

## PLA DOCENT D'ASSIGNATURA

### Títol de l'assignatura

31848 – 2nd Group - Nation and Nationalism

### Codi de l'assignatura:

Tipus:  Obligatòria  Optativa

Nombre de crèdits (ECTS): 5 ECTS

### Idioma en el qual s'imparteix:

English

### Professor/s responsable/s (curs 2014 - 2015):

Enric Ucelay-Da Cal

### Descriptor (màx. 10 línies):

The central subject of the course will be the extremely negative interface between Spanish self-perceptions and outside attitudes regarding the complexity of “Spain”, whatever that reification may be. The internal responses –be they opportunistic in their use of external comment one way or another, or, on the contrary, the expression of arrogance and denial of foreign perspective or commentary.

Given the application of strict copyright rules to the classroom use of published sources, the course material is limited to isolated chapters from recent histories or studies of Spanish society, in social, political, and economic terms, so as to comply with the 10% rule. Among the readings, there is an observable abundance of texts by the course professor, which is less the result of his conviction in his own shiny brilliance, and more the product of his legal right of access to his own writings.

### Competències generals i específiques associades a l'assignatura:

### Competències generals:

The course offers implicitly a solid exercise in reading English, and commenting presumeably familiar subjects with critical distance.

### Competències específiques:

The course should help students with an undergraduate preparation to write complex critical essays (and not merely book reviews),

### Programa (màx. 10 temes):

#### 1. *Is there a "Spanish temper"? What are the rivals to "Spanish-ness"?*

An introduction: the cost of "tunnel-vision" or why all "national histories" are nationalist, whether the authors see themselves as such or not. Similarly, the importance of literary perceptions on the foreign perceptions of a society (as in the weight of Hispanism or Spanish language studies) is presented as an important factor distorting any deeper understanding.

#### 2. *The Originality of World Empire and the Roots of Spanish Exceptionalism: Invasions, Good or Bad? (1701-1714, 1808-1814, 1823-1827)*

Spain was the first truly global empire on four continents, but its identification with the Catholic Counterreformation and its slow descent as a power, between the mid-seventeenth to the early nineteenth centuries, was followed by devastating wars fought on Peninsular soil, which marked its comparative downfall as a major international presence.

#### 3. *The Internal Consequences of Success. Invasions: "Casticism", "Fuerismo", and the Joys of Uninhibited Collective Selfhood*

The nationalist background of Crusader religion, the latent hatred of Jews and Muslims (as false converts to Roman Catholicism), led to the extension of the same criteria to *afrancesados*, "Frenchified" secular humanists, with the eighteenth-century Enlightenment. Yet this narrow-minded and closed cultural solipsism directed against alleged "strangers" contrasted with the openness towards visitors from other, supposedly alien societies.

#### 4. *Outside Pressure: Capitalism, Good or Bad, and the Road to Economic Development*

To begin with, there is the weight of geography. To understand Spanish economic history,

there is the mid-nineteenth-century contrast between economically backward Peninsular Spain, held back by the difficulties of cheap transport, and the wild development of agrarian capitalism for international markets in Cuba. For well over a century, there remains the permanent tension between the interior of Spain, with a slow agro-economy and the port cities, which early on experiment with replacement manufacturing.

4. *Civil Wars as a Political Way of Life (1701-1714, 1808-1814, 1820-1823, 1833-1840, 1846-1849, 1868-1878, 1872-1876, 1895-1898)*

Why does full-scale armed conflict seem to have such a decisive role in Spanish politics and society? Why does this “Civil War Culture” seem to be a major component to the Hispanic political inheritance in the Americas?

#### 5. *The Restorations*

Spanish history seems marked by moments of dynastic recovery, which seem to coincide with the ends of periods of conflict and instability, and the achievement of a certain collective sense of well-being, until the cycle recommences: there was a Bourbon reestablishment or after the civil war, 1709—1716, called the “*Nueva Planta*” or “New Basis” [the Bourbons had been established in 1700, and civil war, with an alternative pretender, began in earnest in 1703], Bourbon reestablishment, 1814; Bourbon reestablishment, 1823; Bourbon reestablishment, 1875; Bourbon reestablishment, 1975). So “*Restauraciones*” by that or another name, seem a regular pattern.

#### 6. *The Dictatorships*

The centralized Bourbon system of military administration in Spain and the Americas as a transoceanic empire; the Supreme Junta; the regencies, the “*caudillos*”, and the “*espadones*” –Espartero and Narváez, Prim and Serrano–; Cuba as the origin of “*españolismo*” and militarism; Dato and parliamentary tricks; Primo de Rivera in the 1920s; the consistent and paradoxical negation of dictatorship through dictatorship. Finally, of course, came Franco, after (depending where) 1936 to 1939.

#### 7. *The Republics*

1873-1874; 1931-1939; the lack of a civic culture; the weakness of civil society; crony capitalism and the uses of a state-intervened economy; corruption and venality; local power vs. central power: all these characteristics of standard, conservative rule in Spain have also, reversed in a mirror image, marked the alternative to the usual “*Restaurations*” and dictatorships. The more idealistic left would pretend that the Republican experiences themselves have been a kind of *true restoration* of the popular will.

#### 8. *The Defining Inflections: the Spanish Civil War, the Franco Dictatorship, the Democratic Transition, and the Big Change With the Big Comedown*

The Republic –1931-1939– and the Civil War -1936-1939- should be understood as a

“revolution of rising expectations”, together with, successively, the contradictions of the Franco régime -1936-1975-, industrialization, the appearance of a consumer economy and the disappearance of the poor agrarian roots. This was the “Spanish Miracle” of the “peaceful transition from dictatorship to democracy”. Then, after 2007-2008, Spanish society has encountered the “revolution of decreasing expectations”, and forgotten cleavages have reappeared).

9. *What surprises does the future hold?*

Some guesses, although yours are as good as mine.

**Metodologia d'ensenyament:**

Standard seminar format: English-language readings done by students, with class discussion in whatever UPF official language each student prefers, and the professor's additional commentary in English. Three graduate students with advanced research projects related to the general matter of the course will give lecture-presentations, also in English.

**Criteris i procediments d'avaluació (màx. 5 línies):**

Absences from class or stubborn silence will be negative for the student, as a large portion of the grade will depend upon active seminar participation. There also will be a final paper (circa 15 pages, space and a half, Times New Roman 11) to be handed in at the close of course, in January 2014.

**Bibliografia seleccionada (màx. 10 ítems):**

All the readings are already posted on **aula global**.