

**The Origins of Modern Catalonia**

Code: 100354  
ECTS Credits: 6

Degree	Type	Year	Semester
2500501 History	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

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## Use of Languages

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Prerequisites

Optative subject included in the mention of "Història de Catalunya" of the Grade of History. In order to take this subject, it is recommended that students should previously have studied subjects like "Història Contemporània d'Espanya," or "Història Moderna de Catalunya."

## Objectives and Contextualisation

The most important purpose of this subject is to analyse the foundation of the Catalan historical construction in the origins of the contemporary era, from the collapse of the society of *Ancien Régime* to the beginning of the Revolution of September of 1868. It will be explored the foundations of the contemporaneity of Catalan society, from the installation of the Borbonic state in 1714, the Peninsular War to the "Sexenni Democràtic." Students must consider that some different development lines will be worked, but they can be included in two important interpretative lines.

The first line emphasizes the political and cultural character and it covers the crisis of the *Ancien Régime* and the liberal revolution, as well as the several political and intellectual answers to the institutionalization of the new centralised state, and the new Liberal society.

The second one is centered on the social and economic aspects, and describes the characteristics, which are adopted in Catalonia during the Industrial Revolution, the emergence of the society of classes and the fractures that it causes, and the evolution of the different forms of work, association and production.

Moreover, it will be attempted to work transverse lines, and to show sensible to the aspects related to the gender perspective.

## Competences

- Applying the main methods, techniques and instruments of the historical analysis.
- Critically assessing the fonts and theoretical models in order to analyse the different historical periods.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.

- Mastering the basic diachronic and thematic concepts of the historical science.
- Respecting the diversity and plurality of ideas, people and situations.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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. Critically assessing the various current approaches to the study of the history of Catalonia.
3. Engaging in debates about historical facts respecting the other participants' opinions.
4. Identifying the main and secondary ideas and expressing them with linguistic correctness.
5. Organising and planning the search of historical information.
6. Organising and summarising different explanations about the causes of social change in the different historical stages of the Catalan society.
7. Recognising diversity and multiculturalism.
8. Solving problems autonomously.
9. Submitting works in accordance with both individual and small group demands and personal styles.
10. Using the characteristic computing resources of the field of History.
11. Using the characteristic investigation sources of the history of Catalonia.

## Content

### I- THE CRISIS OF THE ANCIEN RÉGIME AND THE BEGINNINGS OF THE LIBERAL REVOLUTION AND COUNTER-REVOLUTION (18TH CENTURY - 1833).

1- Economic growth in the 18th century and the foundations of the industrial revolution. The decomposition of the estamental society. The Catalan elites at the beginning of the 19th century.

2- The Napoleonic invasion in the summer of 1808. Power vacuum and rebellion against authority. The battles of El Bruc and the forging of the myth of Catalan resistance.

3- The nature of the power of the Juntas. Who was in command in Catalonia? The sieges and military mobilisation.

4- Napoleonic Catalonia and the traces of annexation.

5- The actions of the Catalan deputies to the Cortes of Cadiz: projects and frustrations.

6- The liberal revolution during the Constitutional Triennium. Conspiracies against absolutism. The instruments of liberal citizenship.

7- The origins of the counter-revolution in Catalonia: from the crusade against unholy France in the Seven Years' War.

### II- THE TIME OF THE BULLANGUES: INDUSTRIALISATION, WORKERISM AND LIBERALISM (1833-1843).

II- 8- The foundations and characteristics of the Catalan industrialisation process. The consolidation of the market economy. Radial Spain.

9- The defence of the Catalan industrial project: associationism and parliamentarism.

10- The bullangues of the 1930s and the beginning of the demorepublican tradition.

11- A failed democratic revolution: the Spartacus Triennium in Catalonia.

12- The emergence of a class society. Conflict and workerism.

13- Moderates, progressives and democrats. Three political projects for a restless and plural Catalonia.

### III- THE POLITICAL CONSOLIDATION OF THE LIBERAL STATE IN CATALONIA (1843-1868)

III- 14- The state's response: Repression and militarisation.

15- The Catalan cultural Renaissance. From patriotism to Catalanism.

16- The Progressive Biennium in Catalonia.

17- The Matiners' War and political Catholicism.

18- The crisis of the Elizabethan regime. The progressive conspiracies and the causes of the revolution of September 1868.

### IV- THE DEMOCRATIC SIX-YEAR PERIOD (1868-1974): A LABORATORY OF EXPERIENCES.

IV- 19- The revolution of September 1868. The positioning of the parties, the popular revolt and the federal and Carlist uprisings.

20- The political-electoral evolution during the Sexennium.

21- Federal Republicanism and internationalist workerism.

22- The Third Carlist War.

## Methodology

Lectures and exams (60%): Master classes with the support of the Technologies of Information (TIC) and debates in the class-group.

Sessions of seminars and practices led by the teacher (10%): introduction of the session, presentation of the text, assessment and collective discussion. Individual and/or collective presentation and round of valuations.

Supervised activity (10%): sessions arranged to resolve doubts and maintain discussions about specific content of this subject, problems and seminars. Preparation and correction of learning exercises.

Autonomous activity (20%): reading and writing assignments, preparation of oral comments and seminars. Search for bibliographic information. Personal study for the integration of knowledge.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars and practices	5	0.2	5, 6, 9, 11
Theoretical classes	35	1.4	2, 5, 7, 11
Type: Supervised			

Evaluation	10	0.4	8, 2, 4, 3, 9
Tutorials	15	0.6	8, 5, 6, 9, 7, 10, 11
Type: Autonomous			
Personal study	45	1.8	8, 5, 6
Reading and writing texts, preparation of oral commentaries and seminars. Search of bibliographic information.	33	1.32	

## Assessment

The evaluation system will consist of three sections:

- 1- Two written tests (30+30): 30%.
- 2- Work on a dossier of readings: 30%.
- 3- Participation and continuous monitoring of the course: 10%.

Evaluation activities will be programmed throughout the semester. The teacher will provide provisional dates in the

Students can review the results of their exams and papers. The teacher will set a specific procedure and a timetable

In the written activities, spelling, syntactic or lexical errors are taken into account. The penalty can be between 0.1-0.2 points on the final grade for each mistake made. Repeated errors can discount.

In order to pass this subject, the final mark must be equal to or greater than 5,0.

Students must present an extraordinary exam on an established date when their mark is less than 5,0 to try pass

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

A student will qualify as "Not assessable" when he has not participated in 30% of the evaluable activities and he

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Seminars and practices	30%	3	0.12	8, 2, 1, 4, 5, 6, 3, 9, 10, 11
Theoretical written tests	60 % (30% + 30%)	4	0.16	2, 1, 4, 5, 6, 7

## Bibliography

### GENERAL BIBLIOGRAPHY:

AA.DD; Història. *Política, Societat i Cultura dels Països Catalans*, 12 volums, Barcelona: Fundació Enciclopèdia Catalana, 1999.

BALCELLS, Albert (dir), *Història de Catalunya*, Barcelona, L'Esfera dels Llibres, 2004.

FERRER, LI.; RODO, J.; RUBÍ, G.; TORRAS, M., *Història de l'autogovern de Catalunya*, Barcelona, Generalitat de Catalunya, 2006. Edició en castellà del 2007.

FONTANA, Josep, *La fi de l'Antic Règim i la industrialització (1787-1868)*, Barcelona, Edicions 62, 1998.

FONTANA, Josep, *La formació d'una identitat. Una història de Catalunya*, Barcelona, Eumo editorial, 2015

GABRIEL, Pere (dir), *Història de la Cultura Catalana*, 10 vols., Eds. 62, Barcelona, 1998-1999.

HURTADO, Víctor, MESTRE, Jesús i MISERACHS, Toni, *Atles d'Història de Catalunya*, Barcelona, Edicions 62, 1995.

MALUQUER DE MOTES, Jordi, *Història econòmica de Catalunya*, Barcelona, Universitat Oberta de Catalunya, 2008.

MESTRE, Jesús (dir.), *Diccionari d'Història de Catalunya*, Edicions 62, Barcelona, 1992.

RISQUES, Manuel (dir.), DUARTE, Àngel, RIQUER, Borja de, ROIG ROSICH, Josep Maria, *Història de la Catalunya contemporània. De la guerra del Francès al nou Estatut*, Barcelona, Mina Editorial, 2006.

SOBREQUÉS I CALLICÓ, Jaume (director), *Història contemporània de Catalunya*, vols. I i II, Barcelona, Columna, 1997-1998.

VICENS VIVES, Jaume, *Industrials i polítics del segle XIX*, Barcelona, Vivens Vives, 1961.

VILAR, Pierre, *Catalunya dins l'Espanya moderna*, Barcelona, Edicions 62, 1966-1968, 3 vols.

The specific bibliography of each block will be provided through the "campus virtual," as well as some references will be directly discussed in class.

## **Software**

Anyone