



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

Carlos Sánchez

Office: Bldg 25 (CUI)

Email: csanfern@acu.upo.es

Office Hours:

- by appointment
- Tu/Wed, 11-11:30 (starting March 2)

Course Information:

Spring 2021

Section a

Tu, 9-10:45 (online)

Tu/Th, 9-10:45 (classroom)

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.

This course will be taught both online and on-site (except for those few who will follow this whole course online).

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. Field trips and audiovisual material will be key elements in this course helping the student to have a clearer perception of each period.

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), research questions and traditions (Why do regimes rise and fall?; How do we evaluate regime performance?; What role does civil society play under democracy?), processes (regime change; civil society activation) in the study of political regimes and regime change.
- Become familiar with foundational literature (classic and contemporary research) 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.
- 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.

Technical Requirements

This course requires that students have/bring their own laptop, since tablets, Chromebook or cell phones may not meet our virtual platform requirements. Also, students are expected to have a high-speed Internet Service Provider. A webcam and a headset (preferred) or microphone for your computer is also required.

You should be proficient in the following:

- basic computer skills;
- email management;
- sending and receiving attachments via email;
- using a web browser;
- finding resources through search engines;
- using productivity applications such as Googledocs and Google Slides;
- using educational technology such as: Kahoot, Blackboard Collaborate, or Zoom;
- familiarity with creating PDF files and submitting them on Blackboard;
- the ability to be self-directed in learning new technology skills (e.g. access to support to learn necessary skills for Blackboard, or a step-by-step video tutorial).

For technical problems with Blackboard, please contact Jorge Pascual (jpasdia@acu.upo.es).

REQUIRED READINGS. *Selection of readings available in Blackboard.*

- Casanova, Julián. *The Spanish Republic and Civil War*. Cambridge, Cambridge UP, 2010
- Graham, Helen and Quiroga, Alejandro. "After the Fear was over? What came after dictatorships in Spain, Greece, and Portugal", in *The Oxford Handbook of Postwar European History*, 2014.
- Grugel, Jean & Bishop, Matthew L., *Democratization: A Critical Introduction*, New York, Palgrave Macmillan, 2014 (2nd ed.).
- Judt, Tony, *Postwar: A History of Europe Since 1945*, London, Penguin Press, 2005.
- Malefakis, Edward, "Southern Europe in the 19th and 20th Centuries: An Historical Overview", *Estudio/Working Paper*, 1992/35 (Jan. 1992), Fundación Juan March, Madrid.
- Townson, Nigel (ed.) *Is Spain Different? A Comparative Look at the 19th and 20th Centuries*, Sussex Academic Press, 2015

ADDITIONAL BIBLIOGRAPHY:

- Anderson, L. (ed.) *Transitions to Democracy*, New York, Columbia UP, 1999.
- Barreto, José. "Salazar and the New State in the Writings of Fernando Pessoa", *Portuguese Studies*, Vol. 24, No. 2, 2008
- Buchanan, Tom, *Europe's Troubled Peace, 1945-2000*, Oxford, Blackwell's, 2006.
- Huntington, Samuel, *The Third Wave. Democratization in the Late Twentieth Century*, Norman OK, University of Oklahoma Press, 1991.
- Linz, Juan J. and Alfred Stepan, *Problems of Democratic Transition and Consolidation. Southern Europe, South America, and Post-Communist Europe*, Baltimore MD, Johns Hopkins UP, 1996.
- Maravall, José M., *Regimes, Politics and Markets: Democratization and Economic change in Southern and Eastern Europe*, London, Oxford UP, 1997.

- *Museu do Aljube. Resistência e Liberdade* (English Edition)
- O'Donnell, Guillermo, Philip Schmitter, Laurence Whitehead, *Transitions from Authoritarian Rule: Southern Europe*, Baltimore MD, Johns Hopkins UP, 1986.
- Sorensen, George, *Democracy and Democratization: Processes and Prospects in a changing World*, San Francisco, Westview, 1993.

Online material

Material, assignments, and study guides are available at Blackboard.

It is the student's responsibility to check the online material on a regular basis since many assignments will be posted on-line and will not be announced in class. Also, it is the student's responsibility to confirm access to this platform.

General Course Policies

Please keep your mobile devices turned off during class. The usage of mobile devices during class time will result on an automatic absence. (See absence policy below).

Personal computers (or tablets) can be used in class for note-taking; however, the misuse of this device will result in losing this privilege. To facilitate class participation, food will not be consumed in class.

Course Requirements and Grading

Participation is very important; students are expected to contribute enthusiastically and courteously. The participation grade will take into account your initiative and creativity during the different activities scheduled during the course, both online and on-site, and also any outside activity that you participate in. Students will come prepared to class, after working with the assigned readings, 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. The first one is a review of an article from academic journals (selection of articles available in Blackboard). The second paper is a commentary of the films screened in class, supported by bibliography. Students will also do two brief presentations. Further instructions for all assignments available in Blackboard.

The final grade is broken down as follows:

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|--|----------------|
| • Participation (online and classroom) | 10% |
| • Article Review | 15% |
| • Exams 1 & 2 | 40% (20% each) |
| • Final Paper | 20% |
| • Presentations | 15% |

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

Attendance and Punctuality

Attendance is mandatory at all classes, both online and on-site. All absences must be justified by a doctor's note (signed, stamped and dated). More than one unjustified absence will adversely affect your final grade. Professors will keep track of each student's

attendance and active participation during the course. Students are expected to have their webcams turned on during the online sessions.

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. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

Learning accommodations

If you require special accommodations, you must send your documentation to Rubén Díaz (rdialop@acu.upo.es) or confirm that our office has received it. The deadline is January 29th. Your instructor will explain the options available to you.

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. 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.

Units

1. Introduction. Democratization in Historical Perspective.
2. Theories of Democratization. Factors in democratization.
3. Introduction to Southern Europe. Geography and History. The period 1789-1814.
4. Southern Europe, 1814-1870.
5. Southern Europe, 1870-1914.
6. Southern Europe, 1914-1949. Film "The Spanish Earth" (dir. Joris Ivens, 1937).
7. After the Storm, 1949-1975.
8. Greece. Film "Z" (dir. Costa-Gavras, 1969).
9. Portugal. Film "Capitães de abril" (dir. Maria de Medeiros, 2000).
10. Francoism and Transition in Spain.
11. Conclusions. Class discussion and Review.

Course Schedule

Sessions	Unit	Content
		THEORETICAL FRAMEWORK
1-2	1	What is Democracy? Origins and development of democratic governments. The history of democratic ideas. Democratization in historical perspective (Grugel, 12-23, 32-45)
3	2	Theories of Democratization. Factors in democratization: The State, Civil Society, and Globalization. (Grugel, 46-67)
		ORIGINS OF DEMOCRATIZATION IN SOUTHERN EUROPE
4	3	Introduction: Geography and History. The period 1789-1814. (Malefakis, 1-7)
		<i>February 4 - Academic Article Review due in Blackboard</i>
5-6	4	Southern Europe, 1814-1870. Politics, economy, society. (Malefakis, 7-19)
7-8	5	Southern Europe, 1870-1914. Politics, economy, society. (Malefakis, 19-36)
		<i>Student Presentations</i>
9-10	6	Southern Europe, 1914-1949. Film "The Spanish Earth". (Malefakis, 36-54; Casanova, 143-149, 335-339).
		<i>February 25 - Midterm Exam due in Blackboard</i>
11-12	7	After the Storm, 1949-1975. General traits (Malefakis, 55-59)
		THE THIRD WAVE IN PORTUGAL, GREECE, AND SPAIN
13-14	8	Greece. Flawed democracy, dictatorship and transition. Film "Z". (Malefakis, 59-67, Judt, 504-510).
15-16	9	Portugal. Dictatorship and democratization. Film "Capitães de abril". (Malefakis, 67-68, Judt, 510-516).
		<i>March 23 - Film Review Paper</i>
17-18	10	Francoism, Transition and Consolidation in Spain (Malefakis, 67-68, Judt, 510-516)
		<i>Sunday, March 28 - Sunday, April 4 (Semana Santa, Holy Week)</i>
		CONCLUSIONS
19	11	Models of Transition and Model Transitions. Consolidation of Democracy in Southern Europe. Shortcomings and Accomplishments of Southern European Democratization. Class discussion and Review
		<i>Student Presentations</i>
		<i>Final Exam (TBA)</i>

Possible Visits:

- Andalusian Parliament (TBA)
- or
- City Hall (TBA)
- or
- Walking tour of Sevilla

This syllabus is subject to change.