UNIVERSITY OF OREGON | Global Education Oregon

SYLLABUS

History, Politics and Culture in Modern Spain

Instructor Name: Carla Suárez Vega
Language of Instruction: English
UO Credits: 4
Contact Hours:40
Total Hours of Student Engagement (THSE) in all course activities: 120
Level: 300

Oviedo, Spain

COURSE DESCRIPTION

This course introduces the history, politics and culture of modern Spain, from the Second Republic to the present. It is organized around four periods: the Second Republic and the Civil War; the Franco dictatorship; the Transition to democracy; and contemporary Spain, shaped by European integration, economic crisis and territorial conflict. Drawing on cultural studies, it also examines how cinema, literature, visual art and public memory have represented, legitimized and challenged political power. Lectures, discussion, source analysis, guest speakers and field excursions will help students understand how politics and culture have shaped one another. The course is independent but designed to complement *Organizing for Change: Social Movements in Modern Spain*.

COURSE OBJECTIVES

By the end of the course, students will be able to:

- Trace the main political phases of Spanish history from the Second Republic to the present.
- Explain how the Republic, Francoism and the 1978 constitutional order organized power in Spain.
- Analyze cultural texts and practices as historical evidence, applying approaches from cultural studies.
- Examine how class, gender, sexual, regional and national identities have been formed and contested in Spain.
- Evaluate competing interpretations of major debates, including the Civil War, the Transition and historical memory.

INSTRUCTIONAL METHODOLOGY

Class sessions normally combine a lecture, a workshop on historical sources and cultural texts, and a seminar-style discussion of the assigned readings. Readings include scholarly articles and book chapters, primary sources such as constitutions, laws and newsreels, and visual and audiovisual material. Students demonstrate their learning through a source commentary, a group case study presented to the class, and a final essay. A guest speaker from Ciclo Pulga, a collective of filmmakers and archivists working on queer film in Asturias, will discuss the collective's work. Experiential learning takes place through weekly excursions linked to the course *Organizing for Change*, including a walk through Oviedo to examine the Revolution of 1934, a visit to Avilés and Gijón to explore industrial and cultural policy under Franco and after, and a trip to Madrid to read the capital's urban landscape as a record of twentieth-century conflict and change.

METHOD OF EVALUATION (GRADING)

- **Class participation and attendance – 30%.** Students are expected to attend every class, complete the assigned readings beforehand, and contribute thoughtfully to discussion. Participation is assessed on the quality of contributions, including close engagement with the readings and respect for classmates' ideas. Students who need to miss a class must let the instructor know in advance and make up the missed material.

- **Source commentary – 20%.** Students write one 1,000-word commentary on a primary source or cultural text chosen from a list distributed in Class 2 (e.g. a NO-DO newsreel, selected articles of the 1931 Constitution, an excerpt from Zapico or Preston & García, or Picasso's *Guernica*). The commentary situates the source in its historical context and audience, analyzes how it represents, legitimizes or challenges political power, and engages at least one assigned scholarly reading. It is assessed on historical accuracy, quality of analysis, use of course readings, and clarity of writing. **Due in Class 6.**

- **Group case study and presentation – 20%**. Each student takes part in one case study, as a member of a group of 3 or 4 students. Groups are formed and topics assigned in Class 3. Each group analyzes one cultural text, site, event or practice as historical evidence: its context, how it represented or contested power, its reception and memory today, and its connection to course readings. The group presentations (15 minutes, followed by Q&A) will take place in **Class 5, 7 or 8** (15% of the course grade). On the day of the presentation, each student also submits a short individual reflection (400–500 words) describing their own contribution to the group's presentation (5% of the course grade).

- **Final essay – 30%**. Students write a 2,000–2,500-word argumentative essay in response to one of several prompts distributed in Class 4. The essay assesses the course's central skills: using cultural texts as historical evidence, analyzing how identities and political power were formed and contested, and evaluating competing interpretations of major debates. Essays must advance a clear thesis and draw on at least three assigned readings and one primary source. **Due in Class 8.**

COURSE OUTLINE

This outline is a guide. The schedule, readings and guest speakers may be adjusted to the needs of the course or to the availability of guests, and further guest speakers may be added. Any changes will be communicated to students in due course.

Class	Topics/Activity	Readings and Assignments
1	Introduction to the course. The crisis of the Restoration monarchy and the Second Republic, 1898–1934 Revolution of October 1934	Graham (2005). Chapter 1 & 2 - "The origins of Spain's civil war" (pp. 1– 20) - "Rebellion, revolution, and repression" (pp 21–36) Constitution of the Spanish Republic (1931), selected articles. Excerpts from *La Balada del Norte.* Alfonso Zapico.
2	Popular Front, military coup and Civil War, 1936–1939. Culture and propaganda during the war *Excursion* – Guided walk through Oviedo on the Revolution of 1934	Graham (2005). Chapter 3, 4 & 5 - "Mobilize and survive: the Republic at war" (pp. 37–67) - "The making of rebel Spain" (pp. 68–86) - "The Republic besieged" (pp. 87–114) Picasso, *Guernica* (1937) Excerpts from *La Guerra Civil española.* Paul Preston & José Pablo García. **Source commentary assigned**
3	Building Franco's Spain: the New State, repression and National-Catholicism. The Valley of the Fallen. Censorship and the regime's culture	Graham (2005). Chapter 6 & 7 - "Victory and defeat: the wars after the war" (pp. 115–137) - "The uses of history" (pp. 138–150) Richards (2002) "From war culture to civil society: Francoism, social change and memories of the Spanish Civil War" NO-DO newsreels (RTVE archive) **Group topics assigned**

4	Late Francoism: economic development, tourism and social change; dissent and the end of the regime *Excursion* – Avilés and Gijón: the Niemeyer Centre and the Laboral Ciudad de la Cultura	Cazorla (2007). "Order, progress, and syndicalism? How the Francoist authorities saw socio-economic change" (pp. 97–117) Pack (2007). "Tourism and political change in Franco's Spain" (pp. 47– 66) Nash (2015) "Mass Tourism and New Representations of Gender in Late Francoist Spain: The Sueca and Don Juan in the 1960s" **Final essay prompts distributed**
5	The Transition to democracy, 1975–1981: the 1978 Constitution and the State of Autonomies. Memory and the "pact of forgetting"	Aguilar & Humlebæk (2002). "Collective memory and national identity in the Spanish democracy: The legacies of Francoism and the Civil War." Encarnación (2008). "Reconciliation after democratization: Coping with the past in Spain." Clips from Después de... No se os puede dejar solos (1981): Excerpts from the Spanish Constitution (1978). **Group presentations**
6	Sexual dissidence and queer movements in Spain, from Franco to the present. *Guest speaker:* Colectivo Ciclo Pulga *Excursion* – Madrid: guided walk, Madrid in the 20th Century: War, Dictatorship & Democracy	Pérez-Sánchez (2007). "Chapter 1: Franco's Spain and the Self-Loathing Homosexual Model." (pp. 11–34) Calvo & Pichardo (2020). "Spain's LGBT movement" **Source commentary due**
7	Spain in Europe: modernization, boom and bust, 1982–2008.	Compitello (2003). "Designing Madrid,

		1985–1997" Fraser (2013) "Editorial: Madrid and Urban Cultural Studies." **Group presentations**
8	Crisis and contested identities, 2008 to the present.	Moreno-Caballud (2015), *Cultures of Anyone*, Introduction. (pp. 1–14) Orriols & Cordero (2016) "The breakdown of the Spanish two-party system: The upsurge of Podemos and Ciudadanos in the 2015 general election." **Group presentations** **Final essay due**

COURSE READINGS

Aguilar, P., & Humlebæk, C. (2002). Collective memory and national identity in the Spanish democracy: The legacies of Francoism and the Civil War. *History & Memory, 14*(1–2), 121–164. https://doi.org/10.1353/ham.2002.0001

Bartolomé, C., & Bartolomé, J. J. (Directors). (1981). *Después de… No se os puede dejar solos* [After… Can't Leave You Alone] [Film]. Producciones Cinematográficas Ales, S. A.

Calvo, K., & Pichardo, J. I. (2020). Spain's LGBT movement. In *Oxford Research Encyclopedia of Politics*. Oxford University Press. https://doi.org/10.1093/acrefore/9780190228637.013.1284

Cazorla, A. (2007). Order, progress, and syndicalism? How the Francoist authorities saw socio-economic change. In N. Townson (Ed.), *Spain transformed: The Franco dictatorship, 1959–1975* (pp. 97–117). Palgrave Macmillan. https://doi.org/10.1057/9780230592643_6

Compitello, M. A. (2003). Designing Madrid, 1985–1997. *Cities, 20*(6), 403–411. https://doi.org/10.1016/j.cities.2003.08.006

Constitution of the Kingdom of Spain [Constitución Española]. (1978). https://www.boe.es/eli/es/c/1978/12/27/(1)

Constitution of the Spanish Republic [Constitución de la República Española]. (1931). *Gaceta de Madrid*, 344, 1578–1588.

Encarnación, O. G. (2008). Reconciliation after democratization: Coping with the past in Spain. *Political Science Quarterly, 123*(3), 435–459. https://doi.org/10.1002/j.1538-165X.2008.tb00630.x

Fraser, B. (2013). Editorial: Madrid and urban cultural studies. *International Journal of Iberian Studies, 26*(1–2), 3–19. https://doi.org/10.1386/ijis.26.1-2.3_2

Graham, H. (2005). *The Spanish Civil War: A very short introduction*. Oxford University Press. https://doi.org/10.1093/actrade/9780192803771.001.0001

Moreno-Caballud, L. (2015). *Cultures of anyone: Studies on cultural democratization in the Spanish neoliberal crisis*. Liverpool University Press. https://doi.org/10.5949/liverpool/9781781381939.001.0001

Nash, M. (2015). Mass tourism and new representations of gender in late Francoist Spain: The Sueca and Don Juan in the 1960s. *Cultural History, 4*(2), 136–161. https://doi.org/10.3366/cult.2015.0091

Orriols, L., & Cordero, G. (2016). The breakdown of the Spanish two-party system: The upsurge of Podemos and Ciudadanos in the 2015 general election. *South European Society and Politics, 21*(4), 469–492. https://doi.org/10.1080/13608746.2016.1198454

Pack, S. D. (2007). Tourism and political change in Franco's Spain. In N. Townson (Ed.), *Spain transformed: The Franco dictatorship, 1959–1975* (pp. 47–66). Palgrave Macmillan. https://doi.org/10.1057/9780230592643_3

Pérez-Sánchez, G. (2007). *Queer transitions in contemporary Spanish culture: From Franco to La Movida*. State University of New York Press.

Picasso, P. (1937). *Guernica* [Painting]. Museo Nacional Centro de Arte Reina Sofía. https://www.museoreinasofia.es/en/collections/artwork/guernica-0/

Preston, P., & García, J. P. (2016). *La guerra civil española (versión gráfica)* [The Spanish Civil War (graphic version)] [Graphic novel]. Debate.

Richards, M. (2002). From war culture to civil society: Francoism, social change and memories of the Spanish Civil War. *History & Memory, 14*(1–2), 93–120. https://doi.org/10.1353/ham.2002.0011

RTVE. (n.d.). *NO-DO* [Newsreel archive]. https://www.rtve.es/filmoteca/no-do/

Zapico, A. (2015). *La balada del norte* [The Ballad of the North]. Astiberri.

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.

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.