

POL/HIS 352E Road to Democracy in Portugal, Greece and Spain

Course Description

During the second half of the 1970's, Southern Europe inaugurated the "third wave of democratization." This course approaches that crucial period of Portuguese, Greek and Spanish history with a comparative methodology. The course will analyze the nature of authoritarian regimes and democracy, as well as the transition to and consolidation of democracies.

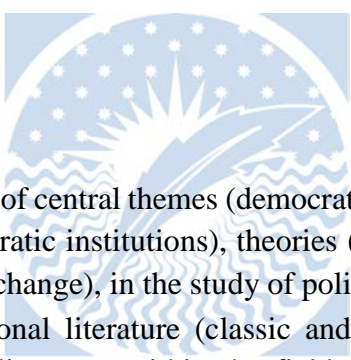
Course Goals and Methodology

By the end of the semester, students will be familiar with the history of democratic ideas, s.a. democracy's ultimate nature and value. Secondly, to understand the origins, development and consolidation of democratic governments, including the various forms of such governments throughout history. Lastly, to identify and analyze different factors, actors and historical processes which led to democratic governments in Southern Europe.

Students will come prepared to classed with assigned readings and homework. Class time will alternate lectures, debates, group discussions, documentaries, etc.

Learning Objectives

Through this course, students will:

- 
- Demonstrate a broad knowledge of central themes (democratization, varieties of political regimes, democratic performance, democratic institutions), theories (democratic theory, theory of regime consolidation, theory of regime change), in the study of political regimes and regime change.
 - Become familiar with foundational literature (classic and contemporary research) as well as developments in the scholarly literature within the field of study concerning democracy and democratization.
 - Demonstrate knowledge concerning the role played by and the impact of democracy and democratization throughout history as well as the role played by democracy and political regime change in contemporary societies studied
 - cross-nationally.
 - Build upon knowledge and literature studied in order to develop further research in the area of democracy and democratization, applying theories, concepts, data, and methods studied in this course.
 - Develop insights into the key issues regarding political regimes, democratization, regime stability, democratic quality and performance that are relevant for understanding and consulting on political systems in the world today.
 - Be familiar with new ways of studying and understanding political regimes and the institutional design of new democracies from past as well as contemporary history.

Required Texts

Selection of readings from various works available in Blackboard:

- Grugel, J. and Bishop, M.L., *Democratization: A Critical Introduction*, New York, Palgrave Macmillan, 2014 (2nd ed.).
- Graham, H. and A. Quiroga: “After the fear was over? What came after dictatorships in Spain, Greece and Portugal”, in D. Stone (ed.), *The Oxford Handbook of Postwar European History*, Oxford, 2012, 502-525.
- Judt, T., *Postwar: A History of Europe Since 1945*, London, Penguin Press, 2005.
- Malefakis, E., “Southern Europe in the 19th and 20th Centuries: An Historical Overview”, Madrid, Instituto Juan March, CEACS: Working Papers, 1992.
- Radcliff, P.; Aires Oliveira, P.; Kornetis, K. (dirs.), “Dossier: 50 years of Scholarship on the Southern European Democratic Transitions: A Comparative Approach”, in *Mélanges de la Casa de Velázquez*, 2023.
- Townson, N. (ed.), *Is Spain Different? A Comparative Look at the 19th and 20th Centuries*, Brighton, 2015.

Course Requirements and Grading

Oral participation is very important. Students are expected to contribute enthusiastically and courteously. The final grade will consider your initiative and creativity during the different activities scheduled during the course, but also any outside activity that you participate in. Students will come prepared to class, after working with the assigned pages from the handbook, key questions and other material supplied by the instructor.

There will be two examinations: a midterm and a final exam. Students will write two papers during the semester and submit them in Blackboard. The first one is a review of an article from academic journals. Further instructions for the review of articles are available in Blackboard. Film reviews (3) are a commentary on the films screened in class, supported by bibliography (further instructions available in Blackboard).

No late papers will be accepted. If you are not in class the day the first paper is due, make sure to turn it in earlier.

Your final grade will be calculated as follows:

- Participation (20%)
- Mid-term Exam (20%)
- Article Review (20%)
- Film Reviews (20%)
- Final Exam (20%)

All assignments will be graded using the Spanish grade scale, please see the UPO student handbook for further detail.

Missed or Late Work

Unless otherwise stated, all assignments must be typed according to the guidelines given and must be submitted at the beginning of each class, or the given time if submitted. All assignments will be graded using the Spanish grade scale. No late assignments will be accepted.

General Course Policies

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Student Engagement Policy

Student's engagement will account for at least 20% of the final grade for every course, thus highlighting its significance for high-impact learning. Students will receive two engagement grades: a mid-term grade (at least 10%) and an end-of-semester grade (at least 10%). An engagement rubric is provided to ensure transparent and consistent grading.

RUBRIC

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
Attendance	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
Preparation	Consistently well-prepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
Participation	Actively participates in discussions with thoughtful comments/questions; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
Attentiveness & Respect	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
Collaboration & Feedback	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.

Absences and lack of engagement

Absences during the add/drop period do not count against students' engagement grade but may impact their performance in the course. As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken to support students' success:

Initial outreach – after missing 3 classes*

E-mail from professor reiterating engagement policy and consequences for additional absences.

Second outreach – after missing 4 classes*

E-mail from professor and notification of academic staff at the International office.

Academic probation – after missing 6 classes*

Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences.

Any additional absences will result in a failing grade.

Academic Honesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

About using Artificial Intelligence (AI)

The use of AI tools such as grammar checkers, ChatGPT, etc. and automatic translation tools is prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

Learning Accommodations

If you require special accommodations or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to the Faculty Coordinator Marta Carrillo (mcaroro@acu.upo.es) to either turn in your documentation or to confirm that our office has received it. The coordinator will explain the options available to you.

Behavior Policy

Students are expected to always show integrity and act in a professional and respectful manner. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Course Contents

1. Introduction.
2. Democracy, Democratization, and Consolidation.
3. Democratization in Historical Perspective. Theories of Democratization.
4. Factors in democratization: The State, Civil Society, and Globalization.
5. Southern Europe in the 19th Century. Economy, Society and Culture.
6. Southern Europe in the 20th Century. Economy, Society and Culture.
7. Case Study 1, Portugal (Film "Capitães de abril" by Ricardo Passos, 2000).
8. Case Study 2, Greece (Film "Z" by Costa-Gavras, 1969).
9. Case Study 3, Francoism and Democratization in Spain (Film "23F" by Chema de la Peña, 2011)
10. Consolidation of Democracy in Southern Europe.
11. Shortcomings and Accomplishments of Southern European Democratization. Models of Transition and Model Transitions.

Class Schedule

- **Session 1** – Introduction: presentation of the course and review of syllabus.
- **Sessions 2-3** – Democracy, Democratization, and Consolidation.
- **Sessions 4-5** – Democratization in Historical Perspective. Theories of Democratization.
- **Sessions 6-7** – Factors in democratization: The State, Civil Society, and Globalization.
- **Sessions 8-9** – Southern Europe in the 19th Century. Economy, Society and Culture.
- **Sessions 10-11** – Southern Europe in the 20th Century. Economy, Society and Culture.
- **Session 12** – Commentary I due in Blackboard. No late papers will be accepted.
- **Session 13** – Midterm Exam, March 13th.
- **Sessions 14-15** – Case Study 1, Portugal (Film "Capitães de abril" by Ricardo Passos, 2000).
- **Session 16-17** – Case Study 2, Greece (Film "Z" by Costa-Gavras, 1969).
- **Sessions 18-19** – Case Study 3, Spain (Film "23F" by Chema de la Peña, 2011) ...
- **Sessions 20-21** – Francoism in Spain.
- **Sessions 22-23** – Models of Transition and Model Transitions.
- **Sessions 24-25** – Consolidation of Democracy in Southern Europe.
- **Session 26** – Shortcomings and Accomplishments of Southern European Democratization. Class discussion and Review. Final paper due in Blackboard
- **Final Exam** (TBA).
- **Visit** – Tour of Seville (TBD)