COURSE DESCRIPTION

Spain is smaller than Texas, but has four official languages. The US has received many people from many countries but all share a common national identity. In Spain, at least three minority national identities exist alongside Spanish national identity. In both Catalonia and the Basque Country, nationalist parties have long advanced demands for greater autonomy and ultimately independence from Spain. In the Basque Country, for over forty years, the terrorist organization ETA has engaged in an armed struggle for independence, killing over 800 people in the name of a sovereign Euzkadi. In Spain, the Catalan regional government is committed, with or without the permission of the national government, to holding a referendum on independence on November 9, 2014.

How is this possible? What is going on in Spain regarding nationalism that is different from the US or, for that matter, Germany? How is this situation manageable in a context like the European Union?

Is the Spanish situation so unique in Europe? It seems not: Scottish, Corsican, Northern Italian, and Flemish are only some of the examples of national identities that exist within and apart from the dominant identity of certain European countries. Moreover, on September 18, 2014, Scotland will celebrate a referendum on its independence. Belgium recently took a year to form a stable government since no coalition was possible among parties representing the Flemish and Walloon populations. In Italy, the Lega Nord has pushed, for many years, for the independence of the north of the country…

What is going on in Europe? How is it possible that when the world is becoming more and more integrated, there are some communities that want to be more and more independent? How do all those movements fit into the EU?

In this course we will look at nationalist movements from two perspectives that will be constantly interconnected. The first one will closely consider the political, social and cultural dimensions of nationalism and regionalism in Spain. The second examines these identities and movements in a wider European perspective. In the first part of the course, we will get an overview of the political situation and state and non-state nationalism in Spain and Europe, and consider the theoretical and conceptual framework for the study of both phenomena. In the second part of the course we will trace the origins, history and evolution of the nation and nationalism in Spain, focusing specifically on the cases of Catalan and Basque nationalism, considered from historical and contemporary perspectives.
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th><strong>Class content:</strong></th>
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<tbody>
<tr>
<td><strong>Introduction to the course:</strong> The state of the nation in Spain and Europe</td>
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**Required readings:**

<table>
<thead>
<tr>
<th>SESSION 2</th>
<th><strong>Class content:</strong></th>
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<tr>
<td><strong>A brief introduction to Spanish politics.</strong></td>
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**Required readings:**
- Selection of articles on Spanish politics: The Economist: [http://country.eiu.com/spain](http://country.eiu.com/spain)

**Assignment:** Ask your Spanish families what they think about their representatives and the members of the regional and national governments, and what they feel their national identity or identities to be. Write a 2-page report on your conversation, contextualized by the readings, for discussion in class.

<table>
<thead>
<tr>
<th>SESSION 3</th>
<th><strong>Class content:</strong></th>
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<tr>
<td><strong>National identities and national politics in Spain (and Madrid) today</strong></td>
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**Required readings:**

<table>
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<tr>
<th>SESSION 4</th>
<th><strong>Class content:</strong></th>
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<tr>
<td><strong>European parallels: Nationalism and national identity in Britain</strong></td>
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**Required readings:**

**Assignment:** Research the arguments for and against Scottish independence, drawing on the websites of the Scottish and British government, and the “Yes” and “No” campaigns. Bring notes for a debate in class.

<table>
<thead>
<tr>
<th>SESSION 5</th>
<th><strong>Class content:</strong></th>
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<tbody>
<tr>
<td>Nationalism and its hybridization with other ideologies: The case of eco-nationalism</td>
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</table>

**Required readings:**
- Runte, Alfred (1979), National Parks. Nebraska: University of Nebraska Press: pp. 11-32

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<tr>
<th>SESSION 6</th>
<th><strong>Class content</strong></th>
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<tbody>
<tr>
<td><strong>Nations and nationalism and European integration</strong></td>
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</table>

**Required readings:**
**SESSION 7**

**Class content:**

*Theoretical Framework I: Definitions of Nation and Nationalism*

**Required readings:**
* Renan, Ernest "What is a Nation" in Bhabha, Homi, *Nation and Narration*, (1990), London: Routledge: pp. 8-23

**SESSION 8**

**Class content:**

*Theoretical Framework II: Explanations of Nationalism.*

**Required readings:**

**SESSION 9**

**Class content:**

*Theoretical Framework III: The making and remaking of national identities in Europe.*

**Required readings:**

**SESSION 10**

**Class content:**

*Back to the past: The historical-cultural roots of national and regional identities in Spain*

**Required readings:**

**SESSION 11**

**Class content:**

*The era of nationalisms. The case of Spain in Europe.*

**Required readings:**

**SESSION 12**

**Class content:**

*More on the 19th century: The era of nationalisms and the case of the Spanish peripheries.*

**Required readings:**
* Balfour, Sebastian et al., The Reinvention of Spain. UK: Oxford University Press: pp. 17-45
<table>
<thead>
<tr>
<th>Session</th>
<th>Class Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Midterm Exam</td>
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</tbody>
</table>
| 14      | **Class content:**  
  *Building a new Spain or disintegrating Spain? The dark night of the authoritarian regime and the hopes of the transition.*  
  **Required readings:**  
| 15      | **Class content:**  
  *Creating the institutional framework to accommodate regionalism: Constitution and asymmetric federalism.*  
  **Required readings:**  
| 16      | **Class content:**  
  *Field trip: Visit to the Spanish Congress*  
  **Required readings:**  
| 17      | **Class content:**  
  *Case Studies of the Spanish Periphery*  
  **Assignment:** Presentation and discussion of topics for papers. You should bring a summary of what your paper will be about, why we should care about the topic, sources of information you will use, and a brief bibliography.  
| 18      | **Class content:**  
  *Cultural and linguistic identities in Spain: The case of Galicia*  
  **Required readings:**  
| 19      | **Class content:**  
  *Cultural and linguistic identities in Spain: The case of Catalonia.*  
  **Required readings:**  
  * Balfour, Sebastian et al., The Reinvention of Spain. UK: Oxford University Press: pp. 127-161 (only part on Catalonia)  
| 20      | **Class content:**  
  *The economic crisis and the push for independence in Catalonia.*  
  **Required readings:**  
  * Texts and video links on "Catalan independence in focus", www.debatingeurope.eu  
  * Selection of articles on Catalonia:
| SESSION 21 | **Class content:**  
Special session: Debate on Catalan independence  
**Assignment:** Research to gather arguments for and against Catalan independence from the sites of the Catalan and Spanish governments and the "Yes" and "No" campaigns. Students will be divided into groups to present arguments for and against Catalan independence and the Catalan right to decide. |
| --- | --- |
| SESSION 22 | **Class content:**  
The foundations of Basque nationalism. Temptation of secession and the threat of terrorism: The case of the Basque Country.  
| SESSION 23 | **Class content:**  
Special session: Discussion of the documentary “La pelota vasca” (2003) Dir. Júlio Médem. To be viewed before class. This film will be available in the BU in Madrid office or online ([http://www.documaniatv.com/politica/la-pelota-vasca-la-piel-contra-la-piedra-video_a65f60a4e.html](http://www.documaniatv.com/politica/la-pelota-vasca-la-piel-contra-la-piedra-video_a65f60a4e.html)).  
**Assignment:** First draft of research paper due.  
**Required readings:** * video viewing |
| SESSION 24 | **Class content:**  
Football and National Identities in Spain  
| SESSION 25 | **Class content:**  
ETA ceasefire and the prospects for the future in the Basque Country.  
| SESSION 26 | **Field trip:** Visit to the EU representation in Madrid  
| SESSION 27 | **Class content:**  
The Future of Spain’s nationalisms: Summary of the Course. Conclusions  
**Required readings:** * The Economist: ([http://country.eiu.com/spain](http://country.eiu.com/spain))  
GRADING POLICY

The final grade consists of four different elements: class participation and attendance, paper, and midterm and final exams. The final grade will be calculated as follows:

25% Class participation (including ungraded assignments)
30% Research Paper (grade divided 50% between the first and second draft).
20% Midterm written exam
25% Final written exam

Class Participation (25%): is a requisite for this course, which is task-based and student-centered. You should come to class ready to discuss the material, express your opinion and address the different questions raised in order to progress in class. Students will be expected to contribute consistently to discussions in class as well as to take part in other activities set as course work. When instructed, students must bring written notes or reports to class. Students’ level of participation will be reflected in their final grade. Lack of interest or a negative attitude will affect the grade considerably.

Final Paper (30%): A research paper focused on one of the topics discussed in class during the whole semester that you will study in more depth. It must be 5 pages long (Times New Roman 12, 1.5 line spacing) and include in-text citations and a bibliography of the sources used. You will submit a draft copy to the instructor three weeks before the final due date, which will count toward half of the overall grade for this assignment.

Mid-Term Exam (20%): A text comprising multiple choice, short answer and essay questions on the contents of the first half of the course

Final Exam (25%): A test comprising multiple choice, short answer and essay questions on the contents of the second half of the course framed in the theoretical and empirical themes of the course as a whole.

The final grade will be calculated from these four grades, weighted as indicated.

METHODOLOGY

In class the professor will use different ways to communicate graphic information to students: Powerpoint presentations, audiovisual material, press articles, readings and discussion of documents. Although there will be weekly lectures, this course requires students to participate in class by posing questions, formulating doubts, solving puzzling situations, engaging in constructive debates, and thinking aloud about the materials. The strategy followed by the instructor is the cooperative learning process. This is an interactive course in which students learn in large part by contrasting their thoughts with those of their colleagues and with materials provided by the instructor.

There are no prerequisites for this course.
ATTENDANCE POLICY

Students are allowed a total of two unjustified absences from class. Each absence beyond the limit will result in a deduction of 3 percent from the student’s final grade. Regular lateness will be treated as amounting to one unjustified absence.

CLASS ETIQUETTE

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any texts required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

ACADEMIC INTEGRITY

Students should remember that they are subject to the academic integrity provisions of Boston University. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community. This means that all academic work–research papers, exams, and/or other assignments–will be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action. For more information, please consult the BU Academic Conduct Code: http://www.bu.edu/academics/policies/academic-conduct-code/

REQUIRED READINGS

*All required readings for the course will be included in a course packet except for Hooper readings which are available in the Instituto Internacional de España BU office, 410.


Colomer, Josep Maria (1998): 'The Spanish 'state of autonomies': Non-institutional federalism', West European Politics, 21: 4, 40—52


Hobsbawm, Eric J. (1990), Nations and Nationalism since 1780. Programme, Myth, Reality. Cambridge: CUP, pp. 4-45
Ernest Renan, "What is a Nation" (fragments)

RECOMMENDED BIBLIOGRAPHY


You should try to keep abreast of Spanish and European politics by watching the news on television and reading Spanish newspapers and current affairs magazines. El País is the most widely-read newspaper and is highly recommended; a highly abbreviated English edition of El País is published online every day. The Economist is another source of quality topical information.

Useful on-line resources includes the Spanish government’s website at www.map.es, which provides access to all ministries and has some links to other interesting sites (eg. The Spanish Embassy in Canada). Other useful online resources include the official body responsible for conducting public opinion polls (www.cis.es), which has some data in English, and the Real Instituto Elcano (www.realinstitutoelcano.org) which is especially strong on foreign policy issues.