

Napoleon in Spain

Spain was in the hands of the weak Charles IV and the Queen's favourite Chief Minister, Godoy.

In 1795 Spain had been forced to make peace with France and Spain became France's ally and a supplier of men and resources. Napoleon was not satisfied. He wanted to overrun Portugal.

He insisted on the abdication of Charles IV and made the Spanish heir, Ferdinand, renounce his claim to the throne. Instead, Joseph, Napoleon's brother, was to be crowned in Madrid.

In May 1808, the ordinary people of Madrid started an insurrection against Joachim Murat, who had been sent there with the French army. The French suppressed the revolt and carried out horrifying reprisals.



Joseph found himself in a largely hostile land, as Spain was divided for and against the French.

There were groups of Spanish people, many of them from the educated and middle classes, who wanted to reform their country and draw on the French example to bring about change. The Spanish clergy was against the French, who were identified with deschristianisation and attacks on the Catholic Church. Property owners were equally suspicious.

Juntas (local resistance committees) were formed and Spanish partisans armed themselves. At Bailmenen (July 1808) a French division was defeated by Spanish forces, Napoleon sent two corps of the *Grande Armée* to Spain.

The Spanish Junta appealed to England for assistance and the Duke of Wellington arrived with 10.000 men.

Napoleon failed to know the geography of Spain and its big size. Spain became, to the French, an “*ulcer*” of guerilla tactics, hitting French columns and supply lines before disappearing back into the landscape.

Meanwhile the Spanish government made a Constitution in Cádiz, 1812, (*la Pepa*) and presented it to Fernando VII, the king, but he refused it and re-established absolutism.

TASKS:

1. What did the Spanish think about the French? Explain.
2. Why did Napoleon come to Spain?
3. What was the name of the Spanish king at that time? And the Prime Minister?
4. How did the Spanish organize the resistance?
5. What's the meaning of “*the Spanish ulcer*”?
6. Why was the first Spanish Constitution called “*la Pepa*”?
7. Describe Fernando VII's reaction.

UNIT 8 – Spain in the 19th Century

- Introduction
- Periods:
 - Liberal Triennium (1820-1823)
 - The Ominous decade (1823-1833)
 - The Carlist war and the Regencies (1833-1843)
 - *Moderado* rule (1844-1854)
 - *Bienio Progresista* (1854-1856)
 - La Gloriosa (1868-1873)
 - The First Spanish Republic (1873-1874)
 - The restoration (1874-1931)
- Opposition to the system
- Galicia in the 19th century
- Economy and society
- Goya



Introduction

Ferdinand VII refused to accept the liberal Spanish Constitution of 1812 on his accession to the throne (1814). The king had signed agreements with the clergy, church, and nobility to return to the pre-Napoleonic absolutism, so the liberals lost confidence in the king's rule.

The Spanish empire in the New World had supported Ferdinand VII against José Napoleon.

In 1810, Caracas and Buenos Aires Juntas declared their independence from the Bonapartist government in Spain and sent an ambassador to the U.K. When Ferdinand's rule was restored they abandoned their position.

But Spanish liberals and the majority of military officers were opposed to the restoration of an obsolete empire and they sympathized with the liberal revolution in the New World:

- **Argentina** declared its independence (1816), **Chile** was lost when José de S. Martín defeated the Spanish at the **Battle of Chacabuco** (1817).
- **Simon Bolivar** defeated the Spanish army at the **Battle of Bayaca** (1819) ending Spanish rule in **Colombia**.
- **Venezuela** was liberated when Bolivar destroyed Spanish forces at the **Battle of Carabobo** (1821).

The Liberal Triennium (1820 – 1823)

A *coup d'état* led by **Rafael del Riego** demanded that the liberal constitution of 1812 be restored.

The king agreed to the demands and swore by the constitution. A “*progresista*” (liberal) government was appointed:

- They reorganized Spain into 52 provinces.
- The anticlerical policies led to friction with the Church.
- The attempts to bring industrialization led to problems with the old guilds.
- The progresistas were considered “*afrancesados*”.

One of the decisions of the Congress of Vienna was to keep international stability in Europe.

They decided to intervene to help Ferdinand to re-establish his authority. The Congress of Verona authorized Louis XVIII of France to send an army, **the 100.000 sons of Saint-Louis** that seized Madrid and reinstalled Ferdinand as absolute monarch.

During the progresista government **Mexico** and **Perú** became independent.

The Ominous Decade (1823 – 1833)

After the restoration of absolutism, Ferdinand’s policy was to restore old conservative values.

- Rafael del Diego was executed.
- The king tried to improve the finances after all the wars.

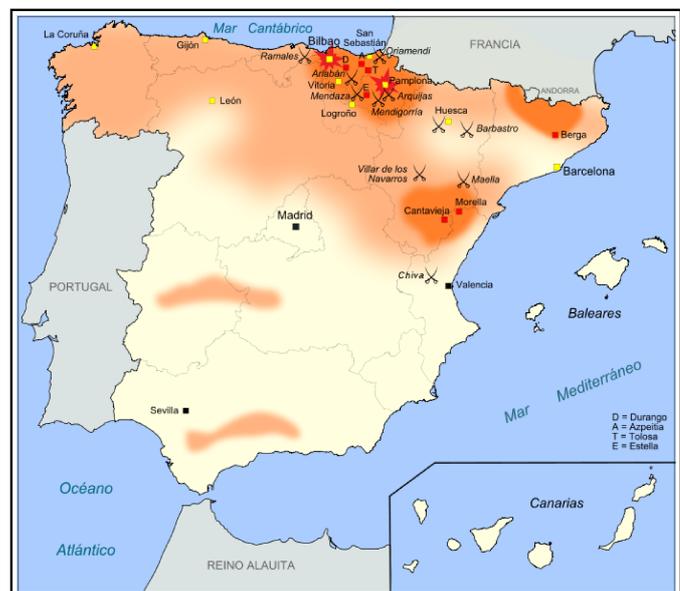
A problem to solve was his own succession: He married four times and had two daughters; but women were excluded from succession; so his successor would be his brother Charles (more reactionary and authoritarian). In 1830 he decreed a **Pragmatic Sanction** to allow women to accede to the throne. As a result, his daughter **Isabella** would be the queen.

When Ferdinand died (1833) Isabella was only three years old so her mother **Maria Christina** became regent.

The Carlist war and the Regencies (1833 – 1843):

When Maria Christina of Bourbon – two Sicilies became regent for her daughter Isabella (1833) she made an alliance with the “*progresista*” faction.

Charles wanted the crown. He did not accept the *Pragmatic Sancion*. He received support from the Basque country, Aragon and Catalonia. For a short time the Carlists took control of nearly all the part of Spain north of the Ebro river.



The *progresista* general **Baldomero Espartero** defeated the Carlists at the **Battle of Luchana**.

María Christina accepted a new **Constitution** (1837) that increased the powers of the Spanish Parliament, the Cortes. It also approved the **desamortizacion** that **Mendizábal** started: it was the confiscation and sale of church, mainly monastic, property.



The Mendizábal government also approved the freedom of the press.



Soon María Christina undid the Constitution, she resigned the regency and the Cortes named **Espartero** the new regent (1841), but he became very unpopular and his govern only lasted two years.

Moderado rule (1844 – 1854)

The Cortes decided not to name another regent, and instead they declared that thirteen-year-old **Isabella II** was ready to be the queen.

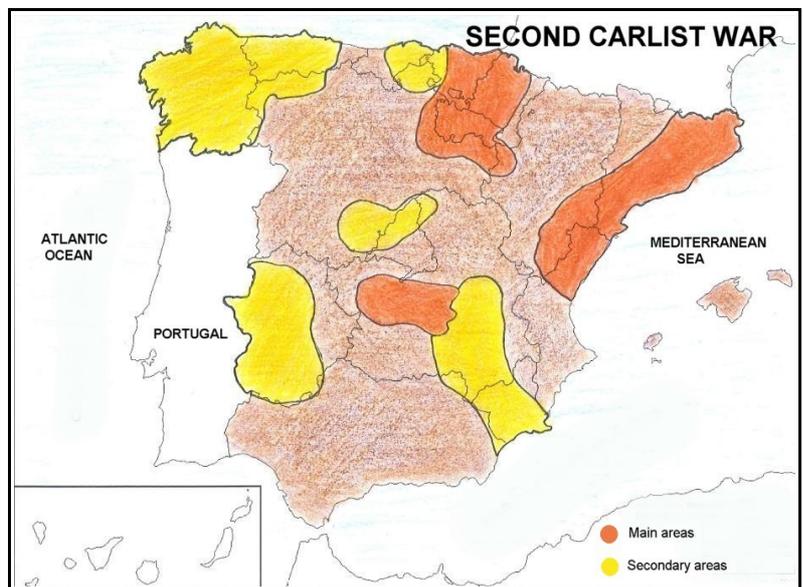
During her reign the **Guardia Civil** was established to retain order in mountainous regions that had been the Carlist's base of support.

- Another **Constitution** was written in **1845** that established that only rich men could vote and it limited the freedom of the press.
- The government carried out successful campaigns in Africa.
- The “desamortizacion” continued but **Juan Bravo Murillo** signed a **concordat** with the Vatican that decided that Roman Catholicism remained the **state religion** of Spain, but the contribution of the church in education would be regulated by the state.

In addition the state renounced desamortization.

In 1846 the **second Carlist war (1846 – 1849)** took place. It started in Catalonia. It was called the “*war of matiners*”, because the first action took place at the earliest hours of the morning.

It spread to several parts of Spain including Galicia.



The reign of Isabella II was characterized by scandals, plots and intrigues, even in her private life.

The *Bienio Progresista* (1854 – 1856)

In July 1854 there was a rebellion against the state.

General **Leopoldo O’Donnell (moderates)** took the lead in the revolution.

After the **Battle of Vicálvaro**, **Espartero (progresist)** was named president of the government again.

Both men made the “Union Liberal” with the aim of making a policy based on progress in industry, infrastructure, public works, social improvements ...

They published **Pascual Madoz’s** “desamortizacion” confiscating communal lands in Spain.

Between **1856 and 1866** the government alternated between **O’Donnell’s** Union liberal and **Narváez’s** moderates, but the progresists were out of power. During these years the railway and the economy developed a lot.

After 1866 Isabella's monarchy was in danger.

Her scandalous private life weakened the liberal support and she was finally **overthrown in 1868** after a revolution known as "**La Gloriosa**" that ended the monarchical rule for a while.



La Gloriosa (1868 – 1873)

Spain was still a monarchy. The Cortes were searching for a suitable king. The first thing the Cortes did was a new **Constitution (1869)** that declared the right to vote for all men; and that Spain was a monarchy and **Serrano** was regent until they found another king.

Many others proposed Isabella's young son Alfonso (the future Alfonso XII of Spain) but many thought he would be dominated by his mother so, an Italian prince, **Amadeo of Savoy**, duke of Aosta, was selected. He was younger son of Victor Emmanuel II of Italy and he became **Amadeo I of Spain (1870)**.

He had no experience, politicians conspired with and against him and after 3 years he abandoned the kingdom, leaving republicans and Carlists to battle over the country.

The First Spanish Republic (1873 – 1874)

It only lasted several months. There were revolts everywhere, unrest in Navarra and Catalonia and pressure from the Church against it. There were four presidents in one year and they failed to restore order. The third Carlist war occurred.

The restoration (1874 – 1931)

In 1870 Isabella II abdicated in favour of her son, Alfonso who was crowned Alfonso XII in 1874.

Antonio Cánovas del Castillo was named Prime Minister. A system of *turnos* was established in which the liberals, led by Mateo Sagasta, and the conservatives, led by Cánovas del Castillo alternated in control of the government.

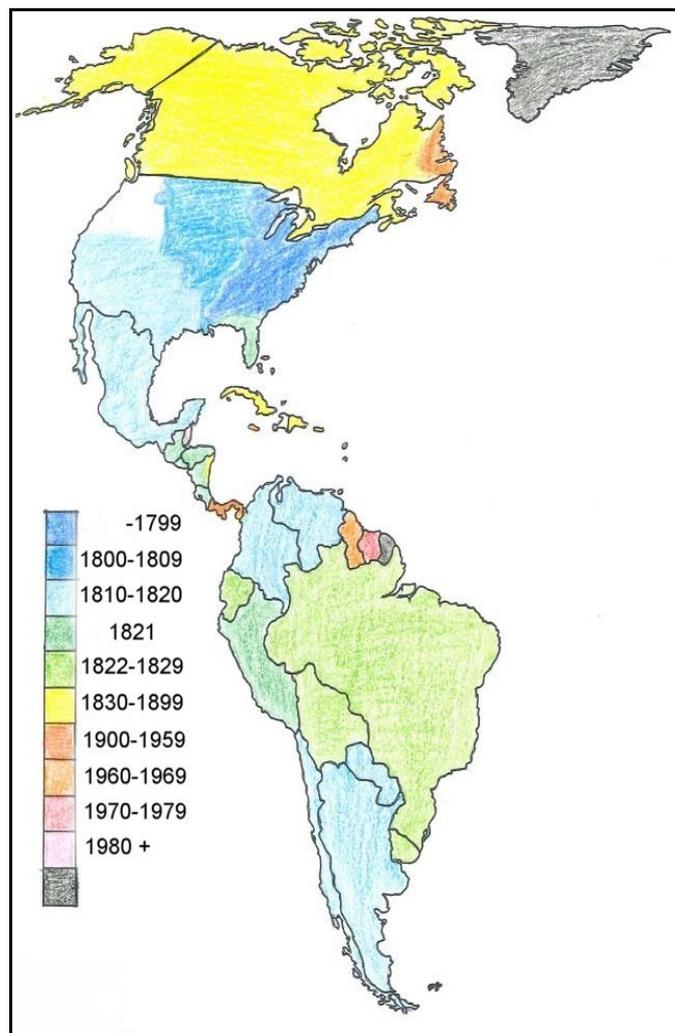
The new Constitution (1876) tried to conciliate moderates' and progressives' ideas. The state was confessional and power was shared between Cortes and the king.

The election system was very corrupt: first the king decided the political party that was going to govern. Then there were “adapted” elections for that party to win.

- In the country the “caciques” forced the peasants to vote the most convenient party into office. That’s called “**caciquismo**”.
- In cities electoral fraud was very common and it was known as “**pucherazo**”.

For several years this system gave stability to the political life.

- After the king’s death and the assassination of Cánovas the government was destabilized.
- In **1898 Cuba** gained its independence and Spain lost its remaining colony **Puerto Rico**. This and **Philippines** were ceded to the USA.
- Spanish colonial possessions were reduced to Spanish Morocco, Spanish Sahara and Spanish Guinea, all in Africa.
- The disaster of 1898 created the **Generation of 98**, a group of statesmen and intellectuals who demanded changes from the new government.



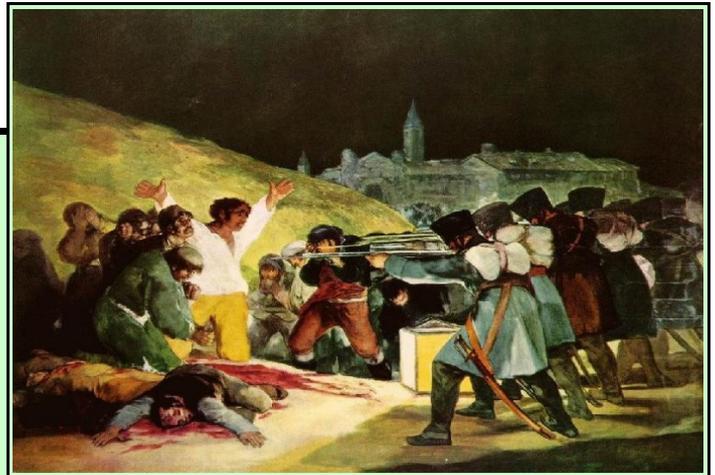
Opposition to the system

- **Anarchists:** Anarchists appeared after the 1868 revolution and the most important centres of activity were Catalonia and Andalusia. They were persecuted for a while because of the attacks that they committed. After some years of disorganization they created the “*Confederación Nacional de Trabajo*” (**CNT**) and soon it became the most important trade union in the country.
- **Socialists:** The “*Partido Socialista Obrero Español*” (**PSOE**) was created in 1879 by **Pablo Iglesias**. Some years later the “*Unión General de Trabajadores*”, (**UGT**) was created.
- **Nationalist parties:** They were created against the centralized state. The most important ones were in Catalonia, The Basque Country and Galicia.

TASKS:

1. Look at Goya's painting *Firing Squad 3rd May* and answer:

- Who are the people that are going to be shot? And their killers?
- Where do you think this happened?
- How can Goya show such dramatism in the picture?



2. The 1812 Constitution:

Art.3 – Sovereignty is in the nation and only this has the right to establish the fundamental laws.
 Art. 15 – The power to make laws is in the hands of the courts and the king.
 Art. 16 – The power to execute the laws is in the hands of the king.
 Art. 17 – The power to apply the laws in civil and criminal problems (or causes) is in the tribunals determined by the law.
 Art. 172.1 – The king cannot close the courts and those who help him would be considered traitors so they could be prosecuted.
 Art. 371 – All Spanish people are free to write, print and publish their own political ideas without any permission, revision or approval before their publication, only under the conditions established by law.

- Which article shows the national sovereignty?
- Name the articles where we can see the division of powers.
- What types of freedom can we see?
- Do you think the Constitution reduced the king's power? Justify your answer.

3. Write three features of Ferdinand VII's governments:

Absolutism (1814-1820)	Liberal triennium (1820-1823)	Ominous decade (1823-1833)

TASKS:

4. Draw a time line for the 19th century in Spain:
 - Write the name of the periods that you have studied.
 - You must also place:
 - a. the first republic is proclaimed
 - b. *Pragmatica Sanction*
 - c. the beginning of the Independence War
 - d. the Bourbons are reinstalled
 - e. Mendizábal's *desamortización*
 - f. Isabella II becomes queen
 - g. Riego's *coup d'etat*
 - h. alternating governments
 - i. *La Pepa*
 - After that, write a paragraph about everything, explaining each of those events.
5. Explain the differences between:
 - Constitutional monarchy and absolute monarchy.
 - Monarchy and republic.
 - Conservatives and progressives.
6. Name the different types of government in the second part of the 19th century.
7. Match the people to what they did:

- Ferdinand VII	- started the <i>desamortización</i> of the Church properties
- Espartero	- refused the 1812 Constitution
- Mendizábal	- started alternating government
- Cánovas	- was Isabella II's regent
8. Which of these reasons made the first Spanish Republic fail? Explain your answer.
 - There were too many monarchical groups in the Parliament.
 - The arrival of 100.000 Saint Louis's sons.
 - The lack of agreement between the supporters of the republic.
 - There were a lot of wars: *Carlists*, Cuba ...
 - There was opposition from workers organizations.
9. Write a report comparing Isabella's kingdom and Alfonso XII's time (15 lines or more).
10. Compare the 1812, 1845, 1869 and 1876 Constitutions.

TASKS:

11. Find information in the net about these aspects of the 19th century:

- Fashion
- Cities
- Education
- Amenities

12. Choose one of these aspects and write a report. You can also include pictures.

13. Why didn't the conditions of ordinary people in Galicia improve in the 19th century?

14. Who was affected by the *desamortización*?

15. Where did Galicians migrate to in those days?

16. *Galeguismo* and *Rexurdimento*: which one was political and which one was cultural?

Goya

Francisco José de Goya y Lucientes (30th March 1746 - 16th April 1828) was a Spanish painter considered the last of the old masters and the first of the moderns. He was born in Fuendetodos (Zaragoza).

He started his studies in Zaragoza and continued them in Madrid.

He travelled to Rome to study, then he came back to Zaragoza where he painted some **frescoes**.

Goya worked for the **Royal Tapestry Factory**. In five years he designed 42 patterns to decorate the walls of El Escorial and El Palacio Real del Pardo. They are happy scenes of festivals, parties ... with bright colours, full of light., such as *The Kite*, *The Parasol* ...



The Spanish Royal family gave him work as **Chamber painter**. One of the best examples of those years is *Charles IV and His Family*: He was inspired by Velazquez's *Meninas*, but this picture was not very diplomatic. It was more satirical. He shows them looking like very ordinary people, not like proud nobility. Critics said the picture reveals the corruption under Charles IV's reign.



His wife, Louisa, seems to have the real power, that's why she's placed at the centre of the group. The painting at the back depicts *Lot and His Daughters*, once again this is a message of corruption.

On the back left corner of the painting we can see Goya (like Velazquez did in the *Meninas*)

Goya was not happy about the political situation in Spain and he reflects this in the painting.



In those years Goya painted portraits for the Spanish nobility. For example in *The Dukes of Alba*.

He painted *The Majas: The Nude Maja* and *The Clothed Maja*; both pictures, especially the nude one were considered pornographic by the Inquisition and they were hidden away for some time. We do not know who the woman that posed for Goya is, they said she could be either the Duchess of Alba, Godoy's mistress or maybe somebody from his imagination.

In 1790 he was very ill; his sight, hearing and mental health were affected and he became introspective. He began to paint sad, violent subjects ...



He painted **Caprichos** (1799): 80 aquatint prints where he condemned the Spanish society of the moment. They were very satirical, against superstition, anticlerical, etc ... and they had a dark vision of life (*The Sleep of Reason Produces Monsters*).

His unhappiness was also produced by the French invasion of Spain in 1808.



One of his most famous paintings, *The Third of May 1808*, is about the execution of Spanish men trying to defend their country. To increase dramatism he paid attention to the use of light, very intense in the main scene but leaving the rest of the painting in darkness. The exaggeration in the

movements also helps to produce a tragic effect.

The soldiers show their back to us; they don't look like men but rather threatening shapes.

After the defeat of the French Goya did not get on well with king Ferdinand VII so he left the Royal Palace and moved to a house called **Quinta del sordo** where he painted very unusual works on canvas and on the walls of that house. A good example of this is *Saturn Devouring His Son*. He uses a Greco–Roman mythological scene of god Saturn eating a child to represent all the social problems that Spain was suffering. This painting is one of the 14 in a series known as **the Black paintings**.

In 1810 Goya painted *The Disasters of War*. These are aquatint prints that represent scenes from the war, sometimes macabre; full of death and destruction; a good example is *With or Without Reason*.

Fed up with life in Spain he moved to France.

He spend his last years in Bordeaux where he painted *The Milkmaid at Bordeaux* (1824).

Goya started as a neoclassical painter but during his life his technique changed a lot so he can not be classified in any group.

TASKS:

17. Match the following paintings with the correct explanation:

- | | |
|----------------------------------|----------------------------------------------|
| -Royal Tapestry Factory | -He criticized macabre scenes from war ... |
| - <i>The Nude Maja</i> | - <i>The Parasol</i> is one of the examples. |
| - <i>Caprichos</i> | -It was scandalous in those years. |
| - <i>The Third of May 1808</i> | -Satirical view of the society. |
| - <i>Saturn Devoring His Son</i> | -He condemned the French invasion. |
| - <i>The Disasters of War</i> | -It's one of the Black paintings. |

18. About *Charles IV and His Family*:

- Can you identify some of the members of the Royal family?
- Can you describe the king and the Queen?
- Where do you think that it was painted?
- Where does the light come from?
- Do you think that they have been represented nicely?
- Can you see Goya in the picture? Where?
- They said that he was inspired in Velazquez's *Meninas*. Why?

19. *The Third of May 1808*:

- Describe the scene.
- Why do you think that people are being shot?
- How did Goya create an atmosphere of tragedy? Explain at least two ways.
- Where do you think this execution take place?

20. Find *The Colosum* in an art encyclopedia or in internet. Try to explain the meaning of the composition.

- When do you think it was painted? Justify your answer.
- Don't forget to explain the use of colours and light.

21. Find some more examples of *The Disasters of War* and the *Black Paintings* and write a small report about them.

22. First look at the painting *The Second of May 1808*:

- What does it show?
- Explain the differences between the Spanish rebels and the French soldiers.
- How did Goya managed to express movement and tragedy?

Find out more at...

- these websites:
 - ✓ www.schoolhistory.co.uk (general information for students - simple language)
 - ✓ www.wikipedia.com (general information)
 - ✓ en.wikipedia.org/wiki/List_of_Spanish_monarchs (a list of Spanish monarchs and the dates of their reign)
- these books (from the school library):
 - ✓ BINGHAM, Jane et al.: *The Usborne Internet-Linked Encyclopedia of World History*. Usborne. 2000. ISBN: 97807-4605361-4 (interesting links to their website)
 - ✓ GANERI, Anite et al.: *Encyclopedia of World History. From the Stone Age to the 21st Century*. Parragon. United Kingdom. 2005. ISBN: 1-405-45-684-1
 - ✓ MURPHY, Derrick et al.: *Europe 1760-1871. Flagship History*. Collins. 2000, 2002. ISBN: 0-00-327132-3
- and this film:
 - ✓ *Goya's Ghosts* (2006), about Goya's life

Pictures from:

- Unless otherwise stated pictures from Banco Imágenes ITE
- Map of the Second carlist War by Laura López López (CPI Tino Grandío)
- Map of the Independence of American countries by Alba García Polín (CPI Tino Grandío)
- Pictures of the statue of Rosalía de Castro and the statue in Pza. Avilés (Lugo) by Antón Vázquez Arias (CPI Tino Grandío)
- Picture of “*Rexurdimento*” books by Ana Arias Castro
- Picture of Goya's “*Nadie se conoce*” by Félix Valles Calvo (Banco Imágenes ITE)

