



IR 323: The Iberian Peninsula in a Global Context: International Relations in the 20th Century

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Fall/Spring

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 and requires 5 semesters of Spanish or equivalent proficiency.

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, offering students a new perspective of the Atlantic area. 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 and the Carnation Revolution in Portugal.

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 and the two Iberian dictatorships and we will 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.

At the same time, 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 in relation to historical memory in Spain, Chile and Argentina.

HUB LEARNING OUTCOMES

Historical Consciousness

1. Students will make connections between their prior historical knowledge and events that occurred in Spain and Portugal. Interconnecting events will help students to create historical narratives and interpretations about Spain and Portugal within the framework of 20th century international politics.
2. Students will analyze and apply intellectual paradigms to the forms of political organization that have shaped the history of Spain and Portugal in the 20th century. At the end of the class, students will be able to differentiate and evaluate different political systems from the dictatorships of Salazar and Franco to the current democratic regimes, as well as the influence of political movements such as liberalism, fascism, socialism or Europeanism in the political systems of Spain and Portugal.
3. Students will demonstrate an ability to interpret primary source material such as the North Atlantic Treaty, the resolutions of the United Nations against the Franco's regime, photographs of Robert Capa and Gera Taro or the movie *Bienvenido Mr Marshall*. Likewise, scheduled visits to the Valle de los Caídos, the Reina Sofía Museum and the Residencia de Estudiantes, will contribute to this ability.
4. Students will demonstrate knowledge about the main economic forces and processes during the 20th century such as the Crash of 29, the Marshall Plan and the creation of the Euro and how these processes developed in the Iberian Peninsula.

Social Inquiry I

1. Students will identify and apply major concepts used in International Relations to explain the organization and functioning of transnational institutions created throughout the 20th century (the League of Nations, the NATO, the United Nations and the European Union) and the role played by Spain and Portugal within these organizations.
2. Students will examine the role of the individual and social groups taking into account how global processes affect them and, vice versa, how individual decisions or those of certain groups can condition international politics. During the course, students will explore stories and personal experiences of American volunteers in the International Brigades during the Spanish Civil War and memoirs and testimonies of colonizers, leaders of anti-colonial movements and the soldiers in charge of repressing them.

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.

Assignments: After the first three sections, the midterm exam will take place. **The students will then have to complete an assignment (three in total) at the end of each of the remaining sections.** In these assignments, 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 assignment: Students will write a paper about the field trip. 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

Attendance and participation	15%
Group Presentation	15%
Midterm Exam	30%
Assignments (3)	30%
Field Trips.....	10%

Evaluation

Classwork and participation (15%): 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 (15%): 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.

Assignments (30 %): Each of the three assignments will make up 10% of the final grade. The evaluation of the assignments 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 (10%): 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.

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

Week 1
The Iberian Peninsula at the beginning of the 20 th century.
UNIT 1: The interwar period in the Iberian Peninsula (1918-1936) The creation of the League of Nations and the role of Spain and Portugal in the new world order at the end of WWI. Reading: President Woodrow Wilson's 14 Points, 1918
Week 2
The roaring twenties in the Iberian Peninsula: Crisis and modernity Film: Buñuel, L. Un perro andaluz. 1929.
The Spanish II Republic: between the Great Depression and the rise of fascism. Reading: 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>
Week 3
UNIT 2: Democracy vs Dictatorship: The Spanish Civil War and the WWII (1936-1945) The failure of the appeasement policy: the Spanish Civil War. Readings: 1. Esquembre C., Durá P., Salguero E. (2020). Brigada Lincoln. Panini Comics. 2. Letter from Canute Frankson, Albacete, Spain, 1937.
Transnational dimension of the Spanish Civil War: international support to Nationalist and Republican factions. Beyond the trenches: writers and foreign correspondents. Reading: Esquembre C., Durá P., Salguero E. (2020). <i>Brigada Lincoln</i> . Panini Comics.
Week 4
FIELD TRIP 1: Reina Sofía

<p>Balancing between the Axis and the Allies: Spain and Portugal facing World War II.</p> <p>Readings: Group presentation materials (Blackboard)</p>
<p>Week 5</p>
<p>GROUP PRESENTATION: Spaniards in WWII: from the French Resistance to the Concentration Camps.</p>
<p>UNIT 3: The Cold War in the Iberian Peninsula: The consolidation of the Franco and Salazar regimes (1945 – 1959)</p> <p>The Iberian dictatorships: an exception in a democratic western Europe.</p> <p>Reading: Rezola, M. I. (2008). The Franco-Salazar Meetings. Foreign policy and Iberian relations during the dictatorships (1942-1963). <i>E-Journal of Portuguese History</i>, 6(2), 4.</p>
<p>Week 6</p>
<p>The foreign policy of Franco and Salazar: <i>Hispanidad</i> and <i>Lusotropicalismo</i> as an exit to isolation.</p> <p>Reading: Rezola, M. I. (2008). The Franco-Salazar Meetings. Foreign policy and Iberian relations during the dictatorships (1942-1963). <i>E-Journal of Portuguese History</i>, 6(2), 4.</p>
<p>Decolonization and resistance: the Portuguese and Spanish colonies in Africa.</p> <p>Reading: Albiac A. (2016). <i>Bandidos, pobres y soldados. La colonización portuguesa de Angola.</i></p>
<p>Deadline Field Trip Assignment</p>
<p>Week 7</p>
<p>Welcome Mr. Marshall! Pacts with the United States and joining the United Nations.</p> <p>Film: Berlanga L.G. (1953) <i>¡Bienvenido, Mr. Marshall!</i> España: Unici.</p>
<p>MIDTERM EXAM</p>
<p>Week 8</p>
<p>UNIT 4: Economic development, foreign openness and social conflict (1960-1974)</p> <p>Economic development, emigration and tourism as an engine for social change.</p>

<p>Reading: Movimientos migratorios en la España del s. XX. Ministerio de Educación y Ciencia.</p>
<p>Counterculture, protest, and repression in the Iberian Peninsula: the opposition to the dictatorship in Spain and Portugal.</p> <p>Reading: Palmero, F (2018). <i>Estudiantes contra la dictadura</i>. Hemeroteca digital periódico El Mundo.</p>
<p>Week 9</p>
<p>Counterculture, protest and repression in the Iberian Peninsula: the armed opposition.</p> <p>Reading: Barroso, M. (2020). <i>La línea invisible</i>. Ep. 1: Pintadas y petardos</p> <p>Assignment: Assignment 1</p>
<p>FIELD TRIP 2: Madrid city of power</p>
<p>Week 10</p>
<p>UNIT 5: The fall of the Iberian Dictatorships: The Carnation Revolution and the Spanish Transition to Democracy (1975 – 1982)</p> <p>The Carnation Revolution: The fall of the <i>Estado Novo</i> in Portugal.</p> <p>Reading: Dee, L. (2015). <i>The Carnation Revolution – A peaceful Coup in Portugal</i>. Association for Diplomatic Studies and Training.</p> <p>Draft Assignment 1</p>
<p>The death of Franco, the Green March and the origin of the Western Sahara conflict.</p> <p>Film: Daudén L, Ruiz Cabrera S. (2020). <i>Ocupación S.A.</i> Coproducción España-Brasil-El Aaiún: Equipe Media, Nushatta Foundation. (Until 15:38)</p>
<p>Week 11</p>
<p>The Spanish Transition to democracy.</p> <p>Reading: Blackboard Material.</p>
<p>Reform or rupture: the Spanish transition face the 25th April.</p> <p>Reading: Navarro, V. <i>La Transición no fue modélica</i>. Diario Público. 09/04/2009.</p> <p>Assignment: Assignment 2</p> <p>Deadline Assignment 1</p>

Week 12
<p>UNIT 6: The integration of the Iberian Peninsula into the European Union: democratic stability and economic modernization (1982-2000)</p> <p>Democratic consolidation and Europeanization in the Iberian Peninsula.</p> <p>Reading: Piedrafita, S., Steinberg, F., & Torreblanca, J. I. (2007). La europeización de España (1986-2006). <i>Boletín Elcano</i>, (95), 12.</p> <p>Draft Assignment 2</p>
<p>Social democracy and welfare state in the Reagan and Thatcher years.</p> <p>Reading: Guerra, Alfonso: Dejando atrás los vientos. Memorias 1982-1991. Madrid: Espasa-Calpe, 2006, pp. 325-333.</p>
Week 13
<p>From 11S to 11M: International Terrorism and the War on Terror.</p> <p>Reading: Video in class</p> <p>Deadline Assignment 2</p>
<p>Debate: The Iberian Peninsula in the 21st century: challenges and opportunities</p>
Week 14
<p>Final Assignment Essay 3</p>