

Modern History of Spain II, from Monarchy to Republic

Code: 100343
ECTS Credits: 6

Degree	Type	Year	Semester
2500501 History	OB	3	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

Teachers

David Ballester Muñoz
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Maria Gemma Rubi Casals

Prerequisites

No prerequisites are required

Objectives and Contextualisation

The Course aims to provide students adequate tools and resources in order to be able to achieve a solid knowledge about the main political, socio-economic and cultural factors that shaped Spanish society and the liberal state in the last quarter of the Nineteenth century and first half of the Twentieth century, until the end of the Civil War of 1936-1939. Therefore, after an introduction referring to the Democratic Sexennium of 1868-1874, the Course covers the period of the Bourbon Restoration, between 1875 and 1931, and the era of both the democratic experience of the Second Republic, since 1931, and that of the Civil War of 1936-39. The diversity of interpretations and the most relevant historiographic debates will be taking in account. Students will be asked to consolidate a minimum of specific factual knowledge of both the main events and the main political and social institutions in both periods. The main social and cultural trends, and the evolution of Spanish economy, will be subjects in the Course too.

Competences

- Applying the main methods, techniques and instruments of the historical analysis.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the main historiographical tendencies and critically analysing their development.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
2. Developing the ability of historical analysis and synthesis.
3. Engaging in debates about historical facts respecting the other participants' opinions.
4. Identifying and using in an appropriate way sources of information for the historical research of contemporary Spain.
5. Identifying the main and secondary ideas and expressing them with linguistic correctness.
6. Organising and planning the search of historical information.
7. Recognising diversity and multiculturalism.
8. Recognising the key historical concepts of the current Spanish society.
9. Relating elements and factors involved in the development of historical processes.
10. Solving problems autonomously.
11. Using the characteristic computing resources of the field of History.
12. Working in teams respecting the other's points of view.

Content

1. Introduction. The experience of the Democratic Sexennium (1868-1874) and the Bourbon Restoration in the Nineteenth century, 1875-1902. The 1876 Constitution. From the Canovista dictatorship to the Pardo's agreement. Sagasta and the institutional configuration. The political turn and the *caciquismo*. The colonial crisis and Spain in war. 1898 and regeneration reformulations. Dynasticism, republicanism, nationalisms. The workers movements.

2. A new reign and a new century: Alfonso XIII and liberal parliamentarism in Spain. The role of the Crown in the processes of nationalization. The Catalan question: the Law of Jurisdictions and Catalan Solidarity. Dynastic reformism: Maura and Canalejas. The conflict in Morocco and the Tragic Week of Catalonia. Spain and the Great War: the crisis of the regime, decomposition of the dynastic shift and the role of corruption. The limits of the pragmatism of Dato and Romanones. The "Juntas de Defensa" and the military question. Political and social mobilization of 1917. Labor unionism and "Pistoleroism". The repercussions to government policy: from 1917 to 1922. In September 1923 a newly born (democracy) was struck or an old dying (the oligarchic regime of the Restoration) was over?

3. Monarchy and Dictatorship, 1923-1931. Primo de Rivera and the attempts of a military regime. Denunciation of liberal parliamentarism and caciquism. Public order and social order: from Somatén to the Patriotic Union. Nationalizing policies. The discourse of the New State: The Civil Directory, the National Consultative Assembly and the National Corporate Organization. The economic failure, the crisis of the 1929 peseta and the scandals of the dictatorship. The wars in Morocco. Historiographical debates about the meaning of the Dictatorship. The resignation of Primo de Rivera and the collapse of the Monarchy (1930-1931).

4. The Second Republic. Social reformism and republican civilistethics. The construction of a new regime and a new state. The Constituent Courts: the system of parties and the constitution of 1931. The policy of the reformist biennium. Political dynamics and social conflict. Reaction and rectification: 1933-1936. The CEDA and in October 1934. FET-JONS: Fascism. The Republic of 1936 and the meaning of the Popular Front. The military uprising in July 1936: preparation and first reactions.

5. The Civil War. Violence in homefronts, repression and persecution. The war of columns. Total war: evolution of the military fronts. From the revolutionary order to the legal order: the Republic at war. Military, traditionalism, fascism: the birth of the New State. The internationalization of the conflict. War culture, unions, militarization. End of war, exile, Republican defeat.

Within this political and institutional framework, the teaching team will introduce specific economic, social and cultural significant aspects, such as the limits and development of Hispanic capitalism in the European context, the Urbanization of the population and migrations, the forms of poverty, unions and social conflicts, public and political visibility of popular sectors, middle classes, nationalization in Spain and the emergence of other processes of historical nationalization, the impact of the big political cultures of the contemporary world

(conservatism and traditionalism, integrism, political liberalism and social liberalism, republicanism, federalism, socialism and anarchism, other workers' rights, free-thinking and secularism, clericalism and anticlericalism, feminism ecc), the advances of populist cultures, democracy, revolution, ecc. Special attention will be paid to the presence of women in this historical evolution, mainly as a part of the struggle for political citizenship and social and gender equality within the labor movement.

Methodology

The teaching methodology and the formative activities will contemplate some aspects, in the part and proportion that the teacher considers appropriate. For example:

Assistance to supervised master classes.

Intervention in the practices and essays integrated into the classes, under the supervision of the teacher.

Comprehensive reading of texts.

Learning about information search strategies.

Making reviews, essays and analytical comments.

Preparation of oral presentations.

Autonomous study

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	39	1.56	2, 4, 3, 8, 7, 9
Type: Supervised			
Preparation essays and comments, reading texts, searching information	15	0.6	1, 4, 5, 6, 3, 7, 9, 11
Tutorials	12	0.48	1, 2, 4, 5, 6, 8, 7, 11
Type: Autonomous			
Personal study	35	1.4	10, 1, 2, 4, 5, 6, 3, 7, 12, 11
Preparation essays and comments, reading texts, searching information	40	1.6	10, 4, 8, 7, 9, 12, 11

Assessment

Evaluation activities will be programmed throughout the academic year. The dates of taking tests in class and the delivery of essays and reviews will be communicated to students in sufficient time. The professor will establish a specific tutorial hours to comment on the assessment activities carried out. The work and continuous monitoring of the subject may include the writing of essays, book reviews, commentary on historical documentation, oral presentations, debates and participation in class, etc. The specific modality of the work to be done will be explained on the first day of class and will also be shown in the moodle class.

Work will not be accepted out of time, without the appropriate academic presentation (index, pagination, footnotes, bibliography cited correctly, etc.), which are a mere copy in any kind of support, containing partially or totally plagiarism .

Students who do not carry out all the assessment exams programmed in the classroom or not present themselves in all types of compulsory assessment activities, such as written tests, written works and / or continuous monitoring of the subject, Up to 60% of the final mark will be qualified with a Non-Valuable, and may not be submitted for recovery.

Any irregularity committed by a student during the performance of a test (copy, plagiarism) will imply a note of zero in the specific section of assessment. Several irregularities committed will involve a global grade of zero. The recovery will consist of an examination of the theoretical subject of the subject and will be held in the official dates established by the Faculty. In no case, recovery can be considered as a means of improving the qualification of the students that had already passed the subject in the normal process of continuous evaluation. Only written tests, corresponding to 70% of the total grade, can be recovered. In any case, the maximum grade that can be obtained in the total recovery is 5.0 (pass).

It may be established with the students that can not attend classes or follow the subject in person and can justify it, a specific assessment plan that each teacher will specify at the beginning of the course.

Orthographic, syntactic and morphological correction clause, improper use of punctuation, and written expression in general: penalty to a point on the final qualification.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Guided essays, reviews and readings or comments on texts. Continuous follow-up of the subject.	30%	6	0.24	10, 1, 2, 4, 5, 6, 3, 8, 7, 9, 12, 11
Test	40%	1.5	0.06	10, 1, 2, 4, 5, 6, 8, 9, 11
Test readings	30%	1.5	0.06	10, 1, 2, 4, 5, 6, 8, 7, 9, 11

Bibliography

Compulsory readings will be announced on the first day of class and in the Moodle class.

General Bibliographic:

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- Pérez Ledesma, M. (dir.) (2007), *De súbditos a ciudadanos. Una historia de la ciudadanía en España*, Madrid, Centro de Estudios Constitucionales.

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Monografies temàtiques (per ordre cronològic):

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- Chust, M. i Piqueras, J.A.(comps.), (1996): *Republicanos y repúblicas en España*, Madrid, Siglo XXI.

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- Moreno, J., Tavares, P. (coords.) (2015), *De las urnas al hemiciclo. Elecciones y parlamentarismo en la península ibérica (1875-1926)*, Madrid, Marcial Pons.

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- Casanova, J. (1997): *De la calle al frente. El anarcosindicalismo en España, 1931-1939*, Barcelona, Crítica.

- Gil Pecharromás, J. (2006): *La Segunda República Española*, Madrid, Biblioteca Nueva.
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