

DENOMINACIÓN DEL CURSO: Spain In Progress, Spanish Society Today

NOMBRE DEL PROFESOR/A: Rocío Navarro Comas

**CRONOGRAMA DE LA ASIGNATURA**

SEMA-NA	SE-SIÓN	DESCRIPCIÓN DEL CONTENIDO DE LA SESIÓN	Indicar espacio necesario distinto aula (aula inform, audiovisual etc..)	TRABAJO DEL/A ALUMNO/A DURANTE LA SEMANA		
				DESCRIPCIÓN	HORAS PRESENCIALES	HORAS TRABAJO Semana Máximo 7 H
1	1	<b>Course presentation:</b> Spain in progress, Spanish society today.	AUDIO-VISUAL	Course description, which involves class work, midterm exams and a final paper. The students will also be told about the evaluation criteria.	1,5	5
1	2	<b>Present day challenges</b>	AUDIO-VISUAL	Presentation of topics that will be discussed during the course.	1,5	
2	3	<b>The Spanish identity I:</b> Nationhood, culture, history and symbolism.	AUDIO-VISUAL	Topic presentation.	1,5	5
2	4	<b>The Spanish identity II:</b> The different visions of the Spanish nation	AUDIO-VISUAL	Class discussion: Reading: "Four Competing Visions Of The Spanish Nation", in <i>The Spain Report</i> , Oct. 16, 2016 The students should write a brief report based on the reading for the class debate.	1,5	
3	5	<b>The Spanish political organization I</b>	AUDIO-VISUAL	Topic presentation.	1,5	5

3	6	<b>The Spanish political organization II:</b> The Spanish Monarchy	AUDIO-VISUAL	Class discussion: Reading: Preston, Paul (2005): "The monarchy of Juan Carlos: from dictator's dreams to democratic realities", in Sebastian Balfour, <i>The Politics of Contemporary Spain</i> , Routledge, Oxon-New York. (pp. 27-38) The students should write a brief report based on the reading for the class debate.	1,5	
4	7	<b>The Party System I:</b> History of the political parties.	AUDIO-VISUAL	Topic presentation	1,5	5
4	8	<b>The Party System II:</b> Present time of the political parties.	AUDIO-VISUAL	Topic presentation	1,5	
5	9	<b>Present day challenges: The electoral shift.</b>	AUDIO-VISUAL	Class discussion: Reading: Orriols, Lluís and Cordero, Guillermo (2016): "The Breakdown of the Spanish Two-party System: The Upsurge of Podemos and Ciudadanos in the 2015 General Election", in <i>South European Society and Politics</i> , 21 Jun. 2016  The students should write a brief report based on the reading for the class debate	1,5	5
5	10	<b>The system of the Autonomous Communities I:</b> The organization in the 1978 Constitution.	AUDIO-VISUAL	Topic presentation.	1,5	

6	11	<b>The system of the Autonomous Communities II:</b> State, Nation and regional diversity.	AUDIO-VISUAL	Class discussion: Reading: Heywood, Paul (1995): <i>The Government and Politics of Spain</i> , St. Martin's Press, New York, (pp. 11-17 and 32-36). The students should write a brief report based on the reading for the class debate	1,5	5
6	12	<b>Present day challenges: Spanish Nationalism(s) today.</b>	AUDIO-VISUAL	Each student should look for newspaper articles or other documents discussing the topic of the different national identities in the Spanish State. There will be class presentations and debates about the articles that the students bring to class.	1,5	
7	13	<b>Current issues: The Catalan question</b>	AUDIO-VISUAL	Students will be divided into groups to present arguments for and against Catalan independence and the Catalan right to decide.	1,5	5
7	14	<b>Midterm exam.</b>	AUDIO-VISUAL	Midterm exam on the readings and class discussions	1,5	
8	15	<b>The legacy of the Spanish recent history:</b> The Spanish Second Republic	AUDIO-VISUAL	Topic presentation.		5
8	16	<b>The legacy of the Spanish recent history:</b> The Spanish Second Republic	AUDIO-VISUAL	Class discussion: Reading: Vinyals i Garrido, Aïda: "Being republican during the Second Spanish Republic. The articulation of a republican people and its limits". The students should write a brief report based on the reading for the class debate.		

9	17	<b>The legacy of the Spanish recent history:</b> The Spanish Civil War	AUDIO-VISUAL	Topic presentation.	1,5	5
9	18	<b>The legacy of the Spanish recent history:</b> The inheritance of the Civil War and the years of the dictatorship	AUDIO-VISUAL	Class discussion: Reading: Julián Casanova: "The Death Throes of Franco", in La Historia y sus sentidos (June, 7th, 2013) Class work on documents and audiovisual material.	1,5	
10	19	<b>Present day challenges: The Historical Memory</b>	AUDIO-VISUAL	Topic presentation	1,5	5
10	20	<b>Present day challenges: The Historical Memory</b>	AUDIO-VISUAL	Each student should look for symbols, newspaper articles or other documents discussing the topic of the historical memory. There will be a debate about the documents that the students bring to class.		
11	21	<b>Women in Spain: the traditional model</b>	AUDIO-VISUAL	Topic presentation.	1,5	5
11	22	<b>Women in Spain: women's movements in recent times</b>	AUDIO-VISUAL	Class discussion on documents and audiovisual material.	1,5	
12	23	<b>Present day challenges: Violence against women: legislation and debates.</b>	AUDIO-VISUAL	Class discussion: Documentary: "La mujer, cosa de hombres" (Isabel Coixet, 2009). With English transcription. To be viewed before class. Class work on documents and audiovisual material.	1,5	5

12	24	<b>Social movements and the effects of the economic crisis</b>	AUDIO-VISUAL	Topic presentation. The students will be supplied with various newspaper articles to read at home and that will be discussed in class.	1,5	
13	25	<b>The most important economic sector in Spain: Tourism</b>	AUDIO-VISUAL	Topic presentation. The students will be supplied with various newspaper articles to read at home and that will be discussed in class.	1,5	5
13	26	<b>Terrorism in Spain</b>	AUDIO-VISUAL	Topic presentation and discussion.	1,5	
14	27	<b>Spain in Progress, Spanish Society Today</b>	AUDIO-VISUAL	Summary of the course. Conclusions	1,5	5
14	28	<b>Final exam</b>		Final exam on the readings and class discussions	1,5	
<b>SUBTOTAL</b>				<b>42 +70= 112</b>		
15		Make-up classes, office hours in preparation for the final exam, deadline for final papers, etc.				
16- 18		Evaluation.		3		
<b>TOTAL</b>				<b>150</b>		