

MASTER IN MODERN HISTORY



Renato Guttuso, La Vucciria

COURSES AND PROGRAMMES

2021-22 COURSE

OFFICIAL INTER-UNIVERSITY MASTER OF MODERN HISTORY

UNIVERSITAT AUTÒNOMA DE BARCELONA

UNIVERSIDAD COMPLUTENSE DE MADRID

UNIVERSIDAD AUTÓNOMA DE MADRID

UNIVERSIDAD DE ZARAGOZA

UNIVERSIDAD DE VALENCIA

UNIVERSIDADE DE SANTIAGO DE COMPOSTELA

UNIVERSIDAD DEL PAÍS VASCO / EUSKAL HERRIKO

UNIBERTSITATEA

UNIVERSIDAD DE CANTABRIA

UNIVERSIDAD INTERNACIONAL MENÉNDEZ Y PELAYO

INFORMATION

Coordinator of the UAB Master:

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STUDY PLAN

MODULE I: LINES OF RESEARCH (10 CREDITS)

- Online teaching. (5 credits)
- Conferences in Santander (5 credits)

MODULE II: OPTIONAL SUBJECTS (30 CREDITS)

Students must take 6 subjects of 5 credits each. They can take them at the different universities, with a minimum of 15 credits (three courses) in the UAB.

Subjects taught in the UAB (afternoon timetable)

- *The workers' movement in modern Spain (The working class and class struggle: a reading from the present)* Prof. Joan Serrallonga
- *Eastern Europe and Eurasia in the 20th century.* Prof. Francesc Veiga
- *Transitions to democracy in the 20th century.* Prof. Pere Ysàs
- *Society and Politics during Francoism.* Prof. Carme Molinero
- *Processes of nationalisation and nationalist movements in modern Spain.* Prof. Xavier Domènech
- *Times of terror. Violence and war in Europe during the 20th century.* Prof. Javier Rodrigo
- *Culture, politics and society under fascism.* Prof. Ferran Gallego
- *Latin American culture and politics in the modern era.* Prof. Jordi Figuerola
- *Diplomacy, war and peace in the 20th century.* Prof. Joan B. Culla
- *Marxism and Nation. Communism: projects and diversities of the 20th-century revolutionary model.* Prof. Josep Puigsech
- *Perspectives of modern war and military history.* Prof. Manuel Santirso
- *Protagonists of history. (Power, discourses and practices of political corruption).* Prof. Gemma Rubí and Prof. Lluís Ferran Toledano

MODULE III: FINAL PROJECT (20 CREDITS)

MODULE I: LINES OF RESEARCH

This involves doing two types of activities:

Online teaching. (5 credits)

Collaborative work among the master's students of all the participating universities undertaken jointly and simultaneously and is mandatory. It deals with general aspects of research into Modern History. It introduces future researchers to the major current historiographic debates, the handling of the sources and correct professional uses in the approach and development of specific research projects.

The online course is a self-learning and training instrument for the searching, handling and selection of information.

It comprises three types of work and exercises:

1. Subjects and methods of Modern History.
2. Documentation and debate in Modern History.
3. Research work in Modern History.

Conferences in Santander (5 credits)

The series of Conferences is aimed at the students enrolled in different universities of the Interuniversity Master in Modern History as a meeting point for them, and as a forum of debate of concerns and historiographic experiences.

It lasts one week, from Monday to Friday. It is held in Santander, usually during the first week of July.

The participants in these conferences will be able to look into several theoretical and practical questions that arouse interest, led by leading historians. Through the conferences and workshops, we will create an atmosphere of meeting, study and debate in which students from different places can reflect on experiences and problems of special relevance in modern historiography, tackling some of the main subjects of debate and looking into more innovative lines of research, developed in recent years within the discipline of modern history.

MODULE II: OPTIONAL SUBJECTS

TIMETABLES, DAYS AND ROOMS

FIRST SEMESTER				
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
16.00 – 18.30	<i>The workers' movement in modern Spain. (The working class and class struggle: a reading from the present)</i> Prof. Joan Serrallonga	<i>Latin American culture and politics in the modern era.</i> Prof. Jordi Figuerola	<i>Transitions to democracy in the 20th century</i> Prof. Pere Ysàs	<i>Eastern Europe and Eurasia in the 20th century</i> Prof. Francesc Veiga
18.30 – 21.00		<i>Marxism and Nation. Communism: projects and diversities of the 20th-century revolutionary model).</i> Prof. Josep Puigsech	<i>Society and Politics during Francoism</i> Prof. Carme Molinero	

SECOND SEMESTER				
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
16.00 – 18.30	<i>Culture, politics and society under fascism</i> Prof. Ferran Gallego	<i>Diplomacy, war and peace in the 20th century</i> Prof. Joan B. Culla	<i>Perspectives of modern war and military history</i> Prof. Manuel Santirso	<i>Times of terror. Violence and war in Europe during the 20th century</i> Prof. Javier Rodrigo
18.30 – 21.00		<i>Processes of nationalisation and nationalist movements in modern Spain.</i> Prof. Xavier Domènech		<i>Protagonists of history. (Power, discourses and practices of political corruption).</i> Prof. Gemma Rubí Prof LI. F. Toledano

The workers' movement in modern Spain. The working class and class struggle: a reading from the present.

Professor: Joan Serrallonga Urquidi (joan.serrallonga@uab.cat)

Objectives, skills and competences: discover, analyse and debate the efforts of the ruling class to erase knowledge of working-class reality and class struggle in particular from the map. The subject is permanently relevant today, despite the obscurity to which this ruling class wishes to condemn it. The massive, and often atomised, media impact will give us the capacity to explore a complex historical context. Obviously, in explaining, we will locate those events that enable us to have a useful debate and reflect effectively. The skills and competences acquired will help us in the analysis and understanding of the processes of change in the modern world.

Contents (brief description of the subject):

1. Erase the working class from the map.
2. Working conditions, living conditions and violence.
3. Examples of continuities and discontinuities: from the *Tragic Week* to 15-M.
3. The living words of, and about, the working class: *Dictionary of the workers' movement*?
4. The memory of the working class, of class struggles and the workers' movement today.

Teaching method: the classes alternate between the professor's explanations, group discussion, documents and oral presentations of the students about some selected aspects. The virtual campus and the complementary bibliography provided in each session will be used as support.

Assessment: the assessment will combine the short individual written essay, the oral presentation and especially the active participation in the classes. It will be explained in the first class.

Language: Catalan and Spanish

Times of terror. Violence and war in Europe during the 20th century.

Professor: Javier Rodrigo Sánchez (javier.rodrido@uab.cat)

Time: First Semester. Monday 18.30-21.00

Objectives, skills and competences:

To discover the historical and recent debates on historiographic categories such as violence, terror and genocide.

To study the phenomena of total war (both world or civil wars) in the context of the 20th century and, specifically, in Europe.

To analyse the centrality of collective violence in 20th-century Europe's political regimes.

To develop comparative and transnational historiographic practices.

To study the social, political, economic and cultural mechanisms (colonialism, fascism, communism, total war, etc.) behind collective violence.

To analyse the role of intellectuals and cultural practices in mass crimes.

Reading, analysis and debate on documents related to the subject matter.

Reading, analysis and debate on historiography related to the subject matter.

Reasoned presentation of a specific topic (case study) of the seminar programme.

Capacity of transnational comparative analysis.

Contents (brief description of the subject):

This course will mainly analyse the following questions, with a lecture devoted to each subject:

1. Concepts (I): Civil war and total war in Europe.

2. Concepts (II): Violence, genocide, terror.

3. Origins. Heterophobia, the Great War, concentration camps.

Colonialism and Total War; case studies: the Herero Genocide / The Armenian Genocide

4. Revolutions. Transforming violence.

Revolutionary violence and the GULAG; case studies: the Dekulakization / the Holodomor.

5. Contexts. The European Civil Wars (I).

The Civil Wars (1918-39): Spain in comparison; case studies: the Finnish Civil War / the Spanish post-war

6. Perpetrators. The era of fascisms.

Fascism and violence (1919-39): culture, action, heterophobia; case studies: Nazi "Wild Camps" / Fascist colonial violence.

7. Epitomes (I). Holocaust and genocide in the Second World War (I).

Racism, bio-politics and occupation (1938-41); case studies: Ravensbrück / Aktion T4.

8. Epitomes (II). Holocaust and genocide in the Second World War (II).

The Holocaust, from the Einsatzgruppen to Auschwitz; case studies: Wannsee / Auschwitz.

9. Post-wars. The European civil wars (II) and the resistances.

Wars and post-world wars: violence, exiles and forced displacements; case studies: The Italian Social Republic of Salò / Purging in France / The east and Soviet occupation.

Teaching method: the classes alternate lectures, discussion on recommended reading and brief presentations about specific aspects of the subject matter (case studies) by students, as well as monitoring and tutorials.

Assessment: the assessment combines the attendance and active participation in the classes, an oral presentation of a subject-case study, the production of a critical bibliography, a short article of opinion and an interview with the professor.

Language: Spanish.

Transitions to democracy in the 20th century

Professor: Pere Ysàs Solanes (pere.ysas@uab.cat)

Objectives, skills and competences:

The basic objectives are an in-depth study of the transitions to democracy in the 20th century, particularly those recorded in the “third wave” of extension of democracy and, in particular, the Spanish transition from Francoist dictatorship to parliamentary democracy, reflected in the Constitution of 1978.

The skills and competences acquired will be the analysis of processes of political change in the modern world, working with primary sources and specialised bibliography, and the development of capacities of analysis, synthesis, argumentation and presentation of interpretations and conclusions.

Contents (brief description of the subject):

We will look into the crisis of the dictatorships, usually shown by their inability to maintain control over society and by the appearance of major differences in their core. We then analyse the projects of change present in dictatorships in crisis, their social support and resources, and finally, the very process of transition with its final results and the features of the new democratic system.

Teaching method: the classes alternate between the professor's explanations, group discussion of the recommended reading and oral presentations by students about some specific question of the subject matter. The virtual campus and complementary bibliography provided in class will be used as support.

Assessment: assessment may combine individual written essay, oral expression and active participation in the classes. It will be explained in the first class.

Language: Catalan and Spanish

Society and Politics during Francoism

Professor: Carme Molinero Ruiz (carme.molinero@uab.cat)

Objectives, skills and competences:

Capacity for analysis, synthesis and critical reasoning.

Development of capacities in bibliography selection and critical reading.

Reading, analysis and discussion of period texts related to the subject matter.

Ordered and reasoned presentation of texts.

Capacity to debate about the different aspects of the programme.

Research skills.

The course tackles the relationship between society and politics as from the nineteen-fifties, analysing a series of factors that caused the early overcoming of the social paralysis, typical of the post-war. Dissidence, gender imagery, opposition, social conflict and mobilisation will be studied and within the European context. Studying social mobilisation will enable, on the one hand, an approach to the popular movements, looking at their leading activists, their forms of organisation, the political culture shared and spread. And on the other hand, the course will focus on the influence of social mobilisation in the general political dynamic, an essential question for understanding the evolution of Spain in the mid-sixties.

Based on methodological questions and debate of the theses supported until now by historiography, the course also enables us to outline the possibilities of research in the field of the social and political history of Francoism.

Contents (brief description of the subject):

Francoist policies and emergence of dissidence.

Gender and politics.

Political strategies of anti-Francoism.

Social mobilisation in the setting of a society in change: workers, students, neighbourhood, women's movements.

Social mobilisation, the articulation of civil society and the crisis of Francoism.

Teaching method: the explanation by the professor of the subject matter will be combined with the critical analysis of selected readings, which will be given a major focus.

Assessment: assessment will be undertaken in two parts: active participation in the course and the presentation of a short research project.

Language: Catalan and Spanish

Processes of nationalisation and nationalist movements in modern Spain.

Professor: Xavier Domènech Sampere (francescxavier.domenech@uab.cat)

Objectives, skills and competences

This course provides the main contents, tools of analysis and updated studies about the diverse national phenomena of Spain. This involves four cases of projects of national construction, accomplished or unfinished, that comprise Spain, Catalonia, the Basque Country, Galicia and Andalusia from a comparative perspective. It is precisely this perspective, which will also include comparative elements with cases where coinciding elements will not result in a national project (for example, Valencia or Navarra), enabling a focus on the factors of development of the diverse Hispanic nationalisms and nations. A national development that is never “completed” and which is redefined throughout time. For this reason the course also deals with an extensive chronology of this phenomena that goes from the second half of the 19th century to today. The course will therefore provide extensive knowledge about this phenomena and will also tackle the different interpretations given of it.

Contents (brief description of the subject):

1. Current theories and interpretations about national phenomena and nationalisms.
2. Formation of the State and nation(s) in Spain during the 19th century as a profoundly interrelated phenomena.
3. Cultural “awakenings” and imagined communities in 19th and 20th century Spain.
4. The political “activation” of the diverse national projects in the early 20th century.
5. The major regional debates in the making of nations: from the 1st to the 2nd Republic.
6. Negative nationalisation and banal nationalism in Francoist Spain.
7. Nations, nationalisms and democracy of anti-Francoism to the democratic transition.
8. From the State of the Autonomies to the rebirth of the national question.
9. The Spanish case in the development of the European nations and nationalisms.

Teaching method

The classes will be in a seminar format, with a brief explanation about the state of the question by the professor of each subject tackled and the development of the debate posed by reading the texts that accompany each class.

Assessment

Each student will write an essay about a specific case dealt with on the course. The essay, together with participation in the classes will form the basis of the learning achieved for assessment.

Language: Catalan and Spanish.

Eastern Europe and Eurasia in the 20th century

Professor: Francisco Veiga Rodríguez (francesc.veiga@uab.cat)

Objectives, skills and competences:

Students on this course will find a subject matter that complements their knowledge of modern and contemporary history, and the history of international relations, already acquired in their degree studies, approaches they will find useful for both acquiring new points of view and knowledge in professional research and/or teaching tasks. They will also understand better the outline of conflicts with a nationalist, ethnic or geostrategic type of background in the extensive area of Eurasia, the mechanisms of construction and dissolution of states and empires, the relations between Asia, Europe and the Middle East and the major strategic theories about Eurasia.

Contents (brief description of the subject):

The subject does not aim to be an account of the historical evolutions of regions such as Central Asia, the Caucasus, the Balkans, Anatolia, or even the Near East, but rather to provide an interpretative model of the transformation of the Eurasian political scene as a whole. We take as interpretive models the development of the Balkan crises, the Great Game, the destruction and share-out of the Ottoman Empire, the Soviet remodelling of Eurasia and, finally, the globalisation of the “Oriental crisis”, at the turn of the 20th and 21st centuries, including the Arab Spring. This is the final point that marks the “return of Eurasia” or fluent reactivation of interactions between the regions of Eurasia, a phenomena that had been totally or partially interrupted with the consolidation of the grand imperial states in the 16th and 17th centuries.

Teaching method: the classes will alternate between explanation by the professor and varied projects of analysis and interpretation – using different tools and methods. In the exercises we analyse current affairs based on the historical background.

Assessment: assessment may combine individual written essay, oral expression and active participation in the classes. It will be explained in the first class.

Language: Spanish.

Culture, politics and society under fascism.

Professor: Ferran Gallego Margalef (ferran.gallego@uab.cat)

Objectives, skills and competences:

Objectives:

- a) Analysing the ideology of fascism in Spain, defining it within the conditions of what occurs in Europe.
- b) Considering the relationship between ideology and social function, through the analysis of the elements of socialisation: university, publications, etc.
- c) Defining the process of fascistization in Spain during the period 1931-1937.

Skills and competences:

- a) Capacity to understand and connect the doctrinal texts of Spanish fascism.
- b) Capacity to connect the Spanish experience with the European one.
- c) Capacity to analyse the relationship between doctrine, strategy, correlation of forces, diverse forms of violence and political radicalisation of the extreme right in the process of fascistization prior to the Civil War.

Contents (brief description of the subject):

The subject may cover, among others, the following questions:

The cultural and intellectual origins of fascism.

The impact of the Great War.

The appearance of fascist movements in the post-war period.

Fascist ideology.

Spanish fascism, from the Conquest of the State to the founding of the Spanish Phalanx.

The first fascist synthesis, FE de las JONS (Spanish Phalanx of the Councils of the National Syndicalist Offensive (1934-1936).

The fascistization of the Spanish right.

War as a constituent process of Spanish fascism. Mass violence, militarisation of politics, institutions of the new State and formation of the fascist unification party, FET and of the JONS.

Teaching method: the classes will explain the central problems of each aspect shown. An extensive collection of basic material will be available that must be read and commented on by the student (particularly the publications about Spanish fascism: The Conquest of the State, JONS, Libertad, FE, Arriba, La Patria Libre, Nuestra revolución; as well as the fundamental texts of the main leaders: Primo de Rivera, Ledesma Ramos, Redondo Ortega and Sánchez Mazas).

Assessment: essay about one of the aspects explained in class. Attendance in class is mandatory and the active participation of the student during the course will be assessed.

Language: Catalan and Spanish.

Latin American culture and politics in the modern period.

Professor: Jordi Figuerola Garreta (jordi.figueroles@uab.cat)

Objectives, skills and competences:

Know about the historiographic debates regarding questions of modern Latin American history.

Undertake thematic analysis about particular historical aspects that can offer new methodological focuses to tackle general American history.

Analyse documentation and images to present different viewpoints about historical Latin American events and their context.

Look into the relationship between different countries based on identical or similar historical problems in order to produce comparative analysis and establish similarities and differences.

Study new viewpoints about subjects from fresh approaches such as the environmental history of the past or present.

Analyse aspects of populism, revolutions and dictatorships and their expression in different political cultures and reflection about the memories of these political regimes.

Study and investigate day-to-day life as a way of discovering characteristics of behavioural culture and the historical role it plays in the evolution of Latin American societies.

Skills and competences:

Reading, analysis and discussion of period texts related to the subject.

Reading, analysis and discussion of historiographic texts related to the subject.

Ordered and reasoned presentation of a specific and limited aspect of the seminar programme.

Capacity of comparative analysis of specific aspects of Latin American historical evolution.

Capacity of debating about historiographic aspects of the programme with other students and the capacity to examine a very complex historical scenario from different points of view.

Contents (brief description of the subject):

1. Introduction to: Latin American culture and politics in the modern era.
2. America or Americas, an analysis of comparative history.
3. Latin American international relations during the modern period: conflicts and dependencies.
4. Populisms and revolutions.
5. Latin American dictatorships, their analysis and memory.
6. Environmental history and new historiographic perspectives about the American reality.
7. A history through images.
8. Violence: a comparative analysis of the different faces of war, social violence and organised crime.
9. Behavioural social history or the political history of customs (day-to-day history, myths, sexuality, gender, social models, etc.).

Teaching method: the classes alternate between explanations by the professor, group discussion of recommended reading and short presentations about specific aspects of the subject matter by the students.

Assessment: individual written essay, oral presentation and active participation in the classes. It will be explained in the first class.

Language: Catalan and Spanish.

Diplomacy, War and Peace in the 20th century. The Arab-Israeli conflict.

Profesor: Joan B. Culla i Clarà (joan.culla@uab.cat)

Objectives, skills and competences:

Discover, analyse and debate the origins and development of the Arab-Israeli conflict from the crisis of the Ottoman Empire to the present. A case study of a regional conflict with global implications, in which stages of diplomacy and war, peace agreements and violent crises have alternated and been mixed. The permanent relevance today of the question will provide an in-depth study of its massive media impact, and stimulate the capacity to examine a very complex historical setting from different points of view.

Contents (brief description of the subject):

Decadence and crisis of the Ottoman dominance over the Near East. The peace agreements of 1919-20 and Palestine in the setting of a new regional order. The Arab-Zionist rivalry and interwar diplomacy. The great powers and the UN in the period 1945-48. Arab nationalism, the Arab-Israeli conflict and the Cold War. Negotiating processes and peace agreements, from Camp David Camp David (1978) to Taba (2000). The Israeli-Palestine blockade. Arab springs and Jihadist emergence.

Teaching method: the classes alternate between explanations by the professor, group discussion of recommended reading and, finally, short presentations about specific aspects of the subject matter by the students.

Assessment: individual written essay, oral presentation and active participation in the classes. It will be explained in the first class.

Language: Catalan and Spanish.

Marxism and Nation. Communism(s): projects and diversities of the 20th-century revolutionary model

Professor: Josep Puigsech (josep.puigsech@uab.cat)

Objectives, skills and competences:

The objectives of this course are to analyse, reflect and debate about the logic, variants and meanings of communism as a revolutionary model par excellence of the 20th century – and by extension, central theme of the *Short 20th-century*. This has a special bearing on the aspects linked to its essence, as well as its diverse concretions worldwide, either as a model of State, or as an alternative project to the prevailing order. Therefore the skills and competences will be focused on the interpretation regarding the idiosyncrasy of communism, the comparison between different case studies, as well as the reading, analysis and discussion of historiographic contributions and primary sources.

Contents (brief description of the subject):

1. Communism, the revolutionary model of the 20th century: logic, interactions and contradictions.
2. Europe, a qualitative epicentre. Spain, Italy and Yugoslavia.
3. Asia, a quantitative protagonist. China and Cambodia.
4. America, an area of great complexities. Peru.
5. Africa, faraway dream. South Africa.

Teaching method: the classes will alternate between lectures by the professor with group commentary of recommended readings, student intervention and a brief presentation by the student.

Assessment: an individual written essay, a brief presentation of an aspect related to the essay that the student considers particularly relevant, as well as the active participation in the classes. The assessment specifics will be explained on the first day of the course.

Language: Catalan and Spanish.

Perspectives of modern war and military history.

Professor: Manuel Santirso Rodríguez (jmanuel.santirso@uab.cat)

Objectives, skills and competences:

Objectives: to familiarise students with war and military history, a longstanding historiographic, political and sociological field in constant renewal. Despite the notable progress made in recent years, Spanish historiography is still way behind the level of English-speaking historians, who dominate this terrain, so a secondary objective consists of placing the students in contact with the systems of research, synthesis and publication of these schools.

Competences and skills:

1. Capacity of bibliographic assessment and selection.
2. Full use of bibliographic resources and critical reading.
3. Search for materials and use of online materials.
4. Use of documental and quantitative databases.
5. Capacity of analysis and synthesis.
6. Capacity of organisation and oral and written communication.
7. Autonomy, rigour and responsibility in undertaking projects.
8. Competences for interdisciplinary study.
9. Elimination of assumptions and preconceptions.

Contents (brief description of the subject):

The course tackles some of the many perspectives from which it can be seen and analyses the phenomena of war and the forms of contemporary armed formation (regular army, guerrilla, militia...). To achieve this the classes will be organised in the following way:

1. Historiographic introduction.
2. Thinking regarding war and combat.
3. Geopolitics, strategy and tactics.
4. Army, soldiers and State in the modern period.
5. A technical perspective: the science of war.
6. A perspective of military command: the art of war.
7. War and society: limited and all-out wars.
8. Modern conflicts I: from 1792 to 1918
9. Modern conflicts II: from 1918 to 1918

Teaching method: the first classes comprise explanations by the professor, followed by debates from previously set readings. The last two classes will comprise the oral presentation by the students of the exercises given and the report of the state of the question of the modern case/conflict assigned to them from a list according to the number of students. The cases will be announced in advance in order to choose.

Assessment: it will be based on very short exercises on the balance of forces, assigned and undertaken throughout the course about a preselected case (30%); production and written piece of a state of the question (40%) and an oral presentation of both cases (30%). These assessment projects will always be individual, although methods of cooperation in small groups may be arranged.

Language: Spanish.

Protagonists of history. (Power, discourses, and practices of political corruption)

Professor: Gemma Rubí Casals (mariagemma.rubi@uab.cat)

Professor Lluís Ferran Toledano González (lluisferran.toledano@uab.cat)

Objectives, skills and competences:

Analyse the functioning of corruption and its evolution in contemporary Spain from a comparative European perspective.

Discover the recent historiographic debates regarding categories of analysis belonging to the semantic family of corruption: bribery, favouritism, corrupt practice, political abuse, local party dominance, among others.

Assess the different public discourses about corruption presented by political leaders, members of parliament or journalists, and linked to the different political cultures.

Reading, analysis and discussion of historiographic texts related to the subject.

Ordered and reasoned presentation, oral and written, of a specific aspect of the course.

Encourage research skills.

Competences for interdisciplinary study and teamwork.

Contents (brief description of the subject):

1. Presentation, methodology and distribution of reading material. The concept and semantic metamorphosis of political corruption. The Spanish case. The Database project of the PICEC.
2. The New History of Political Corruption, and the European debates in recent years.
3. The historiography of political corruption and the scandals in contemporary Spain. Authors, methodology and cases.
4. Corruption and Justice: the legal framework and its evolution in the 19th and 20th centuries.
5. Local party domination, patronage system and electoral corruption.
6. The discourses of corruption: authors, political cultures and the Regenerationist argument. Administrative immorality, the desire for office and the image of the State.
7. The public debate: scandals, parliamentarism and anti-corruption. The press, probity and public exemplariness.
8. Corruption in the 20th-century Spanish dictatorships.
9. "Returning to old habits": the persistence of corruption in the Spain of the transition. Characteristics and functioning in the current political system. The debates between the social scientists.

Teaching method:

The classes will alternate between explanations by the professors and group discussions by the students of obligatory readings, from the in-depth analysis of the texts. In the last class each student will give a synthesis of their research project. This will comprise a modest tutored proposal, a draft, or an *ex novo* project, partially attended to from the beginning of the First Semester in the PICEC ideas lab.

Assessment.

The mark will be obtained through the oral presentation of one of the obligatory readings, active participation in the debates and talks, and a written research project of a tutored suggestion about one of the questions dealt with on the course. (Research project 50%; Readings 40%; Continuation 10%)

Language: Catalan and Spanish.

MODULE III: FINAL PROJECT

MASTER FINAL PROJECT: CHARACTERISTICS AND BASIC RULES		
Subject	Agreed between the head of the project and the student.	
Structure of the MFP	1. An introduction that defends the reason behind the research, the scientific interest of the question and its historical and historiographic relevance. 2. A state of the question that presents the background of the subject, especially in its historiographic aspect, and the different focuses from which it has been tackled, including the critically discussed most relevant bibliography. 3. A list of sources to use, showing their location, the use that can be made of them and the type of data they enable. 4. An analytical approach to the subject from a sample of the sources mentioned. 5. Conclusions that summarise the essential points of the project and its possible future form as a doctoral thesis, if the case.	
Length	The MFP will be between 60 and 80 pages long (approximately 500 words per page). The bibliography and appendices must not surpass 10% of the project.	
Calendar	October-November	Choice of subject and tutor. Registration of project in Master's coordination. Start of project.
	December-May	Production of project and consultations with tutor about the different drafts and work processes.
	June until the end of July	Project practically completed so that the tutor can make the final corrections and give it the final shape.
	September	Handing in and assessment of the projects during the first week of September by the respective Assessment Committees.
Presentation of the project	The MFP will be handed in digital (printed if the members of assessment committee want it) with four copies (3 for the assessment committee and 1 for the head), within the time set and with the approval of the head. A digital copy must also be sent to the master's coordinator (jordi.figueroa@uab.cat)	
Assessment procedure	The project will be assessed publicly by a committee made up of three professors. The head of the MFP may not form part of this committee. The committee will read the projects, listen to the oral defence made by the student and discuss its contents and contributions before deciding on the mark (numbered 0 to 10, with a decimal point, if required). The >Committees assess the following aspects of the MFP: – Quality in the writing and richness in the language used. – Suitable use of the technical rules of an academic work. – Clarity, conceptual precision and general coherence of the argumentation. – Historical and historiographic relevance of the subject chosen. – Richness of the bibliography used and critical quality of the state of the question. – Depth in the criticism of the sources. – Final results of the analysis from the work undertaken.	