Modern History of Spain I, the Age of the Liberal Revolution

Code: 100342  
ECTS Credits: 6

Contact
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External teachers
Manuel Santirso Rodríguez

Prerequisites
For now no. However, we recommend doing in the third year the subject “The era of Enlightenment”, as well as the subject “History of Spain II: From the Monarchy to the Republic.”

Objectives and Contextualisation
The main objective of the course is to provide content and analytical resources on the processes of political, social, and economic change that occurred in Spain between 1808 and 1876, with special emphasis on the Liberal Revolution. This era marks a significant transition in Spanish history, leading to the establishment of the First Spanish Republic. The course aims to reflect the plural and diverse nature of Spanish society, influenced by European and American ideals.

Competences
- 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.

Use of Languages
Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

Teachers
Lluis Ferran Toledano González

External teachers
Manuel Santirso Rodríguez
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.
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

Objectives: We will focus on themes that are fundamental for the interpretation of all contemporaneity, and not just in the nineteenth century. In this sense, we will deal with several problems such as the birth of modern politics in the transit of the Enlightenment to the liberal revolution; We will study the emergence of insurrectionary cultures and long-term violence; We will define the new political concepts and ideological universes that have a foundational character (liberalism, traditionalism, democracy, republicanism, federalism, socialism); At the same time, we will address the emergence of new social categories, cultural practices and forms of representation (bourgeois / village dichotomies, parasitic classes / producer classes, the sociability of the casino and the tavern, the new public opinion and the world of the press, the pamphlet and the political songwriter), and we will reflect on a phenomenon as decisive as the formation of the new Spanish State of a unitary nature. At the end of each section, we will mention the most recent contributions and historiographic debates. The contents of the subject will be sensitive to the gender perspective, such as the participation of women in the beginnings of the liberal revolution, conflicts with Queen Isabel II and their actions in public and private spaces, as well as the construction of the new male and female bourgeois models.

4. "It is not possible to go back": The culmination of the process of the liberal Revolution (1834-1845). The Royal Statute. The new political system, parties and factions. The revolutionary process of 1835-1836 and the Constitution of 1837. Carlism and the long civil war. Democrats and Republicans. The progressism and the Regency of Spathero.
5. The triumph of oligarchic liberalism (1844-1854). The formation of the centralist state and the new administration. The Church and political Catholicism. The Progressive Biennial (1854-1856), the Liberal Union and the democratic and republican revolution of 1868-73. The Cuban war, the cantonalism and the new Carlism.
6. The bourgeois society and the development of capitalism (1808-1874). The agricultural problem, the dissolution of the stately regime and the confiscations. The debate about weaknesses and Spanish anomalies (industrial revolution, political and cultural nationalization). Old and new social categories: aristocracy, middle classes and people. The social conflict, the rejection of quintos and consumptions, the workers' work and the movements of peasant resistance. Romantic culture, sociability and political cultures.

Methodology
Assistance to lectures led by the teacher.

- Assistance to sessions of seminars and practices directed by the teacher.
- Attendance at private tutorials at the professor's office.
- Comprehensive reading of historical texts from the 19th century.
- Learn search strategies for information in libraries, hypermarkets and on the web.
- Carrying out analyzes, reviews and reviews.
- Carrying out analyzes, reviews and reviews.
- Personal study strategies.

### Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type: Directed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistance to lectures and practices directed by the teacher in the</td>
<td>40</td>
<td>1.6</td>
<td>10, 1, 2, 5, 3, 8, 9, 12, 11</td>
</tr>
<tr>
<td>classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry out analyzes, reviews and papers.</td>
<td>15</td>
<td>0.6</td>
<td>6, 8, 11</td>
</tr>
<tr>
<td>Comprehensive reading of articles referring to the nineteenth century.</td>
<td>10</td>
<td>0.4</td>
<td>10, 2, 5, 3, 8, 9, 11</td>
</tr>
<tr>
<td><strong>Type: Supervised</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorials.</td>
<td>10</td>
<td>0.4</td>
<td>6, 8</td>
</tr>
<tr>
<td><strong>Type: Autonomous</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Study, work and preparation of oral presentations in the classroom.</td>
<td>75</td>
<td>3</td>
<td>10, 1, 6, 8, 9, 12, 11</td>
</tr>
</tbody>
</table>

### Assessment

**Calendar:** The assessment activities will be programmed throughout the academic year, but the first part will take place in the second term of the semester. The assessment rules will be determined according to the program of the academic year, with the exception of the re-evaluation, which will be carried out in the following semester or during the last term of the academic year. The assessment activities will be carried out in the classroom or in the professor's office, depending on the type of activity.

**Assessment rules:** The student who does not carry out all the evaluation activities programmed in the classroom or is not present at the evaluation activities will be considered to have failed the assessment. The student who fails the assessment will have the opportunity to re-evaluate the assessment activities in the following semester or during the last term of the academic year. The maximum grade that can be obtained in the re-evaluation is 5.0 (Approved).

### Assessment Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance, progress and participation.</td>
<td>10%</td>
<td>0</td>
<td>0</td>
<td>10, 1, 2</td>
</tr>
<tr>
<td>Practices</td>
<td>15%</td>
<td>0</td>
<td>0</td>
<td>6, 3, 9, 12</td>
</tr>
<tr>
<td>Realization of a Work on bibliographic material or specialized</td>
<td>25%</td>
<td>0</td>
<td>0</td>
<td>10, 1, 6, 3, 8, 7, 12, 11</td>
</tr>
<tr>
<td>magazines</td>
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</tr>
</tbody>
</table>
Two written tests that, to pass the subject, must be approved each.

50% 0 0 10, 1, 2, 4, 5, 8, 9

Bibliography


- Morales, A; Fusi, J.P.; Blas, A. de, Historia de la nación y del nacionalismo español, Círculo de lectores, Madrid, 2013.


See also the special issues of the magazine

*Ayer,*

La desamortización en la Península Ibérica (9);
Derechos y Constitución (34);
Carlismo y contrarrevolución en la España Contemporánea (38);
La política en el reinado de Isabel II (29); España, ¿nación de naciones? (35);
Fernando VII. Su reinado, su imagen (40);
La Guerra de la Independencia (86),

among others.