José: Crisis del franquismo y crisis del imperialismo: aproximación a la coyuntura política española, (Barcelona, Anagrama, 1976).

ALLENDESALAZAR, José Manuel: El 98 de los americanos, (Madrid, MAE, 1997, 2ºed.).

ARAQUISTÁIN, Luis: El peligro yanqui, (Madrid, Publicaciones España, 1921).


BORBÓN, Eulalia de: Cartas a Isabel II, 1893: (mi viaje a Cuba y Estados Unidos), (Barcelona, Juventud, 1949).
CHAMORRO, Eduardo y FONTES, Ignacio: Las bases norteamericanas en España, (Barcelona, Euros, 1976).
CHÁVEZ, Thomas E.: España y la independencia de los Estados Unidos, (Madrid, Taurus, 2006).
DELGADO GÓMEZ-ESCALONILLA, Lorenzo y ELIZALDO PÉREZ-GRUESO, Mª Dolores (eds.): España y los Estados Unidos en el siglo XX, (Madrid, CSIC, 2005).
GARCÍA MELERO, Luis Ángel: La Independencia de los Estados Unidos de Norteamérica a través de la prensa española ("Gaceta de Madrid" y "Mercurio histórico y político"): los precedentes (1763-1776), (Madrid, MAE, 1977).
GARCÍA MUÑOZ, César: Historia de un estereotipo. Intelectuales españoles en Estados Unidos (1885-1936), (Madrid, Langre, 2008).
GRIFFIN, James Charroll: The United States and the disruption of the Spanish Empire, 1810-1822: a study of the relations of the United States with Spain and with the rebel Spanish colonies, (New York, Octagon Books, 1974).
LOJENDIO E IRURE, Ignacio María: Desarrollo de la política exterior de los Estados Unidos, (s.l., s.e., 1944)
LÓPEZ ZAPICO, Misael Arturo: Las relaciones entre Estados Unidos y España durante la Guerra Civil y el primer
Those students interested in getting to know the image of Spain in the U.S. may consult the following works:

LAMO DE ESPINOSA, Emilio y VALDÉS, Isabel: Image of Spain in the USA, (Madrid, Fundación España- EE.UU., 1998).

NOYA, Javier; RODRÍGUEZ, Antonio y RUIZ JIMÉNEZ, Antonia María: “La imagen de España en Estados Unidos” (Real Instituto Elcano). Analiza la imagen de España en la opinión pública norteamericana, entendiendo por tal las percepciones y valoraciones del ciudadano medio, y no las de las elites. Se hace, además, breve balance de las relaciones bilaterales entre EEUU y España en la actualidad, y un recorrido por las imágenes de España en EEUU en la historia ya que ambos planos nos dan una mejor perspectiva para entender la imagen actual.

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POWELL, Philip: Árbol de odio. La Leyenda Negra y sus consecuencias en las relaciones entre EE.UU. y el mundo hispánico, (Madrid, Porrúa, 1972).

SÁNCHEZ MANTERO, Rafael: La imagen de España en América, 1898-1931, (Sevilla, CSIC, 1994).