

University of Mississippi

INST 312: Modern Iberian Politics

MWF 1:00-1:50

Croft 107

Instructor Information

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Course Description

This course focuses on “modern” Iberian politics, defined broadly as the period beginning in the mid-1800s, although our course will mostly focus on the period since the mid-1970s. We will explore the historical cultural, economic, and political contexts that helped shape the most recent period in the two countries’ histories. The course will give you a firm understanding of the general contours of contemporary Spanish and Portuguese politics, both in their domestic and international dimensions. Although our focus will remain on politics, we will also contextualize politics within the economic and cultural transformations that both countries have undergone as they moved away from authoritarianism and towards democracy and (re)integration into “Europe.”

It’s important to note that while this course focuses on Spain and Portugal, it is not a course “about” Spanish or Portuguese politics. Rather, we will use the cases of Spain and Portugal to illustrate themes and concept that can be applied to a wide range of cases, across Europe and beyond. Thus, an important part of the course (and course assignments) is to frequently take a broader comparative perspective.

Learning Objectives

At the end of this course, students should be able to:

- Recognize the social, economic, and political modernization process in Spain and Portugal, and describe how these compare with those of other countries (in Europe and beyond)
- Identify the different democratic transition “paths” of Spain and Portugal, and discuss how these compare with other “third wave” transitions
- Discuss the role that late colonialism (beginning in the late 1800s) played in Spanish and Portuguese domestic politics
- Explain the role that memory plays in post-authoritarian and post-conflict societies
- Identify the similarities and differences in the Catalan and Basque autonomy movements, and discuss how these inform us about other cases (in Europe and beyond)
- Describe how immigration is transforming European societies, and discuss how these transformations fit within cultural globalization
- Understand the following key concepts: modernization, transition, pluralism, imagined communities, and devolution/decentralization
- Understand how to use single or two-case studies within a “comparative” framework

Course Texts

- Richards, Michael. 2013. *After the Civil War: Making Memory and Re-Making Spain since 1936*. Cambridge University Press.
- Conversi, Daniele. 2000. *The Basques, The Catalans, and Spain: Alternative Routes to Nationalist Mobilisation*. University of Nevada Press.
- Iglesias, Pablo. 2015. *Politics in a Time of Crisis: Podemos and the Future of Democracy in Europe*. Verso.
- Mailer, Phil. 2012. *Portugal: The Impossible Revolution?* 2nd ed. PM Press.
- Costa Pinto, António and Stewart Lloyd-Jones, eds. 2004. *The Last Empire: Thirty Years of Portuguese Decolonization*. Intellect Ltd.

Additional readings will be made available online via Blackboard, and will be available in Course Reserve at the university library. These include:

- Dotson-Renta, Lara N. 2012. *Immigration, Popular Culture, and the Re-Routing of European Muslim Identity*. Palgrave Macmillan.
- Linz, Juan J. and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore: Johns Hopkins University Pres.
- Orwell, George. 1980 [1952]. *Homage to Catalonia*. Orland, FL: Harcourt.

Course Requirements

Below is a summary of course requirements and their share of the final semester grade:

	Points	Percent
Participation	160	40
Written assignments (x6)	60	15
Research paper	80	20
Final exams	100	25
Total	400	

Grading Scale

This course uses the +/- grading scale. The corresponding percentages and point scores for each letter grade are outlined below:

Letter Grade	Percentage
A	≥ 93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	< 60

Attendance & Participation

Students are expected to attend class regularly, on time, and to observe proper decorum in the classroom. You should treat class as a professional meeting and behave appropriately. That means turning off and putting away cell phones. That means coming to class prepared and ready to participate in class discussions. This includes asking questions related to class readings and/or discussions.

Your participation grade is not simply an attendance grade. Rather, it is based on the quality of your day-to-day participation. Each day's participation is worth three points, and will be graded on the following scale:

Points	Criteria
5	Excellent; demonstrates careful thinking about the subject and engages in critical thinking
4	Good; demonstrates understanding of core concepts
3	Satisfactory; demonstrates a sincere engagement with the relevant concepts
2	Unsatisfactory; does not engage with the relevant concepts
0	Did not attend class

Because this is a *seminar* course, much of the course will revolve around in-class discussions. We will use the readings as a springboard for discussion, with the hope of expanding beyond the specific text (even beyond the particular cases of Spain and Portugal). A *minimum* requirement is to have done the required readings ahead of class. To earn high marks for participation, you should come to class with questions, comments, or observations related to the readings. You should also try to engage the various texts with each other, and with your other experiences and coursework (including those that didn't/don't focus on Spain or Portugal).

I will update participation grades periodically (at least every two weeks), and post them to Blackboard.

I will drop the four lowest participation scores (including zeroes). This means you can miss up to FOUR times before incurring penalties (zeroes for daily participation points). Please note that I do not distinguish between "excused" and "unexcused" absences. Exceptions will only be made for extreme circumstances or for university-sanctioned activities/events. If you know that you will be absent for university-sanctioned events, please see me during the first two weeks of the semester.

In the event of an unforeseen emergency that requires you to miss several days of classes and/or an exam, be sure to notify the office of the Dean of Students (deanst@olemiss.edu or 662-915-7247) right away.

Written Assignments

There are seven written assignments throughout the semester. The main objective of these assignments is to give you an opportunity to reflect upon and critically engage with a major theme from the readings. Another objective is to help strengthen your analytical writing skills in

anticipation of the larger seminar paper. The papers should follow a simple five-paragraph structure, which I will go over in class. I will provide specific prompts for each assignment at least a week before each is due.

These are worth ten points, and will be graded on a simple scale:

Points	Criteria
10	Excellent; demonstrates careful thinking about the subject, engages in critical thinking, and goes beyond the course readings to incorporate additional content or concepts
9	Good; demonstrates understanding of core concepts and engages in critical thinking
8	Satisfactory; demonstrates a sincere engagement with the relevant concepts
7	Unsatisfactory; does not engage with the relevant concepts
0	Did not complete the assignment

While I don't allow rewrites of low scoring papers, I will assign several different reflective essays, and keep only the best six scores. This means you will have multiple chances to improve your writing.

I will update participation grades periodically (at least every two weeks), and post them to Blackboard.

Final Exam

There is only one exam in this course. The final exam will consist of a combination of multiple-choice, short answer, and a take-home (long essay) component. I will provide a study guide the week the exam.

The exam will evaluate your knowledge of some basic "facts" about modern/contemporary Spain and Portugal, as well as your ability to understand the historical and comparative context of those facts. The exam will also evaluate your understanding and ability to critical apply the key concepts and theoretical frameworks introduced in the class.

The final exam date and time is set by the university (see the university-wide final exam schedule) and is listed on the semester schedule. If you want to schedule an alternate final exam time, you must contact me by noon on Wednesday, November 30 to make special arrangements. The granting of an alternate exam time is completely at my discretion and will only be made in extraordinary circumstances.

Student Disability Services

It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have verified disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

If you have a *documented* disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) or the Americans with Disabilities Act (ADA) and wish to request academic and/or physical accommodations, contact Student Disability Services at 234 Martindale (662-915-7128 or 662-915-7907 TTY). You may consult <http://www.olemiss.edu/depts/sds/> for more information on student disability services.

Academic Integrity & Plagiarism

Students are expected to adhere to the University of Mississippi Creed and the Standards of Honesty as described in Policy Code ACA.AR.600.001 and written in the *M Book*. If you violate the Standards of Honesty, you will be reported and subject to the appropriate sanction which may include expulsion from the University. You can download a copy of the *M Book* online from: <http://conflictresolution.olemiss.edu/m-book/>

Office Hours and Email Communication

If you have any questions or concerns about class or related matters, notify me as soon as possible. If you wait, it may limit my ability to help you resolve any issues. When in doubt, ASK!

The best way to communicate with any professor is face-to-face. I invite you to come speak to me during my posted office hours. If those times do not work for you, you may email me to schedule an appointment.

I try to respond to all emails promptly (as should you). However, I typically don't respond to student emails outside normal business hours (Mon–Fri 8:00 am to 5:00 pm). Still, if you have a question or concern, email me right away. I clear my inbox first thing every morning, and will respond as soon as I can. But if you email me during the weekend, don't expect a response prior to the upcoming Monday morning.

Check your email regularly. I occasionally send notifications to the class or (if a situation warrants it) to individual students. When I do, I will use your university (go.olemiss.edu) account. If you have not activated your university account, you should do so right away. The IT help desk located in Weir Hall (662-915-522 or helpdesk@olemiss.edu) can help you set up university your email account on any device (including Android and iOS smartphones and tablets).

A useful set of email guidelines (“How to Email Your Professor (without being annoying AF)”) is posted to Blackboard, but here are some email etiquette tips to keep in mind:

- Use your university email account whenever possible. The University of Mississippi provides you a FREE email account. Whenever possible, you should use it (it's more “professional”).
- Remember to keep your messages *professional* and *respectful*.
- Use salutations such as “Professor Centellas” or “Dr. Centellas.”
- Sign your email. Do *NOT* assume that I know who sent the email (especially if you did not use your university account).
- Try to write clear and grammatically correct emails. If your writing is unclear, I may not understand your question.

- Do *NOT* ask “Did you get my email?” the next time you see me if you haven’t checked your email recently. I may have answered your email already; your question must not have been that important if you did not check to see if I had responded to it.
- Wait at least six hours before sending another email. Like you, I have many responsibilities and may not be able to answer you immediately—but I will respond as soon as I can.

Course Schedule

	Monday	Wednesday	Friday
<i>Week 1</i> <i>Aug. 22-26</i>	Introduction; go over course requirements	<i>Problems of Democratic Transition and Consolidation</i> , Chapter 1	<i>Problems of Democratic Transition and Consolidation</i> , Chapter 4
<i>Week 2</i> <i>Aug. 27-Sep. 2</i>	<i>Problems of Democratic Transition and Consolidation</i> , Chapter 6	<i>Problems of Democratic Transition and Consolidation</i> , Chapter 7	
<i>Week 3</i> <i>Sep. 5-9</i>	Labor Day holiday	<i>After the Civil War</i> , Intro & Chapter 1	<i>After the Civil War</i> , Chapter 2
<i>Week 4</i> <i>Sep. 12-16</i>	Excerpts from <i>Homage to Catalonia</i>	<i>After the Civil War</i> , Chapter 7	<i>After the Civil War</i> , Chapter 8
<i>Week 5</i> <i>Sep. 19-23</i>	<i>After the Civil War</i> , Chapter 10	<i>After the Civil War</i> , Chapter 11	<i>After the Civil War</i> , Chapter 12
<i>Week 6</i> <i>Sep. 26-30</i>	<i>The Basques, the Catalans, and Spain</i> , Chapters 1 & 10	<i>The Basques, the Catalans, and Spain</i> , Chapters 4-5	<i>The Basques, the Catalans, and Spain</i> , Chapter 6
<i>Week 7</i> <i>Oct. 3-7</i>	<i>The Basques, the Catalans, and Spain</i> , Chapter 7	<i>The Basques, the Catalans, and Spain</i> , Chapter 8	<i>The Basques, the Catalans, and Spain</i> , Chapter 9
<i>Week 8</i> <i>Oct. 10-14</i>	<i>Portugal: The Impossible Revolution?</i> Chapter 1 & Afterward	<i>Portugal: The Impossible Revolution?</i> Chapter 2-3	<i>Portugal: The Impossible Revolution?</i> Chapter 4 & 8
<i>Week 9</i> <i>Oct. 17-21</i>	<i>Portugal: The Impossible Revolution?</i> Chapters 5-7	<i>Portugal: The Impossible Revolution?</i> Chapters 9-10	<i>Portugal: The Impossible Revolution?</i> Chapters 11-13
<i>Week 10</i> <i>Oct. 24-28</i>	<i>The Last Empire</i> , Part I	<i>The Last Empire</i> , Part II	<i>The Last Empire</i> , Part I
<i>Week 11</i> <i>Oct. 31-Nov. 4</i>	<i>The Last Empire</i> , Part III	<i>The Last Empire</i> , Part IV	<i>The Last Empire</i> , Part III

<i>Week 12</i> <i>Nov. 7-11</i>	<i>Immigration, Popular Culture, and the Re-routing of European Muslim Identity, Chapter 1</i>	<i>Immigration, Popular Culture, and the Re-routing of European Muslim Identity, Chapter 2</i>	
<i>Week 13</i> <i>Nov. 14-18</i>	<i>Politics in a Time of Crisis, Chapter 1 & Epilogue</i>	<i>Politics in a Time of Crisis, Chapter 2</i>	
<i>Nov. 21-25</i>	Thanksgiving Break!!		
<i>Week 14</i> <i>Nov. 28-Dec. 2</i>	<i>Politics in a Time of Crisis, Chapter 3</i>	<i>Politics in a Time of Crisis, Chapter 4</i>	