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| **Course:** Memoria e Historia de la Guerra Civil Española | **Unit 3:** El Debate de la Memoria | **Semester:** Fall 2014 |
| **Lesson 4:**Baltazar Garzón | **Instructor:** Luis Cortes |
| **Lesson Objectives:** |
| Throughout the lesson students will be able to:* Read an informational article from the website: “Verdad vs Impunidad”
* Summarize the chronology of the Garzón’s case, by answering questions and participating in a discussion.
* Ask and answer simple and open-ended questions through the different lesson discussions.
* Reflect on the reading by answering some questions and share them in a small group activity.
* Engage in collaboration activities by participating and showing respect for other students’ ideas and opinions.
* Comment, give suggestions or ask questions to other students as they participate in the lessons’ activities.
* Use the collaboration tool “google docs”to complete a table about the investigation of Garzón.
* Reflect on a citation and post their thoughts/opinion about it, by using the class’ blog.
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| **Lesson Outcomes:** |
| Upon the completion of the different activities:* Students must be able to recall the contributing factors for which Garzón decided to declare himself competent to investigate the fracoism crimes.
* Students will interpret the reasons of the accusations that were subjected against Garzon and will explain the reasons of why the actions from Garzon were considered unconstitutional.
* Students are expected to judge the actions from both: Garzon and the plaintiff, and must be able to explain how the suspension of the judge affects the victims and the progress of the victim’s recognition and recovery of the historical memory.
* Students are expected to conduct a small research about the life of Garzón and share their investigation by using a collaboration tool.
* Students will analyze and criticize a citation from Garzon by using the websites’blog.
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| **Materials:**  | **Resources:** |
| 1. Research shared document (Google Docs)
2. Timer
3. Index cards with the research topics about Garzon
4. Bowl
 | 1. Websites:
* (Memoria e Historia de la Guerra Civil de España (<http://historicalmemory-spain.weebly.com/>)
* Un Juez Ante la Justicia ( <http://www.elpais.com/especial/caso-garzon/>)
1. Videos Clips:
	* Escuchando al Juez Garzón ( <https://www.youtube.com/watch?v=HRKI57yuVj8>)
2. Articles:
	* “La Causa contra Garzón por la investigación de los crímenes del franquismo”.

( <http://elpais.com/elpais/2010/04/21/actualidad/1271837845_850215.html>)1. Books:
* Memoria Histórica de la Guerra Civil Española (Paloma Aguilar Fernández)
* Disremembering the Dictatorship (Juan Ramón Resina)
* Ghosts of Spain (Guiles Tremlett)
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| **Activities:** |
| 1. Students read individually the introductory text “Verdad vs Impunidad”
2. Students study the case of Garzón by using a chronology of the case:
3. Students participate of whole group discussion related to the previous readings. The guided questions used for the discussion are the following:
	1. What were the contributing factors that Garzón used to determine lawsuit against Franco and other 34 fracoism leaders? What were the reasons for Garzón to think that such crimes were not protected by the amnesty law approved in 1977?
	2. What were the causes for the public prosecutor, Javier Zaragoza, to say that the accusations that came from the judge were unconstitutional? What other organizations also file a complaint?
	3. What were the imputations against Garzón? What was the principal complain from Garzón's defense, after the imputations were made?
	4. What were the results of the trail after Varela ordered the opening of a court action against Garzón?
	5. What do you think this means to the victims and how this resolution affects the progress of the efforts to recover the civil war historical memory?
4. Students conduct a small research collaboration project. For this investigation, students
	1. Forms group of 3-4 people (No more than 6 groups)
	2. Students take an index card from to bowl, which randomly reveal the topic that they are doing the research on.
	3. Students use the website “Un Juez Ante la Juticia” as a resource to find information about their topic. Students may use other source of information as they think is necessary.
	4. After collecting all the information, students have a discussion about what they have investigated and make connections to the readings from the lesson.
	5. Students use the collaboration tool, “Google Docs” to synthesize their research by sharing five important points of their investigation in a shared document.
	6. Once all groups have shared, the instructor will call groups to have a short presentation about their investigation.
5. By using the website’s blog, students analyze a citation from the judge Garzon and comment their thoughts and/or opinion about it. Students also comment on another student response. The citation is as fallows:
	1. “Una sociedad se fortalece a sí misma reconociendo lo que aconteció en un momento dramático de su historia, así como los hechos que propiciaron su ruptura y la sumisión a la voluntad del dictador. Y, en este sentido, no son el silencio y el olvido, ni la impunidad surgida de esa impúdica unión, los que deben prevalecer en la memoria de un pueblo, sino las decisiones que hicieron posible, la verdad, la justicia y la reparación de quienes sufrieron la represión y el dolor por parte de quienes tenían la obligación de protegerles y no lo hicieron” (Baltazar Garzón, 2012).
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| **Extended Activities/Assignments** |
| Suggested Videos* Instructor gives other videos related to the topic:
	+ Escuchando al Juez Garzón (interview)
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