

Degree	Type	Year
2500501 History	OB	3
2504216 Contemporary History, Politics and Economics	OT	3
2504216 Contemporary History, Politics and Economics	OT	4

Contact

Name: David Alegre Lorenz

Email: david.alegre@uab.cat

Teachers

Javier Rodrigo Sanchez

David Alegre Lorenz

Sabina Mompó Toribio

Teaching groups languages

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

Prerequisites

No prerequisites are required

Objectives and Contextualisation

This Course aims to provide students with adequate instruments and resources to achieve a solid understanding of the main political, socioeconomic and cultural factors that shaped Spanish society and the Spanish state during the last quarter of the 19th century and the first half of the 20th century, until the end of the Civil War. The Course will cover the Bourbonic Restoration (including the Dictatorship of Primo de Rivera), the democratic experience of the Second Republic, and the Civil War, with particular attention to long-term processes such as political and social conflicts, forms of violent persecution and repression of dissidence, struggles for political representation (with a particular attention to gender) or the incidence of military interventionism in public life.

The main objective is the achieving of methodological and interpretative tools from a solid bibliographical work, in order to apprehend the diversity of interpretations and the most relevant historiographical debates on these topics and periods. Students will also need to consolidate factual and concrete knowledge about the main

political and social processes and institutions of the period, the main social and cultural tendencies, the Spanish socioeconomic evolution and the history of collective identities such as gender, class or religion

Competences

History

- 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. The Bourbonic Restoration in the 19th century, from 1875 to 1902. The 1876 constitution. From the Canovas dictatorship to the Pardo Pact. The political turn and caciquismo. The colonial crisis and Spain at war. 1898 and the regenerationist reformulations. Dynasty, republicanism, nationalism. The labor movements.

2. A new reign and a new century: Alfonso XIII and liberal parliamentarism. The processes of nationalization and sub-state nationalism. Dynastic reformism. The conflict in Morocco and the war in Melilla. Spain and the First World War: the crisis of the regime and the decomposition of the dynastic turn. The Defense Boards and the military question. The political and social mobilization of 1917. The repercussions on government policy: from 1917 to 1922.

3. Monarchy and Dictatorship, 1923-31. Primo de Rivera and the attempts of a military regime. Denunciation of liberal parliamentarism and chieftaincy. Public order and social order: from the 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. Economic failure. The wars of Morocco. The resignation of Primo de Rivera and the collapse of the Monarchy (1930-1931).

4. The Second Republic. Social reformism and republican civil ethics. The construction of a new regime and a new state. The Constituent Cortes: the party system and the 1931 constitution. The politics of the reformist biennium. Political dynamics and social conflict. The reaction and the rectifying biennium, 1933 to 1936. The CEDA and October 1934. FE-JONS: Fascism. The Republic of 1936 and the meaning of the Popular Front. The military uprising of July 1936: preparation and first reactions.

5. The Civil War. Rearguard violence and repressive mechanisms. The war of columns. Total war: evolution of the military fronts. From the revolutionary order to the legal order: the Republic at war. Military, traditionalists, fascists: the birth of the New State. The internationalization of the conflict. War culture. 'Unionization' and militarization. End of the war, exile, republican defeat.

Within this political and institutional framework of reference, the teaching team will include topics of economic, social and cultural significance, such as, for example, the limits and development of Hispanic capitalism in the European context, the urbanization of population and migration, the renewed forms of poverty, trade union and social conflicts and the public and political visibility of the popular sectors and the middle classes, Spanish nationalization and the emergence of other historical nationalization processes, the social impact of great political and ideological cultures of contemporary society (conservatism and traditionalism, fundamentalism, political liberalism and social liberalism, republicanism, federalism, socialism and anarchism, radical rightism, fascism, freethinking and secularism, clericalism and anticlericalism, feminism), advances in culture democratic popular structure and the revolutionary workers and popular bets, etc. Special attention will be paid to the presence of women in this historical evolution, mainly in the struggle for political citizenship and social and gender equality within the labor movement.

Activities and Methodology

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

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

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Compulsory Readings Exam	30%	1.5	0.06	1, 2, 4, 5, 6, 7, 8, 9, 10, 11
Guided essays, reviews and readings or comments on texts. Continuous follow-up of the Course.	20%	6	0.24	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Written Exam	50%	1.5	0.06	1, 2, 4, 5, 6, 8, 9, 10, 11

Evaluation activities will be scheduled throughout the academic year. The dates for carrying out the tests in the classroom and for handing in assignments and reviews will be communicated to the students sufficiently in advance. The teaching staff will establish a specific tutorial schedule to comment on the evaluation activities carried out.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Any irregularity committed by a student during the completion of a test (cheating, plagiarism, use of artificial intelligence) will imply a 0 mark in the specific evaluation section. Several irregularities committed will imply a global 0 mark.

Spelling, syntactic and morphological correction clause: inappropriate use of punctuation marks, and written expression in general: penalty of up to one point on the mark of each test

Continous assesment

The work and continuous monitoring of the subject may include the writing of essays, book reviews, analysis of 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 presented in the moodle classroom.

Papers will not be accepted after the deadline, without the appropriate academic presentation (index, pagination, footnotes, correctly cited bibliography, etc.), that are a mere copy in any type of support, that contain partial or total plagiarism.

Students who do not take all the evaluation exams scheduled in the classroom or do not attend all types of compulsory evaluation activities, whether they are written tests, written assignments and/or continuous monitoring of the subject, for a value greater than 60% of the final grade will be graded with a non-Evaluable, and will not be able to appeal for the recovery.

A specific evaluation plan that each teacher will specify at the beginning of the course may be established with students who cannot attend classes or follow the subject in person and can justify it.

Single assesment

Students who take the single assessment will take three different assessment tests on the same day:

- An oral interview with the teacher (50% of the score)
- A written exam from readings scheduled by the teaching team (40% of the score)
- A written analysis of a historical source (10% of the score)

Reassessment

To participate in the reassessment, the student must have previously been assessed in a set of activities whose weight is equivalent to a minimum of 2/3 parts of the total qualification (CONTINUOUS EVALUATION) or hand in all the scheduled tests (SINGLE EVALUATION).

To participate in the reevaluation process, it will be mandatory to have obtained a final average grade of 3.5, and a grade of 3.5 for each individual test

The reassessment will consist of an exam of the theoretical matter of the subject and will be held on the official dates established by the Faculty. In no case may recovery be proposed as a means of improving the grade of students who have already passed the subject in the normal process of evaluation. In any case, the maximum mark that can be obtained in the total recovery is 5.0 (Passed).

Bibliography

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

General bibliography:

- Álvarez Junco, J. i Shubert, A (2018)., Nueva Historia de la España Contemporánea (1808-2018), Barcelona, Galaxia Gutenberg.
- Avilés, J. et. al. (2002): Historia política de España 1875-1939, Madrid, Istmo.
- Bahamonde, A. (coord.); Carasa, P.; Martínez, J.A.; i Pizarroso, A. (2000): Historia de España. Siglo XX, 1875-1939, Madrid, Cátedra.
- Casanova, J., Gil, C. (2010): Historia de España en el siglo XX, Madrid, Ariel, 2010.
- Casanova, J. (2007): República y Guerra Civil, Barcelona/Madrid, Crítica/Marcial Pons [Vol. 8 de la Historia de España, dirigida per J. Fontana i R. Villares
- Juliá, S.(2004): Historias de las dos Españas, Madrid, Taurus
- Juliá, S. (2019): Demasiados retrocesos. España, 1898-2018, Barcelona, Galaxia Gutenberg
- Ledesma, J.L., Muñoz, J., Rodrigo, J. (eds.) (2005): Culturas y políticas de la violencia. España siglo XX, Madrid, Siete Mares.
- Suárez Cortina, M. (2006), La España liberal (1868-1917), Madrid, Síntesis
- Villares, R., Moreno Luzón, J. (2009): Restauración y Dictadura, Barcelona /Madrid, Crítica / Marcial Pons. [Vol. 7 de la Historia de España, dirigida per J. Fontana i R. Villares]

Thematic monographs (in chronological order):

- Townson, N. (ed.) (1994): El republicanismo en España, 1830-1977, Madrid, Alianza
- Duarte, A. (1997): La España de la Restauración (1875-1923). Barcelona, Hipótesis
- Forner, S. (coord.) (1997): Democracia, elecciones y modernización en Europa. Siglos XIX y XX, Madrid, Càtedra.
- Chust, M. i Piqueras, J.A.(comps.), (1996): Republicanos y repúblicas en España, Madrid, Siglo XXI.
- Cabrera, M. (dir.) (1998): Con luz y taquígrafos. El Parlamento de la Restauración (1913-1923), Madrid, Taurus.
- Granja, de la, J.L., Beramendi, J., Anguera, P. (1999): La España de los nacionalismos y las autonomías, Madrid, Síntesis.
- Fuentes, Maximiliano (2014), España en la Primera Guerra Mundial, Madrid, Akal.
- Moreno, J., Tavares, P. (coords.) (2015), De las urnas al hemiciclo. Elecciones y parlamentarismo en la península ibérica (1875-1926), Madrid, Marcial Pons.
- Suárez Cortina, M. (2000): El gorro frigio. Liberalismo, democracia y republicanismo en la Restauración, Madrid, Biblioteca Nueva.
- Preston, P. (1994): Franco, "Caudillo de España", Barcelona, Grijalbo Mondadori
- Varela Ortega, J. (dir.)(2001): El poder de la influencia. Geografía del caciquismo en España (1875-1923), Madrid, Marcial Pons/Centro de estudios constitucionales.
- Balfour, S. (1997): El fin del Imperio Español (1898-1923), Barcelona, Crítica
- Seco Serrano, C. (1995): La España de Alfonso XIII: el Estado y la política (1902-1931). De los comienzos del reinado a los problemas de la postguerra (1902-1922), Madrid, Espasa-Calpe
- Balfour, S. (2002): Abrazo mortal. De la guerra colonial a la Guerra Civil en España y Marruecos (1909-1939), Barcelona, Península.
- González Calleja, E. (2005): La España de Primo de Rivera. La modernización autoritaria, 1923-1930, Madrid, Alianza.
- Cruz, R. (2006): En el nombre del pueblo. República, rebelión y guerra en la España de 1936, Madrid, Siglo XXI.
- Morente, F. (ed.) (2012), España en la crisis de entreguerras. República, fascismo y Guerra Civil, Madrid, Los Libros de la Catarata.
- González Calleja, E., Cobo, F. et. at. (2015): La Segunda República Española, Barcelona, Pasado & Presente.
- Gallego, F. (2014): El evangelio fascista. La formación de la cultura política del franquismo (1930-1950), Barcelona, Crítica, 2014
- Casanova, J. (1997): De la calle al frente. El anarcosindicalismo en España, 1931-1939, Barcelona, Crítica
- Gil Pecharromán, J. (2006): La Segunda República Española, Madrid, Biblioteca Nueva.
- Martín Ramos, J.L. (2015): El Frente Popular. Victoria y derrota de la democracia en España, Barcelona, Pasado y Presente.

- Rodrigo, J. (ed.) (2009): Retaguardia y cultura de guerra, 1936-39, Ayer, 76.
- Preston, P. (2001[1994]): La destrucción de la democracia en España: reforma, reacción y revolución en la Segunda República, Barcelona, Grijalbo.
- Graham, H. (2006) La República Española en Guerra (1936-1939), Barcelona, Debate.
- Martín Ramos, J.L. (2018): Guerra y revolución en Cataluña 1936-1939, Barcelona, Crítica.
- Núñez Seixas, X.M. (2006): ¡Fuera el invasor! Nacionalismos y movilización bélica durante la guerra civil española (1936-1939), Madrid, Marcial Pons.
- Gallego, F. (2007): La crisis del antifascismo. Barcelona, mayo de 1937, Barcelona, Debate
- Rodrigo, J. (2008): Hasta la raíz. Violencia durante la guerra civil y el franquismo, Madrid, Alianza.

Software

*

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed
(TE) Theory	2	Catalan	first semester	morning-mixed