



SAINT LOUIS UNIVERSITY  
MADRID

**POLS-3567**  
**POLITICAL DEVELOPMENT IN CONTEMPORARY**  
**SPAIN**

**Spring 2018**



**Monday and Wednesday: 14.30 - 15.45**

**Course Credits: 3**

**Chris Ealham, PhD**  
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**Office hours**

**Monday and Wednesday 18.45-19.45 (*by appointment*)**

**Mobile phones and laptops are not allowed in class.**

**COURSE DESCRIPTION:** This course examines the evolution of contemporary politics in Spain from the period of the Franco dictatorship until the present day. The course is organised chronologically and covers over 70 years of Spanish political history, the emphasis being on political parties, institutions and regime change. Special attention will be paid to the democratic transition of the 1970s and the strengths and weaknesses of the current liberal democracy.

**COURSE OBJECTIVES:** The course sets out to:

- Provide a broad overview of the evolution of contemporary Spanish politics from the Franco dictatorship and the transition from dictatorship to democracy up until today.
- Analyse the nature and dynamics of the Franco dictatorship and why it went into crisis.
- Present and analyses the strengths and weaknesses of post-Francoist democracy.
- Identify the core conflicts and issues that have determined the main political developments in contemporary Spain.
- Offer a series of insights into the problems and possibilities of cultural diversity within the European Union.

**LEARNING OUTCOMES:** By the end of this course:

- Students will display a critical view of Spanish politics and of the key players (leaders, political parties and institutions) that have shaped contemporary politics in Spain.
- They will be able to make informed and critical judgements about the nature and dynamics of Franco's regime and the role it continues to play in contemporary political developments in Spain.
- They will be able to identify and evaluate the strengths and weaknesses of postFrancoist democracy and its current political developments.
- They will display a critical awareness of the central political problems and major tensions and conflicts that have shaped the contemporary Spanish political arena.
- Students will display critical awareness of the problems and possibilities of cultural diversity within the European Union.

**ASSESSMENT:**

There are midterm (10%) and final exams (40%). Students are also required to participate in class (20%) and give a class presentation or organise a student-led session on a topic of their choice (20%).

**You will also write a reflection following our trip to the Valley of the Fallen (10%). This should be no more than 2 sides of A4 paper, 1.5 spaced. The aim is for you to reflect on the significance of monument and its impact on your political and social worldview. More information will be provided in class.**

The final grade is weighted as follows:

FINAL GRADE WEIGHTINGS	
Midterm exam:	20%
Valley of the Fallen commentary:	10%
Final exam:	40%
Student-led session:	15% + participation: 15% or
Presentation:	15% + participation: 15%
TOTAL:	100%
Grading Scale:	
93-100	A 73-76 C+
89-92	A- 69-72 C
85-88	B+ 65-68 C-
81-84	B 60-64 D
77-80	B- 0-59 F
Key dates:	
Classes begin: 10 January	
Add/Drop period ends: 21 January	
Midterm: 14 January. Submission of reflection: 3 May	
Last day to DROP a class and receive a "W": 9 March	
Final Exam: 8 May, 12:00 -15:00	

The midterm and final examinations must be taken on their respective dates.

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#### Statement regarding the collection of student work:

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose, anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

**COMPULSORY TRIP:** There is a **compulsory class trip** to the *Valley of the Fallen*, Franco's triumphal monument (**28 February, departing at 9.00AM**). On the day - and during the course - we will explore its symbolic and political significance, as well as contemporary debates relating to its past and future.

Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available [on-line](#)

## **PARTICIPATION:**

This is highly encouraged and contributes to the final grade. Active, meaningful participation means:

- 1) attending class regularly;
- 2) participating in discussions by offering comments that demonstrate understanding of course content;
- 3) asking questions (and/or answering classmates'/professor's questions) in a way that demonstrates engagement with the material; and
- 4) being a kind and considerate classmate, which means: not interrupting others; taking your fair share of discussion time; and reacting to your classmates' comments in a respectful way.

As a very general guideline, students that regularly attend and actively and meaningfully participate in class, in a way that demonstrates having done the reading and engaged with the material, receive a participation grade of A. Excellent attendance, but less engaged participation, might merit a B. Students who are frequently absent, rarely or never participate, and/or repeatedly demonstrate inconsiderate behavior, can expect to earn a C, D, or F according to the circumstances. On a regular basis, I make notes of students' participation for my own reference.

## **ATTENDANCE:**

Repeated unjustified absences or tardiness will affect your class participation grade. ***Two tardies equal one absence. The participation component of your grade will be decreased by one full letter for every three unjustified absences.*** A student with 10 or more unjustified absences will automatically fail the course regardless of exam grades.

Examples of absences that will not be excused:

- An email to me stating that you are sick and cannot attend class
- Taking off an extra day for a long traveling weekend

Examples of absences that will be excused:

- Signed/stamped justification that you visited a doctor
- A print-out of documents showing that your flight to Madrid was cancelled
- An email from a professor or Student Life indicating you are on a required class field trip

## **STUDENT-LED SESSIONS:**

The format of the classes will shift from more lecture-style to discussion over the course of the semester, as basic knowledge is built and we are better able to engage with readings. Beginning mid-semester, I will ask students to **lead one class discussion (20%)**. Class meetings marked with an (\*) on the calendar are all possible student-led class meetings, and assignments will be arranged by late September. Students will work in pairs (or threes, depending on final class size) to lead a discussion on their assigned day. Students must come prepared with a basic outline of the readings and a series of questions or topics for discussion, and must manage the conversation with their classmates, for approximately the first 35-40 minutes of class, after which I will continue the conversation. More information will be provided closer to the midterm.

Here are some guidelines for the student-led sessions:

- **DO NOT RELY EXCESSIVELY ON YOUR NOTES:** if you prepare well by practicing and reading you will feel confident enough to present without reading
- **MAKE THINGS DYNAMIC, TRY TO ENGAGE THE AUDIENCE, PRESENT QUESTIONS ABOUT YOUR TOPIC AND TRY TO ANSWER THEM**
  - 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

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
- Your ability to present in a dynamic and engaging manner **BIBLIOGRAPHY**

**TEXTBOOKS:**

- **William Chislett, *Spain. What everyone needs to know*, Oxford, Oxford University Press, 2013.**
- **Javier Tusell, *Spain: From Dictatorship to Democracy: 1939 to the Present*, London, Blackwell, 2007.**

**FURTHER READING:**

- Paul Preston, *The Triumph of Democracy in Spain*. London, Methuen, 1986.
- Paul Heywood, *The government and politics of Spain*, London, Macmillan, 1995
- Giles Tremlett, *Ghosts of Spain. Travels through a Country's Hidden Past*. London, Faber & Faber, 2006
- John Gibbons, *Spanish Politics Today*, Manchester, Manchester University Press, 1999.

In order to keep up with current affairs, the following dailies are useful:

- **El País** <http://elpais.com/>
- **El Mundo** <http://www.elmundo.es/>
- **Huffington Post** <http://www.huffingtonpost.es/>

For non-Spanish speakers, the English edition of *El País* is strongly recommended: <http://elpais.com/elpais/inenglish.html>. You can also look at the Spain Report: <https://www.thespainreport.com/>

You are expected to complete readings before each class and to prepare for class exercises. You should make every effort to read as widely as possible.

## Sessions and Reading

### Introduction

#### The Franco years Bibliography:

- Chislett, parts 1 and 2, pp. 28-74
- Tusell, chapters 1, 2 and 3
- Heywood, part 1
- Preston, chapters 1, 2 and 3
- Tremlett, chapters 1 and 2
- Gibbons, chapter 1

#### The transition to democracy The Moncloa Pacts Bibliography:

- Chislett, part 3, pp. 74-93
- Tusell, chapter 4
- Heywood, part 2
- Preston, chapters 4 and 5
- Gibbons, chapter 1

#### The transition and the political parties Bibliography:

- Chislett, part 3
- Heywood, chapter 9
- Preston, chapters 6 and 7
- Tremlett, chapter 3
- Gibbons, chapter 3

#### \*The collapse of the centre: the implosion of the UCD

- Tusell, pp. 303-14

#### \*The socialist years (1982-96)

- Tusell, chapter 5

#### \*New international relations: The EU and NATO Bibliography:

- Chislett, part 4, pp. 110-116
- Heywood, chapter 12
- Tusell, chapter 5

#### \*The *Autonomías* Bibliography:

- Chislett, part 3, pp. 95-99
- Heywood, chapter 7

- Gibbons, chapter 2

**\*The Basque Country and ETA Bibliography:**

- Chislett, pages 65-70 and 99
- Heywood, Part 1

**\*The return of the right: the PP in government**

- Tusell, chapter 6

**Bibliography for the following sessions**

**Chislett, parts 4, 5, 6 and 7**

**Tusell pdf**

**Heywood, part III**

**Papers from Real Instituto Elcano <http://www.realinstitutoelcano.org/wps/portal> El País <http://elpais.com/> & <http://elpais.com/elpais/inenglish.html>**

**\*A new Spain: immigration (Tremlett, pp. 439-45)**

**\*Spain's new foreign policy and the Atocha attacks**

**\*The 2004 elections**

**\*The past and what to do with it – the Historical memory controversy**

**\*Gender politics/changing gender roles**

**\*The Church**

**\*The economic crisis**

**\*The 2011 elections**

**\*Facing the crisis**

**\*The political class & corruption**

**\*New Social Movements, the 15-M and rise of Podemos**

**\*The 2016 elections: changing the political map**

**Final Revision**

**Policy Statement on Academic Integrity:**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: [http://www.slu.edu/Documents/provost/academic\\_affairs/Universitywide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/Universitywide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf).

Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

The sanction: an F for the assignment. All violations of academic integrity will be reported to the chair. In consultation with the professor, the chair will write a report, which will then be sent to the Madrid Campus Committee on Academic Honesty.

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**Title IX Statement:**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-545858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

**Students with Special Needs:** 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://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.