



## CIEE Barcelona, Spain

<b>Course title:</b>	Spain Today: Politics and Society (Spanish)
<b>Course code:</b>	POLI 3002 BASP (SPAN)
<b>Programs offering course:</b>	Business and Culture, Economics and Culture, Global Architecture and Design, Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### Course Description

This course presents an all-encompassing introduction to the transformation that the Spanish political system experienced after the demise of Francisco Franco, who ruled over Spain as dictator from 1939 to 1975. The Spanish transition to Democracy is often regarded as an example to be followed by those countries under similar circumstances. But it should not be forgotten that the Spanish society was also experiencing a profound transformation since the 1960s as a result of the success of the new economic policies implemented by Francoist bureaucrats. Nevertheless, the first apparent successes of the Spanish democratization process began to show weaknesses after the global economic crisis of 2008, leading the country's institutions to several internal crises, such as the link between the Crown of Spain and corruption, the lack of accountability of Spanish leaders, the rise of a new far-right party (VOX), and the expansion of Catalan independentist feelings since 2010. Students of this course will be confronted with the transformation of Spain from a developing country to a fully modernized society facing 21st century issues such as multiculturalism, nationless States, and the role of women in politics and society.

### Learning Objectives

By completing this course, students will:

- Compare other European political systems to the Spanish one and assess their most prominent differences.
- Evaluate the multi-national nature of the Spanish identity and distinguish the most important issues at stake related to this matter.
- Examine the challenges that the Spanish democracy needs to overcome in order to survive as a modern Western democracy.
- Design a comparative model of the level of corruption in Spain and other advanced democracies.

### Course Prerequisites

4 semesters of college-level Spanish (or equivalent).

### Methods of Instruction

During the first half of the course, most of the sessions will consist of lectures given by the professor using a PowerPoint. This dynamic will change after the midterm exam. One movie will be watched, and students will use the contents of the film to hold a discussion on the ideas expressed in the movie. Two sessions will be spent reading academic articles and discussing the different ways in which the authors understood the same topics and the same changes. Students will write a paper on the reading. Students will also have to give a presentation on a document assigned by the professor at the beginning of the course. The presentation will not be longer than 20 minutes and the students can use PowerPoint, Prezi or equivalent.

### Assessment and Final Grade

1.	Midterm Exam	25%
2.	Final Exam	25%
3.	Document Analysis	20%
4.	Documentary	10%
5.	Final Activity	5%
6.	Class Participation	15%

## **Course Requirements**

### **Midterm Exam**

This exam evaluates the first half of the semester in which students were exposed to the basic elements of the semester as well as they will be instructed in some of the major topics of the subject. Hence, this exam will be based on both, class notes and the handout provided by the professor during the first weeks of the semester (available in digital format). Forty multiple-choice questions will be provided with five optional answers each (a, b, c, d, e), being only one of them the right answer.

Besides, there will be two questions to be answered in a limited space (5-7 lines) by the student. The two questions will be based on the readings (used as manual) assigned and provided by the professor.

Rules for the Exams (both midterm and final)

- No class notes allowed during exams.
- If students are caught cheating, the grade given for the semester will be 0.
- Answer the exams using pens, not pencils.
- Students will have 50 minutes per exam.
- The group will be divided into two groups to take exams.

### **Final Exam**

The final exam will consist of 6 brief questions. Four of them will be based upon the books and the readings used in class, representing each one of these questions a 5%. Two other question will be based upon the movies watched in class, representing each one of these questions 2.5%.

The answers must be given in the space provided by the professor. None of the questions will represent more than half a page, the ideal space will be 4 or 5 lines each.

### **Document Analysis**

During the semester two documentaries will be watch and discussed in class. As well as the documentaries four days will be spent discussing readings that students will read at home and focus specially on the questions provided by the professor before the reading or movie. During the first three weeks of the semester students will sign up for one of the readings or documentaries and they will be responsible for the questions asked that day. In group of five, the students will have to work on the specific material and be able to answer any of the five questions asked by the professor.

The session will be structured around the questions. The professor will ask one question to each of the students using an aleatory mechanism, so all the members should be able to answer any of the questions. This answer will be the source of information to study for the final exam. All the other students, the ones who are not members of the group, should read all the texts since the sessions will be structured around the ideas and the main topics exposed in the text or movie. Showing respect to the work of others is a key feature in these sessions. If students who are not answering any of the questions show any disrespect towards the work of others or don't pay proper attention to the discussion will be penalized in the Participation section.

### **Documentary**

Two documentaries will be watched in class during the semester. Once the documentaries are watched and discussed, students will be asked to answer two questions to evaluate the attention and interest paid during this activity. Each activity will be worth 5%. The questions asked about the documentaries will also be relevant for the midterm or final exam.

### **Final Activity**

The last day of class there will be an activity based upon a movie or short reading. The student will have to answer a couple of questions in order to have this final 5%.

### **Class Participation**

In some sessions, attendance and participation is required. For example, the evaluation days with tests or the final exam are mandatory for obvious reasons, but also the sessions based upon readings or documentaries. These sessions will offer the chance to students to participate in debates and discussions, so attendance is basic to get a grade. In addition to that, it is crucial for students to respect their classmates work, so it'll be of

special importance to properly behave during the group sessions and to participate in the debate derived from those presentations. For this reason, it is of an utmost importance to participate and cooperate in the development of the "managed sessions". Specially for those students assigned leadership among the audience. Every time that a student is caught doing one of the following activities this grade will be reduced in 3 points:

- Drinking coffee or tea in class
- Using the phone, tablet or computer
- Falling asleep
- Arriving late or leaving early
- Making the learning process complicated for other students

It is totally forbidden to take pictures in class. All the slides will be posted online but also, we must respect the privacy of both, the professor and the students.

### **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **Weekly Schedule**

#### **Week 1**

Class: 1.1 Orientation Week

Course description.

Introduction and Syllabus. Planning the semester.

Class: 1.2 Spanish Geography

Introduction to Spanish Geography and Peoples

#### **Week 2**

Class: 2.1 20th Century Spain

The goal of this session is to expose how the lack of civic culture in Spain traditionally divided the country in two confrontational blocks.

Juliá, Santos et alii. *La España del siglo XX*. Marcial Pons Historia. Madrid. 2007. [Pp.694-704].

Class: 2.2 The Transition and the Democratic Institutions

Monarchy, Two Chambers, Autonomies, President or Prime Minister, Courts of Justice... These are some of the newly created institutions that shaped the Spanish Democracy since 1975.

Ministerio de la Presidencia. *España hoy 2014*. Madrid. 2015. [Pp.60-66]

**Week 3**

Class: 3.1 The Transition and the Democratic Institutions

Monarchy, Two Chambers, Autonomies, President or Prime Minister, Courts of Justice... These are some of the newly created institutions that shaped the Spanish Democracy since 1975.

Ministerio de la Presidencia. *España hoy 2014*. Madrid. 2015. [Pp.60-66]

Class: 3.2 Political Parties and Media in Spain (1978-2007)

The Spanish political system is built around two main political parties but since 2011 two new parties are arising and the balance of power in Spain is shifting. Ministerio de la Presidencia. *España hoy 2014*. Madrid. 2015. [Pp.122-131]

**Week 4**

Class: 4.1 Political Parties and Media in Spain (2007-today)

The Spanish political system is built around two main political parties but since 2011 two new parties are arising and the balance of power in Spain is shifting. Ministerio de la Presidencia. *España hoy 2014*. Madrid. 2015. [Pp.122-131]

Class: 4.2 Political Parties and Media in Catalonia and the Basque Country (1931-today)

The role played by Basque and Catalan Nationalists in Madrid is of great importance to swing governments in Spain. We will study the importance of these parties and the place they occupy in the political spectrum.

Ministerio de la Presidencia. *España hoy 2014*. Madrid. 2015. [Pp.66-72]

**Week 5**

Class: 5.1 Political Parties and Media in Catalonia and the Basque Country (1931-today)

The role played by Basque and Catalan Nationalists in Madrid is of great importance to swing governments in Spain. We will study the importance of these parties and the place they occupy in the political spectrum.

Ministerio de la Presidencia. *España hoy 2014*. Madrid. 2015. [Pp.66-72]

Class: 5.2 Adolfo Suárez, 1977-1981

This is one of the architects of the Spanish democratic system and studying him will shed some light on the construction of the pros and the cons of the Spanish political System today.

CIDOB. *Adolfo Suárez González*. 2017. [pp.1-9]

[[https://www.cidob.org/biografias\\_lideres\\_politicos/europa/espana/adolfo\\_suarez\\_gonzalez](https://www.cidob.org/biografias_lideres_politicos/europa/espana/adolfo_suarez_gonzalez)]

Students will be explaining the text and the professor guiding.

**Week 6**

Class: 6.1 Adolfo Suárez, 1977-1981

This is one of the architects of the Spanish democratic system and studying him will shed some light on the construction of the pros and the cons of the Spanish political System today.

CIDOB. *Adolfo Suárez González*. 2017. [pp.10-18]

[[https://www.cidob.org/biografias\\_lideres\\_politicos/europa/espana/adolfo\\_suarez\\_gonzalez](https://www.cidob.org/biografias_lideres_politicos/europa/espana/adolfo_suarez_gonzalez)]

Students will be explaining the text and the professor guiding.

Class: 6.2 MIDTERM EXAM

### **Week 7**

Class: 7.1 DOCUMENTARY

Steal from a Thief

Class: 7.2 DOCUMENTARY AND TEST

Steal from a Thief

Questionnaire at the end of the Session.

### **Week 8**

Class: 8.1 Felipe González Márquez, 1982-1996

After over 40 years of conservative governments the Socialists took office to modernize Spain.

CIDOB. *Felipe González*. 2018. [pp. 1-15]

[[https://www.cidob.org/biografias\\_lideres\\_politicos/europa/espana/felipe\\_gonzalez\\_marquez](https://www.cidob.org/biografias_lideres_politicos/europa/espana/felipe_gonzalez_marquez)]

Students will be explaining the text and the professor guiding.

Class: 8.2 Felipe González Márquez, 1982-1996

Corruption posed an enormous threat to the Socialists image since many cases began to be aired.

CIDOB. *Felipe González*. 2018. [pp. 15-28]

[[https://www.cidob.org/biografias\\_lideres\\_politicos/europa/espana/felipe\\_gonzalez\\_marquez](https://www.cidob.org/biografias_lideres_politicos/europa/espana/felipe_gonzalez_marquez)]

Students will be explaining the text and the professor guiding.

### **Week 9**

Class: 9.1 José María Aznar, 1996-2004

The newly reformed conservatives won the elections in 1996 with a hung parliament and the need for Nationalist support softened some of the policies of the PP.

CIDOB. *José María Aznar*. 2017. [pp.1-13]

[[https://www.cidob.org/biografias\\_lideres\\_politicos/europa/espana/jose\\_maria\\_aznar\\_lopez](https://www.cidob.org/biografias_lideres_politicos/europa/espana/jose_maria_aznar_lopez)]

Students will be explaining the text and the professor guiding.

Class: 9.2 José María Aznar, 1996-2004

The Absolute Majority in the year 2000 radicalized some of the policies of the PP.

Besides, the policies towards George Bush since the year 2002 polarized the Spanish public opinion.

CIDOB. *José María Aznar*. 2017. [pp.13-25]

[[https://www.cidob.org/biografias\\_lideres\\_politicos/europa/espana/jose\\_maria\\_aznar\\_lopez](https://www.cidob.org/biografias_lideres_politicos/europa/espana/jose_maria_aznar_lopez)]

Students will be explaining the text and the professor guiding.

## **Week 10**

Class: 10.1 José Luis Rodríguez Zapatero, 2004-2011

This socialist leader called himself a Republican and tried to lead a second transition with uneven results.

CIDOB. *José Luis Rodríguez Zapatero*. 2017 [pp. 1-15]

[[https://www.cidob.org/biografias\\_lideres\\_politicos/europa/espana/jose\\_luis\\_rodriguez\\_zapatero](https://www.cidob.org/biografias_lideres_politicos/europa/espana/jose_luis_rodriguez_zapatero)]

Students will be explaining the text and the professor guiding.

Class: 10.2 José Luis Rodríguez Zapatero, 2004-2011

The Collapse of Zapatero's presidency came with the economic crisis and the poor management made by his party.

CIDOB. *José Luis Rodríguez Zapatero*. 2017 [pp. 15-29]

[[https://www.cidob.org/biografias\\_lideres\\_politicos/europa/espana/jose\\_luis\\_rodriguez\\_zapatero](https://www.cidob.org/biografias_lideres_politicos/europa/espana/jose_luis_rodriguez_zapatero)]

Students will be explaining the text and the professor guiding.

## **Week 11**

Class: 11.1 Mariano Rajoy, 2011-2018

Rajoy won the elections promising to reduce unemployment and to bring back prosperity. The Catalan Question derailed provoking the worst constitutional crisis since 1978.

CIDOB. Mariano Rajoy Brey. [pp. 1-22]

[[https://www.cidob.org/biografias\\_lideres\\_politicos/europa/espana/mariano\\_rajoy\\_brey](https://www.cidob.org/biografias_lideres_politicos/europa/espana/mariano_rajoy_brey)] Students will be explaining the text and the professor guiding.

Class: 11.2 DOCUMENTARY

El lobo

Class: 11.2 DOCUMENTARY

El lobo

## **Week 12**

Class: 12.1 DOCUMENTARY

El lobo

Questionnaire at the end of the Session.

Class: 12.2 FINAL EXAM

## **Week 13**

Class: 13.1 FINAL ACTIVITY

Activity to close the semester based upon a short movie

## **Course Materials**

### **Readings**

AAVV. *España hoy*. Ministerio de la Presidencia: Madrid, 2014.

AAVV. *Historia Contemporánea de España*. Volumen 2. 1931-2017. Taurus. Barcelona. 2017.

Barberà, Oscar; Astrid Barrio; Juan Rodríguez. *Cambios políticos y evolución de los partidos en Cataluña (1995-2007)*. WP núm. 277. Institut de Ciències Polítiques i Socials Barcelona, 2009.

Barrio, Astrid. *Convergència i Unió, del nacionalismo moderado al secesionismo: cambio de posición de los partidos nacionalistas y sistema de gobierno multinivel*. WP núm. 330. Institut de Ciències Polítiques i Socials Barcelona, 2014.

Barrio, Astrid; Rodríguez Teruel, Juan; Baras, Monsterrat; Barberà, Òscar. *Partidos de ámbito no estatal y gobernabilidad multinivel: el caso de España (1977-2008)*. WP núm. 291. Institut de Ciències Polítiques i Socials Barcelona, 2010.

Casals, Xavier. *¿Por qué los obreros apoyan a la ultraderecha? Diez reflexiones para elaborar una respuesta*. Universitat Ramon Llull WP núm. 341. Institut de Ciències Polítiques i Socials Barcelona, 2015

González Enríquez, Carmen. *La excepción española: el fracaso de los grupos de derecha populista pese al paro, la desigualdad y la inmigración*. DT 7/2017 - 8/6/2017.

[http://www.realinstitutoelcano.org/wps/portal/rielcano\\_es/contenido?WCM\\_GLOBAL\\_CONTEXT=/elcano/elcano\\_es/zonas\\_es/dt7-2017-gonzalez-enriquez-excepcion-espanola-fracaso-grupos-derecha-populista](http://www.realinstitutoelcano.org/wps/portal/rielcano_es/contenido?WCM_GLOBAL_CONTEXT=/elcano/elcano_es/zonas_es/dt7-2017-gonzalez-enriquez-excepcion-espanola-fracaso-grupos-derecha-populista)

Juliá, Santos et alii. *La España del siglo XX*. Marcial Pons Historia. Madrid. 2007.

Juliá, Santos & Martorell, Miguel. *Manual de Historia Política y Social de España, 1808-2011*. RBA Libros. Barcelona. 2014.

Marcet, Joan. *La derecha en España: una aproximación histórica*. ICPS (Universitat Autònoma de Barcelona) WP núm. 306. Institut de Ciències Polítiques i Socials Barcelona, 2012.

Powell, Charles. *La larga marcha hacia Europa: España y la Comunidad Europea, 1957-1986*. Real Instituto Elcano. Madrid. 2014.

Rama, José. *Crisis económica y sistema de partidos. Síntomas de cambio político en España*. Universidad Autónoma de Madrid WP núm. 344. Institut de Ciències Polítiques i Socials Barcelona, 2016.

Reinares, Fernando y García-Calvo, Carola. *Actividad yihadista en España, 2013-2017: de la Operación Cesto en Ceuta a los atentados en Cataluña*. Documento de trabajo 13/2017 - 14 de noviembre de 2017.

<http://www.realinstitutoelcano.org/wps/wcm/connect/c47ba74f-38ee-4ed8-999f-8b99bd518d36/DT13-2017-Reinares-GarciaCalvo-Actividad-yihadista-en-Espana-2013-2017-Operacion-Cesto-Ceuta-atentados-Catalunya.pdf?MOD=AJPERES&CACHEID=c47ba74f-38ee-4ed8-999f-8b99bd518d36>

Rivas Leone, José Antonio. *Calidad de la democracia y desarrollo democrático*. Universidad de Los Andes (Mérida, Venezuela) WP núm. 335. Institut de Ciències Polítiques i Socials Barcelona, 2015