**COURSE SCENARIO**

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

**CLASS 1**

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| **TOPIC** | The history of Spain in the 20th and 21st centuries | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | Students can learn the most significant historical events that have had an impact on Spanish society and politics, such as the Spanish Civil War, the dictatorship of General Franco, the Spanish Transition to democracy, the joining process to the European Union, the 11-M or the economic crisis of 2008. | |
| **KEY WORDS** | History of Spain; 20th and 21st centuries; Spanish society; Spanish politics | |
| **SUGGESTED TOOLS** | Computer with internet connection and Microsoft Office or similar. | |
| **TIPS / METHODOLOGICAL REMARKS**  **(If applicable)** | During the class, students are aimed to collaborate and participate actively with the group dynamics, develop their critical thinking, and express their questions to the professor. After the lesson has finished, students must review the contents learnt and complete the additional tasks for a deeper and wider comprehension of the contents. | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Students participate in a discussion with brainstorming about everything they know about the history of Spain in the 20th and 21st centuries. Afterwards, the professor summarises the Power Point presentation “Brief Story” and recommends additional bibliography to complete and expand the students’ knowledge and understanding. |
| **STEP 2** | Students answer the tasks related to the contents learned while the “Additional material 1 work card (Dystopian present)”. The professor helps them by answering their questions, offering examples, and reinforcing the participation and collaboration. |
| **STEP 3** | The professor starts a dialogue about the previous tasks by asking directly about the answers. While discussing, the professor directs the debate by contrasting and relating different points of view, adding more information, or addressing random questions to the students to improve their critical reasoning. |
| **STEP 4** | The professor compiles the answers and opinions of the students and, as a conclusion, gives a short speech that summarises the content taught. |
| **STEP 5** | The professor presents the “Additional material 2 work card (True or False)” aimed for the next session and explains it briefly to check if there are any questions. |

**ADDITIONAL MATERIAL 1 WORK CARD (Dystopian present)**

Choose one of the important events that happened in Spain during the 20th and 21st centuries that never happened in your country and place it in a precise moment of time and imagine it happened in your homeland, such as a convulsive and uncertain period in the ‘60s. Do you think your country would have had the same chain of events as Spain?

Write a list with at least 3 things you think your country would react to like Spain and 7 related to the variations you think your country would have experienced, how your country would have changed, reacted, or faced this event. You can talk about culture, society, art, economy, etc.

**ADDITIONAL MATERIAL 2 WORK CARD (True or False)**

Which of the following statements is false? Explain the reason when it is wrong (hint: three are false):

- Alfonso XIII was the last king of Spain before the proclamation of the Second Republic in 1931. (Correct)

- The Second Republic lasted six years of peace and three years of civil war, until General Franco took power in 1939. (Correct)

- The Franco dictatorship was characterized by respect for human rights, freedom of expression and political plurality. (False, the Franco dictatorship was a stage of repression, censorship, and authoritarianism)

- 11-M was a terrorist attack by the Basque separatist organization ETA. (False, the attacks were the work of Al Qaeda and the Moroccan Islamic Combatant Group)

- When Spain joined the European Union, it adopted the euro as its official currency in 2002. (False, Spain adopted the euro as its official currency in 1999)