

Modern History of Catalonia I, from Catalanism to the Republican Generalitat

Code: 100340
ECTS Credits: 6

2025/2026

Degree	Type	Year
History	OB	2
Contemporary History, Politics and Economics	OT	3
Contemporary History, Politics and Economics	OT	4

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Teachers

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Teaching groups languages

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

Prerequisites

Knowledge of universal contemporary history, and contemporary history of Spain and Catalonia acquired at bachelor's degree.

Objectives and Contextualisation

This subject will address the main idiosyncrasies of the construction process of Catalonia in the last third of the 19th century and the first half of the 20th century, through the analysis of the new established and consolidated economic, social, political and cultural models. between 1868 and 1939. In this sense, its axis goes through the explanation and analysis of the different movements that have marked the transformation and contradictions of Catalan society with the aim of understanding the multiple existing internal conflicts. In this sense, three will be the currents that will lead this period: republicanism, workerism and Catalanism. The interaction between these and the political, social and cultural dynamics will build a strongly convulsive historical framework that will allow us to delve into the great underlying axes that have marked contemporary Catalonia, making it especially relevant in the evolution of the history of Spain and incorporating it into its general European context as one more actor.

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.

Contemporary History, Politics and Economics

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Distinguish between and analyse the type of relations that have been established over the last century among the different social, political and economic agents on national, regional and international frameworks.
- Distinguish between governmental decision-making systems in different social and political contexts from the mid-twentieth century to the present day in state-, substate and suprastate frameworks.
- Explain and summarise knowledge acquired in English language at an advanced level.
- Identify the role in the present of the different social memories referring to conflictive pasts, differentiating between the concepts of history and memory.
- Manage and apply data to solve problems.
- Recognise and contextualise texts referring to recent contemporary history.
- Relate fundamental questions of the current economic situation with previous economic developments on the basis of the main elements of contemporary economic history.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work cooperatively in multidisciplinary and multicultural teams implementing new projects.

Learning Outcomes

1. Analyse the different historiographic perspectives in relation to different periods of history worked on in the subject.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Applying the necessary abilities in order to assess and spread historical knowledge.
4. Be familiar with the basic bibliography on historical evolution of governmental systems in the countries of reference for the subject.
5. Capacity to continue future learning independently, acquiring further knowledge and exploring new areas of knowledge.
6. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
7. Demonstrate capacity to adapt to changing environments.
8. Demonstrate initiative and work independently when required.
9. Developing the ability of historical analysis and synthesis.
10. Differentiate between the literality of texts in their social and political senses based on a specific context.
11. Engaging in debates about historical facts respecting the other participants' opinions.

12. Evaluate and critically resolve the historiographical problems of studies of civil wars.
13. Express an opinion based on the nature, perspective and rigour of texts referring to the course content.
14. Identify the problems of economic agents on the basis of different historic experiences.
15. Identifying and using in an appropriate way sources of research for the study of contemporary Catalonia.
16. Identifying the main and secondary ideas and expressing them with linguistic correctness.
17. Identifying the main theoretical models that try to explain the characteristics of the current Catalan society.
18. Know different cases of memories in conflict between different places in the same state.
19. Make a brief comparison of national and/or regional cases within the same international framework.
20. Make comparisons between the levels of regional autonomy within a state.
21. Organise work in relation to good time management and planning.
22. Organising and planning the search of historical information.
23. Perform an integrated analysis of the physical, financial, and migratory flows of the economy, on the basis of different historical experiences.
24. Placing in historical perspective the new industrialisation experiences in the developing countries.
25. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
26. Recognising diversity and multiculturalism.
27. Relating elements and factors involved in the development of historical processes.
28. Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
29. Solving problems autonomously.
30. Summarise the different experiences of economic development, on a regional, national and international scale.
31. Understand regional specificities within states.
32. Using the characteristic computing resources of the field of History.
33. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
34. Work in teams respecting all points of view. Use the specific vocabulary of history correctly.
35. Working in teams respecting the other's points of view.

Content

1. Catalonia between the Democratic Sexenni (1868) and the Tragic Week or Revolution of 1909
2. Barcelona as a European metropolis and the contrasts with the Catalan territorial reality (1890-1930)
3. A dynamic civil society: from associationism to social and political conflict (1900-1930)
4. A first test of autonomy. The "Mancomunitat" of Catalonia (1914-1925)
5. Autonomy. The Republican Generalitat (1931-1936)
6. Catalonia at the heart of Europe between the wars
7. The complexity of the Civil War in Catalonia (1936-1939)

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Master classes	40	1.6	9, 17, 15, 16, 26, 27
Seminars and practical activities directed by professor	20	0.8	29, 6, 15, 22, 11, 35, 32
Type: Supervised			
Tutorials of class, papers and practicals	15	0.6	29, 15, 22
Type: Autonomous			
Individual or collective work of the student	50	2	29, 15, 22, 35, 32

Attendance to theoretical classes taught by the teacher, with, eventually, debate started for the students.

Assistance, where appropriate, to seminar sessions and practices led by the teacher.

Comprehensive reading of texts.

Learning information search strategies.

Realization of reviews, papers and analytical comments of texts.

Preparation, where appropriate, of oral presentations.

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
Practical work: comprehensive analysis of texts, identification and interpretation of archive sources	30 %	25	1	23, 2, 1, 3, 29, 12, 5, 19, 31, 6, 18, 7, 8, 9, 10, 4, 20, 13, 17, 14, 15, 16, 22, 21, 11, 25, 26, 27, 28, 30, 24, 35, 34, 32, 33
Writing examinations	70 %	0	0	6, 9, 17, 16, 26, 27

The subject will be evaluated applying the following criteria:

- Written exam tests on the content of the temary: 70%

- Carrying out works, reviews of books read, analytical comments on texts and other images or documents proposed (30%)

The grade of the subject will be established from the average obtained in the written tests (70%) and the rest of the exercises (the remaining 30%). Failure to present these other exercises will prevent you from attending the exams and, therefore, passing the subject.

Students who, in the overall assessment of the subject, have obtained a grade lower than 5 but equal to or greater than 3 (and a minimum of 3.5 in exercises) may take a recovery exam.

Those students who, for reasons of force majeure, cannot continue the continuous evaluation will be obliged to present themselves to the exams, as well as to reinforce the contents with complementary activities to be specified by the teacher. In this case, it will be necessary to document your absence from the face-to-face sessions.

Plagiarism of written sources (Internet, books, papers, etc.) will be 0 in the exercise grade.

Students will have the right to review the results of the tests performed on the dates and times established by the teacher.

Single Assessment

People who take the single assessment will have to take the same written tests and assignments that will be required for the continuous assessment and these will have the same percentage weight as those of the continuous assessment. They can perform or present the tests and assignments in a single day. The subject will be evaluated applying the same criteria that we have described for continuous evaluation.

Other evaluation factors

-The student will receive the grade of "Not assessable" provided that he has not submitted more than 30% of the assessment activities.

-According to academic regulations, the final grade will be rounded to the nearest whole number when it is within one tenth of a value that entails a change to a higher qualitative grade (it will go from 4.9 to 5; from 6.9 to 7; and from 8.9 to 9).

-In the event that the student makes any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded 0, regardless of the disciplinary process that may be instructed. In the event that several irregularities occur in the assessment acts of the same subject, the final grade for this subject will be 0.

-In the written activities, spelling, syntactic or lexical errors are taken into account. The penalty may be between 0.1-0.2 points for each error committed on the final grade. Repeated errors may be deducted.

-The assessment activities will be scheduled throughout the academic year. The dates for taking the tests in the classroom and for submitting assignments and reviews will be communicated to the students sufficiently in advance. The teaching staff will establish a specific tutorial schedule to proceed with the comment on the assessment activities. The student will have the right to review the results of the tests taken. At the time of carrying out/delivering each assessment activity, the teaching staff will inform (Moodle, SIA) of the procedure and date for reviewing the grades.

- The same recovery system will be applied as for continuous assessment.

- -The recovery will consist of a global exam of the subject, for both continuous assessment and single assessment students. It will take place on the date established by the Faculty.

-Those activities that the teacher considers not recoverable may be excluded from the recovery process, for example: oral presentations, group work or tasks related to daily teaching activity in the classroom.

-The UAB academic regulations do not limit the maximum grade that a student can obtain in recovery. If a teacher considers, for academic reasons, that it should be limited to 5, this guideline must be explicitly included in the Course Guide.

-In no case may recovery be considered as a mechanism to improve the grade of students who have already passed the subject in the normal evaluation process.

-In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and will result in the activity being evaluated with a 0 or not being able to be recovered or, even, in more serious measures.

Bibliography

Bibliographical reference works

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- Culla i Clara, Joan B., *El republicanisme lerrouxista a Catalunya (1901-1923)*, Barcelona, Curial, 1986.

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- Riquer, B. (dir.), *Història Política, Societat i Cultura dels Països Catalans. La gran transformació 1790 - 1860*, volum 6, Barcelona, Encyclopèdia Catalana, 1997.
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- 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.
- Termes, J., "De la revolució de setembre a la Guerra Civil. 1868 - 1939", Barcelona, Edicions 62, 1993
- Roig Rosich, Josep Maria, *Recuperació i superació d'uns anhels identitaris: la Generalitat republicana i la Guerra Civil (1931-1939)*, Barcelona, Centre d'Història Contemporània de Catalunya, 2022.
- Izquierdo Ballester, Santiago, *L'organització política de la identitat catalana (1901-1936)*, Barcelona, Centre d'Història Contemporània de Catalunya, 2019.

Software

In general, special technological means will not be used.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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