



## **The Iberian Peninsula in a Global Context: International Relations in the 20<sup>th</sup> Century**

**Instructor:** Lucas Pascual

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**Schedule:** Tuesdays/ Thursdays (10.30am-12.00pm)

**Room:** TBA, Instituto Internacional (IIE)

**Office Hours:** TBA and by appointment

**Office Location:** Instituto Internacional (IIE), 4th Floor, Room 402 (Madrid)

**Course Credits:** 4 (*This course meets a total of 3 hours per week over 14 weeks- additional time allotted for coursework completed outside of class*)

**This course will be taught entirely in Spanish**

### **Course Bulletin**

*This course offers a multidisciplinary study of the contemporary international relations with a special focus on the Iberian Peninsula. It will examine significant events that took place during the better part of the twentieth century with an emphasis on the relations between Spain and Portugal and the United States.*

### **Course Objectives**

This course explores the recent history of contemporary international relations on the Iberian Peninsula (Spain and Portugal). We will address the milestones of contemporary international relations such as the emergence of totalitarianism in Europe, World War II, decolonization processes in Africa, and the creation of the European Union. At the same time, we will address those moments when the two Iberian nations gained international attention such as during the Civil War in Spain (1936-1939) and the Carnation Revolution in Portugal (1974).

This course also serves as an approach to the relationship between the United States and Spain and Portugal which is essential for better understanding the foreign policy of the two Iberian countries. We will reflect upon the role played by the United States in the Iberian Peninsula and analyze the political, economic, social, and cultural repercussions of their interactions. In addition, this course will address key issues related to Latin America, another fundamental pillar of the international relations of both Spain and Portugal.

Finally, this course aims to examine and discuss certain issues that were not fully resolved at the time of occurrence and continue to generate debate today, such as the

question of Western Sahara or the claims to revisit dictatorial periods in Spain, Chile, and Argentina.

## **Readings and Assignments**

**Readings:** The course is divided into 6 units. In each of them the students will read different texts and/or news articles that will help them prepare their arguments for class debates, the exam, and essays that they will complete throughout the course. All readings are indicated on the course calendar and are available on Blackboard (learn.bu.edu). Students should read these texts in accordance with the course calendar.

**Films:** Throughout the course students will watch two films. Both films are available for streaming and can also be found in the *Instituto Internacional* library. Students must view these films before the date indicated on the course calendar. If you should have any problem locating these films, contact the instructor as soon as possible to find a solution.

**Essays:** After the first three sections, the midterm exam will take place. **The students will then have to write an essay (three in total) at the end of each of the remaining sections.** In these essays, the students will respond to a series of questions proposed by the instructor in which they will have to compare and discuss the different contents of both the class, the readings, as well as other materials provided. Students can find the instructions/ guidelines for these essays on Blackboard. The due dates for each essay will be indicated on Blackboard as well, along with complementary material meant to help students with their drafting of each essay. These deadlines are also indicated on the course calendar (below).

**Group presentation:** Students will prepare a group presentation about the participation of Spaniards in World War II. They will find the instructions and the materials for the presentation in Blackboard.

**Exhibition assignments:** Students will write a paper about the field trip to each exhibition. Students must bring the corresponding worksheet (found on Blackboard) and perform a series of activities before, during, and after the visit. The deadline for this paper is also indicated on the course calendar below.

## **Grading**

Classwork and participation .....	10%
Group Presentation .....	10%
Midterm Exam.....	30%
Essays (3) .....	30%
Exhibitions Assignments .....	20%

## **Evaluation**

**Classwork and participation (10%):** Students should come to class prepared to discuss the proposed materials and express their opinions as well as actively participate in the debates and discussions that will take place. This level of participation will be reflected in the final grade.

**Midterm (30 %):** The midterm exam will be given after completing the first three units. The exam will consist of different questions about the topics discussed in class as well as in the proposed readings. There will also be a short text that students should critically analyze and comment on. Students will be given 80 minutes to complete the in-class midterm exam. Texts and class notes are not allowed.

**Group presentation (10%):** The content of the exhibition, the organization and the clarity of the presentation will be valued. Likewise, the collaboration between the different members of the group will be taken into account.

**Essays (30 %):** Each of the four essays will make up 10% of the final grade. The evaluation of the essays will be based on the student's ability to relate the different topics discussed in the class and the texts provided by the instructor. The critical writing itself, as well as (although to a lesser degree) grammar and vocabulary, will be evaluated. Students may send drafts to the instructor to receive feedback and make adjustments accordingly.

**Field Trips assignments (20%):** The content of this assignments will be evaluated as well as the student's active participation while on the tour, where they will have to complete different activities before, during and after the visit.

## **Community of Learning: Class and University Policies**

**Attendance and Absences.** Attendance is mandatory in class and on class visits in Madrid. Students are expected to stay informed of lecture notes and class announcements for any missed class meetings. Absences are only excused for medical reasons (accompanied by a doctor's note), observance of religious holidays, or other justifications according to university policy (Policy on Religious Observance); personal travel does not constitute an excused absence.

**Accommodations for Students with Documented Disabilities.** If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at (617) 353-3658 to coordinate any reasonable accommodation requests.

**Academic Conduct Statement.** It is every student's responsibility to read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "...expulsion from the program or the University or such other penalty as may be recommended by the Committee on

Student Academic Conduct, subject to approval by the Dean.” Review the entire Academic Conduct Code here:

<http://www.bu.edu/academics/resources/academic-conduct-code/>

**Class Etiquette.** BU Madrid policy states that the use of laptops and cell phones is completely prohibited during class unless you have an academic accommodation previously authorized. Compliance with this policy has a bearing on the participation grade.

**Course Materials and Courseware:** All assigned course materials are available on Blackboard, [learn.bu.edu](http://learn.bu.edu).

**Remote Learning.** Should a student or the instructor be placed in isolation or quarantine, arrangements will be made to ensure that classes continue remotely. Remote learning may be conducted by means of Zoom, Blackboard, class recordings, online notes, etc. Students should notify instructors of their need for online learning as far in advance as possible. Should new lockdown measures be put into place, the entire class will be taught remotely until in-person classes can resume. Please consult your instructor for specific details.

## Course Calendar and Assigned Readings

<b>Week 1</b>
<b>Jan 18:</b> The Iberian Peninsula at the beginning of the 20 <sup>th</sup> century.
<b>UNIT 1: The interwar period in the Iberian Peninsula (1918-1936)</b>
<b>Jan 20:</b> The creation of the League of Nations and the role of Spain and Portugal in the new world order at the end of WWI.
<b>Reading:</b> President W. Wilson's 14 Points, 1918.
<b>Week 2</b>
<b>Jan 25:</b> The roaring twenties in the Iberian Peninsula: Crisis and modernity
<b>Film:</b> Buñuel, L. Un perro andaluz. 1929.
<b>Jan 27:</b> <b>FIELD TRIP 1:</b> La Residencia de estudiantes.
<b>Week 3</b>
<b>Feb 01:</b> The Spanish II Republic: between the Great Depression and the rise of fascism.
<b>Reading:</b> Jorge, D. (2015). La Guerra de España en el contexto de la crisis internacional de entreguerras. <i>Amnis. Revue d'études des sociétés et cultures contemporaines Europe/Amérique.</i>
<b>UNIT 2: Democracy vs Dictatorship: The Spanish Civil War and the WWII (1936-1945)</b>
<b>Feb 03:</b> The failure of the appeasement policy: the Spanish Civil War.
<b>Reading:</b> Esquembre C., Durá P., Salguero E. (2020). Brigada Lincoln. Panini Comics.
<b>Week 4</b>
<b>Feb 08:</b> Milicianas: Women in combat in the Spanish Civil War.
<b>Material:</b> Museo Virtual de la Mujer Combatiente.
<b>Feb 10:</b> Transnational dimension of the Spanish Civil War: international support to Nationalist and Republican factions.
<b>Reading:</b> Esquembre C., Durá P., Salguero E. (2020). <i>Brigada Lincoln.</i> Panini Comics

<b>Week 5</b>
<p><b>Feb 15:</b> Beyond the trenches: artists, writers and foreign correspondents in the Spanish Civil War.</p> <p><b>Reading:</b> Dorothy Parker (1937). <i>Incredible, Fantastic...and True</i>. The New Masses</p>
<p><b>Feb 17:</b> Balancing between the Axis and the Allies: Spain and Portugal facing World War II.</p> <p><b>Reading:</b> Group presentation materials (Blackboard)</p>
<b>Week 6</b>
<p><b>Feb 22:</b> <b>GROUP PRESENTATION:</b> Spaniards in WWII: from the French Resistance to the Concentration Camps.</p> <p><b>Reading:</b> Group presentation materials (Blackboard)</p>
<p><b>UNIT 3: The Cold War in the Iberian Peninsula: The consolidation of the Franco and Salazar regimes (1945 – 1959)</b></p>
<p><b>Feb 24:</b> The Iberian dictatorships: an exception in a democratic western Europe.</p> <p><b>Reading:</b> Sanz, R. P. (2013). Salazarismo y franquismo (1945-1955): sobrevivir en Occidente. <i>Espacio Tiempo y Forma. Serie V, Historia Contemporánea</i>, (25), 67-78</p>
<b>Week 7</b>
<p><b>Mar 01:</b> The foreign policy of Franco and Salazar: <i>Hispanidad</i> and <i>Lusotropicalismo</i> as an exit to isolation.</p> <p><b>Reading:</b> Sanz, R. P. (2013). Salazarismo y franquismo (1945-1955): sobrevivir en Occidente. <i>Espacio Tiempo y Forma. Serie V, Historia Contemporánea</i>, (25), 78-88.</p>
<p><b>Mar 03:</b> Decolonization and resistance: the Portuguese and Spanish colonies in Africa</p> <p><b>Reading:</b> Albiac A. (2016). <i>Bandidos, pobres y soldados. La colonización portuguesa de Angola</i>.</p>
<b>Week 8</b>
<p><b>Mar 08:</b> Welcome Mr. Marshall! Pacts with the United States and joining the United Nations.</p> <p><b>Film:</b> Berlanga L.G. (1953) <i>¡Bienvenido, Mr. Marshall!</i> España: Unici.</p>
<p><b>Mar 10:</b> <b>MIDTERM EXAM</b></p>

<b>Week 9</b>
<p><b>UNIT 4: Economic development, foreign openness and social conflict (1960-1974)</b></p> <p><b>Mar 15:</b> Economic development, emigration and tourism as an engine for social change.</p> <p><b>Reading:</b> Movimientos migratorios en la España del s. XX. Ministerio de Educación y Ciencia.</p>
<p><b>Mar 17:</b> Counterculture, protest, and repression in the Iberian Peninsula: the opposition to the dictatorship in Spain and Portugal.</p> <p><b>Reading:</b> Palmero, F (2018). <i>Estudiantes contra la dictadura</i>. Hemeroteca digital periódico El Mundo.</p>
<b>Week 10</b>
<p><b>Mar 22:</b> Counterculture, protest, and repression in the Iberian Peninsula: the armed opposition.</p> <p><b>Film:</b> Barroso, M. (2020). <i>La línea invisible</i>. Ep. 1: Pintadas y petardos</p> <p><b>Assignment:</b> <b>Assignment 1</b></p>
<p><b>Mar 24:</b> <b>FIELD TRIP 2</b></p>
<b>Week 11</b>
<p><b>UNIT 5: The fall of the Iberian Dictatorships: The Carnation Revolution and the Spanish Transition to Democracy (1975 – 1982)</b></p> <p><b>Mar 29:</b> The Carnation Revolution: The fall of the <i>Estado Novo</i> in Portugal.</p> <p><b>Reading:</b> Dee, L. (2015). <i>The Carnation Revolution – A peaceful Coup in Portugal</i>. Association for Diplomatic Studies and Training.</p> <p><b>Mar 31:</b> The death of Franco, the Green March and the origin of the Western Sahara conflict.</p> <p><b>Film:</b> Daudén L, Ruiz Cabrera S. (2020). <i>Ocupación S.A.</i> Coproducción España-Brasil-El Aaiún: Equipe Media, Nushatta Foundation. (Until 15'38")</p>
<b>Week 12</b>
<p><b>Apr 05:</b> The Spanish Transition to democracy.</p> <p><b>Reading:</b> Blackboard Material – La Transición española</p>

**Apr 07:** The Spanish Transition to democracy.

**Reading:** Navarro, V. *La Transición no fue modélica*. Diario Público. 09/04/2009

**Assignment:** **Assignment 2**

### SEMANA SANTA

#### Week 13

#### **UNIT 6: The integration of the Iberian Peninsula into the European Union: democratic stability and economic modernization (1982-2000)**

**Apr 19:** Democratic consolidation and Europeanization in the Iberian Peninsula.

**Reading:** Piedrafita, S., Steinberg, F., & Torreblanca, J. I. (2007). La europeización de España (1986-2006). *Boletín Elcano*, (95), 12.

**Apr 21:** Social democracy and welfare state in the Reagan and Thatcher years.

**Reading:** Guerra, Alfonso: Dejando atrás los vientos. Memorias 1982-1991. Madrid: Espasa-Calpe, 2006, pp. 325-333

**Apr 22:** **FIELD TRIP 3: Valle de los Caídos**

#### Week 14

**Apr 26:** The creation of the Euro and the Maastricht Treaty.

**Reading:** Cristina Vallejo. Anguita, el profeta anti-euro. Revista digital Fronterad, 2013.

**Assignment:** **Assignment 3**

**Apr 28:** **Debate:** The Iberian Peninsula in the 21st century: challenges and opportunities

## **Bibliography:**

- Albiac A. (2016). *Bandidos, pobres y soldados. La colonización portuguesa de Angola.*
- Dee, L. (2015). *The Carnation Revolution – A peaceful Coup in Portugal.* Association for Diplomatic Studies and Training.
- Dorothy Parker (1937). *Incredible, Fantastic...and True.* The New Masses
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- Guerra, Alfonso: Dejando atrás los vientos. Memorias 1982-1991. Madrid: Espasa-Calpe, 2006, pp. 325-333
- Jorge, D. (2015). La Guerra de España en el contexto de la crisis internacional de entreguerras. *Amnis. Revue d'études des sociétés et cultures contemporaines Europe/Amérique.*
- Navarro, V. *La Transición no fue modélica.* Diario Público. 09/04/2009
- Otero Ochaíta, J. Movimientos migratorios en la España del s. XX. Ministerio de Educación y Ciencia.
- Palmero, F (2018). *Estudiantes contra la dictadura.* Hemeroteca digital periódico El Mundo.
- Piedrafita, S., Steinberg, F., & Torreblanca, J. I. (2007). La europeización de España (1986-2006). *Boletín Elcano*, (95), 12.
- Sanz, R. P. (2013). Salazarismo y franquismo (1945-1955): sobrevivir en Occidente. *Espacio Tiempo y Forma. Serie V, Historia Contemporánea*, (25), 67-78
- Sanz, R. P. (2013). Salazarismo y franquismo (1945-1955): sobrevivir en Occidente. *Espacio Tiempo y Forma. Serie V, Historia Contemporánea*, (25), 78-88.