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## Contemporary Spain: History, Politics, and Society

**UNH Course Code:** POL360

**Subject Area(s):** Political Science, History

**Level:** 300

**Prerequisites:** None

**Language of Instruction:** English

**Contact Hours:** 45

**Credits:** 3

### **Description:**

Over the past three decades, Spain has undergone a transformation perhaps greater than any other country in Western Europe. Until 1975, the military dictator Francisco Franco had governed a country with a modest economy that seemed condemned to remain on the periphery of European culture and politics. At the present time, however, the country has grown into one of the most advanced and dynamic places on the continent. In this course, we will discuss and explore the reasons behind Spain's ascension, while examining critically the current challenges that the country faces. The main objectives of this course are that students understand, comment upon and analyze the most important aspects of Spanish history, politics and society over the last 30 years.

Topics covered will include: integration into the European Union and NATO; the decentralization of Spain, asymmetric federalism, the role of the autonomous communities; from an emigrant to an immigrant country; women in the workplace and the family; Basque and Islamic terrorism; secular society and the Church; and the challenges of globalization. The latter sessions will concentrate on issues important to today's Spaniards. These include their attempts to come to terms with the past to "right the wrongs" of Francoism – through the Law of Historical Memory. We will explore how immigration is changing the face of society, housing problems, and the burdens of an aging population.

### **Learning Objectives:**

- to trace the main lines of the contemporary history of Spain from the Transition to Democracy to the present age of globalization
- to demonstrate how political institutions function in a parliamentary democracy
- to explain how the legacy of Francoism has shaped political perceptions and behavior
- to critically analyze how a relatively backward society transformed itself to such a great degree over the past three decades
- to be able to discuss how the complex interplay of nationalisms have conditioned recent politics
- to contextualize the recent transformation of identities (religious, gender, sexual, etc.) within today's changing Europe

### **Instructional Format:**

The course will proceed chronologically, but will take time out to discuss thematic topics. Lectures will be complemented by field studies and seminar discussion of assigned readings, movies and other audiovisual aids. We will take advantage of the city of Barcelona in order to illustrate the changes and challenges confronted by today's Spaniards and Catalans. You are expected to do the reading assigned for the class ahead of time and to participate actively in discussions. The class will meet twice a week for one and half hours each day.

**Form of Assessment:**

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

Class Participation	10%
Quizzes	10%
Research Paper	25%
Class Presentation	10%
Midterm Exam	20%
Final Exam	25%

Class Participation (10%): When determining your class participation grades, 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. 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> 7.40-76.90
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

- Mandatory attendance at all organized field trips given that these on-site visits are often the culmination of previous preparatory work centred on the field study itself.
- Previous readings related to the course materials are essential if the classes are to have a two-way flow. You will be asked questions at the start of each class as to what they have read and what queries they may have related to what they have found.

Quizzes (10%): You will be spot-tested twice throughout the course (once during the first half of the semester and once again a month after the midterm exam). These tests will consist in 10-15 short questions based on the course itself and will be discussed *a posteriori* in class.

Research Paper (20%): The final paper will consist of a research project, around 2500 words, that should address a topic to be discussed and agreed upon with the instructor. Following academic practice, all sources should be cited and a full bibliography should be included.

Class Presentation (10%): You will be required to deliver an oral presentation of the paper. The format of the presentation will be at your discretion. The use of PowerPoint and/or other audiovisual aids is highly recommended. The written paper will be due on the last day of class.

Mid-Term (20%) and Final Exams (25%): Both the mid-term and the final exams will consist of a mixture of short answer and essay-like questions that concern concepts developed and explored in class lectures, readings, field studies, and other course materials. The midterm exam will cover the materials up to and including the twelfth session and the final the materials covered starting with the thirteenth session. 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. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

### **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. However, 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.

### **Required Readings:**

The required course textbook listed below is available for purchase at the 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.

HOOPER, John. *The New Spaniards*. New York: Penguin, 2006.

TREMLETT, Giles. *Ghosts of Spain: Travels through a Country's Hidden Past*. London: Faber and Faber, 2006.

Periodical literature, articles, documents, 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, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. You will be required to use these resources throughout your studies.

### **Recommended Readings (to be selected and assigned throughout the semester):**

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.

ALVAREZ JUNCO, José & SHUBERT, Adrian (eds). *Spanish History since 1808*. New York: Arnold, 2000.

AMEL, Samuel (ed). *Literature, The Arts & Democracy: Spain in the Eighties*. London & Toronto: Associated University Press, 1990.

BALFOUR, Sebastian (ed), *The Politics of Contemporary Spain*. London & New York: Routledge, 2005.

BROOKSBANK JONES, Anny. *Women in Contemporary Spain*. Manchester: Manchester University Press, 1997.

CALAVITA, Kitty. *Law, Race and Exclusion in Southern Europe*. Cambridge, UK: Cambridge University Press, 2005

CARR, Raymon & FUSI, Juan Pablo. *Spain. Dictatorship to Democracy*. London: Unwin Hyman, 1989.

CONVERSI, Daniele. *The Basques, the Catalans and Spain*. London: Hurst and Company, 2000.

CONVERSI, Daniele. "The Smooth Transition: Spain's 1978 Constitution and the Nationalities question," *National Identities*, vol 4, n3. November 2002, pp 223-244.

DE SOTELO, Elisabeth (ed). *New Women of Spain*. New Jersey: Transaction Publishers, 2005.

ENDERS, Victoria & RADCLIFF, Pamela. *Constructing Spanish Womanhood. Female Identity in Modern Spain*. New York: SUNY University Press, 1999.

GRAHAM, Helan & LABANYI, Jo (eds). *Spanish Cultural Studies*. Oxford: Oxford University Press, 1995.

GUIBERNAU, Montserrat. *Catalan Nationalism. Francoism, Transition and Democracy*. London: Routledge, 2004.

HARRISON, Joseph & CORKILL, David. *Spain. A Modern European Economy*. Burlington, VM: Ashgate, 2004.

HOOPER, John. *The New Spaniards*. New York: Penguin, 2006.

MOLINERO, Mar & SMITH, Angel. *Nationalism and the Nation in the Iberian Peninsula. Competing and Conflicting Identities*. Dulles, VA: Berg, 1996.

McROBERTS, Kenneth. *Catalonia. Nation Building without a State*. Oxford: Oxford University Press, 2001.

PRESTON, Paul. *The Triumph of Democracy in Spain*. London & New York: Methuen, 1986.

ROSS, Christopher. *Spain. 1812-2004. Modern History for Modern Languages*. London: Arnold, 2004.

SMITH, Paul Julian. *Desire Unlimited: The Cinema of Pedro Almodóvar*. London: Verso, 1994.

TREMLETT, Giles. *Ghosts of Spain: Travels through a Country's Hidden Past*. London: Faber and Faber, 2006.

WOODWORTH, Paddy. *Dirty War, Clean Hands. ETA, the GAL and Spanish Democracy*. New Haven and London: Yale University Press, 2002.

ZAPATA BARRERO, Ricard. *Multiculturalism, Muslims and Citizenship. A European Approach*. London: Routledge, 2005.

### **Online Reference & Research Tools:**

<http://nick.frejol.org/democracy-and-after/>

Detailed chronology of the transition and beyond.

<http://www.elpais.com/especiales/2000/franco/>.

Good history of the transition. In Spanish.

<http://www.salman-psl.com/la-transicion-espa%flola/index.html>

A detailed account of the transition by Paul Preston with photos and soundfiles. English translation available.

<http://www.constitucion.es>

Full text of the Constitution in Spanish and other languages, including English.

<http://www.la-moncloa.es/>

La Moncloa is the official website of the President of Government of Spain. Information is offered in Spanish, English and French

<http://www.ft.com/indepth/spanishelections>

This site was created by the Financial Times to provide coverage of the 2008 elections in Spain. It includes headlines, news stories and analysis from the FT as well as background information on the Spanish electoral system and political profiles of key candidates and parties.

[http://wess.lib.byu.edu/index.php/Iberian\\_Studies\\_Web](http://wess.lib.byu.edu/index.php/Iberian_Studies_Web)

An invaluable source of online information for Spain, Portugal and Andorra. The website lists quality links, including a full range of search engines, gateways, dictionaries, newspapers and subject resources.

<http://www.guardian.co.uk/world/spain>

This site provides access to newspaper stories and analysis relating to Spanish politics and current affairs published by the Guardian newspaper. Topics covered include: elections, international relations with the UK and terrorism (including the Madrid train bombings of March 2004).

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## Course Content

Session	Topic	Activity	Student Assignments
1	<p>Introduction to the Class</p> <p>Overview of syllabus, course objectives, and learning expectations</p> <p>Background to the course: The origins of the Franco dictatorship and its evolution:</p> <p>From Autarky to a Consumer Society</p>	<p>- Introductions of the course instructor and students</p> <p>- Presentation of course materials and syllabus</p>	<p><u>For next time:</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Ross, Ch. 8 pp. 117 – 129.</li> <li>• Carr, Ch. 7. pp 135-167 “From Conformism to confrontation” Students will be assigned different sections and should come prepared to discuss.</li> <li>• Hooper, Ch. 1 pp. 11-25</li> </ul>
2	<p>Characteristics of the Regime during late Francoism (1968-75): plans, options, and possibilities for continuity or disintegration</p> <p>Dissent and repression during late Francoism: student movement; trade unions; Catalan and Basque nationalists; ETA and the Burgos Trials</p>	<p>- Discussion of key concepts in the readings.</p> <p>- Class lecture and discussion</p>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Ross, Ch. 9, pp. 133-137</li> <li>• Hooper, Ch. 2 pp. 26 – 33</li> <li>• Tremlett, Ch 3 pp 69-95</li> <li>• Carr, Ch 8. pp 169-188.</li> </ul>
3	<p>The death of Franco and the coronation of Juan Carlos de Borbón</p> <p>Overview of the main actors of the transition: Juan Carlos I, Adolfo Suárez</p>	<p>- Discussion of key concepts in the readings.</p> <p>-Lecture and discussion</p>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch. 2, pp. 33, 34</li> <li>• Ross pp. 137- 140</li> <li>• Gunther, pp. 178-191</li> <li>• Carr, Ch. 10, pp. 207-242</li> </ul>

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4	<p>The First Democratic Elections and the victory of the Unión de Centro Democrático (UCD)</p> <p>Overview of chief parties in democratic Spain: UCD, PSOE (Socialists), AP (Alianza Popular), PCE (Communist)</p>	<p>- Discussion of key concepts in the readings</p> <p>- Lecture and discussion</p>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Ross pp. 140 – 144</li> <li>• Gunther, pp 114-127</li> <li>• Hooper, Ch. 3, pp. 35-39</li> <li>• Carr, Ch. 11, pp 243-258.</li> </ul>
5	<p>The Constitution of 1978 and the “pacts” of the Spanish transition to Democracy: the accords with the Communists and nationalists; the Moncloa Pacts; the Amnesty Law</p>	<p>- Discussion of key concepts in the readings</p> <p>- Lecture and discussion</p>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch. 26-27, pp. 349-377</li> <li>• Graham, Ch. 20, pp. 356-376.</li> </ul>
6	<p>The role of mass media during the transition process: <i>El País</i>, <i>Interviú</i>, <i>Cambio 16</i>.</p> <p>The New Waves: television and radio during the transition</p>	<p>-Discussion of key concepts in the readings</p> <p>-Lecture and discussion</p>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Tremlett, Ch 8 pp. 324-362 (<i>Reader</i>)</li> </ul> <p>Research artistic and historical aspects of the Generalitat building</p>
7	<p>Walking tour of Catalonia’s autonomous government institutions: The Generalitat and the Gothic quarter</p>	<p><b>Field Study</b></p>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch. 3, pp. 39-45</li> <li>• Hooper, Ch. 4 pp. 46-50</li> <li>• Alvarez-Junco, pp. 306-314</li> <li>• Woodworth, Ch. 1, pp 17-32</li> </ul>

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Session	Topic	Activity	Student Assignments
8	<p>Problems during the Transition: The Oil Crisis of the 1970s and economic downturn; ETA; The Army and 23-F</p> <p>The Ascension of the Socialist Party: the elections of 1979; the elections of 1982; Felipe González and the modernization of Spain</p>	<ul style="list-style-type: none"> <li>- Discussion of field study</li> <li>- Analysis of key concepts in the readings</li> <li>- Lecture and discussion</li> <li>- <b>Quiz 1</b></li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch. 29, pp. 397-409</li> </ul> <p>Read reviews on <u>Un Franco, catorce pesetas</u></p>
9	<i>Un Franco, Catorce Pesetas</i>	<ul style="list-style-type: none"> <li>- Warm-up discussion on the film</li> <li>- Film Viewing: <i>Un Franco, catorce pesetas</i></li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch 8, 9, 10, pp. 91-134</li> <li>• Tremlett, Ch 7, pp. 195-220</li> </ul>
10	<p>Spanish society and culture in the 1980s: Women in the workplace, the changing role of religion, <i>La Movida</i> and <i>El Destape</i></p> <p>New music and new cinema</p>	<ul style="list-style-type: none"> <li>- Discussion of film</li> <li>- Discussion of quiz results</li> <li>- Analysis of key concepts in the readings</li> <li>- Lecture and discussion</li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch. 4 pp. 50-52</li> <li>• Hooper, Ch. 5 pp. 53-69</li> <li>• Ross pp. 157 – 160</li> <li>• Alvarez-Junco, pp 331-344</li> </ul>
11	<p>Spain in the International Arena: Historical Relationship between Spain and the United States (United States Bases in Spain); Entrance into European Community and NATO</p>	<ul style="list-style-type: none"> <li>-Analysis of key concepts in the readings</li> <li>-Lecture and discussion</li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Woodworth, Part III, pp. 177-245</li> </ul>



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Session	Topic	Activity	Student Assignments
12	Problems with the Socialist Party: ETA and the GAL; Political corruption	<ul style="list-style-type: none"> <li>- Analysis of key concepts in the readings</li> <li>- Lecture and discussion</li> </ul>	<p><u>For next time</u></p> <p>Find information on the internet about Barcelona's 1929 World's Fair and 1992 Olympics.</p> <p>Come prepared to share this information on the Field trip</p>
13	Walking tour of Montjuic and the Olympic Ring	<b>Field Study</b>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch 16 pp. 217 -230</li> <li>• Ross, pp 160 – 164</li> <li>• Gunther, pp 251-262</li> <li>• McRoberts, Ch 8, pp 161-178</li> </ul>
14	The Political Map of Spain in the 1990s: Nationalist Parties (CiU and PNV), the rise of the Partido Popular	<ul style="list-style-type: none"> <li>- Discussion of field study</li> <li>- Class presentations</li> <li>- Lecture and discussion</li> </ul>	<p><u>For next time</u></p> <p>Revision for midterm</p>
15	<b>Midterm Exam</b>	Midterm Exam	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Ross, Ch. 11, pp. 171 -188 (<i>Reader</i>)</li> <li>• Hooper, Ch. 6 pp. 69-74</li> <li>• McRoberts, Ch. 5, pp 91-114.</li> </ul>

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16	The Hegemony of the Popular Party: Victory in Elections in 1996 and 2000; European Integration; the Euro	<ul style="list-style-type: none"> <li>- Analysis of key concepts in the reading</li> <li>- Lecture and Discussion</li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Chapter 17 pp. 231 - 251</li> <li>• Tremlett, pp 281-300.</li> <li>• Do research about <b>The Basque Ball</b> on the web</li> </ul>
17	The regionalist spiral: the Ibarretxe Plan	<ul style="list-style-type: none"> <li>- Warm-up discussion of film</li> <li>- Film viewing of <i>The Basque Ball</i></li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch 6, pp. 74-76</li> <li>• Tremlett, Ch 10, pp 300-323</li> <li>• Hooper, Ch 21, pp 285-308</li> </ul>
18	<p>The challenges of globalization: immigration, Spain-Latin America relationships</p> <p>The War in Afganistan and Iraq: Spain-USA relationship</p>	<ul style="list-style-type: none"> <li>- Discussion of film</li> <li>- Class presentations</li> <li>- Analysis of key concepts in the readings</li> <li>- Lecture and discussion</li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch. 6 pp.76-79</li> <li>• Ross pp. 186-188. Postscript: The 2004 general election</li> <li>• Hooper, Ch. 6, pp. 69-80</li> </ul>
19	<i>¡Hay Motivo!</i>	<ul style="list-style-type: none"> <li>- Warm-up discussion of film</li> <li>- Film viewing: ¡Hay Motivo! (Several filmmakers, 2004)</li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch 31, pp. 427 -437</li> <li>• Tremlett, Ch 9, pp 246-281</li> </ul>

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Session	Topic	Activity	Student Assignments
20	The 11-M events. The return of PSOE to power	<ul style="list-style-type: none"> <li>- Discussion of film</li> <li>- Analysis of key concepts in the readings</li> <li>- Lecture and class discussion</li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch 18, pp 252 -282</li> <li>• McRoberts, Ch 3, pp 45-66</li> </ul>
21	Catalonia from the transition to today (I) The Pujol years	<ul style="list-style-type: none"> <li>- Analysis of key concepts in the reading</li> <li>- Lecture and discussion</li> <li>- <b>Quiz 2</b></li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Andrew Davis article on Catalan Politics; Nov. 2003 election (<i>Reader</i>)</li> <li>• McRoberts, Ch 7, pp. 139-160</li> </ul>
22	Catalonia from the transition to today (II) The “tripartite” and the new Statute	<ul style="list-style-type: none"> <li>- Analysis of key concepts in the readings</li> <li>- Lecture and discussion</li> <li>- Analysis of Quiz results</li> <li>- <b>Class presentations</b></li> </ul>	<p><u>For next time</u></p> <p>Find information on the internet about Barcelona’s 1888 World’s Fair and the Citadel Park.</p> <p>Come prepared to share this information on the Field trip</p>
23	Walking tour of the Citadel Park and the Parliament	<b>Field Study</b>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch 7, pp 80-91</li> <li>• Tremlett, Ch 1, pp. 3-33</li> </ul>
24	The first term in office of Jose Luis Rodríguez-Zapatero: Law for the Care of the Elderly and Disabled (“Dependency Law”), Law of Historical Memory, Law of Gay Marriage	<ul style="list-style-type: none"> <li>- Discussion of field study and quiz results</li> <li>- Analysis of key concepts in the readings</li> <li>- Lecture and discussion</li> </ul>	<p><u>For next time</u></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hooper, Ch 21, 22, pp 285-308</li> <li>• Tremlett, Ch 13, 396-419 (<i>Reader</i>)</li> </ul>

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25	Current challenges of Spanish society I: immigration	- Discussion of key concepts in the readings - Lecture and discussion <b>Class presentations</b>	<u>For next time</u> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Hooper, Ch 24, pp 319-332</li> <li>• Tremlett, Ch 8, pp 221-246</li> </ul>
26	Current challenges of Spanish society II: work-life balance, the new family, domestic violence, the housing market	- Analysis of key concepts in the readings - Lecture and discussion	<u>For next time</u> Organize study groups to prepare for final exam <b>Reading:</b> <ul style="list-style-type: none"> <li>• Hooper, Chapter 23, pp 309-319</li> <li>• Tremlett, Ch 13, pp 396-419</li> </ul>
27	Current challenges of Spanish society III: education, the welfare state, the economic/financial crisis	- Analysis of key concepts in the readings -Lecture and discussion <b>Class presentations</b>	<u>For next time</u> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Hooper, Ch 31, pp. 427-439</li> <li>• Tremlett, Ch 1, pp 7-24 (<i>Reader</i>)</li> </ul>
28	Spanish society in 2008: a diverse and aged society	- Analysis of key concepts in the readings - Lecture and discussion <b>Class presentations</b>	<u>For next time</u> Revision for final exam
29	Students' presentations Review for final exam	<b>Class presentations</b> <b>Review for final exam</b>	<u>For next time</u> Revision for final exam
30	<b>Final Exam</b>	Final Exam	