



University of  
New Haven

## *Nationalism & Separatism in Catalonia Today*

### **SECTION I: Course Overview**

**UNH Course Code:** POL481BCN

**Subject Area:** Political Science

**Prerequisites:** One 200-level course or two 100-level courses in Political Science/Comparative Politics

**Language of Instruction:** English

**Contact Hours:** 45

**Recommended Credits:** 3

### **COURSE DESCRIPTION**

The current surge of support for independence in Catalonia is profoundly altering Spanish politics, affecting the European Union, and reverberating in the international press. Whether pro-independence or not, the vast majority of Catalans assert a "right to decide" over the future relationship of the autonomous community and the Spanish state. Supporters claim that Spain should permit Catalonia to hold a referendum on separation in much the same manner as Canada and the United Kingdom did for Quebec (1995) and Scotland (2013). In contrast, the major political parties in Spain oppose a referendum, arguing that it is contrary to the Constitution and practically all the constitutions of democratic states in Europe and the world. What is more, Catalans are divided on independence. Most native Catalan speakers (about half the Catalan population) favor independence, while most native Spanish speakers (about half the Catalan population) oppose it. Amid this polarization, many have proposed a middle ground in which the constitution could be reformed in order to create a federal Spain or grant Catalonia a greater degree of self-government and fiscal autonomy. Will Catalans vote on independence? If so, will they vote to secede? Or will a compromise be found?

This course is divided into two sections. The first part begins with a brief introduction to the ethno-linguistic characteristics of the population and outlines the present status of the conflict. We will then explore the historic origins of Catalan nationalism with an emphasis on the decades since the end of dictatorship and the coming of democracy in 1975. Until recently, most "Catalanists" did not seek to secede but aimed for greater political and fiscal autonomy within Spain while promoting and defending their language and culture.

The second part of the course examines why the quest for independence gained momentum. It begins with the political crisis triggered when the Spanish Supreme Court struck down key provisions of Catalonia's Statute of Autonomy in 2010, an event that caused massive public demonstrations. We will then examine the worldwide economic crisis, which caused soaring unemployment and rising discontent among those who claimed that Catalonia unduly suffered due to acute fiscal imbalances. We will examine political, legal, and economic arguments both for and against independence and discuss the extent to which the surge of support for independence is due to the recent effects of the political and economic crises or to the long-term changes in

linguistic and cultural identities. We will also examine the feasibility of an independent Catalonia within the European Union and a globalized world.

Although the course focuses on Catalonia, it addresses broad themes, engaging with theories of nationalism and exploring the relationship between democracy and secession. This course will help you reflect critically on movements for national self-determination in Europe and the world. You will reflect upon the meaning of ethnic and linguistic difference and minority rights, develop intercultural competences, and cultivate your sense of global citizenship.

## LEARNING OBJECTIVES

- Trace the transformation of Catalan nationalism from a movement aimed toward achieving home rule to one leaning toward separation.
- Analyze the long-term and short-term causes for the surge of support for independence in Catalonia.
- Compare and contrast arguments for and against secession while taking into account the future prospects of an independent Catalonia within the European Union.
- Reflect critically upon arguments for and against independence among ethno-linguistic minorities in the world today.
- Become aware of and identify the cultural influences and ideological upbringing underlying your personal attitudes towards persons of different ethno-linguistic origins.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	Semester

### INSTRUCTIONAL FORMAT

Class will meet twice a week for 90 minutes for a total of 27 sessions. Course work is comprised of in-class lectures and discussions, group exercises, student presentations, extensive outside readings, a research project, and one instructor-led onsite research excursion. The course will focus on Catalonia although we will frequently reflect on how minority rights, ethno-linguistic difference, and movements for national self-determination are relevant in today's world.

**Field Studies/Guest Speakers:** The course will include the following field studies and/or guest speaker sessions:

- Session 8: Walking tour of the Borne Cultural Center.
- Session 17: Guest speaker from "Together for Yes," the pro-independence coalition.
- Session 22: Guest speaker from "The Citizens Party," the largest unionist party in Catalonia.

### 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. However, you must complete all grading assessment categories to receive a grade for this course. 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.

Class Participation & Moodle	10%
Experiential Learning Reports (3)	10%
Research Paper	20%
Class Presentation	10%
Midterm Exam	25%
Final Exam	25%

## ASSESSMENT OVERVIEW

**Class Participation & Moodle (10%):** This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis 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, laptop for notes only, not sleeping or distracted, etc.). 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.	<b>A+</b> 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	<b>A-/A</b> 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	<b>B/B+</b> 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	<b>C+/B-</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.	<b>C</b> 7.40-7.69
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	<b>D+/C-</b> 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	<b>D-/D</b> 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	<b>F</b> Below 6.00

**3 Experiential Learning Reports (10%):** During the course we will have one field study and two guest speaker sessions. You will have to complete three 500-word reports for each of these activities. The reports should summarize the central themes of each activity and relate the specific subject matter to the general themes being explored in the course.

**Research Paper (20%):** You will be required to write a paper concerning how the international English-language press has depicted the current surge of independence in Catalonia by relying on news and opinion pieces available online (see Online Research and Reference Tools) and analyzing them using the analytical skills developed in class. The instructor will pass out the specific essay questions, research suggestions, and the rubric used to grade papers. Papers should include an introduction that states the central thesis and an organizational scheme making the reader aware of the general structure of what is to come. The body of the paper should be divided into discrete paragraphs with topic and transition sentences in which general points are backed by specific examples. The conclusion should summarize the central thesis in light of the central arguments and point to further questions posed. Following academic practice, all sources should be cited and a full bibliography should be included. Students should proofread papers to ensure correct grammar and syntax. Rules against plagiarism will be strictly enforced.

**Class Presentation (10%):** You will be asked from time to time to present the readings. You must also present your paper in class. All presentations must be prepared in advanced and must proceed in an organized and coherent fashion within the time allotted. When presenting readings or a paper, you should summarize the main thesis and outline the ways in which the author goes about demonstrating the thesis, avoiding repeating or reading verbatim from the text.

**Midterm Exam (20%):** You will complete a midterm exam as part of this course. This exam will be a multiple choice test and will include two short essay questions in which you analyze the ethnic, linguistic, and historical origins of Catalan nationalism.

**Final Exam (20%):** You will complete a final exam as part of this course. This exam will be a multiple choice test on the surge toward independence and will include two short essay questions in which you critically analyze the political, identitarian, and economic reasons and justifications belying independence and unionism.

## WORKLOAD EXPECTATIONS

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

## CEA GRADING SCALE

Your grades will be calculated according to CEA's standard grading scale listed below:

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	7.40	7.69	74.0 – 76.9%	2.00
C-	7.00	7.39	70.0- 73.9%	1.70
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 (including field studies), arriving on time, and 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 overall course performance. In this course, students are allowed to have the following number of absences due to sickness, personal emergency, inevitable transport delay, and other related impediments:

Courses that meet X days per week	Allowed absences	Automatic failing grade at X <sup>th</sup> absence
<b>SEMESTER</b>		
Courses that meet 2 day(s) per week	2	8 <sup>th</sup> absence

No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences. For every additional absence beyond the allowed number, the final course grade will drop down to the subsequent letter grade (e.g., A+ to A). The following table below outlines how your absence(s) will impact your overall grade:

Absence	1	2	3	4	5	6	7	8
Penalty	No Penalty	No Penalty	1/2 letter grade	1 full letter grade	1.5 letter grades	2 full letter grades	2.5 letter grades	Automatic Failure
Grade	A+	A+	A	A-	B+	B	B-	F

Late arrivals or early departures from class can result in being marked absent. Furthermore, to comply with UNH, CEA and in country immigration regulations, you must maintain full-time student status by enrolling and regularly attending at least 12 credit hours per week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status. Examinations will not be rescheduled except in cases of genuine emergencies. Pre-arranged travel or anticipated absence does not constitute an emergency situation. Authorizing make-up examinations is at the discretion of the onsite Academic Director.

## REQUIRED READINGS

Listed below are the required course textbooks and additional readings. Whether you buy your books from our locally affiliated merchants or whether you acquire these before arrival, you must have constant access to these

resources for reading, highlighting and marginal note-taking. It is required that you have unrestricted access to each. Additional copies will be placed on reserve in the Academic Affairs office for short-term loans. Access to additional sources required for certain class sessions will be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. 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. Please find the required reading(s) and/or text(s) for this course below:

Cramer, Kathryn. 'Goodbye, Spain?' The Question of Independence for Catalonia. Brighton: Sussex Academic Press, 2014.

Dowling, Andrew. Catalonia since the Spanish Civil War: Reconstructing the Nation. Brighton: Sussex Academic Press, 2014.

Nagel, Klaus-Jürgen and Stephan Rixen, eds. Catalonia in Spain and Europe. Baden Baden: Nomos, 2015.

## 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.

Abat i Ninet, Antoni. "The Spanish Constitution, the Constitutional Court, and the Catalan Referendum," in Catalonia in Spain and Europe, edited by Klaus-Jürgen Nagel and Stephan Rixen. Baden Baden: Nomos, 2015.

Abend, Lisa. "Barcelona Warns Madrid: Pay Up or Catalonia Leaves Spain," *Time International* (11 September 2012).

Balfour, Sebastian and Alejandro Quiroga. The Reinvention of Spain: National Identity since Democracy. Oxford: Oxford University Press, 2007.

Blanke, Hermann-Josef and Yasser Abdelrehim, "Catalonia's Independence - Is There a Way in International and European Law?" in Catalonia in Spain and Europe, edited by Klaus-Jürgen Nagel and Stephan Rixen. Baden Baden: Nomos, 2015.

Bel, Germà. Disdain, Distrust and Dissolution: The Surge of Support for Independence in Catalonia. Brighton: Sussex University Press, 2015.

Boylan, Brandon M. "In Pursuit of Independence: The Political Economy of Catalonia's Secessionist Movement," *Nations and Nationalism* 21, no. 4 (2015): 761-785.

Castellas, Antoni. "Catalonia and Spain at the Crossroads: Financial and Economic Aspects," *Oxford Review of Economic Policy* 20, no. 2 (2014): 277-296.

Elliott, John H. The Revolt of the Catalans: A Study in the Decline of Spain, 1598-1640. Cambridge: Cambridge University Press, 1963.

Ferrer, Ferran. "Languages, Minorities and Education in Spain: The Case of Catalonia." *Comparative Education* 36, no. 2 (2000): 187-197.

Flamini, Roland. "Scotland's Independence Bid. History, Prospects, Challenges," *World Affairs*, no. 1 (2013): 57-63.

Franco-Guillén, Núria, "Which People? Exploration of the Role of Immigration in the Secessionist Process of Catalonia," in Catalonia in Spain and Europe, edited by Klaus-Jürgen Nagel and Stephan Rixen. Baden Baden: Nomos, 2015.

- Garvía, Roberto and Thomas Miley, "'Linguistic Immersion' and Political Conflict in Contemporary Catalonia," *European Journal of Language Policy* 5, no. 1 (2013): 5-40.
- Guibernau, Montserrat. *Catalan Nationalism: Francoism, Transition, and Democracy*. London: Routledge, 2004.
- Guibernau, Montserrat. *The Identity of Nations*. Cambridge: Polity Press, 2007.
- Guiberneau, Montserrat, Jule Goikoetxea, Asier Blas et. al. "Symposium: Secessionism in Catalonia after Democracy," *Ethnopolitics* 12, no. 4 (2013): 368-414.
- Guiberneau, Montserrat. "Self-Determination in the Twenty-First Century," *Ethnopolitics* 14, no. 5 (2015): 540-546.
- Hernández, F. Xavier. *The History of Catalonia*. Barcelona. Dalmau, 2007.
- Hooper, Jonathan. "The Catalans" in *The New Spaniards*. London: Penguin, 2006.
- Hughes, Robert. *Barcelona*. New York: Vintage Books, 1992.
- Hutchinson, John and Anthony Smith. *Nationalism*. Oxford, Oxford University Press, 1994.
- Jacobson, Stephen. "The Origins of the Ambiguity: Nation and Empire in Catalonia from the Middle Ages to the 1880s," *Studies on National Movements* 2 (2014): 1-31.
- King, Charles. "The Scottish Play: Edinburg's Quest for Independence and the Future of Separatism," *Foreign Affairs*, September/October 2012.
- Kleiner-Liebeau, Desirée. "Migration to Spain" and "Catalan Discourse on National Identity," in *Migration and the Construction of National Identity in Spain*. Frankfurt: Ververt Verlat, 2009.
- López, Jaume. "A 'Right to Decide'? On the Normative Basis of a Political Principle and Its Application to the Catalan Case," in *Catalonia in Spain and Europe*, edited by Klaus-Jürgen Nagel and Stephan Rixen. Baden Baden: Nomos, 2015.
- Martínez-Herrera, Enric and Thomas Jeffrey Miley, "The Constitution and the Politics of National Identity in Spain," *Nations and Nationalism* 16, no. 1 (2010): 6-30.
- McRoberts, Kenneth. *Catalonia. Nation-Building without a State*. Oxford: Oxford University Press, 2001.
- Miley, Thomas Jeffrey, "Who Are The Catalans? Language, Identity and Assimilation in Contemporary Catalonia," *Center for European Studies Working Paper Series #158*, Harvard University, 2008..
- Minder, Rafael. "Catalonia Calls Election in New Bid for Secession from Spain," *New York Times* (4 August 2015); and "Catalonia's New Leader Vows to Continue Secessionist Drive," *New York Times* (10 January 2016).
- Muñoz, Jordi and Marc Gijoan, "Accounting for Internal Variation in Nationalist Mobilization: Unofficial Referendums for Independence in Catalonia (2009-2011)," *Nations and Nationalism* 19, no. 1 (2013): 44-67,
- Ozkirimli, Umut. *Theories of Nationalism: A Critical Introduction*, 2d. ed. Basingstoke: Palgrave MacMillan, 2010.
- Paluzi, Elisenda. "Fiscal Issues of Catalan Independence," in *Catalonia in Spain and Europe*, edited by Klaus-Jürgen Nagel and Stephan Rixen. Baden Baden: Nomos, 2015.
- Puhle, Hans-Jürgen. "Trajectories of Catalan Nationalism and Its Present Discontents," in *Catalonia in Spain and Europe*, edited by Klaus-Jürgen Nagel and Stephan Rixen. Baden Baden: Nomos, 2015.
- Royo, Sebastian. *Lessons from the Economic Crisis in Spain*. New York: Palgrave MacMillan, 2013.

Serrano, Ivan. "Just a Matter of Identity? Support for Independence in Catalonia," *Regional and Federal Studies* 23, no. 5 (2013): 523-545.

Vaubel, Roland. "Secession in the European Union," *Economic Affairs* 33, no. 3 (2013): 288-302.

## ADDITIONAL RESOURCES

**UNH Online Library:** As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/> .

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*. You must comply with UNH policies with regard to library usage. Policies can be found at: <http://www.newhaven.edu/library/general/Policies/>

**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.ccaClassroom.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.

**Online Reference & Research Tools:** Provided below is a list of online reference and research tools to assist you with understanding course topics.

<http://wilson.cat/en/qui-som/manifest-dels-14-punts.html>.

The official website of the "Wilson Initiative," sponsored by a group of Catalan professors at MIT, the London School of Economics, Columbia University, and the Universitat Pompeu Fabra who favor the right of national self-determination for Catalonia, and dedicated their efforts to popularizing the cause in the English-speaking and international academic and political circles.

<https://americansforcatalonia.wordpress.com/resources/websites/>

Website of the Americans for Catalan independence website with helpful links to other pro-independence groups that publish information in English.

[http://www.elclauer.cat/canvi\\_idioma/en.html](http://www.elclauer.cat/canvi_idioma/en.html).

Informational website of the Catalan National Assembly and other citizens groups that favor independence. They publish the "keys on the independence of Catalonia," which consists of basic



and advanced information concerning all aspects of the independence movements, including the right to decide, citizenship, European Union membership, fiscal imbalances, and cultural and linguistic issue.

<http://www.cataloniavotes.eu/>

An initiative of the [Public Diplomacy Council of Catalonia](#) (DIPLOCAT), a public-private partnership designed to foster dialogue and connect the citizens of Catalonia with the rest of the world. A pro-independence website sponsored by the Generalitat, the autonomous government of Catalonia. Contains valuable links to videos, policy papers, newspaper articles, and other pro-independence and "right-to-decide" literature.

[https://en.wikipedia.org/wiki/Catalan\\_independence](https://en.wikipedia.org/wiki/Catalan_independence).

Wikipedia entry for Catalan independence provides a helpful chronology and information (though the figures are not always accurate). More importantly, it provides links to webpages and articles reflective of and supported by both pro- and anti-independence groups.

Some of the best and most balanced information can be found by examining British and United States newspapers and magazines. The following extensively cover Catalonia and include opinion pieces both for and against independence. The Guardian (<http://guardian.co.uk>); the New York Times (<http://www.nytimes.com>); The Economist (<http://www.economist.com>); Foreign Affairs (<https://www.foreignaffairs.com>); The Times (<http://www.thetimes.co.uk>); the BBC (<http://www.bbc.com/news>); the Wall Street Journal (<http://www.wsj.com>); the Washington Post (<https://www.washingtonpost.com>); Forbes (<http://www.forbes.com>).

**Course Calendar**  
***Nationalism & Separatism in Catalonia Today***

Session	Topic	Activity	Student Assignments
1	<p><b>Overview of syllabus, course objectives, and learning expectations</b></p> <p>Background to the course: Nationalism and Separatism in Catalonia Today</p>	<p>Introductions of the course instructor and students.</p> <p>Presentation of course materials and syllabus</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Acquire and skim course textbook and key readings</li> </ul>
2	<p><b>Catalan separatism as it stands today</b></p> <p>Catalonia as reflected in the international world media; central issues; possibilities of success.</p>	<p>Discussion of key concepts in the readings.</p> <p>Class lecture and discussion</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Abend, <i>Time International</i> article.</li> <li>• Minder, <i>New York Times</i> articles.</li> </ul>
3	<p><b>Traditional Catalans</b></p> <p>Customs, history, tradition and language.</p>	<p>Discussion of key concepts in the readings.</p> <p>Class lecture and discussion</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hooper, pp. 252-264.</li> <li>• Hugues, pp. 3-52.</li> </ul>
4	<p><b>New Catalans</b></p> <p>Linguistic pluralism; natives and immigrants; multiculturalism.</p>	<p>Discussion of key concepts in the readings</p> <p>Class lecture and discussion.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Miley, 20 page working paper.</li> <li>• Kleiner-Liebeau, pp. 79-102, 179-219.</li> </ul>
5	<p><b>Theories of nationalism</b></p> <p>Primordialist, perennialists, and modernist theories of the origins, spread, and durability of nationalism.</p>	<p>Discussion of key concepts in the readings</p> <p>Class lecture and discussion.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hutchinson and Smith, pp. 55-69, 76-82, 84-95, 140-153</li> <li>• Ozkirimli, pp. 1-142.</li> </ul>
6	<p><b>Origins of Catalan nationhood</b></p> <p>Medieval Origins; The concept of 'nation'; Spanish and Catalan dual identities</p>	<p>Discussion of key concepts in the readings.</p> <p>Class lecture and discussion.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hernández , pp. 9-62.</li> <li>• Jacobson, pp. 1-31.</li> </ul>
7	<p><b>Political integration into Spain: negotiated pacts and military impositions</b></p> <p>The early modern and modern periods; Wars against Castile; political integration</p>	<p>Discussion of key concepts in the readings.</p> <p>Lecture and discussion.</p> <p>Explanation of the rubrics of paper.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Elliott, pp. 1-48.</li> <li>• Hernández, pp. 63-112.</li> </ul>

8	<b>Visit to the Borne Cultural Center</b>	Field Study	<b>Tasks</b> <ul style="list-style-type: none"> <li>Undertake independent study about the importance of historical memory of wars between Catalonia and Castile to the forging of a contemporary nationalist movement.</li> <li>Write a 500-word summary of the site.</li> </ul>
9	<b>Repression and reemergence: Catalan nationalism under the Francoist dictatorship</b> The prohibition against Catalan language and political symbols; the concept of cultural genocide; <i>Apertura</i> and political protest.	Discussion of field study. Analysis of key concepts in the readings. Lecture and discussion.	<b>Readings:</b> <ul style="list-style-type: none"> <li>Dowling, pp. 1-93 (Moodle).</li> <li>Guiberneau (2004), pp. 34-69 (Moodle)</li> </ul>
10	<b>Democracy and self-government: Spain's transition and Catalonia's political autonomy</b> The transition agreement and the state of the autonomies; resurrection and foundation of contemporary political parties in Catalonia; unionists, autonomists, and separatists.	Analysis of key concepts in the readings. Lecture and discussion.	<b>Readings:</b> <ul style="list-style-type: none"> <li>Dowling, pp. 94-122.</li> <li>Guiberneau (2004), pp. 70-151.</li> </ul>
11	<b>The Constitution of 1978 and the Statutes of Autonomy</b> The contemporary political arrangement; " <i>café para todos</i> "; divided competencies between Madrid and Barcelona; Different "economic concerts" between Catalonia and the Basque Country.	Analysis of key concepts in the readings. Lecture and discussion	<b>Readings:</b> <ul style="list-style-type: none"> <li>Balfour and Quiroga, pp. 127-160.</li> <li>Martínez-Herrera, pp. 6-30.</li> </ul>
12	<b>Politics of linguistic normalization</b> Conflicts between the central state and the autonomous government of Catalonia over the teaching of Catalan and Spanish in primary and secondary school; Decisions of the Supreme Court; Opinions of parents and pressure groups.	Analysis of key concepts in the readings. Lecture and discussion.	<b>Readings:</b> <ul style="list-style-type: none"> <li>McRoberts, 139-160.</li> <li>Ferrer, pp. 187-197.</li> <li>Garvía, 5-40.</li> </ul>
13	<b>Summary: ethnic roots, historical origins</b> Summary of the first weeks of the course in preparation of the midterm	Review for midterm and discussion of sample midterm	<b>Readings:</b> <ul style="list-style-type: none"> <li>Puhle, 14-27.</li> <li>Review and catch-up on readings in preparation for the midterm.</li> </ul>

14	MIDTERM EXAM		
15	<p><b>Economic crisis and its consequences</b> The worldwide economic crisis; the destabilization and reorganization of politics in Spain.</p>	<p>Analysis of key concepts in the readings Lecture and discussion</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Royo, 5-135.</li> <li>• Dowling, pp. 123-150.</li> </ul>
16	<p><b>Political crisis and its consequences</b> Debates surrounding the Statute of Autonomy in Catalonia; the Statue before Spanish Supreme Court; the ensuing political crisis.</p>	<p>Analysis of key concepts in the readings Lecture and discussion</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cremeri, 15-72.</li> </ul>
17	<p><b>Guest speaker</b> Pro-independence guest speaker from the pro-independence political coalition, "Together for Yes" (<i>Junts per si</i>), the governing party of autonomous Catalonia.</p>	<p>Prepare questions for the guest speaker.</p>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Students should prepare formulated informed, poignant questions for the speaker.</li> <li>• Students will need to write a short summary (500 words) of the talk.</li> </ul>
18	<p><b>Surge toward independence: identity</b> Is the surge toward independence a result of long-term linguistic and cultural normalization policies that have changed identities over time?</p>	<p>Analysis of key concepts in the reading. Lecture and discussion.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Muñoz and Ginjoan, pp. 44-67.</li> <li>• Serrano, 523-545.</li> <li>• Franco-Guillén, 115-128.</li> </ul>
19	<p><b>Surge toward independence: economy</b> To what extent did the economic crisis trigger the move toward separatism? To what extent can independence be diffused through a new economic agreement?</p>	<p>Analysis of key concepts in the readings. Lecture and discussion.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Boylan, 761-765.</li> <li>• Paluzie, 141-157.</li> <li>• Bel, 87-111.</li> </ul>
20	<p><b>Surge toward independence: law</b> Is there a "right to decide" under the Spanish Constitution? Under international law? What legal mechanisms are available to support or block independence</p>	<p>Analysis of key concepts in the readings. Lecture and discussion.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• López, 28-41</li> <li>• Abat i Ninet, 42-51</li> <li>• Blanke and Abdelrehim, 52-97.</li> </ul>

21	<p><b>Consequences of independence</b></p> <p>Would and independent Catalonia be recognized by other countries? Could an independent Catalonia remain in the EU and maintain the Euro? What would be the short- and long-term consequences on the economy?</p>	<p>Analysis of key concepts in the reading.</p> <p>Lecture and discussion.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Vaubel, 288-302.</li> <li>• Castells, 277-296.</li> </ul>
22	<p><b>Guest speaker</b></p> <p>Guest speaker from the Citizens Party, the chief unionist party in Catalonia and the opposition party in the parliament.</p>	<p>Prepare questions for the guest speaker.</p>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Students prepare in advance formulated, informed and poignant questions for the speakers.</li> <li>• Students will need to write a short summary (500 words) of the talk.</li> </ul>
23	<p><b>International comparisons: similar cases</b></p> <p>Lessons from other countries; referendum in Quebec (1995); referendum in Scotland (2013)</p>	<p>Discussion of guest speaker.</p> <p>Analysis of key concepts in the reading.</p> <p>Lecture and discussion.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Flamini, 57-63.</li> <li>• King, page numbers not available.</li> <li>• Guibernau, 9-88.</li> </ul>
24	<p><b>Catalan independence as reflected in the international press</b></p> <p>How is Catalan independence viewed in the international news media?</p>	<p>Short presentations and discussion of student papers.</p>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Students hand in papers and discuss and debate their findings.</li> </ul>
25	<p><b>Broader implications</b></p> <p>Secession understood broadly as a basic political right; democracy and national self-determination.</p>	<p>Analysis of key concepts in the readings.</p> <p>Lecture and discussion.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Guiberneau, Goikotxea, Blas et. al. (2013), 368-414.</li> <li>• Guiberneau (2015), 540-546.</li> </ul>
26	<p><b>Summary: crisis, conflict, and outcomes</b></p> <p>The long-term effects of linguistic normalization; the short-term effects of the political and economic crisis; arguments for and against the "right to decide" and separations; potential outcomes in a European and international context; the relationship between democracy and secession.</p>	<p>Review for final and discussion of sample exam.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Review and catch-up on readings in preparation for the final.</li> </ul>
27	<p><b>FINAL EXAM</b></p>		

## SECTION III: CEA Academic Policies

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the course policies outlined below to ensure your success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined below. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time.

### A. CLASS/INSTRUCTOR POLICIES

**PROFESSIONALISM & COMMUNICATION:** As a student, you are expected to maintain a professional, respectful, and conscientious manner in the classroom with your instructors and fellow peers as well as in CEA Moodle classrooms. You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance class preparation, completing your assignments on time, and showing a focused and respectful attitude are expected of all CEA students. Additionally, it is critical to your success abroad that you express effective interpersonal and cross-cultural communication. Demonstrating your effort to do the best work possible will be recognized whereas unconstructive comments, failure to make adequate academic progress, and lack of compliance with CEA Policies will not be tolerated.

**ARRIVING LATE / DEPARTING EARLY FROM CLASS:** Late arrivals or early departures from class may result in being marked absent and are ultimately determined by your course instructor. Students must comply with in-country immigration regulations and CEA internal policies by maintaining full-time student status while abroad. Full-time student status for semester programs constitutes enrolling and regularly attending at least 12 US credit hours per week. Full-time student status for summer programs constitutes enrolling and regularly attending at least 3 US credit hours per week per summer term. Consequently, CEA will dismiss from all CEA courses, programs, activities, and housing any student who fails to maintain satisfactory academic progress or full-time student status.

**SUBMITTING WORK:** All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in the format your instructor requests. Your instructor may require you to hand your assignments in electronically and/or in a hard-copy format during class time. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

**LATE HOMEWORK:** Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result as to be determined by your instructor. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

**EXTRA CREDIT:** Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

**SECTIONS:** Students must attend the class section they are enrolled in and may not switch sections after the add/drop period unless special permission is granted by the instructor and the onsite Academic Director. Students who attend a section of a class they are not enrolled in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

**MAKE-UP CLASSES:** CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours as necessary.

**MISSING EXAMINATIONS:** Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

**ELECTRONIC DEVICES:** Always check with your instructor about acceptable usage of electronic devices in class. Students who create a disturbance or fail to pay attention in class due to electronic devices will receive a warning and must immediately put the device(s) away unless otherwise instructed by the instructor. Inappropriate usage of electronic devices or repeat warnings may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

**Cell Phones:** Use of a cell phones during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches, and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class. The same policy applies for any parts of the course that may take place outside of the classroom, including guest lectures, academic excursions, site visits, AICAP activities, and so forth.

**Laptops:** Your instructor will determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes unless otherwise specified by your instructor. If you have any questions, regarding the use of laptops or cell phones, please inquire with your instructor onsite.

**ACTIVE LEARNING, ACADEMIC EXCURSIONS, FIELD TRIPS, AICAP ACTIVITIES, & GUEST LECTURES:** Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours or they may occasionally be scheduled outside of class hours. Students should arrive well-prepared and on time for these activities. Moreover, students are expected to be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

## **B. CEA GENERAL ACADEMIC POLICIES**

**COURSE ENROLLMENT:** It is your responsibility as a student to ensure that your course enrollment records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course enrollment, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve the issue with CEA onsite academic staff immediately.

**ADD/DROP POLICIES:** Students may make changes to course enrollments during the designated Add/Drop period. Add/Drop periods will be opened according to the scheduling of the CEA Study Center you are attending. All Add/Drop periods will close at the end of the first week of classes during a semester program or on the second day of classes during summer programs. Some limitations may apply to the add/drop period—including but not limited to—the inability to change sections of foreign language courses. You are responsible for notifying your home institution of any schedule changes made during the add/drop period and ensuring that your home institution will accept credit for all adjusted courses.

**COURSE WITHDRAWAL:** Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the ninth week of classes for semester programs or at the end of the first week

of classes for summer programs. Course withdrawal requests approved during this timeframe will appear as a “W” on your academic transcript. To request a course withdrawal, you must complete the *Change of Course Petition Form* and submit it to your onsite academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. It is critical that you remain academically eligible as a full-time student while abroad, thus course withdrawals will be denied if you are unable to remain enrolled as a full-time student. Full-time student status for semester programs is defined as enrolling in 12 US credits. Full-time student status for summer programs is defined as enrolling in 3 US credits per summer term. No tuition or course fees refunds will be granted for approved course withdrawals.

**MONITORING GRADES & ATTENDANCE:** You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or onsite academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester. You are responsible for adhering the attendance policy as outlined earlier in this syllabus.

**ACADEMIC INTEGRITY:** CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty, and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy. For the complete policies, please see the [CEA Academic Integrity Policy](#) in its entirety. Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

**ACADEMIC & SPECIAL NEEDS ACCOMMODATIONS:** CEA is supportive of students with academic and/or special needs accommodation(s) on its study abroad programs. In order to accommodate such requests, students must notify CEA in advance and provide documentation no later than one month prior to the start of classes. Students requesting academic and/or special needs accommodation(s) must submit CEA’s Academic & Special Needs Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the availability of accommodations at the host country, and the costs of available services. Late requests for accommodations will be review, but CEA may not be able to provide accommodations without sufficient notice. Retroactive requests for accommodations will not be considered. Finally, please note that due cultural norms and/or the availability of resources onsite, select academic and/or special needs accommodations may not be available in all cases.

**RELIGIOUS HOLIDAYS:** CEA is sensitive to and supportive of the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodations when a student must miss a class, exam, or other academic exercise because of a required religious observance. In order to be considered for religious accommodations, you must inform your instructor and CEA academic onsite staff of the religious conflict within the first two weeks of classes for semester programs or by the end of the second class meeting for summer programs. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using *CEA’s Religious Observance Request Form* in the timeline stated above for full consideration.

**ACADEMIC ELIGIBILITY:** You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer course grades



back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

**EARLY PROGRAM DEPARTURE:** CEA understands that occasionally unforeseen circumstances warrant a temporary leave of absence of a program withdrawal from your study abroad program. CEA is committed to working with students to ensure each case is carefully evaluated and all academic options within reason are considered. All students requesting a temporary leave of absence (not to exceed 2 weeks in a semester program, some exceptions apply), or those wishing to withdraw from their academic program for medical or other reasons, must complete the Leave of Absence and Withdrawal Form at the time of the request. Academic credit may/may not be available, depending upon the request. All requests are subject to review by CEA Academic Staff.

**COURSE & INSTRUCTOR EVALUATIONS:** Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

**TRANSCRIPTS:** Academic transcripts for this course will be available approximately 90 days following your program's end date. Transcripts for all CEA Study Center courses will be provided by CEA's School or Record, the University of New Haven (UNH) of West Haven, Connecticut. For any questions regarding your academic transcripts, please contact: [Transcripts@ceaStudyAbroad.com](mailto:Transcripts@ceaStudyAbroad.com)

**GRADE APPEALS:** Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting the CEA Grade Appeal Application form to [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) and your onsite academic staff.

The grade appeal must concern an end-of-semester form of assessment calculated after your program's end date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor in consultation with the onsite Academic Director and must be based on the academic evidence provided by you. Please note that you may need to submit copies of your work and/or emails conversations with your instructor if you are disputing a grade. CEA recommends keeping records of your academic work and communication with instructors until your academic records have been recorded at your home institution which may take 3 – 12 months after program completion.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at [academics@ceaStudyAbroad.com](mailto:academics@ceaStudyAbroad.com) within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

**A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:**

<http://www.ceastudyabroad.com/student-policy/cea-policies>