



## COURSE DATA

### Data Subject

<b>Code</b>	34039
<b>Name</b>	Contemporary history of Spain 2
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

### Study (s)

Degree	Center	Acad. year	Period
1005 - Degree in History	Faculty of Geography and History	3	Second term
1902 - Formación para la cualificación específica en Geografía, Historia de España	Faculty of Geography and History	1	Second term

### Subject-matter

Degree	Subject-matter	Character
1005 - Degree in History	21 - Contemporary history of Spain	Obligatory
1902 - Formación para la cualificación específica en Geografía, Historia de España	3 - Historia del Mundo Contemporáneo	Optional

### Coordination

Name	Department
ARCHILES CARDONA, FERRAN	362 - Early Modern History
SANZ HOYA, JULIAN	362 - Early Modern History
SAZ CAMPOS, ISMAEL	362 - Early Modern History

## SUMMARY

Study of the main political, social, economic and cultural processes of the 20th century, from the beginning of Alfonso XIII's reign until Franco dictatorship.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

There are no specified enrolment restrictions with other subjects of the curriculum.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1005 - Degree in History

- Demonstrate organisational and planning skills.
- Have critical and self-critical capacity.
- Be able to make abstractions, to analyse and to synthesise.
- Value and respect diversity and multiculturalism.
- Have problem-solving skills.
- Be able to learn autonomously.
- Show critical awareness of the relationship between current events and processes and the past.
- Have critical knowledge of the different historiographic perspectives in the different periods and contexts.
- Be able to communicate and argue orally and in writing in one's own language using the terminology and techniques of the profession.
- Be able to comment, annotate or edit texts and documents correctly according to the critical canons of the discipline.
- Be aware of the methods and issues of the different branches of historical research: economic, social, political, cultural, gender-related, etc.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

The results of taking this subject point both to basic training in the contemporary history of Spain, especially in the period between the end of the 19th century and the Franco dictatorship, and to the improvement of a set of skills and competencies inherent to training general in History. Thus, as in other subjects, aspects such as:

- Condition awareness of historical knowledge as historically constructed, as well as the relationship between historiographic debates and visions about the present and the future.
- The development of a complex and multi-causal vision of historical processes, which analyses them from the context in which they occurred.
- The ability to understand both historiographic accounts and the content of simple primary sources, as well as to relate factors, facts and processes, and to present knowledge about History in an articulated and coherent way.



- Historiography use and information gathering instruments, such as bibliographic catalogues, electronic references and various sources.

It also involves the acquisition of a set of skills or objectives shared by all teachers as elements of a social, ethical and academic character that define the profession:

- Adequate oral and written communication.
- Ability to manage information.
- Capacity for analysis, synthesis and reasoning.
- Autonomous Learning.
- Motivation for effort and quality.
- Acquisition of an ethical commitment to the social environment.

## DESCRIPTION OF CONTENTS

### 1. From the turn of the century crisis to the collapse of the Monarchy

Economy, society, politics and culture in the first decades of the 20th century. The Restoration regime crisis and the dictatorship of Primo de Rivera.

### 2. The Second Republic.

Politics and culture. The economic and social situation. The Republican state.

### 3. The civil war and the Francoist regime.

Military uprising, civil war and social revolution. The Republic at war: social revolution and the problems of antifascist unity. The establishment of the dictatorship and political bases of the Francoist dictatorship.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Other activities	15,00	100
Classroom practices	15,00	100
Study and independent work	90,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY



A. Three classroom hours per week. These hours are distributed as follows:

1) Theoretical lectures taught by teachers (30 hours/course): The teachers will present the students the essential aspects of the subject, will try to systematize the contents and will provide and facilitate bibliography for the exam preparation.

2) Practical lectures (15 hours/course): The practical exercises will take place within the established classroom hours. The aim is to help the students in the practice of reading, analyzing and understanding texts and published works that are provided in the bibliography of reference.

B. Attendance to seminars or complementary activities. The student, outside classroom hours, will carry out complementary activities which will require a memory and will be specified for each group.

C. Attendance to unscheduled tutorials: The student will attend the hours that teachers have established in order to make inquiries about any aspect or doubt related to the subject.

D. Attendance to programmed tutorials: The student will be able to attend the tutorials scheduled by teachers in order to deepen theoretical and practical issues sessions outside of teaching time.

SCHEDULE: The timetable of activities, scheduled tutoring, works submission and/or reading controls will be facilitated to the students at the beginning of the course by the teachers responsible of each group.

## EVALUATION

It is evaluated:

1 Monitoring theoretical and practical classes. This will take place through exercises and texts comments made in practical classes, in which it will be assessed the student participation in the debate established as well as the written exercises to be submitted to teachers (work).

2. Attendance to seminars or complementary activities, of which it will be necessary to present a memory for final evaluation. This will be complemented monitoring recommended readings for the preparation of the exam.

3. The final exam, in which both exposure of the theoretical knowledge acquired as its practical application will be valued.

The exact percentage representing each of these issues in the final mark is as follows:

- Written test: final exam (60%).
- Reading controls, practices and/or complementary activities (40%).

1. It is necessary to take the exam and get at least 5 points on the scale of 10 so that the other marks would be included at the final mark. Regarding the second call:



2. In the case of practices and individual works, the first call mark will be saved.

3. Complementary activities are included in the mark just if they have been delivered during the course within the deadlines set.

Excepting Erasmus students, grammar and spelling problems will score negatively on the qualification of all written tests and academic works. Their accumulation may lead to a failing grade in the course.

## REFERENCES

### Basic

- Barrio Alonso, A., *La modernización de España (1917-1939). Política y sociedad*, Historia de España Tercer Milenio, vol. 30, Madrid, Editorial Síntesis, 2004.
- Casanova, J., *República y guerra civil*, Historia de España dirigida por Josep Fontana y Ramón Villares, vol. 8, Barcelona, Crítica / Marcial Pons, 2007.
- Cruz, R.: *Una revolución elegante. España 1931*, Madrid, Alianza, 2014.
- Forcadell, C. y Suárez Cortina, M. (coords.): *La Restauración y la República, 1874-1936*, en *Historia de las Culturas Políticas en España y América Latina*, vol. III, Madrid, Marcial Pons/Prensas de la Universidad de Zaragoza, 2015.
- Fraser, R.: *Recuérdalo tú y recuérdaselo a los otros. Historia oral de la guerra civil española*, Barcelona, Crítica, 1979, 2 vols.
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- González Calleja, E.: *Contrarrevolucionarios. Radicalización violenta de las derechas durante la Segunda República, 1931-1936*, Madrid, Alianza, 2011.
- González Calleja, E., Cobo, G.; Martínez Rus, A.; Sánchez Pérez, F.: *La Segunda República*, Barcelona, Pasado & Presente, 2015.
- Graham, H.: *La República Española en guerra (1936-1939)*, Barcelona, Debate, 2006.
- Jackson, G., *La República española y la guerra civil, 1931-1939*, Barcelona, Crítica, 1976.
- Juliá, S. (coord.): *República y Guerra en España (1931-1939)*, Madrid, Espasa Calpe, 2006.
- Moradiellos, E., *La España de Franco (1939-1975)*, Historia de España Tercer Milenio, vol. 33, Madrid, Editorial Síntesis, 2003.
- Nash, Mary (ed.): *Feminidades y masculinidades: arquetipos y prácticas de género*, Madrid, Alianza, 2014
- Pérez Ledesma, M. y Saz, I. (coords.): *Del franquismo a la democracia, 1936-2013*, en *Historia de las Culturas Políticas en España y América Latina*, vol. IV, Madrid, Marcial Pons/Prensas de la Universidad de Zaragoza, 2015.





- Preston, La destrucción de la democracia en España, Barcelona, Grijalbo, 2001.
- Quiroga, A.: Haciendo españoles. La nacionalización de las masas en la dictadura de Primo de Rivera (1923-1930), Madrid, CEPC, 2008.
- Saz Campos, I., Fascismo y franquismo, València, PUV, 2004.
- Suárez Cortina, M., La España liberal (1868-1917), Historia de España Tercer Milenio, vol. 27, Madrid, Editorial Síntesis, 2006.
- Villares, R. y Moreno Luzón, J., Restauración y Dictadura, Historia de España dirigida por Josep Fontana y Ramón Villares, vol. 7, Barcelona, Crítica / Marcial Pons, 2009.
- Viñas, Á.: La República en guerra, Barcelona, Crítica, 2012.

#### Additional

- Aguado, A. y Ramos, M<sup>a</sup> D.: La modernización de España (1917-1939). Cultura y vida cotidiana, Madrid, Síntesis, 2002.
- Aguado, A., y Ortega, T. M<sup>a</sup>: Feminismos y antifeminismos. Culturas políticas e identidades de género en la España del siglo XX, Valencia, PUV, 2011.
- Aresti, N.: Masculinidades en tela de juicio, Madrid, Cátedra, 2010.
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