

Professor Holguín  
History 3233 for June 2019 in Madrid  
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## History of Modern Spain

This course serves to introduce students to the history of modern Spain from 1875 to the present, with a focus on its civil war as the central trauma that continues to shape its history. Spain is often ignored in European history survey courses, most likely because Spain did not participate in the major wars of the twentieth century. Yet Spain's civil war in the 1930s mobilized the world to take sides in its struggle, with thousands of people from over fifty countries fighting in the war.

Students will learn how uneasy class relations, uneven economic development, religious struggles, competing forms of nationalism, and myriad nineteenth- and twentieth-century political ideologies all shaped Spain's history. And, yes, we will explore flamenco and bullfighting too!

We will do a "deep reading" of Spain's history through a combination of lectures, readings and discussions of primary sources (sources created at the time) and secondary sources (sources written by scholars), journal assignments, films, and walking tours through Madrid neighborhoods, visits to Madrid's museums, and some excursions outside of Madrid.

### Excursions:

1. First evening in Madrid: A tapas tour
2. Museums around Madrid: Listed inside syllabus
3. A weekend trip to Cádiz
4. Day trip to Toledo
5. Day trip to Valle de Los Caídos and El Escorial
6. Last evening in Madrid: A flamenco show and group dinner.

**Required Texts (All texts except for *That Bringas Woman* are available in both paperback and electronic versions):**

1. Pamela Radcliff, *Modern Spain, 1808-Present*
2. Benito Pérez Galdós, *That Bringas Woman*
3. George Orwell, *Homage to Catalonia*
4. Antonio Cazorla Sánchez, *Fear and Progress: Ordinary Lives in Franco's Spain, 1939-1976*
5. Assorted short primary source readings. Those readings designated by an asterisk can be found on Canvas.

## Required Assignments:

|                                                  |     |
|--------------------------------------------------|-----|
| 1. Class participation:                          | 20% |
| 2. Midterm Exam:                                 | 20% |
| 3. 8-10 pp. paper due one month after class ends | 20% |
| 4. Reading Quizzes                               | 20% |
| 5. In-Class Final Exam                           | 20% |

The paper will be due one month after the course is over and will require you to read one more book.

Participation includes not only doing the reading, and attending and speaking up in class, but also handing in journal assignments on the readings.

**Journal Assignments:** Because I want you to really engage with the ideas found in the readings, I would like you to write 1-2 pages on the assigned readings before class discussions. This is an opportunity to do informal writing in the course. You can use the opportunity to ask questions about the readings, to comment about ideas that struck you as interesting or downright ridiculous, or to compare the week's particular readings to other things you have read in this class. I will also provide questions, just in case you are stymied about what to write. You will turn in these journal entries to Canvas.

## Schedule of Lectures and Assignments:

**Before arriving in Madrid:** Start reading *That Bringas Woman*

**Day of arrival:** Orientation and tapas excursion

**Week 1: June 10-14 (1808-1875):** This period in Spanish history begins with the French occupation during the Revolutionary Wars, which was also known as the War of Independence in Spain and ends with the tumultuous years following the Revolution of 1868. By 1875, Spain had undergone numerous changes, including the rise of liberalism, anarchism, and socialism. By 1875, the monarchy was once again restored..

June 10: Introduction to the history of Spain and its geography; The Spanish Enlightenment and the War of Independence

Readings: Radcliff, chs. 1-2  
\*The 1812 Constitution

June 11: Meet at the Prado Museum to discuss Francisco Goya and his paintings of Spanish life during the Revolutionary era; Return to class to discuss the Restoration.

June 12: Birth of liberalism. 2nd half of class go to the Museo del Romanticismo to view and discuss bourgeois life in the nineteenth century.

Readings: Radcliff, ch. 3

\*Clarín, "Hunger in Andalusia"

June 13: Revolution of 1868 and Restoration.

Quiz and discussion over *That Bringas Woman*.

June 14-16 Excursion to Cádiz. Exploration of Western Europe's oldest city and the place where Spanish liberalism was born.

**Week 2: June 17-21 (1875-1936):** The restoration of the Spanish Bourbon monarchy and the creation of a political system was meant to curb the power of radicals, colonial independence movements, an over-powerful Catholic Church, and rogue generals. By the turn of the century, however, cracks began to emerge in the system as groups who felt excluded from the state began to agitate for more power, and restive colonies like Cuba began to revolt against Spanish rule. Anarchists and socialists inspired fear in middle-class Spaniards' lives, while regional nationalists like the Catalans and Basques began to discuss incremental ways of breaking from Spain. By 1917 the Restoration System was falling apart: anarchists and socialists, Catalan nationalists, Catholics, and the military clamored for revolution or reform, threatening the state in ways that had not been seen for decades. A military dictatorship arose in 1923 to "restore order," but all of Spain's problems were merely shoved underground until 1931 with the advent of the Second Republic. Many people greeted Spain's first democratically-elected Republican-Socialist coalition government with enthusiasm, but the problems that had emerged a decade before re-emerged, only with greater force. The brief five-year period of the Republic saw labor strikes, occupation of land and factories, revolutionary activity, targeted assassinations and attempted military coups. Out of this chaos the Spanish Civil War would emerge.

June 17: The Restoration, the *Turno Pacífico*, and the loss of Empire

Readings: Radcliff, ch. 4

\*Pablo Iglesias, "The Social Revolution"

June 18: The Rise of Nationalism, Mass Politics and Mass Culture

Readings: \*Enric Prat de la Riba, "Compendium of Catalanist Doctrine"

\*Sabino de Arana, "What are We?"

Visit: The Ventas Bullring toward the end of class

June 19: The Breakdown of the Restoration; The Primo de Rivera Regime

Readings: Radcliff, chs. 5, 8

\*Miguel Primo de Rivera, "The Barcelona Manifesto"

June 20: Midterm during first half of class; The Second Republic and the hope for a democratic future; The breakdown of the Second Republic (1931-1936) and the eve of the Civil War.

Readings: Radcliff: ch. 9

\*"Parliamentary Debate on Women's Suffrage"

\*"The 1931 Constitution"

\*José Primo de Rivera "Ideas of the Falange"

Begin reading Orwell's *Homage to Catalonia*

June 21: Day-trip excursion to Toledo, including a visit to the Alcázar museum.

**Week 3: June 24-28 (1936-1975):** The Spanish Civil War (1936-1939) is probably the most studied in Spanish history, and yet, like the American Civil War, debates about its meaning have not abated. Students will learn about the course and consequences of the war. This week will also cover the long dictatorship of Francisco Franco, as he and his regime worked to build the National-Catholic state. The early years of the Franco regime saw terror inflicted on the people who fought on the losing side of the war and famine for the majority of the population. Daily life proved difficult for many, as outlined in Cazorla's *Fear and Progress*, but as the regime stabilized in the 1950s, with no small help from the United States, the regime eased up a bit and began to open Spain up to the outside world, especially through American military bases and the creation of a mass tourist industry. By the 1960s, Spain experienced an economic boom greater than any other European country at the time.

June 24: The course of the civil war.

Readings: Radcliff, ch. 10

\*Francisco Franco, "Manifesto of July 18, 1936"

\*"Spanish Bishops on the War in Spain"

June 25: International intervention and non-intervention; the "end" of the Spanish Civil War

Quiz and discussion over Orwell's *Homage to Catalonia*

Readings: Begin Cazorla's *Fear and Progress*

June 26: Early Francoism: Terror, hunger, and the creation of the National-Catholic state

Quiz and discussion over Cazorla's *Fear and Progress*, through chapter 3.

Readings: Cazorla, Introduction and chs. 1-3  
Radcliff, pp. 209-221

June 27: Late Francoism: the end of Spain as a pariah state; economic boom

Quiz and discussion over Cazorla's *Fear and Progress*, chs. 4-5

Readings: Cazorla, chs. 4-5  
Radcliff, pp. 221-229

June 28: Film: *Pan Negro*

Walk around civil war Madrid; finish by visiting the Reina Sofía museum to see Picasso's *Guernica*

**Week 4: July 1-5 (1975-Present):** Spain is often seen as a success story because it seemed to slough off decades of dictatorship and transitioned to a democracy within the space of five years. After Franco's death in 1975, a new constitution was approved while many Francoists were still in power, and free elections were held by 1977. The country survived an attempted coup d'état in 1981 and by 1982, socialists were elected to power, the first time since the early 1930s. Spain integrated fully into the European Union, boosting its economy even more, but membership in the EU cost it dearly during the 2008 recession, as it was forced to submit to austerity measures for problems not of its own making. Although there has been some economic recovery, the state is now dealing with the after-effects of the Great Recession and is now trying to cope with a newly-resuscitated Catalan independence movement.

July 1: The Transition to democracy and "El destape"

Film: *Women on the Verge of a Nervous Breakdown*

Readings: Radcliff, ch. 13

\*"Women's Liberation Front, Founding Manifesto"

\*"The 1978 Constitution"

July 2: Fear of a new return to Francoism; Integration with Europe and a newfound identity

Readings: Radcliff, ch. 14

\*King Juan Carlos, "Speech on the Coup d'État"

\*Felipe González, "Interview on the NATO Referendum"

Visit the Spanish Cortes during second half of class

July 3: The re-emergence of conservatism; Spanish intervention in the Gulf War; Memories of the Civil War

July 4: The Great Recession and Spanish recovery; Spain today.

Final exam in second half of class.

July 5: Excursion: Day-trip to *Valle de los Caídos* (the war memorial for the Nationalist dead) and El Escorial (Phillip II's palace)

Flamenco show and dinner in the evening.