COURSE DATA

DATA SUBJECT

Code: 36716
Name: History of Institutions in Contemporary Spain
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1335 - Degree in Political and Public Administration Sciences	Facultat de Dret	2	First quarter
1930 - Double Degree Programme in Law and Political and Public Admin. Sciences	Facultat de Dret	2	First quarter
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Facultat de Ciències Socials	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1335 - Degree in Political and Public Administration Sciences	Historia de las instituciones de la España contemporánea	COMPULSORY
1930 - Double Degree Programme in Law and Political and Public Admin. Sciences	Asignaturas obligatorias de segundo curso	COMPULSORY
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Asignaturas obligatorias de segundo curso	COMPULSORY

COORDINATION

HERNANDO SERRA MARIA DEL PILAR

GARCIA TROBAT PILAR

SUMMARY

The subject History of the Institutions of Contemporary Spain forms part of one of the compulsory subjects of the Degree in Political Science and Administration. It has a load of 6 credits concentrated in the first four-month period of the second year. This subject complements the historical content acquired in the subject Contemporary Universal History as well as other subjects such as History of Political Thought or Culture, Behaviour and Political Actors. This subject provides a sufficient level of knowledge to be able to tackle other subjects in greater depth throughout the degree. It is an introduction to the contemporary history of Spain and its political and legal institutions that allows the student to acquire an understanding of the legal-political dynamics of Spain in the 19th and 20th centuries, of the main political, social, cultural and economic processes in Spain from the crisis of the Ancien Régime to the second half of the 20th century. With respect to the institutions, emphasis will be placed on the study of the consolidation of the right to property, individual liberties, civil, social and economic rights as well as the evolution of Spanish

constitutionalism, administrative law and codification. Special relevance will be given to the struggle for the conquest of rights that women did not have.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No enrolment restrictions with other subjects in the curriculum have been specified.

There are no specific requirements to take this subject. However, it is recommended to have a comprehensive reading ability and a correct oral and written expression in Spanish and Valencian.

COMPETENCES / LEARNING OUTCOMES

1335 - Degree in Political and Public Administration Sciences

Aplicar críticamente las principales teorías y enfoques de género a las instituciones, actores y políticas públicas.

Conocer y saber analizar la estructura y funcionamiento de las Administraciones públicas.

Interpretar los marcos políticos y procesos históricos estableciendo análisis comparativos de cambio y de prospección futura.

Pensamiento crítico.

Saber analizar la estructura y funcionamiento de los sistemas y procesos políticos, sus elementos, así como su dimensión histórica, con especial atención al sistema político español y al de la Unión Europea.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Trabajo en equipo.

DESCRIPTION OF CONTENTS

1.1. The War of Independence and the revolution in Spain. 1.2. Ideological division: French and patriots. 1.3. The Cortes of Cadiz and the Constitution of 1812. Individual rights and powers of the state. 1.4. The Liberal Triennium: validity of the Constitution. Division of liberalism. Codification process. Legal and political status of women.

2.1. The first Carlist War and the disentailment of Mendizábal. 2.2. Elizabethan constitutional texts. Powers of the State. 2.3. Individual rights. 2.4. Seed of the political parties. 2.5. Moderate legislation. 2.6. Codification process. 2.7. The Progressive Biennium. 2.8. Moderate exclusivism: pre-revolutionary conspiracies.

3.1 Monarchy or republic. 3.2. A revolutionary constitution. 3.3. New dynasty. 3.4. Evolution of the political parties. 3.5. Legislation of the six-year period. 3.6. The First Republic: a new proposal for territorial organisation. 3.7. Republican failure and dictatorship. 3.8. Women in action.

4.1 A political fiction: the 1876 Constitution. 4.2. Fabricated elections. 4.3. Dynastic parties, nationalists and the emergence of mass parties. 4.4. The civil code. 4.5. Disaster of '98: regenerationism. 4.6. Workers' movements and legislation. 4.7. Crisis of liberalism: 1909, 1914, 1914, 1917, 1921. 4.8. Dictatorship of Primo de Rivera: military directory. 4.9 National Assembly, constitutional project and penal code of 1928. Women in politics.

5.1 Proclamation of the Second Republic: Legal status and legislation of the provisional government. 5.2. Elections and Cortes of 1931. Political parties. 5.3. The 1931 Constitution: Fundamental rights. Women's rights. 5.4. Religious, regional and social questions. 5.5. State powers. 5.6. Reformist biennium (1931-1933). Agrarian Reform and the Catalan Statute of Autonomy. 5.7. Conservative Biennium (1933-1935). Crisis of October 1934. 5.8. Popular Front: Cortes of 1936. 5.9. Military uprising and Civil War.

1. From the Ancien Régime to the Liberal Revolution.

1.1. The War of Independence and the revolution in Spain. 1.2. Ideological division: French and patriots. 1.3. The Cortes of Cadiz and the Constitution of 1812. Individual rights and powers of the state. 1.4. The Liberal Triennium: validity of the Constitution. Division of liberalism. Codification process. Legal and political status of women.

2. Progressives and moderates

2.1. The first Carlist War and the disentailment of Mendizábal. 2.2. Elizabethan constitutional texts. Powers of the State. 2.3. Individual rights. 2.4. Seed of the political parties. 2.5. Moderate legislation. 2.6. Codification process. 2.7. The Progressive Biennium. 2.8. Moderate exclusivism: pre-revolutionary conspiracies.

3. The revolutionary sexennium

3.1 Monarchy or republic. 3.2. A revolutionary constitution. 3.3. New dynasty. 3.4. Evolution of the political parties. 3.5. Legislation of the six-year period. 3.6. The First Republic: a new proposal for territorial organisation. 3.7. Republican failure and dictatorship. 3.8. Women in action.

4. The political system of the Restoration.

4.1 A political fiction: the 1876 Constitution. 4.2. Fabricated elections. 4.3. Dynastic parties, nationalists and the emergence of mass parties. 4.4. The civil code. 4.5. Disaster of '98: regenerationism. 4.6. Workers' movements and legislation. 4.7. Crisis of liberalism: 1909, 1914, 1914, 1917, 1921. 4.8. Dictatorship of Primo de Rivera: military directory. 4.9 National Assembly, constitutional project and penal code of 1928. Women in politics.

5. The Second Republic: social and democratic state under the rule of law.

5.1 Proclamation of the Second Republic: Legal status and legislation of the provisional government. 5.2. Elections and Cortes of 1931. Political parties. 5.3. The 1931 Constitution: Fundamental rights. Women's rights. 5.4. Religious, regional and social questions. 5.5. State powers. 5.6. Reformist biennium (1931-1933). Agrarian Reform and the Catalan Statute of Autonomy. 5.7. Conservative Biennium (1933-1935). Crisis of October 1934. 5.8. Popular Front: Cortes of 1936. 5.9. Military uprising and Civil War.

6. The breakdown of the democratic system: the Franco dictatorship.

6.1 Ideological foundations of Francoism. 6.2. The family and women. 6.3. First stage: the 1940s. Repressive legislation. The Francoist state and the Second World War. 6.4 Second stage: 1950s. International relations. The government of the technocrats. 6.5 Third stage: the 1960s. Opening up and economic development plans. Social protest movements. Law of succession of Prince Juan Carlos. 6.6 The death throes of the regime. Terrorism and ETA.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours

Theoretical and practical classes	60,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	20,00
Independent study and work	45,00
Preparation of lessons	20,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

Face-to-face activity classes in the regular classroom of the subject or group. These hours will be distributed as follows:
- Theoretical classes: The teaching staff will present and explain those fundamental elements that should guide students in the study and understanding of the subject in question. The students, for their part, must actively engage in the learning process by reading, prior to the lecturer's explanation or in class, depending on the organisation of the teaching time, the materials provided or indicated beforehand.
- Applied activities: In these activities, the most important or significant aspects of the subjects will be explored in depth using different resources. The materials will be handed out or indicated where to find them. These activities will be participative. Preparation and participation in these activities will be compulsory and assessable. The sessions will be used to introduce and accustom students to the use of those materials and techniques specific to the political and legal historical discipline.

Assessable activities: text commentaries, presentation of individual or group work, attendance at seminars or conferences, work on compulsory readings, etc. For the presentation and exhibition of work, students can use the different tools at their disposal: ICT and any other tools they consider appropriate.

Tutorials can be:
- Unscheduled: Students can attend the tutoring hours that the teaching staff have indicated in the virtual classroom to ask questions about any aspect related to the subject or work they are doing. You can also make your query via e-mail, which will be considered within 48 hours, excluding non-teaching days.

Scheduled: If necessary, the teacher will communicate a series of interviews with the students to monitor the student's work and learning or control of readings and other activities.

Complementary or cross-cutting activities: Within the teaching activity, activities specific to the subject or of an interdisciplinary or cross-cutting nature will be programmed, in coordination with other groups in the same subject or with other subjects, which help to delve deeper into certain topics or problems that are considered to be of interest. The appropriate teaching and administrative organisation will be available for these activities and they will be assessed in due course within the framework of the learning process.

EVALUATION

The evaluation of the course will have the following modalities:Final exam consisting of a written or oral test: 70%. Continuous assessment of each student based on active participation in the proposed face-to-face activities:30%, Non-recoverable activities like participation in workshops or visits to Institutions, and recoverable activities like student attendance at seminars and subsequent resolution of a questionnaire or preparation of an individual paper.Regardless of the general assessment system established for all students (written or oral exam), the lecturers responsible for the subject may determine in the appendix to

the teaching guide the possibility of changing the final exam modality when they are forced to hold the exam on a date other than the official one in application of the rules established for the case of coincidence of exams in the Regulations for Assessment and Grading of the Undergraduate and Master's Degrees of the University of Valencia, or any other regulatory cause established (e.g. justified force majeure). gr. cases of justified force majeure). In these cases, the new type of exam to be taken must maintain the same level of demand and difficulty as the one taken in general for the rest of the group "Students who have followed the continuous assessment and have been assessed, in the event of not taking the final exam on the official exam date (both in the 1st and 2nd call), will obtain the grade of NOT PRESENTED".

REFERENCES

- BERNECKER, W. L., España entre tradición y modernidad. Política, economía, sociedad (siglos XIX y XX), Madrid, Siglo XXI, 1999. CARR, R.: España: de la Restauración a la democracia. Barcelona, Ariel, 1994, última reedición. FUSI, J. P. y PALAFOX, J.: España: 1808-1996. El desafío de la modernidad. Madrid, Espasa- Calpe, 1997. MARTORELL, M. y JULIÁ, S., Manual de Historia Política y Social de España (1808-2011), Barcelona: RBA, 2012. MENÉNDEZ ALZAMORA, M. y ROBLES EGEA, A., Pensamiento político en la España Contemporánea, Madrid: Trotta, 2013, última reedición. PESET, M. y otros, Historia de las Constituciones y de los Códigos, Valencia, 1997, última reedición. TOMÁS VILLARROYA, J., Breve historia del constitucionalismo español, Madrid, 1997, última reedición. https://www.guerra-historia-publica.es/ https://www.patrimonio-paisaje-guerra.es/ gtrobat.blogs.uv.es
- 1. CLAVERO, B, Cara oculta de la Constitución: sexo y trabajo, Revista de las Cortes Generales, 10 (1987), 11-25. HERNANDO SERRA, Mª P., De juntas a Cortes: las juntas de Valencia y las Cortes de Cádiz, El legado de las Cortes de Cádiz, Tirant Lo Blanc, 2011, 735-760. PETIT, C., Un código civil perfecto y bien calculado. El proyecto de 1821 en la historia de la codificación, Universidad Carlos III de Madrid, 2020. 2. AREQUE HONTANGAS, N., Las primeras elecciones celebradas con el Estatuto real de 1834, Cuadernos de Historia Contemporánea, 32 (2010), 95-108. GÓMEZ OCHOA, F., El liberalismo conservador español del siglo XIX: la forja de una identidad política, 1810-1840 (1), Historia Política, 17 (2007), 37-68. ROMEO MATEO, M. C., Memoria y política en el liberalismo progresista Historia Política, 17 (2007), 69-88. 3. GARCÍA TROBAT, P., Mujeres en revolución, Cuadernos constitucionales, 1 (2020), 137-157. GONZÁLEZ RODRÍGUEZ, H., La forma de gobierno en el debate constituyente de 1869, Revista de derecho político, 55-56 (2002), 365-410 VILCHES, J., Entre el parlamentarismo y la insurrección: la minoría republicana en las cortes constituyentes de la revolución (1868-1871), Historia Política, 34 (2015), 239-267
- 4. BEN AMI, S., Hacia una comprensión de la dictadura de Primo de Rivera, Revista del departamento de Derecho Político, 6 (1980), 107-132 PESET, M., Historia y codificación civil, Revista Valenciana dEstudis Autonòmics, 54 (2010), 213-237. VARELA ORTEGA, J., Los amigos amigos políticos: partidos, elecciones y caciquismo en la Restauración (1875-1900), Madrid, Marcial Pons, 2001. 5. BERAMENDI, J. Nacionalismos, regionalismos y autonomía en la Segy¡unda República, CABERA, M., El parlamento en la crisis de la monarquía de la Restauración y en la II República, Revista del Centro de Estudios Constitucionales, 21 (1995), 55-82. PÉREZ AYALA, A., La Constitución republicana de 1931 siete décadas después, Cuadernos, 49 (2002). 6. MARTORELL, M. y JULIÁ, S., "Larga dictadura del general Franco (1939-1975), Manual de Historia Política y Social de España (1808-2011), Barcelona, RBA, 2012, pp. 487-515. SOLÉ TURA, J., Introducción al régimen político español, Barcelona, Ariel, 1972 TELO, M., Mi lucha por la igualdad jurídica de la mujer, Navarra, Thomson-Aranzadi, 2009.