



SAINT LOUIS
UNIVERSITY

POLS-293 SPAIN IN THE WORLD SUMMER 2013

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Mobile phones are not allowed in the class and laptops can only be used when you need to search for information related to the course

COURSE INTRODUCTION

This course examines the evolution of contemporary politics in Spain from the period of the Franco dictatorship through the democratic transition of the 1970s and up until the present day. The course structure is organized chronologically and covers over 70 years of Spanish political history. Special attention will be paid to the democratic transition of the 1970s and Spain's external relations.

OBJECTIVES

After successfully completing this course, students will be aware of the evolution of contemporary Spanish politics, the transition from dictatorship to democracy and external relations. Students will possess a critical view toward Spanish politics and the key players (leaders, political parties and institutions) that have shaped contemporary politics. They will also be able to think critically about the key political issues that have dominated Spanish politics and current political trends.

IMPORTANT INFORMATION

This course combines lectures and research.

Each student will study Spain's foreign policy towards a particular region and/or country and prepare an oral and written presentation

You can chose any of the following regions or countries or suggest a different one.

- Europe
- South America
- Central America
- North America
- North Africa
- Sub Saharan Africa
- United States
- Middle East
- Russia
- China

Grade Scale:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	73%-79%
C	67%-72%
C-	60%-66%
D	50%-59%
F	0%-49%

Grade Components:

40%	Mid-term exam
40%	Research Paper
20%	Class participation and attendance

When I am evaluating the Presentations and Class participation and attendance, I will positively take into account the following:

- where students attend every class and let me know when and why they will be absent.
- where students make an effort to prepare the homework and attempt to make it dynamic and engage the audience.

- where students contribute questions in class and show interest in following the debates.

Course Credits: 3

MAIN BIBLIOGRAPHY

THE TEXTBOOK FOR THIS COURSE IS

Paul Heywood (1995) *The government and politics of Spain* (Palgrave Macmillan)

Students are expected to complete the readings before the session for which they are listed.

- **Paul Preston, *The Triumph of Democracy in Spain*. London, Methuen, 1986.**
- **Giles Tremlett, *Ghosts of Spain. Travels through a Country's Hidden Past*. London, Faber & Faber, 2006**
- **Gillespie and Youngs, *Spain: The European and International Challenges*, London, Frank Cass, 2001**
- **Gibbons, *Spanish Politics Today*, Manchester University Press, 1999.**

Sessions and bibliography

First Three Weeks

Introduction

The civil war

The Franco years

Bibliography:

- Paul Heywood (1995) *The government and politics of Spain* (Macmillan) Part I
- Preston, chapters 1, 2 and 3
- Tremlett, chapters 1 and 2
- Gibbons, chapter 1

The transition to democracy

The Moncloa Pacts

Bibliography:

- Paul Heywood (1995) *The government and politics of Spain* (Macmillan) Part II
- Preston, chapters 4 and 5
- Gibbons, chapter 1

The transition and the political parties

Bibliography:

- Paul Heywood (1995) *The government and politics of Spain* (Macmillan) chapter 9
- Preston, chapters 6 and 7
- Tremlett, chapter 3
- Gibbons, chapter 3

The *Autonomías*

Bibliography:

- Paul Heywood (1995) *The government and politics of Spain* (Macmillan) chapter 7
- Gibbons, chapter 2

Basque terrorism, ETA

Bibliography:

- Paul Heywood (1995) *The government and politics of Spain* (Macmillan) Part I

José María Aznar in the Government
The 2004 elections
The PSOE is back in government
The past and what to do with it
The Church
The economic crisis
The 2011 elections
Back to PP

Bibliography

- Paul Heywood (1995) *The government and politics of Spain* (Macmillan) Part III
- El País <http://elpais.com/>
- El Mundo <http://www.elmundo.es/>
- <http://elpais.com/elpais/inenglish.html>
- The Economist
- The Financial Times

Mid Term Exam 5th June

Fourth Week

Research Week

Each student will work towards the oral presentation and the final paper.

Fifth Week

Oral Presentations

These are some guidelines for your presentations.

- **DO NOT READ YOUR PRESENTATION**, if you prepare well by practicing and reading you will feel confident enough to present without reading
- **MAKE THE PRESENTATION DYNAMIC, TRY TO ENGAGE THE AUDIENCE, PRESENT QUESTIONS ABOUT THE ISSUE AND TRY TO ANSWER THEM, i.e.**
 - Why is this topic important?
 - What are the different perspectives in the study of this topic?
- Present the different views, arguing for and against each of them.

- Causes and consequences if appropriate
- Best practices to solve the problem if appropriate

At the end of your presentation, the audience should have learned the relevance of the topic, different perspectives to understand the issue or problem, the most appropriate ways to deal with it and consequences for countries and the region

You will be assessed based on the seminar that you lead. You need to show a good knowledge on the topic of the seminar based on relevant bibliography. You need to make an argument and provoke a dynamic discussion.

The criteria for evaluation will be

Your knowledge

Your ability to put your argument forward

Your ability to explain the argument and the points you wish to make

Your ability to lead the discussion

Academic Honesty and Plagiarism

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed

will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link: http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

Academic Accommodation

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [+34 915 54 58 58, ext. 204](tel:+34915545858), send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.