

SYLLABUS

Organizing for Change: Social Movements in Modern Spain

Instructor Name: Michael Robert Angulo

Language of Instruction: English

UO Credits: 4

Contact Hours: 40

Total Hours of Student Engagement: 120

Level: 300

Oviedo, Spain

COURSE DESCRIPTION

This course explores the origins, dynamics and outcomes of social movements that have mobilized for change in Spain. We will examine efforts by civil society groups to confront both state and corporate powers. We will examine key moments from Spain's modern history – including the civil conflict before the nation's civil war, the years of the Franco dictatorship, the movement for a return to democracy, and the global financial crisis. Through readings, discussions, case studies, guest speakers and class excursions, students will look at how social, political, and economic conditions shape and are shaped by collective action.

COURSE OBJECTIVES

In this course, students will:

- Learn and analyze the historical evolution of social movements in Spain.
- Examine key social actors, including workers, students, women, environmental groups, civil society, and others.
- Understand the structures of collective action.
- Explore the theories of social movement mobilization.
- Learn how to study social movements and compare them across regions.
- Acquire knowledge on the outcomes of social movement mobilization and the impacts they have on political, social and economic forces.

INSTRUCTIONAL METHODOLOGY

This class will include short lectures, class discussions, written student reflections, student presentations, group work, a short and long research paper, guest speakers, and experiential learning opportunities. Each week will include an excursion connected to the readings: a walking tour of Oviedo to better understand the roots of the Asturias' traditional role as a center of Spain's workers' movement; a trip to

Aviles and Gijon as we learn about women organizing during the Franco dictatorship; a trip to Madrid to learn about the capital's importance as a center for social mobilization during Spain's return to democracy. I hope to also include two guest speakers to the class: a representative from an environmental organization to discuss Spain's environmental movement and a representative from the municipalist political party to discuss social movements and localized politics.

METHOD OF EVALUATION (GRADING)

- 1) Class participation – 30%
- 2) Reading reflections – 15%
- 3) Group project & presentation– 15%
- 4) Research paper – 20%
- 5) Final paper – 20%

COURSE OUTLINE

Class	Topics/Activity	Readings and Assignments
1	Course Introduction	<i>Social Movements</i> , Chapter 1 & 2
2	Examining Spain's political history and its implications for social movements	"Rethinking the red valleys"
3	Learning about Asturias tradition of radical organizing and mobilization <i>Excursion</i> – Tour of Oviedo: Understanding the Revolution of 1934	"Revolution in self-defense" Student reflection #1 due Groups assigned
4	Look at how every day citizens organize against a dictatorship	<i>Social Movements</i> , Chapter 3 & 4 "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict"
5	Exploring students and workers efforts to resist Franco's regime	"Spanish workers strike in Asturian mines, 1963" "The Asturian Strikes of 1962-1963" "Students in Spain Denounce Regime" "Spain: Revolt at Madrid University"
6	The role of women in opposing Spain's years of authoritarianism <i>Excursion</i> – Aviles & Gijon, Asturias; including a stop at the Oscar Niemeyer International Cultural Centre and the Ciudad Laboral de la Cultura	"Women and the fight for urban change in late Francoist Spain" Research paper due Group 1 presentation
7	Examining new openings for social movements created by a return to democracy.	<i>Social Movements</i> , Chapter 5 & 6
8	Looking at the efforts for women's rights and the environmental movement.	"The Environmental Movement in Spain" "The Spanish Women's Movement" Group 2 presentation



	I hope to have a leader from the environmental group Ecologistas en Acción speak to the class	
9	Analyzing Spain's anti-war movement <i>Excursion</i> – Trip to Madrid Tour: Madrid in the 20th Century: War, Dictatorship & Democracy	"Mobilizations against the Iraq War in Spain" pg. 392-404 Student reflection #2 due
10	Emerging movements addressing inequality and austerity	<i>Social Movements</i> , Chapter 7 & 8 "Challenging the 1 percent" p 194-198
11	Exploring the 15M movement or the Indignados	"The 15M Movement" "We Must Register a Victory"
12	Moving from social movement to political power – examining municipalism. **I hope to have a representative from the local municipalist political party Somos Asturias speak to the class**	"Urban movements and municipalist governments in Spain" "From Indignad@s to Mayors?" "Municipalism in Spain" Final paper due Group 3 presentation

COURSE READINGS

Font, J., & García-Espín, P. (2019). From Indignad@s to mayors? Participatory dilemmas in Spanish municipal movements. In Routledge handbook of contemporary European social movements (pp. 387–401). Routledge.

Jimenez, M. (2007). The Environmental Movement in Spain: A Growing Force of Contention. *South European Society & Politics*, 12(3), 359–378.

<https://doi.org/10.1080/13608740701495244>

Jimenez, M. (2007). Mobilizations against the Iraq War in Spain: Background, Participants and Electoral Implications. *South European Society & Politics*, 12(3), 399–420. <https://doi.org/10.1080/13608740701495392>

Kerry, M. (2020). Rethinking the red valleys. In *Unite, Proletarian Brothers!: Radicalism and Revolution in the Spanish Second Republic* (pp. 19–48). University of London Press. <http://www.jstor.org/stable/j.ctvvb7kkc.7>

Libcom.org. (n.d.). Asturian strikes 1962–1963. <https://libcom.org/article/asturian-strikes-1962-1963>

Martínez, M. A., & Wissink, B. (2022). Urban movements and municipalist governments in Spain: alliances, tensions, and achievements. *Social Movement Studies*, 21(5), 659–676. <https://doi.org/10.1080/14742837.2021.1967121>

Nez, H. (2016). "We Must Register a Victory to Continue Fighting": Locating the Action of the Indignados in Madrid. In P. Dufour, M. Ancelovici, & H. Nez

(Eds.), *Street Politics in the Age of Austerity* (1st ed., pp. 121–145). Routledge.
<https://doi.org/10.5117/9789089647634-7>

Rubio-Pueyo, V. (2017). *Municipalism in Spain: From Barcelona to Madrid, and beyond*. Rosa Luxemburg Stiftung, New York Office. https://rosalux.nyc/wp-content/uploads/2021/02/RLS-NYC_municipalism_spain_EN.pdf

Shubert, A. (1982). Revolution in self-defence: The radicalization of the Asturian coal miners, 1921-34. *Social History* (London), 7(3), 265–282.
<https://doi.org/10.1080/03071028208567538>

Swarthmore College. (n.d.). Spanish workers strike Asturian mines, 1963. Navigating the Digital Archive of the Global 1968.
<https://nvdatabase.swarthmore.edu/content/spanish-workers-strike-asturian-mines-1963>

Threlfall, M. (2013). Women's Movement in Spain. In *The Wiley-Blackwell Encyclopedia of Social and Political Movements* (eds D.A. Snow, D. Della Porta, B. Klandermans and D. McAdam). <https://doi.org/10.1002/9780470674871.wbespm496>

Webster, R. (2023). Women and the Fight for Urban Change in Late Francoist Spain. *Past & Present*, 260(1), 158–199. <https://doi.org/10.1093/pastj/gtac016>

BIBLIOGRAPHY

Almeida, P. (2019). *Social movements: The structure of collective mobilization*. University of California Press.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

Generative AI Course Policy

ChatGPT and other AI generators that use large language models can be useful for researching and writing papers. However, you should be aware of their limitations:

1. Errors: AI generators make mistakes. Assume the output is incorrect unless you check the claims with reliable sources.
2. Bias: Their output may reflect bias because the data they are trained on may reflect bias or may not include sufficient data from certain groups.
3. Citation: These tools use existing sources without citation. Therefore using their outputs puts you at risk of plagiarism.

With these limitations in mind, you are welcome to use AI generators to brainstorm and refine ideas, find reliable sources, outline, check grammar, refine wording, and format bibliographies. Beyond bibliographies, you are not allowed to copy and paste material generated by AI and use it in your assignments. At the end of your bibliography, add a note indicating which AI tool you used and how you used it, including the prompt(s) you used and the date(s).

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. [If you have or think you have a disability](#) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Reporting Obligations

I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex- or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123 to request information and resources. Students are not required to participate in an investigation to receive support, including requesting academic supportive measures. Additional resources are available at investigations.uoregon.edu/how-get-support.

I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Pregnancy Modifications. Pregnant and parenting students are eligible for academic and work modifications related to pregnancy, childbirth, loss of pregnancy, termination of pregnancy, lactation, and related medical conditions. To request pregnancy-related modifications, students should complete the [Request for Pregnancy Modifications form](#) on the OICRC website. OICRC coordinates academic and other modifications for pregnant and parenting students to ensure students can continue to access their education and university programs and activities.