2. COURSE DESCRIPTION

“Thinking spatially,” writes cultural geographer Doreen Massey, “means looking out beyond ourselves; it involves a recognition of others” that challenges the very notion of ‘identity’ itself. This course examines cultural, literary, and social histories of urban space in Madrid, in order to question how the city contributes to shaping identities—cross-cut by gender, sexuality, social class, ethnicity, citizenship, etc.—and in turn, how the urban milieu is negotiated by them. Students will engage in activities in Madrid that require them to map, observe, write, create, and discuss—in all, to think spatially—in order to critically question identities and the ‘self’ in relation to the urban landscape.

This course takes the contemporary city of Madrid as its point of departure, in comparison with Paris, New York, London, the suburbs, etc., and examines case studies that address the entanglements among urban spaces, politics, and identities from modern and contemporary history. The material is organized into thematic units:

I. (Dis-)Identifying with Identities: Identity politics & communities of difference today; Spatial identities & non-places; Identity politics in recent social movements

II. Questioning the Public and Private: Gender, social class, and the home in 19th c. society; Masculinity, femininity, and homosexual cultural codes in the early 20th c. public; National-Catholicism in Spain and its transgressions

III. Desirable Cities, Desiring Cities: Reclaiming the public after the Franco dictatorship; The impact of the HIV/AIDS pandemic in urban environments; Urban decay, revival, and neighborhood struggles against gentrification in defense of the ‘right to the city.’

IV. Sensing the City: The Situationist critique of contemporary urban life; Love, hate & fear in Aryan Nationalism; Digital dystopias; Solidarity in historical queer struggles.

Several classes will be held on-site in order to analyze and discuss these case studies. Students will develop Urban Lab activities over the term. Finally, students will work with the professor to develop an independent research project that analyzes a specific case study in relation to the studied material.

3. COURSE OBJECTIVES

- Students will sharpen their understanding of how identities are shaped amid specific historical, social, and political circumstances.
- Students will deepen their understanding of how practices and politics negotiate, in part, urban space.
- Students will become familiar with contemporary Spanish cultural history and current debates on gender, sexuality, and identity politics within this context.
- Students will develop their critical thinking and observation, research, and interpretation skills.
- Students will analyze and reinforce the studied material during the site visits and Urban Labs.
4. COURSE MATERIALS

Required Materials
All course readings will be available online at the Madrid At Your Fingertips Student Portal (http://madrid.accentintl.net). Mandatory films or documentaries can be watched or downloaded from the computer in the Aula de Informática.

Bibliography
5. COURSE REQUIREMENTS

Lectures & Study Visits
Class meetings will last 1.5 hours per session, divided among lectures, workshops, and discussions in which active student participation is required. Class will also meet for the following study visits:

- Week 2: Walking tour of Chueca & Gran Vía
- Week 3: Walking tour of Lavapiés & La Latina neighborhoods
- Week 4: Visit to Madrid City Hall exhibitions (CentroCentro)
- Week 5: Visit to Museo de Historia Municipal
- Week 12: Invited guest speaker / author
- Week 14: Dérive Group activity to document the urban environment

Guidelines for Written Assignments
See the Grading Rubric online used to evaluate all written work in the course. Critical thought and expression (style, grammar, and the mechanics of analytical writing) together have a bearing on the grade, as do the formatting requirements for each assignment. All assignments must meet the length requirements, be typed, double-spaced in Times New Roman 12pt, with standard 2.5cm/1-inch margins on all sides, and formatted coherently in MLA, APA, or Chicago Style for full credit. Images must appear separately at the end of the paper—not embedded within the text, as they do not count towards length. Students are expected to attend class to submit assignments on the dates they are due; late submissions will not be graded for credit unless excused by university attendance policy.

Urban Labs
Students will undertake Urban Labs over the course of the semester, which require students to observe and engage with urban spaces in Madrid, and then to submit a written report on their findings (deadlines listed below). Written reports will range from 2-3 pages, following the formatting guidelines. The instructions for the Labs, as well as the guided reflection questions for the written report, will be posted online. The Midterm and Final Exams will expect that students have completed the assigned labs.

Individual Research Paper
In week 13 (due date listed below), students will submit an original, individual research paper that analyzes a specific aspect of the intersections between “space” and “identity”, supported by a bibliography of the assigned readings and other scholarly sources (journal articles, book chapters, video documentaries, etc.). Students will workshop their ideas, approach, and focus of the research paper in Week 8. Papers must be 8-10 pages long, demonstrate the student’s mastery of the material and analytical skills, and follow the guidelines outlined above for full credit. The paper must include a bibliography that cites all primary and secondary sources in the paper with a minimum of five scholarly sources. An outstanding research paper demonstrates a thorough knowledge of the chosen topic and background research, a clearly defined idea, and a well-written exposition and analysis.

Midterm Exam and Final Exam
The midterm and final exams aim to evaluate comprehension of the assigned readings, site visits, and class discussions, as well as critical analysis. The midterm will cover the assigned material up to the exam date, but the final exam is comprehensive and covers the entire term. Both exams will consist of concept definition and short essay type questions, which will require students to demonstrate their mastery of specific terms, concepts, and cultural/historical information as well as synthesize their ideas on specific topics related to course.

Class Participation and Attendance
Attendance and active participation are required. Students are held accountable for the assigned readings every class and are expected to participate actively in class discussions and group workshops.

6. EVALUATION & GRADING CRITERIA

The course will be graded on a 100-point scale, and the final grade will be determined as follows:

- Urban Labs (1&2) 20%
- Midterm Exam 20%
- Final Exam 25%
- Individual Research Paper 25%
- Class Participation & Attendance 10%
7. ATTENDANCE POLICY

Both UCEAP and ACCENT administration consider attendance and punctuality at all classes mandatory. All UCEAP courses abroad operate under an attendance policy created by the UC Faculty Advisory Committee that oversees the program. The attendance policy stipulates that:

- The class register is the official record of student attendance. It is the student’s responsibility to sign the attendance register personally at the beginning of class with her/his full name (no initials). Students are forbidden from signing in for anyone else or altering the register in any way.
- If a student misses any portion of a class, she or he may be marked as absent or late, upon the faculty member’s discretion. Three tardies automatically convert to an absence. Students must attend the section enrolled in; attendance in another section of the same class does not count for attendance purposes.
- Students are allowed a total of three absences during the program. Each absence beyond the limit will result in a deduction of 3% points from the student’s raw total.
- An absence occurring on a day a quiz or exam is scheduled or an assignment is due will result in a zero for that quiz/exam or assignment. Make-ups are permitted on a case-by-case basis for medical reasons and/or unavoidable emergencies. Pertinent documentation must be provided.
- No guests are allowed in any UCEAP courses or site visits.

8. CLASS ETIQUETTE

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As a participant on the UCEAP Fall Semester Program in Madrid, you are subject to student conduct policies of UCEAP and ACCENT. Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials. Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

In addition to the one-on-one office hour, students may communicate with professors via e-mail. E-mail interaction should be serious and professional, so students should always address professors appropriately, be clear and concise, and allow up to 24 hours for a response (excluding weekends and holidays). For more information, please consult the UCEAP Student Conduct and Discipline Policy at http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf.

9. ACADEMIC INTEGRITY

Students should remember that they are still subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

This means that all academic work—research papers, exams, and/or other assignments—will be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action. For more information, please consult UCEAP Academic Conduct Policy at http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf.

10. STUDENTS WITH DISABILITIES

UCEAP and ACCENT are committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirement should present appropriate verification from the campus Disability Student Office to UCEAP advisors during the application process, and should contact ACCENT Madrid Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be made prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private. For more information, please consult UCEAP Official website at http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx.
11. Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Contents &amp; Readings</th>
<th>Coursework &amp; Study Visits</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td><strong>Introduction. On Space &amp; Identity</strong>&lt;br&gt;Hooper, “Machismo Meltdown”&lt;br&gt;Recommended: <em>Stanford Encyclopedia</em>, “Identity Politics”</td>
<td>• In Hooper, what laws and social changes have been brought about re: gender equality and sexuality in Spain’s history of democracy since the Transition era (1975 to present)?&lt;br&gt;• Define: <em>Identity politics, LGBT, Queer, New Social Movements (NSM), Intersectionality</em>&lt;br&gt;• What are some challenges and criticisms of political claims in identity politics? In what ways have identity politics been deployed as modes of organizing the struggles for equal rights in NSMs?</td>
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<td><strong>WEEK 1</strong></td>
<td><strong>Communities of Difference: Reading the Marais (Paris)</strong>&lt;br&gt;Caron, “My Father &amp; I”&lt;br&gt;In-class workshop 1: Low, “Theorizing the City”</td>
<td>• In Caron, in what ways do the father and son read the same city space differently? What informs their individual readings? Also, what is implied by Caron’s statement that this difference is capable of forming a ‘community of dis-identification’?&lt;br&gt;• In Low, define the following ways of thinking about cities:&lt;br&gt;  - Ethnic, Divided, Gendered, Contested&lt;br&gt;  - De-industrialized, Global, Informational&lt;br&gt;  - Modernist, Postmodernist, Fortress&lt;br&gt;  - Sacred, Traditional Cities</td>
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<td><strong>WEEK 2</strong></td>
<td><strong>Chueca (Madrid) and the Politics of Pride</strong>&lt;br&gt;Shangay Lily, <em>Adiós, Chueca</em> (selections)&lt;br&gt;Recommended: <em>Vilaseca, “The TriBall Case”</em></td>
<td>• In Shangay Lily, in what ways is the Chueca neighborhood the product of the “pink euro” and gentrification? What identities are excluded from this model?&lt;br&gt;• In what ways has Chueca undergone social and economic transformations to earn the regard of a ‘gay district’? How are these transformations related to public visibility (in space) and the political history of 20th c. Spain?</td>
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<td><strong>WEEK 2</strong></td>
<td><strong>Cultural Practices of Gender &amp; Sexuality</strong>&lt;br&gt;In-class workshop 2: Literature Review&lt;br&gt;  - <em>National Geographic</em> spec. issue on Gender&lt;br&gt;  - Mira, “Laws of silence: Homosexual identity &amp; visibility”&lt;br&gt;  - Robbins, <em>Crossing Through Chueca</em> (selections)&lt;br&gt;  - Butler, “Imitation and Gender Insubordination” (in Rivkin &amp; Ryan, eds.)</td>
<td>• What is ‘queer’? In what ways are ‘identities’ shifting social and cultural constructs? Why is the term ‘normal behavior’ problematic?&lt;br&gt;• In Mira, what problems arise when defining the LGBTQ community in Spain, in difference to the US/UK/Australian model?&lt;br&gt;• In Robbins, how is Chueca, paradoxically, exclusive to certain LGBTQ identities? Define these excluded subjects: what role does their (in-)visibility play in public space?&lt;br&gt;• Explain Butler’s thesis on gender as performance. Give an example of how gender roles are acquired.</td>
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<td>WEEK 3</td>
<td>Urban Social Movements Today</td>
<td>Walking Tour of La Latina / Lavapiés</td>
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<td>Snyder, <em>Poetics of Opposition in Contemporary Spain</em>, pp. 69-108</td>
<td>• Define: 15M, <em>Queering the commons</em>, <em>Minoritarian politics, Right to the city</em>. What are the identity politics of recent social movements in Spain, in the wake of the global crisis?</td>
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<td><em>Non-Places: Spaces without Identity?</em></td>
<td>• How have Madrid neighborhood associations organized in defense of the ‘right to the city’? In what ways is the re-appropriation of public spaces deployed as a tool for activist movements today?</td>
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<td>Augé, <em>Non-Places</em> (Prologue)</td>
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<td>Augé, “Solitudes: In the Metro”</td>
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<td>WEEK 3</td>
<td>Non-Places: Spaces without Identity?</td>
<td>For Augé, what features define ‘non-places’ proliferating in advanced capitalism? What behaviors define the “social contract” of public transport and other transitory ‘non-places’?</td>
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<td><em>Gendered Spaces Today</em></td>
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<td><em>In-class workshop 3: Literature Review</em></td>
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<td>• Bridge &amp; Watson, “City Publics”</td>
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<td>• Duncan, “Renegotiating Gender &amp; Sexuality in Public and Private Space”</td>
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<td>• Hubbard &amp; Sanders, “Making Space for Sex Work”</td>
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<td>• Montero &amp; Brookbank, “Gender &amp; Sexuality” (in Graham &amp; Labanyi, eds.)</td>
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<td>WEEK 4</td>
<td>Historical Memory of State Repression</td>
<td>Visit to Exhibitions at Madrid City Hall</td>
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<td>Pérez-Sánchez, “Franco’s Spain and the Self-Loathing Homosexual Model”</td>
<td>• What forms of repression and persecution did LGBTQ persons endure under the dictatorship? What are the obstacles to keeping this historical memory alive today?</td>
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<td><em>Law of Vagrants</em> (1954) &amp; <em>Social Dangers and Rehabilitation Act</em> (1970)</td>
<td>• In Pérez-Sánchez, how did the Franco Regime’s conception of homosexuality operate within a strict understanding of the ‘heterosexual norm’?</td>
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<td>WEEK 5</td>
<td>Lady of the House, Woman of the Street: Gender, Social Class, and 19th c. Home</td>
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<td>Aguado &amp; Ramos, “Relations and experiences of gender”</td>
<td>• In Aguado &amp; Ramos, how were modern notions of the public and private defined along gender &amp; class lines in 19th c. Spain?</td>
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<td>• Also, what role does gender play in the organization of 19th c. domestic space for the bourgeois home vs. the working-class corral?</td>
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<td>WEEK 5</td>
<td>Madrid’s History in the Arts, Maps &amp; Urban Planning</td>
<td>Visit to Museo Municipal de Madrid</td>
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<td>Fraser, “Narrating the Organic City”</td>
<td>• In Fraser, how has the metaphor of the “organic city” been used historically among urban planners? And in what ways does literature contest this metaphor?</td>
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| WEEK 6 | ‘Los modernos’: Masculinity and Femininity in Early 20th c. Cities  
Chauncey, “Forging a Gay World in the Streets” in 1910s & 20s New York  
- In Chauncey, what cultural codes were formed around same-sex relations in the early 20th c.? In what ways are the boundaries between the public and private unclear in these relations?  
- Describe the visible signs of the ‘mujer moderna’ and the ‘hombre moderno’ in early 20th c. Spain, and their differences from the late 19th c. What relationship do these codes have to masculinity and femininity? And to practices in the public vs. the private?  
| WEEK 6 | The Street and the Closet: Lorca & Bachelors in New York (1920s)  
Lorca: selection from Poeta en Nueva York & El Público  
- In what ways are the public and private spheres related to violence and sexuality in the assigned selections from Lorca?  
| WEEK 7 | MIDTERM EXAM  
| WEEK 8 | National Identities and Their Transgressions under Dictatorship (1939-1975)  
Martín Gaite, “The Legacy of José Antonio”  
- In Martín Gaite, in what ways did the Sección Femenina and the Franco dictatorship attempt to mold and enforce an ‘ideal’ gender role for women? Describe this role.  
- Students are expected to attend class prepared to workshop the focus and approach of final paper.  
| WEEK 8 | National Identities (cont.)  
González, “Dying for the Nation”  
Sedgwick, “Between Men”  
- In González, how did fascism in Spain uphold an ‘ideal’ masculinity? Describe the paradoxical features of this role.  
- What is a ‘homosocial’ bond, in Sedgwick? Describe the relevance of this bond between men in the Nationalist imaginary.  
| WEEK 9 | Reclaiming the Public after the Dictatorship: La Movida (1977 - 87)  
Wert, “Calle Libertad”  
Alaska y los Pegamoides, “Horror en el Hipermercado”  
- Describe the new practices of youth in 1980s Spain that aimed to reclaim public space after dictatorship. How were these practices tied to the sexual politics of the Movida?  
| WEEK 9 | Reclaiming the Public (cont.)  
Allinson, “Construction of Youth in 1980s Spain”  
*Videos: Ocaña*  
| WEEK 10 | FALL BREAK & National Holiday: All Saints’ Day  
No classes will be held this week  
| WEEK 11 | HIV/AIDS Epidemic in the City  
*In-class Workshop 4: Literature Review*  
- Allbritton, “It Came from California: The AIDS Origin Story in Spain”  
- Fernández de Alba, “Party to the People: Heroin and the ‘Lost’ Generation”  
- In Allbritton, how do official narratives concerning the HIV/AIDS epidemic contribute to embodying the disease? How was the sick body “discursivized” in the news media amid the 1980s health crisis?  

III. Desirable Cities, Desiring Cities

- In Allbritton, how do official narratives concerning the HIV/AIDS epidemic contribute to embodying the disease? How was the sick body “discursivized” in the news media amid the 1980s health crisis?  

Sample syllabus. Final syllabi will be available on-site.
| WEEK 11 | Love, Hate & Fear: Aryan Nationalism  
Ahmed, “Affective Economies” | • In Ahmed, what roles do the emotions play in forging bonds among subjects against “others”?  
And in white nationalist movements?  
• Students are expected to develop questions in preparation for the guest speaker next session. |
| WEEK 12 | Recent Neighborhood Struggles against Gentrification  
Feinberg & Larson, “Cultivating the Square” | Guest Speaker  
• For Feinberg & Larson, what roles do ‘trash’ & ‘recycling’ play in Madrid’s neighborhood struggles to reclaim public spaces? |
| WEEK 12 | Digital Dystopias  
*Black Mirror* (TV), “White Bear” (Episode 2.2) | • Explore the relationships between spectacle/simulacra, space, and digital media in the episode. How are crime & punishment capitalized upon for profit? And in what ways is this digital dystopia a critique the present? |

### IV. Sensing the City

| WEEK 13 | What Can We Learn from Stonewall?  
Rivera & Johnson, *STAR Street Transvestite Action Revolutionaries* (selections) | Final Research Paper Due  
• Students must choose an example from the assigned reading that illustrates one of the theoretical points or concept definitions re: identity & space over the term. |
| WEEK 13 | The Situationist Critique (1960s)  
Constant, “A Different City for a Different Life”  
McDonough, “situationist Space” | • Define: *Situationism, detournement.* What was the Situationist critique of urban development in the 1950s and 60s? For the Situationists, how can ‘desire’ be restored collectively to the urban landscape? |

**Double session**

| WEEK 14 | Dérive activity | No class  
**Double session held on previous class meeting** |

| WEEK 15 | The Situationist Critique today  
*In-class workshop: Dérive activity discussion questions* | Exam Review  
• Students are expected to compile their documentation for discussion of the Dérive activity (Part I. Group discussion questions). |

| WEEK 15 | National Holiday: Dia de la Constitución (Constitution Day) | No class today. Students are to complete Part II of the Dérive activity (instructions appear beneath the discussion questions) in place of the regular class session. |

| WEEK 16 | FINAL EXAM |  
Sample syllabus. Final syllabi will be available on-site. |