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Spanish Youth Since 1975: Challenge & Achievement

UNH Course Number: SOC361/CUL361

Subject Areas: Sociology, Cultural Studies

Level: 300

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

Description

This course considers contemporary expressions and representations of Spanish youth since the death of Francisco Franco in 1975. Addressing social topics such as drug and alcohol use, affordable housing, joblessness, political activism, education reform, and family life, this course asks a number of pertinent and oppressing questions about contemporary Spain. What motivates Spanish youth today? Are the young of Spanish politically active or apathetic? How and why has political engagement fluctuated over time? What issues do young Spanish women, recent immigrants and Catalans face today? What is causing late emancipation and low birthrates?

To answer these questions, you will investigate specific social and political movements, such as the anti-military movement, the *Okupa* movement, and more recent activist groups opposed to bullfighting, denouncing the housing shortage amid Spain's mortgage crisis, protesting the *Plan Bolonya* in universities, and in support of the 15M movement of 2011. You will also discover and analyze the musical and popular genres that captured the imagination of Spain's young across successive decades. To this end, you will critique films and song lyrics along with local academic articles in order to grasp and appreciate major social, cultural and political issues mobilizing Spanish youth in the post Franco years.

Field studies in Barcelona include exploring established *Okupa* houses, the former bullring Las Arenas, unemployment offices, and universities. You will discuss these issues directly with young Spanish people. The aim of the course is for American college students to better understand their peers in Spain enabling them to reach cross-cultural understanding as well as providing them with the tools to initiate conversation in a variety of settings.

Learning Objectives

Knowledge & Cognitive Skills

- Use both local and international scholarship to trace the social and cultural history of Spanish youth

- Trace the main political and historical events that have impacted youth in Spain today
- Identify and evaluate key issues sparking Spanish youth into political, social and cultural activism
- Describe key social policies that have changed the daily lives of Spanish youth
- Identify recent cultural works or genres that capture the frustrations and aspirations of young Spaniards
- Discover and describe local host-city manifestations of contemporary social challenge and achievement of Spanish youth

Critical Thinking Skills

- Use standards of critical reasoning to analyze the role youth plays in contemporary Spanish society and culture
- Identify global forces at work exacerbating the struggles of Spanish youth today
- Critically evaluate a mainstream journalistic article about the young of Spain
- Analyze the social history that shapes young Spaniard's attitudes to their family, education, and future
- Design, research and write a paper in conventional academic style on a social or political movement in which young people play an important role

Affective & Attitudinal Skills

- Demonstrate an awareness of the social challenges young Spaniards face
- Develop and demonstrate empathy for a people still struggling to create a healthy social democracy
- Reflect upon the role youth plays in contemporary Spanish culture and society

Behavioural Skills

- Use knowledge of Spanish youth culture to engage positively with the host population, city & culture
- Overcome cultural differences when discussing social issues with young people and be able to anticipate recurrent attitudes and discourses
- Convey your empathy with Spain's youth with someone unfamiliar with Spanish culture

Instructional Format

Class will meet twice a week for 80 minutes. Course-work is comprised of in-class lectures and discussions, group exercises, student presentations, films, extensive outside readings, onsite field research, and a research paper. Classes are intended to be highly interactive, with an emphasis upon effective communication between instructor and student in order to develop a constructive dialogue about contemporary youth and their ongoing influence on contemporary culture. Field studies across the city may consist of excursions to Okupa houses, bullfighting arena, unemployment offices, etc. For example, you will witness the transformation of the Las Arenas bullring into a modern shopping mall after bullfighting was made illegal in Cataluña. You will also attend a public open house at the *Can Masden Okupa* house, and hear a presentation on the history of the house. Finally, you will hear a presentation at an immigration center in the Raval neighborhood. In this way, you will come into face-to-face contact with the very subjects you are studying in your texts and through research. *If you require any special accommodations, please contact the instructor.*

Forms of Assessment

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Whether or not you plan to transfer letter grades back to your home institution, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Please be advised: Any grade dispute you encounter in this course must immediately be discussed with the instructor and definitively resolved before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see [CEA Academic Policies](#).

Class Participation	10%
Newspaper Articles & Short Assignments	10%
Interviews	10%
Group Presentation	10%
Research Paper	20%
Midterm Exam	20%
Final Exam	20%

Class Participation (10%): This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the required texts, your ability to use language effectively, and your analytical skills in intellectual, constructive argumentation. When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, no laptops, etc.). You will also be expected to complete field study information sheets. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–89.90)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.69)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.90)

Newspaper Articles & Short Assignments (10%): This activity is designed to keep you informed on what topics are of concern to Spanish youth today. You will be asked to skim the news from one of several newspaper or media sources (see list below) and find articles that directly speak about or relate to young people in Spain. You will have to print off the article (be sure the date and source is easily identifiable), write a short paragraph summary of the contents and a second paragraph reaction to the news item. We will use these occasionally in class discussions. You need 5 in total (check due dates in syllabus below).

Other short assignments will include reading a number of assigned articles. Frequently you will turn in summaries, reflections, reactions or some other form of homework on your readings. Fieldwork reflection sheets will also be included in this category. The instructor recommends keeping notes of the main ideas each article raises. This will help immensely when studying for an exam or needing material for your research.

Interviews (10%): Each student needs to interview a young person (under age 40) from Spain at 5 different points throughout the term. You may approach someone you already know or someone you meet at the university. You can also try interviewing a language exchange partner. Many young Spaniards are trying to learn English and will appreciate the opportunity to practice. The interview should contain questions that are pertinent to class. You should also feel free to use these contacts as opportunities to establish friendships with young people in Spain. For each contact you need to turn in a summary of your conversation including answers to specific questions. The instructor will hand out specific questions near each due date.

Group Presentation (10%): This is the oral version of your research project (described below) that you will present to the class. You will be assigned your day to present once everyone has chosen their research topics. Keep in mind the need to reduce and synthesize dramatically the information contained in your research paper to a short oral presentation. PowerPoint is encouraged; however slides cluttered with text do not make

for engaging presentations.

Research Paper (20%): Social Movement Project

In pairs or groups, you will research a social movement that was not discussed in class. Though you will share sources in many cases, you will turn in an individual research paper.

After some initial research you may find that your movement consists of many sub movements with differing goals and philosophies. Use your judgment on whether to narrow your research down to one subgroup each or to research the larger group dividing up the facets. For example, your group may be working on the terrorist group ETA. You may decide to divide up the work chronologically, each person researching a phase of ETA or you may decide to divide the research by topics: history, gender, victims associations, political representation, etc.

Be sure to edit each other's work for spelling, grammar, and expression. Count on your partners to check for your errors and utilize spell-check in our language lab.

Be sure to address at a minimum:

- The history of the movement, strategies, tactics, and goals.
- How do they get their message across?
- Did the movement reach any of its goals?
- What type of young people are attracted to the movement?
- Who are the members and what do they believe?
- Do they propose any alternatives?
- Do they operate largely within the law or outside the law?
- What kind of esthetics do they use in their clothing and hairstyle?
- What kind of music do they listen to?
- Who are their heroes?
- Do they have a strong internet presence?
- What do you imagine to be the future of the organization?

Sample Topics:

- Anti-Globalization movement
- Green movement
- ETA (Basque terrorist group)
- Movement for the legalization of drugs
- Movement against racism
- Movement for justice in housing "*por la vivienda digna*"
- Anti-bullfighting movement
- Youth branch of PSOE
- Skinheads
- Youth branch of PP
- Anti-Bolonia movement
- Movement to lower voting age to 16

Midterm and Final Exam (20% each):

The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. The mid-term exam will be made up of several sections: Multiple choice questions (names, dates, and political information), short answers/ definitions of concepts discussed in class / slide identifications of influential thinkers, actors, musicians, politicians, and essays. In addition, you will reflect on how you would explain an “odd” cultural phenomenon to an American with no knowledge of Spain. Students that can provide specific support from the readings, films, and music lyrics will receive higher marks than those that answer with generalities. The final exam will also include information from your classmates’ presentations.

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

CEA Attendance Policy

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence.
- You will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

ceaClassroom: CEA's Moodle CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives.

The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

Required Readings

The required course textbooks listed below are available for purchase at a local bookstore. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy of each. Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class (in Moodle), and are located on the CEA shared drive for in-house consultation. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Textbooks:

Hooper, John. *The New Spaniards*. London: Penguin Books, 2006. 480pp.

Jordan, B. and R. Morgan (eds.). *Contemporary Spanish Cultural Studies*. Manchester: Manchester UP, 1998. 336pp.

Pujolar, Joan. *Gender, Heteroglossia and Power: A Sociolinguistic Study of Youth Culture*. New York: Mouton de Gruyter, 2001. 352pp. (Pdf online)

Required Literary Readings:

Alonso de Santos, José Luis. *Going Down to Marrakesh (Bajarse al moro)* in O'Connor, P. (ed.) *Plays of the New Democratic Spain* (New York: U P of America, 1992), 313-381.

Diosdado, Ana et al. *Staging Terror Madrid 3/11*. New York, Estreno Plays, 2007. 51pp.

Additional Required Readings:

Allinson, Mark. "The Construction of Youth in Spain 1980 and 1990s" in Jordan, B. and R. Morgan (eds.) *Contemporary Spanish Cultural Studies* (Manchester: Manchester UP, 1998), 265-273.

Andrews, Margaret & Brooksbank Jones, Anny. "Re-registering Spanish Feminisms" in Jordan, B. and R. Morgan (eds.) *Contemporary Spanish Cultural Studies* (Manchester: Manchester UP, 1998), 233-239.

Castro Martin, Teresa. "Contraception Use Patterns Among Spanish Single Youth", *European Journal of Contraception and Reproductive Health Care* 10.4 (2005): 219-228.

Josep Cañabate. "Hope Without Optimism: Legal Education in Spain at the Threshold of Bologna Plan" *Barkley Law Review* 1 (2007), 301-314. http://works.bepress.com/josep_canabate/6

Castro Martin, Teresa. "Delayed Childbearing in Contemporary Spain: Trends and Differentials", *European Journal of Population* 8.3 (1992), 217-246.

Douglass, Carrie B. "We're Fine at Home: Young People, Family, and Low Fertility in Spain" in Douglass, C. B., *Barren States: The Population "Implosion" in Europe* (Oxford: Berg, 2005), 183-206.

Fouz-Hernández, Santiago. "Generación X": Spanish Urban Youth Culture at the End of the Century in Mañas Armendáriz's *Historias Del Kronen*" *Romance Studies* 18.1 (2000): 83-98.

Martínez, Miguel. "The Squatters' Movement: Urban Counter-Culture and Alter-Globalization Dynamics" *South European Society and Politics* 12.3 (2007): 378-398.

McFarland, Andrew. "Sport, Mass Consumerism and the Body in Modern Spain" *Sport in Society* 11.6 (2008): 607-614.

Midgely, Peter. "The Role of Smart Bike Sharing Systems in Urban Mobility", *Journeys*, 2009, 23-31.

Moreno Minguez, Almudena. "The Late Emancipation of Spanish Youth: Four Keys for Understanding", *Electronic Journal of Sociology* 17.1, 2003, 1-20.

Peiró, Rosana et al. "Does the Liberalization of Abortion Law Increase the Number of Abortions? The Case Study of Spain", *European Journal of Public Health*, 11.2, 2001, 190-194.

Prat Carvajal, Enric. "The Peace Movement and Antimilitarism in Spain: 2003-2008" *Materials of Peace and Human Rights* 7 (2009): 1-43.

Rolfe, Pamela. "For Spanish Leader, War is Gamble" *The Washington Post*, March 20, 2003. pp.A21.

Smith, Paul Julian. "Toward *Spanish Youth Movie: Historias del Kronen*" in Smith, P. J., *Spanish Visual Culture. Cinema, television, internet* (Manchester: Manchester UP, 2006), 75-100.

Suarez, Sandra. "Mobile Democracy: Text Messages, Voter Turnout and the 2004 Spanish General Election", *Representation* 42.2, 2006, 117-128.

Tadrissi, Parissa. "Filthy Squatters: The History and the Novel of "Okupas" in Spain", *Cuaderno internacional de estudios humanísticos* 11, 2009, 69-108.

Triana Turibio, Nuria. "A Punk called Pedro: *la movida* in the films of Pedro Almodóvar" in Jordan, B. and R. Morgan (eds.) *Contemporary Spanish Cultural Studies* (Manchester: Manchester UP, 1998), 274-282.

Tremlette, Giles. "Clubs and Curas", "11M: Moros y Cristianos", "The Madness of Verdaguer", "Moderns and Ruins" in *Ghosts of Spain: Travels through Spain and its Silent Past* (New York: Walker and Company 2008) 180-201, 224-254, 291-323, 368-372.

"Voluntary Action in Spain Facts and Figures", *European Volunteer Center*, 1-19.

http://www.cev.be/data/File/Facts_and_Figures_Spain_Final.pdf

Woodworth, Paddy. "Spain Changes Course: Aznar's Legacy, Zapatero's Prospects" *World Policy Journal* 21.2 (2004): 7-26.

Zuber, Helena. "Generation Neither Nor. Recession Robs Spain's Youth of Jobs and Hope", *Spiegel Online International*, July 29, 2009, 1-3. <http://www.spiegel.de/international/europe/0,1518,638981,00.html>

Required Radio Listening Assignments: NPR

www.npr.org

(N)Ole! Spanish Region Says Adios To Bullfighting July 28, 2010

<http://www.npr.org/templates/story/story.php?storyId=128817215>

Youth Protests Sweep Spain As Unemployment Soars May 26, 2011

<http://www.npr.org/2011/05/26/136683688/youth-protests-sweep-spain-as-unemployment-soars>

Pope Visits a Changing Spain Aug 18, 2011

<http://www.npr.org/2011/08/18/139760331/pope-visits-a-changing-spain>

After Aiming Too High, Spain Renews Solar Push Aug 9, 2011

<http://www.npr.org/2011/08/09/139225022/after-aiming-too-high-spain-renews-solar-push>

Spain Criticized For Giving Tax Break for Pope's Visit Aug 12, 2011

<http://www.npr.org/2011/08/12/139570724/spain-criticized-for-giving-tax-break-for-popes-visit>

"Spain Looks at Changing Naming Tradition", Nov 4, 2010.

<http://www.npr.org/blogs/thetwo-way/2010/11/04/131067882/spain-looks-at-changing-naming-tradition-citing-gender-equality>

Recommended Readings:

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

Recommended Readings in English

- Barton, Simon. *A History of Spain*. New York: Palgrave Macmillan, 2004. 302pp.
- Gies, David T. *The Cambridge Companion to Modern Spanish Culture*. Cambridge: Cambridge University Press, 2007. 327pp.
- Graham, Helen and Labanyi, Jo (eds.). *Spanish Cultural Studies. An Introduction. The Struggle for Modernity*. Oxford: Oxford University Press, 1995. 455pp.
- Labany, Jo. *Constructing Identity in Contemporary Spain. Theoretical Debates and Cultural Practice*. London: Oxford University Press, 2002. 343pp.
- Jordan, Barry and Morgan, Rikki. *Contemporary Spanish Cinema*. Manchester: Manchester University Press, 1998. 216pp.
- Truscott, S. *A Dictionary of Contemporary Spain*. Chicago: Fitzroy Dearborn, 1998. 301pp.

Recommended Readings in Spanish:

- Elzo, Javier. “¿Son los jóvenes españoles diferentes? Comparación de algunos valores de los jóvenes españoles con los de los jóvenes europeos”. *Quaderns de la Mediterrània*
- <http://www.iemed.org/publicacions/quaderns/11/47%20son%20los%20jovenes%20espanoles%20diferentes.pdf>
- Fraile Prieto, Teresa. *Música de cine en España: señas de identidad en la banda sonora contemporánea*. Badajoz: Diputación, 2010. 367pp.
- González-Calleja, Eduardo. *Rebelión en las aulas. Movilización y protesta estudiantil en la España Contemporánea 1865-2008*. Madrid: Alianza, 2009. 447pp.
- Moreno Luzon, Javier. *Izquierdas y nacionalismos en la España contemporánea*. Madrid: Fundación Pablo Iglesias, 2011. 304pp.
- Navarette, Luis. *La historia de la España contemporánea a través del cine español*. Madrid: Editorial Síntesis, 2009.
- Urioste Azcorra, Carmen de. *Novela y sociedad en la España contemporánea*. Madrid: Fundamentos, 2009. 251pp.
- Valero, Tomás. *Historia de España contemporánea vista por el cine*. Barcelona: Publicacions i Edicions de la Universitat de Barcelona, 2010. 504pp.
- Ortega, P. “Los jóvenes arquitectos del monumento al 11-M construyeron un concepto, el vacío”, *El País*, Aug 27, 2011 http://www.elpais.com/articulo/madrid/jovenes/arquitectos/monumento/11-M/construyeron/concepto/vacio/elpepiespmad/20080312elpmad_6/Tes

Online Reference & Research

El País. Spain's leading newspaper has an English version online.

<http://www.elpais.com/english/>

Iberosphere. News, comment and analysis on Spain, Portugal and beyond (in English).

<http://iberosphere.com/>

Typically Spanish. News on Spain in English. You can also click on a map of Spain for news in the region of your choice.

<http://www.typicallyspanish.com>

Spanish News. Set up like a standard online newspaper with a focus on Spain.

<http://www.Spanishnews.es>

Think Spain. Online newspaper with very short articles.

www.thinkspain./news_index

Iberia Nature. This is the principal English-language source of information on the Net on the nature and geography of Spain.

www.iberianature.com

Digital on-line versions of Spanish daily press

La Vanguardia <http://www.lavanguardia.es>

El país <http://www.elpais.com>

El Mundo <http://elmundo.es>

Other digital sources to find news articles

Yahoo España

<http://es.yahoo.com>

Independent Media Center (Indymedia)

<http://barcelona.indymedia.org/>

<http://madrid.indymedia.org/>

*By using the search box you can quickly find articles on class topics (e.g., search “joven,” “Okupa,” “alcohol,” “Plan Bolonya,” etc.)

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Course Content

Session	Topic	Activity	Student Assignments
1	<p>Course Introduction</p> <p>Analysis of Syllabus</p> <p>Discussion of Learning Objectives</p>	<ul style="list-style-type: none"> • Introduction & general overview of the course 	<p>Readings:</p> <ul style="list-style-type: none"> • Ensure textbook purchases • Skim course textbooks
2	<p>1939-1975</p> <p>Franco's Legacy and the <i>Dictablanda</i></p>	<ul style="list-style-type: none"> • Lecture on late dictatorship, the <i>cantaautores</i> (songwriters), and censorship <ul style="list-style-type: none"> • Songs by <i>cantaautores</i>: <ul style="list-style-type: none"> - Joaquín Sabina “Pongamos que hablo de Madrid” <ul style="list-style-type: none"> - L.E. Aute “Al Alba” - Lluís Llac “L’Estaca” - Ana Belén “Solo le pido a Dios”, “España, camisa blanca” 	<p>Readings:</p> <ul style="list-style-type: none"> • Hooper, “From Hunger to Prosperity”, <i>The New Spaniards</i>, pp. 11-25. • Hooper, “From Dictatorship to Democracy”, <i>The New Spaniards</i>, pp. 26-34.
3	<p>Reactions to Franco's Death</p> <p><i>El Destape</i></p> <p><i>La Transición</i></p>	<ul style="list-style-type: none"> • Clips from Franco's funeral • Class discussion on social repression. How will a society react to the absence of authority? • Class lecture on the ETA bombing of Carrillo Blanco and the role of the king in the <i>Transición</i> 	<p>Readings:</p> <ul style="list-style-type: none"> • Hooper, “Introduction: The Change in Spain”, <i>The New Spaniards</i>, pp. 1-10. • Hooper, “Socialist Spain”, <i>The New Spaniards</i>, pp. 46-52.
4	<p>The Early 1980s</p> <p><i>La movida madrileña</i></p> <p>& Pedro Almodóvar</p>	<ul style="list-style-type: none"> • Class lecture on early 80s and key popular figures. <ul style="list-style-type: none"> • Music: <ul style="list-style-type: none"> - Punk: Siniestro Total, Alaska - Pop: Mecano • Clips from Almodóvar films 	<p>Readings:</p> <ul style="list-style-type: none"> • Triana Turibio, N. “A Punk Called Pedro: <i>la movida</i> in the films of Almodóvar”, <i>Contemporary Spanish Cultural Studies</i>, pp. 274-282. • Hooper, “Art and Artists: No limits”, <i>The New Spaniards</i>, pp. 397-409. • Tremlette, “Moderns and Ruins”, pp.368-372. <p>Newspaper Assignment #1 due</p>

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Session	Topic	Activity	Student Assignments
5	The Mid & Late 1980s: Disillusion with Democracy	<ul style="list-style-type: none"> • Class lecture on mid and late 80s. What did democracy bring and what was left behind? <ul style="list-style-type: none"> • the Javier Krahe incident • Music: - Punk: La polla Records (“Revolución”, 1985; “No somos nada”, 1987), Eskorbuto (Anti-todo”) <ul style="list-style-type: none"> - <i>Ska</i>: Kortatu - (“Hay algo aquí que va mal”) 	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Going Down to Marrakesh</i> (1988) Act 1, pp. 313-353.
6	The Early & Mid 1990s	<ul style="list-style-type: none"> • Class discussion of <i>Bajarse al moro</i> 	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Going Down to Marrakesh</i>, Act 2, pp. 354-381.
7	Antimilitary Movement: Conscientious Objectors <i>and Insumisos</i>	<ul style="list-style-type: none"> • Lecture on the anti-military movement: tactics and achievements. Implication of changes from public to private military. What would you do if one year of military service were obligatory? <ul style="list-style-type: none"> • Do you think it’s a good idea? 	<p>Readings:</p> <ul style="list-style-type: none"> • Hooper, “The Army Back in Step”, <i>The New Spaniards</i>, pp. 187-202. • Prat, “The Peace Movement and Anti-Militarism in Spain” pp 1-43. <p>Interview #1 due</p>
8	Generation X and Apathy <i>Historias del Kronen</i> By J.A. Mañas	<ul style="list-style-type: none"> • Lecture on apathy in youth, <i>pijos</i>, temp agencies and labor laws. <ul style="list-style-type: none"> • Music: - Reincidentes: “Si el INEM te quema, quema el INEM” - Celtas Cortos: “Tranquilo majete” 	<p>Film Study: <i>Historias del Kronen</i> (Armendraiz 1995)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Smith, “Towards a Spanish Youth Movie: <i>Historias del Kronen</i>”, pp. 75-100.
9	Historias del Kronen (cont.)	Class Discussion of the film & related articles	<p>Readings:</p> <ul style="list-style-type: none"> • Choose an article from the MLA database on <i>Historias del Kronen</i>. Bring a summary of major points for class discussion. Aprox 10pp. • Fouz-Hernández, “¿Generación X? Spanish Urban Youth Culture...”, pp. 83-98.

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10	The Mid 1990s: Housing Problems and the OKUPA movement	<ul style="list-style-type: none"> Class lecture on the Okupa movement: symbols, tactics, achievements <ul style="list-style-type: none"> Music: <ul style="list-style-type: none"> Celtas cortos: “Gente distinta” 	Readings: <ul style="list-style-type: none"> Moreno, A. “The Late Emancipation of Spanish Youth”, pp. 1-20. Douglass, C. B. “We’re fine at home. Young people, Family and Low Fertility in Spain” (in <i>Barren States</i>), pp. 183-206. Interview #2 (AFTER READINGS)
11	Field Study 1: <i>Casa Okupa</i>	Onsite learning at Can Masdeu (Okupa House)	Readings: <ul style="list-style-type: none"> Tadrisi, P. “Filthy Squatters”, 69-108. Martínez, “The Squatters Movement”, pp. 379-398. Newspaper Assignment #2 due
12	Aznar & “España va bien” Late 1990s Poverty & Youth	<ul style="list-style-type: none"> Short lecture on the Aznar period <ul style="list-style-type: none"> Music: <ul style="list-style-type: none"> Ska-p: “ñapa es” (1996), “España va bien” Discussion of the film and soundtrack for <i>Barrio</i> 	Film Study: <i>Barrio</i> (Fernando León Aranoa, 1998)
13	Low Birth Rates: Cause & Effect	<ul style="list-style-type: none"> Class discussion: How can a Catholic country without easy access to abortion have such a low birth-rate? What’s the connection between low birth-rate and women’s emancipation? What is the role of birth control? 	Readings: <ul style="list-style-type: none"> Hooper, “Machismo Meltdown”, <i>The New Spaniards</i>, pp. 123-133. Castro Martin, T. “Delayed Childbearing in Contemporary Spain”, pp. 217-246. Peiró, Rosana et al. “Does the liberalization of abortion law.....” pp. 190-194. Castro, “Contraception use...” pp. 219-228.
14	Review Spanish Youth: 1975-1995	Review for Midterm	<ul style="list-style-type: none"> Barry, “The construction of youth in Spain in the 1980s and 1990s”, <i>Contemporary Spanish Cultural Studies</i>, pp. 265-273.
15	Midterm Exam	Midterm Exam	Study Midterm Exam Review all Class Readings& Course Materials

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16	2000-2004 Aznar up to bat again: Conservative Spain	<ul style="list-style-type: none"> • Lecture on Aznar and what conservative means in Spain. • Spain in Irak. 	Readings: <ul style="list-style-type: none"> • Hooper, “Conservative Spain”, <i>The New Spaniards</i>, pp. 69-79. • Rolfe, “For Spanish Leader, War is Gamble” <i>The Washington Post</i>, pp.A21. Newspaper Assignment #3 due
17	La España Verde Prestige Disaster Bicing	<ul style="list-style-type: none"> • Calculate your ecological footprint in Barcelona vs. your life back in the U.S. <ul style="list-style-type: none"> • Bicing. What works and what doesn’t? • Lecture on young people and the Prestige disaster. 	Reading: <ul style="list-style-type: none"> • Midgeley, P. “The Role of Smart Bike Sharing Systems in Urban Mobility”, pp. 23-31. • “Voluntary Action in Spain Facts and Figures”, pp. 1-19. Listening: <ul style="list-style-type: none"> • NPR Ari Shapiro, “After Aiming Too High, Spain Renews Solar Push”, Aug 9, 2011. Newspaper Assignment #4 due
18	11M & the Election of Zapatero	<ul style="list-style-type: none"> • Lecture on 11M and the scandal that followed. Did Aznar lie to the public? Why was the ETA theory so compelling? 	Readings: <ul style="list-style-type: none"> • “Mobile Democracy: Text messaging, cell phones and voter turnout”, pp. 1-24. • Tremlett, G. “11M: Moros y cristianos”, <i>Ghosts of Spain</i>, pp. 224-254. • Woodworth, P. “Spain Changes Course”, pp.7-26. Film Study: <i>Hay motivo</i> (2004) Interview #3
19	Artistic Responses to 11M	<ul style="list-style-type: none"> • Discussion of the plays and slides of the Madrid Atocha memorial. 	Readings: Two plays in response to 11M <ul style="list-style-type: none"> • Ana Diosdado, “Harira” (2007), Staging Terror, pp. 1-31. • Paloma Pedrero, “Ana 3/11” (2007, Staging Terror, pp. 101-125.

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Session	Topic	Activity	Student Assignments
20	<p>Gender Struggles & Domestic Abuse:</p> <p>Are young people less <i>machista</i>?</p>	<ul style="list-style-type: none"> • Discussion of the film <i>Te doy los ojos</i> and director Iciar Bollaín <ul style="list-style-type: none"> • Music: <ul style="list-style-type: none"> - Bebe: “Malo” - Pedro Guerra: “Hay que volver a empezar” <ul style="list-style-type: none"> - Ismael Serrano: “Caperucita” - Reincidentes: “Ay Dolores” 	<p>Readings:</p> <ul style="list-style-type: none"> • Hooper, “Family Values and Home Truths”, <i>The New Spaniards</i>, 134-44. • Barry, “Re-registering Spanish Feminism”, <i>Contemporary Spanish Cultural Studies</i>, 33-40. • Tremlette, “Clubs and Curas”, pp180-201. <p>Listening:</p> <ul style="list-style-type: none"> • NPR Bill Chappel, “Spain Looks at Changing Naming Tradition”, Nov 4, 2010. <p>Film Study: <i>Te doy los ojos</i> (Iciar Bollaín,2004)</p>
21	<p>Spanish Youth at the Margins:</p> <p>Is Spain a Gay-Friendly Country?</p>	<ul style="list-style-type: none"> • Discussion of readings and film 	<p>Readings:</p> <ul style="list-style-type: none"> • Hooper, “Sex: From Francoist Prudery to Gay Marriages”, <i>The New Spaniards</i>, pp. 108-122. • Barry, “Representation of alternative sexualities in contemporary Spanish writing and film”, <i>Contemporary Spanish Cultural Studies</i>, pp. 214-222. • Barry, “Laws of silence: homosexual identity and visibility in contemporary Spanish culture”, <i>Contemporary Spanish Cultural Studies</i>, pp. 241-250. <p>Film Study: <i>Nico and Dani (Cesc Gay), 2000)</i></p>
22	<p>Field Study #2:</p> <p>Young immigrants. Where are they from? What are their prospects?</p>	<p style="text-align: center;">Field Study:</p> <p>Walk through Raval and presentation at Tot Raval immigration center.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Hooper, “New Arrivals and Old Prejudices”, <i>The New Spaniards</i>, pp. 285-295. • Barry, “Race, immigration...” <i>Contemporary Spanish Cultural Studies</i>, pp. 48-57. • Read about Fundació Tot Raval: http://citiesofmigration.ca/good_idea/fundacio-tot-raval/ • Begin Pujolar <i>Gender, heteroglossia and power</i>, pp.1-82 <p>Interview #4 Prepare Student Presentations</p>

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Session	Topic	Activity	Student Assignments
23	Young Catalans	<ul style="list-style-type: none"> Lecture on young Catalans. Are they so different from youth in the rest of Spain? Discussion of the readings. 	<p>Readings:</p> <ul style="list-style-type: none"> Hooper “Centrifugal Forces”, <i>The New Spaniards</i>, pp. 217-230. Hooper “The Catalans”, <i>The New Spaniards</i>, pp. 252-264. Hooper, “Autonomy in Action”, <i>The New Spaniards</i>, pp 273-284. Tremlett, “The Madness of Verdaguer”, pp291-323. Pujolar <i>Gender, heteroglossia and power</i>, pp.83-254. <p>Prepare Student Presentations</p>
24	<p>The Year 2009</p> <p>Bologna Plan & University Reform</p> <p>The Year 2010</p> <p>Generación NI-NI</p>	<ul style="list-style-type: none"> Class lecture & Discussion: Plan Bolonya pros and cons. <ul style="list-style-type: none"> Do the <i>ni-nis</i> exist? What about <i>sí-sís</i>? 	<p>Readings:</p> <ul style="list-style-type: none"> Cañabate, J. "Hope without optimism...”, pp. 301-314. Zuber, “Generation neither nor ...”, pp. 1-3. Hooper, “Education”, <i>The New Spaniards</i>, pp.308-318. <p>Listening:</p> <ul style="list-style-type: none"> NPR Silvia Poggioli, “Spain’s Boom to Bust Illustrates Euro Dilemma”, July 15, 2010.
25	<p>The Year 2011</p> <p>15M Movement</p> <p><i>Los Indignados</i></p>	<ul style="list-style-type: none"> Class lecture and Discussion: 15M in Plaza Cataluña 	<p>Readings:</p> <ul style="list-style-type: none"> Hedgecoe, Guy. “Spain’s Lost Generation Finds a Voice”, <i>Iberosphere</i>, May 21, 2011. pp1. <p>Listening:</p> <ul style="list-style-type: none"> NPR Silvia Poggoli. “Youth Protests Sweep Spain as Unemployment Soars”, May 26, 2011. <p>Film study:</p> <p><i>#SpanishRevolution</i> (Moran, 2011)</p> <p>http://especiales.lainformacion.com/espana/documental15m-ing/</p>

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Session	Topic	Activity	Student Assignments
26	Field Study #3: Youth Consumerism Is the Pope Right?	Field Study: Las Arenas (former bull-fighting ring) shopping mall.	Readings: <ul style="list-style-type: none"> • Hooper, “Changing Traditions”, <i>The New Spaniards</i>, pp. 410-426. • Hooper, “The New Spaniards”, <i>The New Spaniards</i>, pp. 427-438. • McFarland, “Sport, mass consumerism...” pp. 607-614. Listening: <ul style="list-style-type: none"> • NPR Lauren Frayer All Things Considered “Pope Visits a Changing Spain”, Aug 18, 2011. • NPR Lauren Frayer Morning Edition , “Spain Criticized for Giving Tax Breaks for Pope’s Visit”, Aug 12, 2011. • NPR “NOlé. Spanish region says Adios to Bullfighting”, July 28, 2010.
27	Group Presentations	Group Presentations	Interview #5 Newspaper Assignment #5 due
28	Group Presentations	Group Presentations	Research Paper Due
29	REVIEW FOR FINAL	Final Exam Review	Review all Class Readings & Course Materials
30	FINAL EXAM	Final Exam	Review all Class Readings & Course Materials