**COURSE SCENARIO**

***Spain: Society, Culture, and Economy in a global context***

**PART 1. COURSE DESCRIPTION**

| **SUBJECT/TOPIC** | *Spain: Society, Culture, and Economy in a global context* |
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| **MODE (online, face-to-face, blended)** | *Blended* |
| **LEVEL (master, bachelor)** | *Bachelor* |
| **PREREQUISITES (courses to be taken before, if applicable)** | *Not available* |
| **SUMMARY / ANNOTATION OF THE CONTENT** | *During the 20th and 21st centuries, Spain underwent crucial societal transformations, economy, history, and politics. Spain suffered a phase of uncertainty in the early 1900s, which led to the Spanish Civil War and the subsequent dictatorship of General Francisco Franco. When Franco died, Spain transitioned to a democracy and a constitutional monarchy. That period experienced rapid growth, joining the EU in 1986 and facing a severe recession in 2008. Today, Spain is a vibrant, diverse, and multicultural country that balances tradition with modern art, literature, cinema, gastronomy and so much more to learn from.* |
| **THE AIMS OF THE COURSE** | * *To introduce the key historical events and transformations in Spain during the 20th and 21st centuries, focusing on the last decades.*
* *To outline the political changes and provide students with an understanding of Spain's economic development.*
* *To inform about the societal shifts and the emergence of a multicultural, diverse society.*
* *To offer insights into Spain's transformation's cultural and social aspects.*
* *To make students aware of the lessons that can be learned from Spain's experiences.*
* *To engage students in discussions and debates about the balance between tradition and modernity in contemporary Spain and the factors that have shaped modern Spain.*
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| **LEARNING OUTCOMES** | * *Students can identify and understand the reasons and effects of Spain's most significant historical events in the 20th and 21st centuries through its social, economic, and political development.*
* *Students can articulate the main topics and terms learned to examine the present situation of Spain regarding Europe and the world on the history, society, politics, and economy of Spain.*
* *Students can summarise the crucial knowledge of the art, literature, cinema, and gastronomy of Spain.*
* *Students can assess the current situation in Spain and suggest potential alternatives to develop the international view of challenges and problems in the present.*
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| **STUDY AND ASSESSMENT METHODS** | *Students learn the main contents of the lessons and analyse and discuss them through dialogues, written and oral reports or presentations.* |
| **BIBLIOGRAPHY** | ***The history of Spain in the 20th and 21st centuries*** *https://www.lamoncloa.gob.es/lang/en/espana/historyandculture/history/Paginas/index.aspx****The organisation of the State****http://ukinspain.fco.gov.uk/en/help-for-british-nationals/living-in-spain/video**http://www.teachingvideos.co.uk/index.php/videos/viewvideo/2043/places/spain-what-to-eat-and-where-to-eat-it**http://books4spain.com/blog/**Colomer, J.M., 1998. "The Spanish State of Autonomies: non-institutional federalism", West European Politics, 2l (4): 40-52.**Van Biezen, I., J. Hopkin. 2005. "The presidentialization of Spanish democracy: sources of prime ministerial power in post-Franco Spain”, in T. Poguntke & P. Webb, The credentialization of politics, Oxford University Press. pp. 106-127.****Landscapes***[*http://lcweb2.loc.gov/frd/cs/estoc.html*](http://lcweb2.loc.gov/frd/cs/estoc.html)[*http://news.bbc.co.uk/2/hi/europe/992004.stm*](http://news.bbc.co.uk/2/hi/europe/992004.stm)[*https://www.cia.gov/library/publications/the-world-factbook/geos/sp.html*](https://www.cia.gov/library/publications/the-world-factbook/geos/sp.html)[*http://www.elpais.com/english/*](http://www.elpais.com/english/)[*http://www.ine.es/en/welcome\_en.htm*](http://www.ine.es/en/welcome_en.htm)[*http://www.scoop.it/t/spain-society-and-culture*](http://www.scoop.it/t/spain-society-and-culture)[*http://www.youtube.com/watch?v=G-80k2c61m4*](http://www.youtube.com/watch?v=G-80k2c61m4)***Health, Social Affairs and Equality Policy****<http://www.euro.who.int/en/home/projects/observatory/publications/health-system-profiles-hits/full-list-of-hits/spain-hit-2010>**http://www.asti-alicante.org**http://www.migrationeducation.org/48.0.html**http://www.mtin.es/en/index.htm**http://www.msps.es/en/estadEstudios/estadisticas/inforRecopilaciones/indicadoresSalud.htm**http://www.gapminder.org/*[*http://www.who.int/countries/esp/en/*](http://www.who.int/countries/esp/en/)***Education & family*** *http://portal.ucm.es/en/web/en-ucm**http://www.ub.edu/web/ub/ca/**http://www.tostudyinspain.com/spanish-university-system/**http://www.qrossroads.eu/higher-education-in-europe/spain-66**http://www.qrossroads.eu/european-higher-education-area**http://www.universidad.es/home\_en/lang.en*[*http://www.ine.es*](http://www.ine.es)***The Labour Market in Spain***[*http://www.ine.es*](http://www.ine.es)[*https://www.mites.gob.es/*](https://www.mites.gob.es/)[*https://ec.europa.eu/eurostat/web/labour-market*](https://ec.europa.eu/eurostat/web/labour-market)[*https://data.worldbank.org/indicator/SL.TLF.TOTL.IN?locations=EU*](https://data.worldbank.org/indicator/SL.TLF.TOTL.IN?locations=EU)***Tourism***[*https://maps-spain.com/maps-spain-tourist/spain-tourist-map*](https://maps-spain.com/maps-spain-tourist/spain-tourist-map)[*https://ontheworldmap.com/spain/spain-tourist-map.jpg*](https://ontheworldmap.com/spain/spain-tourist-map.jpg)[*https://wttc.org/*](https://wttc.org/)***The Real Estate Market in Spain***[*https://www.epra.com/*](https://www.epra.com/)García Delgado, J.L. Myro, R. (2021) Lecciones de Economía Española, 16th edition, Aranzadi.***Spain in the European Union: History, Politics, and Economy***[*https://european-union.europa.eu*](https://european-union.europa.eu)[*https://www.bde.es/bde/es/secciones/eurosistema/uem/el-proceso-de-in/*](https://www.bde.es/bde/es/secciones/eurosistema/uem/el-proceso-de-in/)[*https://op.europa.eu/webpub/com/eu-what-it-is/es/*](https://op.europa.eu/webpub/com/eu-what-it-is/es/)**Understanding the Spanish language as an economic resource and its impact on international business.**[*https://cervantesobservatorio.fas.harvard.edu/sites/default/files/78\_en\_martinez\_y\_martinez\_june\_28\_0.pdf*](https://cervantesobservatorio.fas.harvard.edu/sites/default/files/78_en_martinez_y_martinez_june_28_0.pdf)[*https://www.cambridge.org/core/books/abs/sociolinguistics/treating-language-as-an-economic-resource-discourse-data-and-debate/1FBF39CE15F45C60014DA8BF84720DA9#*](https://www.cambridge.org/core/books/abs/sociolinguistics/treating-language-as-an-economic-resource-discourse-data-and-debate/1FBF39CE15F45C60014DA8BF84720DA9)**The role and impact of Spanish cooperation in promoting development and reducing poverty in different parts of the world.**[*https://www.oecd-ilibrary.org/sites/26d68de7-en/index.html?itemId=/content/component/26d68de7-en*](https://www.oecd-ilibrary.org/sites/26d68de7-en/index.html?itemId=/content/component/26d68de7-en)***¿A quién y dónde va la Ayuda al Desarrollo? El País, octubre de 2020, Carlos Gómez Gil*** [*https://elpais.com/elpais/2020/10/06/planeta\_futuro/1601987009\_179089.html*](https://elpais.com/elpais/2020/10/06/planeta_futuro/1601987009_179089.html)***Decentralised cooperation in the context of the 2030 Agenda European Parliament Research Service / Marta Latek*** [*http://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS\_IDA(2017)607258*](http://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_IDA(2017)607258)**The Natural Resources Economy in Spain**The Sentinels of the Mediterranean [*https://www.youtube.com/watch?v=AbsNfmTekmw&ab\_channel=TogetherfortheMed*](https://www.youtube.com/watch?v=AbsNfmTekmw&ab_channel=TogetherfortheMed)Aguilera, F. & V. Alcántara, (comps.), (1994): De la economía ambiental a la economía ecológica, Barcelona, Icaria. Azqueta, D, (2002): Introducción a la economía ambiental, Madrid, McGraw-Hill. |