

Postgraduate Diploma

Teaching the Spanish Civil War and Francoism





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Teaching the Spanish Civil War and Francoism

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-teaching-spanish-civil-war-francoism

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01

Introduction

The Spanish Civil War and the Francoist Dictatorship were two of the most important periods in the history of Spain. For this reason, it is of vital importance that teachers responsible for conveying what happened during these periods are trained to instill their passion for the study of this subject.

*Demonstrate your passion for teaching
by updating your knowledge with this
Postgraduate Diploma.*



“

This Postgraduate Diploma will allow you to learn new learning methodologies while obtaining a certified qualification in Teaching the Spanish Civil War and Francoism from the leading private university in Spain, TECH Global University”

Equipping professionals with varied teaching tools is our core mission. Classrooms, student groups, different educational levels, the workplace itself... everything must converge to create a dynamic space where the study of the subject is fluid, engaging, and participatory, moving away from the traditional lecture where the teacher speaks and the student is a mere spectator.

The Postgraduate Diploma offers a perspective on the origins of teaching methods for historical science, current methods, and educational theory and criticism. However, this is not the most important aspect of the project we propose. We offer a range of different and varied methodologies and resources to tackle content that, on many occasions, students find dry and unengaging.

A wide variety of resources will be provided, many of them based on selected movie scenes, to serve as an effective and real element, as well as texts and illustrations. These will act as a point of reflection, an integral part of a practice or task, and a contrast to spark curiosity about the subject being taught.

In this Postgraduate Diploma, numerous studies will be offered that a teacher of Spanish History will need to carry out their work, focusing on innovation and grounded in practical elements that will enhance classroom activities. We aim for the professional success of those completing this program, which will lead to improvements in the educational system and, consequently, in society itself.

This **Postgraduate Diploma in Teaching the Spanish Civil War and Francoism** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of dozens of practical cases presented by experts in Spanish history
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest developments regarding the use of Teaching the Spanish Civil War and Francoism
- ♦ Practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Special emphasis on evidence-based methodologies in the Teaching of the Spanish Civil War and Francoism
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



The History teacher must be able to transmit their enthusiasm for the subject to their students"

“

We offer you the opportunity to train with numerous practical cases that will help you better understand this part of Spain's history”

The teaching staff includes professionals from the field of Spanish History, who bring their work experience into this training, along with renowned specialists from leading institutions worldwide.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive program designed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. To achieve this, the teacher will have the support of an innovative interactive video system created by renowned experts in the Teaching of the Spanish Civil War and Francoism, with extensive experience.

Do not hesitate to train with us and acquire the necessary knowledge to teach this lesson in a dynamic and engaging way.

Our 100% online methodology will allow you to continue your training while working.



02 Objectives

The main objective of the Postgraduate Diploma is the improvement of teachers through the acquisition of the most up-to-date knowledge in this field. This training will enable you to develop the skills necessary for teaching Spanish History and adopt the latest methodologies for effective teaching practice.





“

Our goal is to help you be the best in your profession. With us, you will notice how you progress in your daily work”



General Objectives

- ♦ Promote the students introduction to the academic and teaching environment
- ♦ Identify the key topics of Spanish History
- ♦ Encourage continuous adaptation to new classroom realities and activate student motivation
- ♦ Make the most of contemporary resources
- ♦ Engage students in learning unconventional approaches
- ♦ Encourage students not to be passive recipients of content but rather active processors of information drawn from diverse sources
- ♦ Support a procedural diversification of History lessons
- ♦ Use the textbook as one source of information—but not the only or main one
- ♦ Stimulate motivation for learning
- ♦ Promote meaningful and transversal learning
- ♦ Establish general models or conclusions from analysis of various specific events or situations





Specific Objectives

- ♦ Explain most notable historiographical currents
- ♦ Understand the historical concept and the different possibilities for its pedagogical transmission
- ♦ Provide the scientific foundations that allow the development of students knowledge in the study of history
- ♦ Explain the significance of the establishment of the Republic for a country like Spain
- ♦ Distinguish between the reformist government, the conservative government, and the Popular Front
- ♦ Explain the primary causes of Franco's military uprising
- ♦ Identify the different phases of the conflict
- ♦ Analyze and distinguish between various portrayals of the Spanish Civil War in film and comic books
- ♦ Experience the musical vision of the Spanish Civil War
- ♦ Establish the differences between the different decades of Franco's regime
- ♦ Analyze the ideological and political foundations of the Francoist period
- ♦ Distinguish the Francoist society through a cinematic work (The Holy Innocents – Mario Camus, 1984; Pan's Labyrinth – Guillermo del Toro, 2006)
- ♦ Analyze the representation of women through advertisements
- ♦ Understand freedom and coercion in a dictatorship by studying cultural censorship: novels, comics, cinema, art, music

03

Course Management

The leading specialists in Spanish History have come together to create this Postgraduate Diploma, which aims to offer students transdisciplinary training, enabling the transfer of learning across different areas.





“

Train with the foremost experts in Spanish History, who have joined forces to share all their knowledge with you through this training program”

Management



Mr. Maciá Pérez, Francisco Javier

- ♦ Bachelor's Degree in Art History
- ♦ Master's Degree in Cultural Services Management
- ♦ Diploma in Cultural Heritage Management
- ♦ Currently serves as a Secondary Education Teacher for the Generalitat Valenciana
- ♦ Has held positions as Artistic Management Director for international companies and as Coordinator of the Department of Culture, Tourism, and Historical Heritage at the Hon. City Council of Orihuela (Alicante), overseeing the management and coordination of museum and monument staff, as well as organizing cultural and tourist activities
- ♦ Recipient of a research grant from the Juan Gil-Albert Institute of Culture in 2001

Teachers

Mr. Balboa Zaragoza, Eladio

- ♦ Bachelor's Degree in Geography and History
- ♦ Holder of the Pedagogical Aptitude Certificate for Teaching in Secondary Education
- ♦ He has held positions as a Secondary and High School Teacher at the Generalitat Valenciana
- ♦ Currently an Associate Professor in the Bachelor's Degree in Audiovisual Communication and in the Bachelor's Degree in Political Science and Public Administration at Miguel Hernández University of Elche (Alicante)
- ♦ Has delivered numerous courses focused on the use of film and other audiovisual media for teaching professionals

Mr. Amores Bonilla, Pedro Antonio

- ♦ Bachelor's Degree in Geography and History, with specializations in Contemporary History and Modern History
- ♦ PhD Program, Culture and Social Change University of Valladolid
- ♦ Research Sufficiency
- ♦ He has held positions as a Secondary and High School Teacher at the Generalitat Valenciana. Currently, he balances this role with that of Head of the Department of Social Sciences, Geography, and History at Victoria Kent Institute
- ♦ He has participated in numerous publications, including scientific articles and books, and has been a speaker at various conferences and specialized seminars



04

Structure and Content

The structure of the training has been designed by a team of specialists in Spanish History who have combined all their knowledge to offer you the best training option on the market, as it includes the most up-to-date and rigorous content you can find on this subject.



“

This Postgraduate Diploma is the best educational option you will find on the market, as it features the most up-to-date and rigorous content available”

Module 1. Methodology of Spanish History

- 1.1. The Evolution of Historiography from Its Origins to the Enlightenment
 - 1.1.1. Historiography: Concept
 - 1.1.2. The Evolution of Historiography from Its Origins to the Enlightenment
- 1.2. Historical Science in the 19th Century
 - 1.2.1. Introduction
 - 1.2.2. The German School. Historicism
 - 1.2.3. The Crisis of Historicism and the Emergence of Social History
 - 1.2.4. The Rise of Academies and the Inclusion of History in Universities
 - 1.2.5. History and Nationalism. Historicism as a Justification for 19th-Century Nationalisms
 - 1.2.6. Historical Materialism
- 1.3. Historical Science in the 20th Century Century (Part I)
 - 1.3.1. Introduction
 - 1.3.2. Economic and Social History in Germany
 - 1.3.3. The Annales School
 - 1.3.4. British Marxist History
 - 1.3.5. The New Economic History. Cliometrics
 - 1.3.6. The Renewal of Political History
 - 1.3.7. The New History
- 1.4. Historical Science in the 20th Century Century (Part II)
 - 1.4.1. Microhistory
 - 1.4.2. Non-Marxist Historical Social Science in the Federal Republic of Germany
 - 1.4.3. Marxism: From Historical Materialism to Critical Anthropology
 - 1.4.4. The Göttingen Group: The Transition Between Marxism and Historical Social Science
 - 1.4.5. The Break with Grand Narratives: The Linguistic Turn
 - 1.4.6. Toward the End of History?
- 1.5. Historical Time: Concept
 - 1.5.1. Historical Time (I): Concept
- 1.6. Dimensions of Historical Time
 - 1.6.1. Historical Time (II): Concept





- 1.7. Pedagogical Gradation and Proposed Action. Argumentation: The Discipline of History in the Construction of Learning
 - 1.7.1. Argumentation
- 1.8. History Through Narrative and Analysis. The Problem of Historical Time and How to Approach It
 - 1.8.1. History from an Analytical Perspective. Argumentation as the Core of the Work
 - 1.8.2. The Integrated Treatment of Language and Content, or Content and Language Integrated Learning (CLIL). Textual Sources and Their Possible Uses
 - 1.8.3. Temporality and Its Degree of Abstraction. Working Possibilities
- 1.9. Historiographical Texts (I)
 - 1.9.1. Introduction
 - 1.9.2. Topolski. Methodology of History
 - 1.9.3. George Duby. Writing History
 - 1.9.4. François Chevalier on Marc Bloch. The Passion for Learning
 - 1.9.5. Javier Adán on Max Weber. An Approach to Max Webers Methodology
 - 1.9.6. Gordon Childe. The Formation of a Historiographical Tradition
 - 1.9.7. Epistemological and Methodological Models in the Development of History
- 1.10. Historiographical Texts (II)
 - 1.10.1. Gómez-Lobo on Thucydides
 - 1.10.2. A Blog on Ranke
 - 1.10.3. On Historical Documentaries: Caparrós Lera

Module 2. The Second Republic and the Spanish Civil War

- 2.1. Theoretical Aspects
 - 2.1.1. Key Determinants
 - 2.1.2. April 14, 1931. Proclamation of the II Republic
 - 2.1.3. Initial, Constituent, and Provisional Stage. (April–December 1931)
- 2.2. The Azaña Biennium (Until Summer 1933)
 - 2.2.1. First Biennium. (December 1931 – Summer 1933)
 - 2.2.2. Manuel Azaña: A Profile
 - 2.2.3. Casas Viejas: A History of an Error
- 2.3. Education Policy
 - 2.3.1. Education Policy
 - 2.3.2. Women During the Second Republic
- 2.4. The Radical-CEDA Biennium
 - 2.4.1. Second Biennium. (November 1933 – February 1936)
 - 2.4.2. Public Order Issues in the Republic. States of Emergency
- 2.5. The Popular Front
 - 2.5.1. Overview of Popular Front
 - 2.5.2. Causes of the Spanish Civil War
- 2.6. Culture of the Period
 - 2.6.1. Culture During the II Republic
 - 2.6.2. Texts from the Spanish Civil War
- 2.7. The Civil War
 - 2.7.1. Military Developments
 - 2.7.2. The Two Factions: Power Structures and Political Evolution
 - 2.7.3. The Two Factions: Economy and Society
- 2.8. Methodological Applications
 - 2.8.1. Methodological Proposals
 - 2.8.2. Nine Perspectives on the Civil War Through Film (Spanish Civil War IV)
 - 2.8.3. And the Tenth: The Devil's Backbone
 - 2.8.4. History Correspondents. Students as Creators of Educational Material



- 2.9. Commentary on Primary Sources
 - 2.9.1. Source-Based Work
 - 2.9.2. Documents
- 2.10. Commentary on Secondary Sources
 - 2.10.1. Commentary on Secondary Sources
 - 2.10.2. Documents

Module 3. The Franco Regime

- 3.1. Theoretical Aspects
 - 3.1.1. Aftermath and Legacy of the War: Repression
 - 3.1.2. Brief Notes on the International Context
 - 3.1.3. Public Order Under Francoism
 - 3.1.4. The Social Question
- 3.2. Ideological and Social Foundations of the Regime
 - 3.2.1. Ideological Foundations
 - 3.2.2. Social Foundations
- 3.3. Political Foundations
 - 3.3.1. Political Foundations
 - 3.3.2. Legislation
- 3.4. Major Phases
 - 3.4.1. Autarky and Economic Stagnation
 - 3.4.2. Banking Sector and Monetary Policy
 - 3.4.3. Influence of the International Context in the 1940s
- 3.5. Stabilization and Economic Growth
 - 3.5.1. Stabilization
 - 3.5.2. Political and Ideological Implications
 - 3.5.3. Migrations and the Evolution of the Social Structure from the 1960s

- 3.6. The Crisis of the Regime. Late Francoism
 - 3.6.1. The Crisis
 - 3.6.2. Propaganda and Repression
 - 3.6.3. The Significance of Exile
- 3.7. Methodological Applications
 - 3.7.1. Methodological Proposals
 - 3.7.2. Cultural Activity
 - 3.7.3. Pan's Labyrinth
- 3.8. Commentary on Primary Sources
 - 3.8.1. Source-Based Work
 - 3.8.2. Documents
- 3.9. Commentary on Secondary Sources
 - 3.9.1. Documents



*A comprehensive training that
will allow you to advance in
your career”*

05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

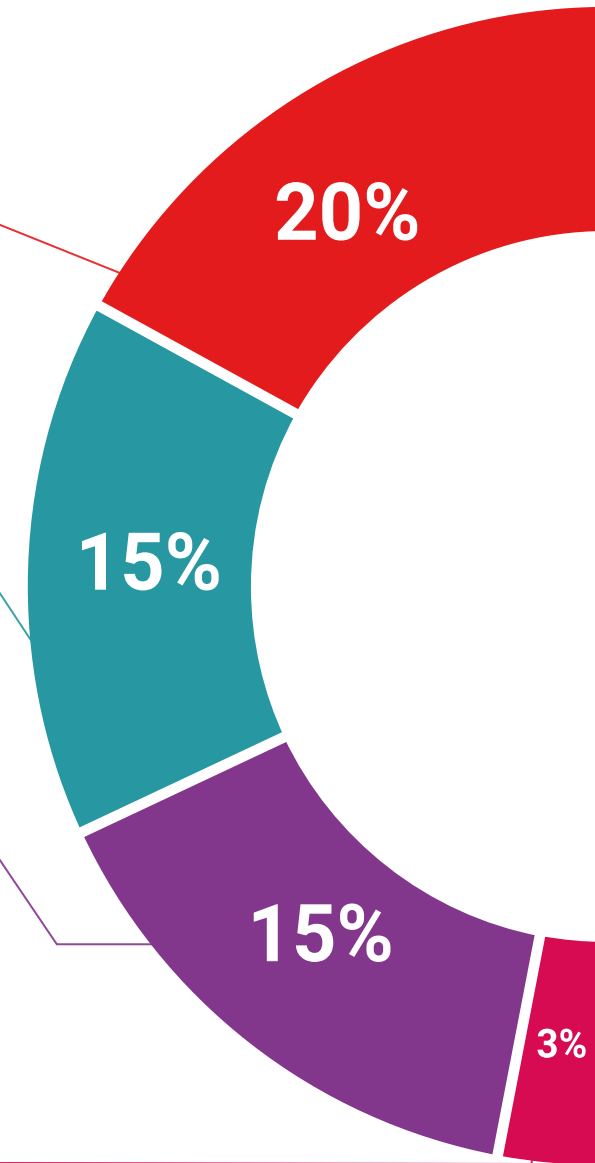
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

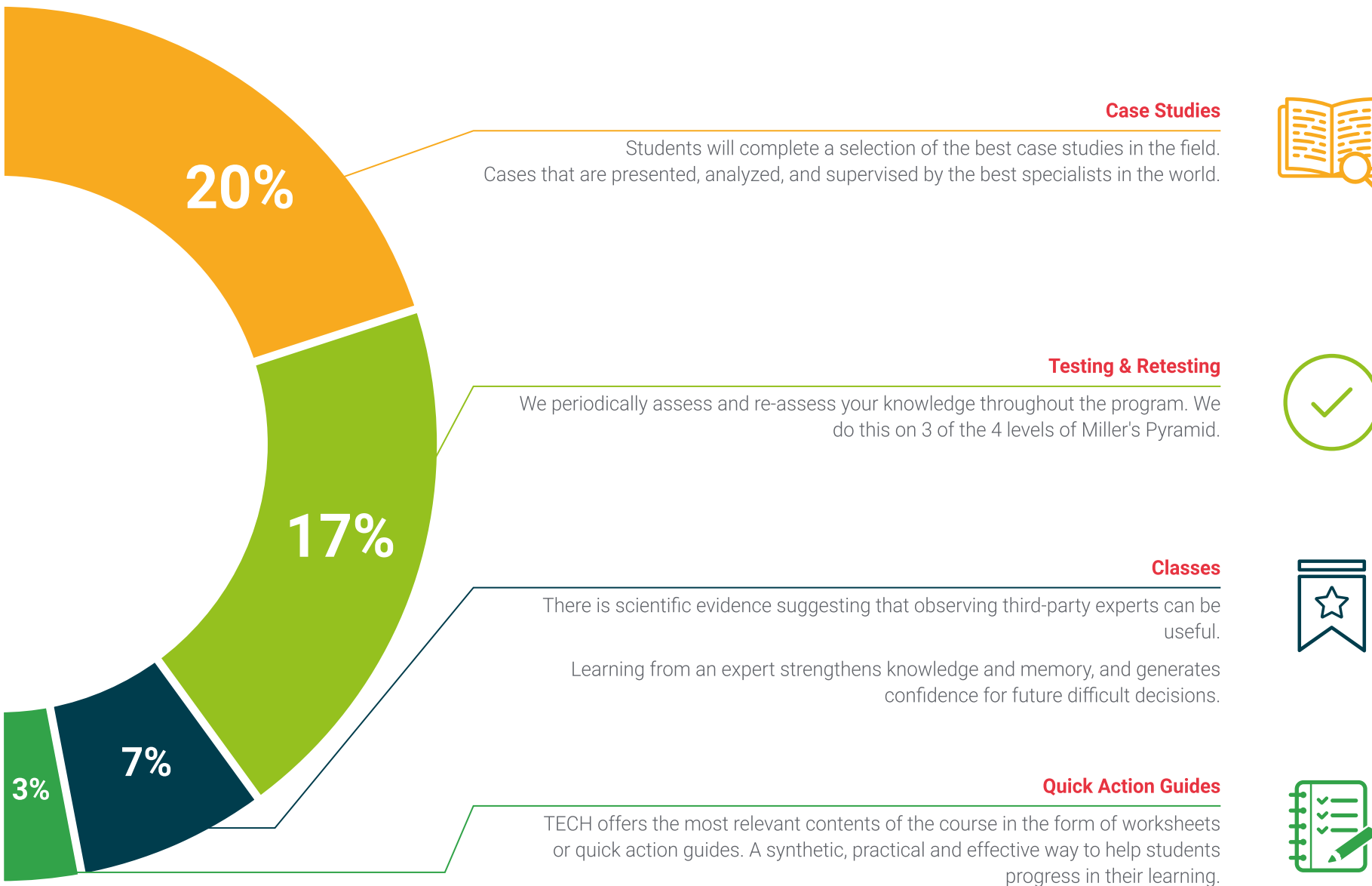
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





06

Certificate

The Postgraduate Diploma in Teaching the Spanish Civil War and Francoism guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.



“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Teaching the Spanish Civil War and Francoism** endorsed by TECH Global University, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Teaching the Spanish Civil War and Francoism**

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