

| Degree             | Type | Year |
|--------------------|------|------|
| 2502758 Humanities | OB   | 3    |

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Having acquired and assimilated the knowledge specific to the subject of "History" in the second year of high school, corresponding in this case to the History of Spain and Catalonia from the 19th to the 21st centuries, as well as the acquired knowledge and learning that refer in the Humanities Degree subjects "Fundamentals of the Modern World", "Fundamentals of the Contemporary World", "Catalan Literature" and "Catalan Language: Culture and Society". It must be borne in mind that many political, business and workers actors had notorious links with the intellectual circles of Catalonia during the periods to be studied. In the same way that it is important to know that it happened in the world, because Catalan society always mirrors itself with external models of all kinds.

## Objectives and Contextualisation

"History of Contemporary Catalonia" is a subject of 6 credits that inserts within the subject of History along with "Prehistory and ancient history", "Medieval history", also of the second year, and "History of modern Catalonia" of the third year. Part of the 60 core credits programmed for Humanities students' third year, together with other subjects of Classical Philology, Philosophy, Language, Art, Universal Literature, Catalan and Spanish Literature, Geography, Current World, Cultural Management and Communication The subject deals with the main social processes and cultural facts of contemporary Catalonia.

## Competences

- Critically analysing the contemporary culture.
- Critically analysing today's culture and its historical conditions.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the historical processes of contemporary culture.
- 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.

## Learning Outcomes

1. Analysing the historical processes that led to armed conflicts.
2. Critically analysing the past, the nature of the historical speech and the social function of historical science.
3. Critically analysing the patterns explaining the historical phases.
4. Critically assessing the various current approaches to the study of the history of Catalonia.
5. Drawing up an academic text using the discipline's specific vocabulary.
6. Effectively working in teams and respecting different opinions.
7. Engaging in debates about historical facts respecting the other participants' opinions.
8. Explaining the most relevant historical processes of the Modern Period.
9. Identifying the key concepts in explaining the Modern Period.
10. Identifying the key historical concepts of the current Spanish and Catalan societies.
11. Identifying the main and secondary ideas and expressing them with linguistic correctness.
12. Identifying the social and economic tensions that triggered the transition from the Middle Ages to the Early Modern Period.
13. Identifying the social, economic and political structures of the contemporary world.
14. Interpreting the regulatory information that is located in the web pages of regulatory institutions.
15. Organising and planning the search of historical information.
16. Organising and summarising the different explanations about the causes of social change in the different historical stages of the Catalan society.
17. Properly using the specific vocabulary of History.
18. Reading and interpreting historiographical texts or original documents and transcribing, summarising and cataloguing information from the Middle Ages.
19. Recognising the most appropriate bibliographic databases in order to obtain sources of a specific issue.
20. Using the characteristic computing resources of the field of History.
21. Using the characteristic investigation sources of the history of Catalonia.

## Content

1.- 1714-1868: from the Absolute Monarchy to the construction of the liberal state

Wars and revolutions: the tensions between civil and military administrations: from general captains to civilian governors

Centralism, federalism and particularism in the construction of the liberal state

The myth of Barcelona and industrial Catalonia vis-a-vis Cuba

The first workers: societies of mutual aid and resistance

2.- The Alfonsine Restoration and the rise of political Catalanism (1868-1902)

The *Renaissance*: Catalan myth or Spanish in Catalan? Did a Republican *Renaissance* exist?

Valentí Almirall: confederal Spain and corporate-state Catalonia

From the League of Catalonia to the Catalan Union: the difficult understanding of progressive and conservative Catalanisms

3.- The *Yankee year* (1898): Political-colonial crisis and social crisis (1890-1902)

The crisis of rural Catalonia and migration to America

Reformist workers (Three Classes of Steam and Catholics) and revolutionary workers: the construction of the myth of the *City of Bombs*

The Antillean-Philippine colonial crisis and the response of the Catalan elites: from the Cierre de Cajas to the Regionalist League passing through *Polaviejismo*

The Catalans who stayed in Cuba and Puerto Rico

#### 4.- Catalonia during the Reign of Alfonso XIII (1902-1931)

Industry, growth and urban reforms: the return of Cuban capitals and modernism

The emergence of revolutionary syndicalism: from the strike of 1902 to the creation of the CNT (1910) through *Solidaridad Obrera* (1907)

Civilians against the military, Catalanists against Spanishists: Lerrouxist populism, the *Cu-Cut!* Facts , *Solidaritat Catalana* and the Tragic Week

The corporate and institutional reconstruction of Catalonia from 1910 to 1923: The *Mancomunitat* (Commonwealth) and the *Noucentista* spirit

The First World War and the opportunities for national liberation: the reconstruction of political Catalanisms

The scarce opportunities: the Assembly of Parliamentarians, the gubernamentalism regionalism and the Campaign for Autonomy (1917-1919)

Social violence and the struggle of employer and worker corporatism: pistolism and the Catalan origins of Spanish fascism

#### 5.- The revolutionary challenges of the right and the left, Catalan and Spanish nationalisms in the interwar period (1923-1939)

The dictatorship of Primo de Rivera: modernization, corporatism and authoritarianism in a constitutional key (1923-1930): the figure of Eduardo Aunós

The republican and separatist opposition: divided and dependent on constitutionalist conspiracies

Conservative Catalanism as an alternative to save the Monarchy: Cambó and the Constitutional Center

The Second Republic and the corporate construction of an autonomous administration in Catalonia: *Noucentisme* interpreted by the left

Between the workers' revolution and the national revolution (1933-1939): Catalanisms, workerisms and ultra-left corporatism. The false myth of the libertarian revolution

The end of the autonomous administration of Catalonia

#### 6.- From "Spain has bequeathed" to "Freedom, Amnesty and Statute of Autonomy" (1938-1977)

The construction of a national unionist and national Catholic state in Catalonia

The repression of anti-Spain: purges, concentration and work camps

The Catalonia of the black market and ration cards: between submission and social crisis

"The War is not over": the maquis and the guerrillas as a witness of resistances.

The Catalans in the Second World War: exiles, extermination camps and presence in the resistance

From the "One, Great and Free" to the "Spain of the Regions": aluminosis and tourism as a hallmark of "developmentalism" in Catalonia. The new Catalan middle classes and the effects of immigration

Opposition to the Franco dictatorship: From the Assembly of Catalonia to the neighborhood movement

## 7.- The Restoration or Democratic Transition and Pujolism (1976-2003)

The return of Tarradellas or the invention of the Catalan autonomous tradition

The Statute of 1979 and the supposed Catalan specificity

Pujolism and the others: the disenchantment of the Catalan left

The conservative *neo-Noucentist* transformation of Catalonia: the reconstruction of the Catalan public service and the struggle of corporations

The failed reinvention of Pujolism: the first political death of Artur Mas

## 8.- The search for post-Pujolist Catalonia: mirages and unrealities of the left and the processists (2003-2023)

The Catalonia of the Tripartites: from the left-wing pujolism of Pascual Maragall to the Montillist synthesis

The 2008 crisis and the neoliberal governments of Artur Mas: the Catalan 15-M and the destruction of the party system of the Transition and the Pujolist era

The radical response to the crisis: the process and the second political death of Artur Mas

A divided society: Catalan civil societies, Spanish civil societies and non-identitarian societies

The remains of the processist shipwreck: towards a new party system?

## Activities and Methodology

| Title   | Hours | ECTS | Learning Outcomes     |
|---|-------|------|-----------------------|
| Type: Directed  |       |      |                       |
| Sessions of seminars and practices directed by / by the teacher | 37.5  | 1.5  | 2, 10, 13, 11, 16, 19 |
| Theoretical classes directed by the teacher                     | 15    | 0.6  | 2, 6                  |
| Type: Supervised  |       |      |                       |
| Paused learning exercises                                       | 3     | 0.12 | 2, 11, 6              |
| Tutorials   | 12    | 0.48 | 14, 15, 19            |
| Type: Autonomous  |       |      |                       |
| Personal study  | 31    | 1.24 | 14, 15, 19            |
| Theoretical classes directed by the teacher                     | 45    | 1.8  |                       |

Mandatory attendance at theoretical classes and practical sessions led by the teacher.

Comprehensive reading of texts, articles and books.

Carrying out reviews, assignments and analytical comments.

Personal study.

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.

## Assessment

### Continuous Assessment Activities

| Title                        | Weighting | Hours | ECTS | Learning Outcomes  |
|------------------------------|-----------|-------|------|--|
| Written theory test in class | 35        | 1.5   | 0.06 | 2, 1, 4, 3, 5, 8, 9, 10, 13, 11, 12, 18, 15, 16, 7, 19, 17, 20, 21 |
| Written theory test in class | 35        | 1.5   | 0.06 | 2, 1, 4, 3, 5, 10, 13, 11, 15, 16, 19, 17, 20, 21                  |
| work 1                       | 15        | 2     | 0.08 | 2, 5, 11, 14, 15, 19, 6, 17, 20, 21                                |
| work 2                       | 15        | 1.5   | 0.06 | 2, 5, 11, 14, 15, 19, 6, 17, 20, 21                                |

Throughout the course, there will be four mandatory completion and presentation tests of different characteristics and a fifth Re-evaluation for all those who have not successfully passed (with a grade of 5 or higher) the set of the corresponding continuous evaluation process to the four compulsory tests.

#### 1.- ACTIVITIES AND TESTS IN THE CONTINUOUS EVALUATION PROCESS

First Test: written theoretical test (its value is 35% of the overall final grade) that will evaluate the first half of the syllabus. The characteristics to consider for this test are:

- 1.- Essential material to work on: power-points delivered by the teacher through the Virtual Campus, Manuals selected by the teacher, book chapters, articles and notes made in the classroom. Manuals are important in order to expand the subject and to polish the mistakes that have occurred in the preparation of class notes.
- 2.- Test duration: 1.5 hours.
- 3.- Format of the test: two thematic questions with a value of 3.5 points each and a third comment and bibliographic analysis with a value of 3 points.

Second Test: bibliographic essay based on the reading and work of a minimum of four (4) articles and one (1) book of a historiographical nature corresponding to the period 1700-1902.

Mandatory features of this test:

- 1.- The work is prepared in digital format, it must take up a minimum of 5 sheets and must be presented in PDF format, Times New Roman 12 font and with justified margins. It will be delivered via the subject teacher's corporate email: David.Martinez.Fiol@uab.cat
- 2.- A cover page with the student's personal data (including the NIU) is mandatory
- 3.- The cover page must include the details of the articles worked on: Author, title of the article in quotation marks, name of the publication in italics, number of the magazine copy and pages.
- 4.- Each student must choose a different topic from the rest. To avoid problems it is mandatory that each student tells me the topic and the articles chosen. A topic cannot be worked on by the student until I give my approval.
- 5.- The essay must take into account: the historiographical attribution of the authors of the articles and the book, their possible ideological positions or points of view, the type of interpretation of the facts that are analyzed or related in the articles, and explain the content of the articles highlighting the most fundamental aspects.
- 6.- It is important to reproduce in quotation marks sentences or paragraphs that serve to highlight aspects that ratify the idea or ideas that you want to highlight from the corresponding articles. However, those citations that

do not contribute anything beyond wanting to increase the number of pages needed to present the test will be penalized.

7.- The writing must be original and must not reproduce paragraphs of the articles to be reviewed as if they were the student's own work. The slightest perception by the teacher of this fact invalidates and suspends the test.

8.- The delivery of the review/essay must be effective on the same dates as the first test.

9.- The delay in the presentation of the test will involve the reduction of 0.5 points per calendar day (important to note that it is given two days before the Christmas holiday period). In this sense, if the late delivery is made through the virtual campus or the UAB corporate mail of the subject teacher, the reduction of points for the delay in the delivery of the test will be 1 point per calendar day.

10.- The value of this test is 15% of the overall final grade.

Third Test: Read a novel of a historical nature or thematically linked to a historical period in Catalonia from 1902 to 2023. During the first day of class, the optimal novels will be indicated on the Virtual Campus in order to do this third test

Features of the test:

- The work is prepared in digital format, it must take up a minimum of 5 sheets and must be presented in PDF format, Times New Roman 12 font and with justified margins. It will be delivered via the subject teacher's corporate email: David.Martinez.Fiol@uab.cat
- The essay must analyze the historical, political and social themes that the novel deals with.
- Analysis of characters (as social, political and historical entities)
- Keep in mind the author's political point of view and deepen his analysis. In other words, what is the author's point of view on the historical events that are novelized.
- It is important to reproduce or quote paragraphs from the novel that describe relevant aspects of the theme and/or the characters, contextualizing them. This means having to make footnotes that correctly cite the formal aspect of the book.
- In this sense, references can be made to books of a historiographical nature that affect the themes of the novels. This involves making footnotes citing the bibliographic characteristics of the cited work.
- The delivery of the third test will take effect on the date corresponding to the completion of the fourth test.
- The value of this test corresponds to 15% of the final mark.

Fourth Test: written test to be taken at the end of the semester (its value is 35% of the overall grade).

Features to consider for this test:

- 1.- Essential material to work on: power-points delivered by the teacher through the Virtual Campus, Manuals selected by the teacher, book chapters, articles and notes made in the classroom. Manuals are important in order to expand the subject and to polish the mistakes that have occurred in the preparation of class notes.
- 2.- Test duration: 1.5 hours.
- 3.- Format of the test: two thematic questions with a value of 3.5 points each and a third comment and bibliographic analysis with a value of 3 points.

2.- EVALUATION OF THE SUBJECT DURING RE-ASSESSMENT PERIOD:

Re-evaluation test: written test to be taken on the date assigned at the time by the dean's office of the Faculty of Arts.

This test will be performed by:

- 1.- all those students who have not successfully passed (with a numerical grade of 5 or higher) the continuous assessment made up of the four previous tests.
- 2.- However, a student who has passed tests 1 and 4, but not tests 2 and 3 (either because of a grade lower than 5 or because they have not submitted them), will not have to take the reassessment test. You will only need to present on the day of the re-evaluation the tests 2 and/or 3 not presented or suspended.

Test feature:

- 1.- 4 questions on any of the topics taught throughout the course.
- 2.- The value of each question will be 2.5 points. Therefore, the reassessment exam will be passed if the student gets a grade of 5 or higher.

Final and basic consideration:

- 1.- The student who passes the course in the Reevaluation will obtain a 5 as the maximum mark for the course.

### 3.- SINGLE EVALUATION

1.- The student who accepts this assessment model will not take the First and Fourth tests in the format and on the days established for the Continuous Assessment like their classmates.

2.- The student who takes the Single Assessment will be assessed on the contents of the First and Fourth Tests in a global examination of the entire subject that will be carried out on the day indicated by the teacher of the subject on the same day and in the same classroom in which the Fourth Test corresponding to the Continuous Assessment is carried out.

3.- On that same day, the student accepted for the Single Assessment will take the Second and Third Tests in the format indicated by the subject teacher.

4.- Finally, the same Re-evaluation system will be applied to the student enrolled in the single assessment system as to the students and/or those enrolled in the Continuous Assessment.

### 4. NOT EVALUABLE

A student who has submitted no more than a third of the evaluation evidence will be considered "non-evaluable".

### 5. PLAGIARISM

Evidence of plagiarism in any of the assessable tests will lead to the negative evaluation of that test in which plagiarism has been detected. The numerical grade of the test with evidence of plagiarism will be zero.

## Bibliography

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## Software

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## Language list

| Name                       | Group | Language | Semester        | Turn          |
|----------------------------|-------|----------|-----------------|---------------|
| (PAUL) Classroom practices | 1     | Catalan  | second semester | morning-mixed |
| (TE) Theory                | 1     | Catalan  | second semester | morning-mixed |