CIEE Global Institute - Madrid

Course name: Spanish Civil War in Memory and History
Course number: INRE 3101 MASP (ENG)
Programs offering course: Open Campus
Open Campus Track: International Relations and Political Science Track
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2019

Course Description

This course examines the origins of the Spanish Civil and the primary political, diplomatic, socio-economic and cultural developments of the conflict. While this course will recognize the importance of foreign intervention (and non-intervention), it will analyze the competing historical visions of ‘Spain,’ and its impact on collective memory. The course rejects simplistic explanations of an inevitable clash between the ‘Two Spains’, and considers how the Spanish civil war shaped personal identities, popular understandings of the past, regional identities, and the debates on nationalism.

Learning Objectives

A student who completes this course properly should be able to:
- Have a general understanding of Spanish History.
- Get to know the sociopolitical processes that led to the conflict and the consequences that it brought.
- Understand the impact of the Spanish Civil War in Spain and how today political map is and national identities are strongly influenced by the conflict.
- Reflect on the importance of historical memory, the policies derived from it and its presence in today’s political decisions.
- Understand current political, social and economic issues in Spain as well as the current political system of the Spanish State.
- Approach to the complexities of disciplines such as History and Political Science.
- Understand the commonalities and differences of the EU and other political systems and international organizations.
- Approach to political figures, political ideas and national customs with an open mind.
- Gain a deep knowledge of the policy-making at the European level and to understand the processes of coordinating diverse national interests in an international setting.
- Get a greater appreciation of the world’s growing interconnectedness.

Course Prerequisites

None but have a strong interest in the subject matter

Methods of Instruction

The course will consist in weekly lectures with strong emphasis in visual aid, such as photographs, films and documentaries. The instructor will question the class with key topics to open discussion on important themes that students should prepare beforehand. Press articles will also be presented in class as an analytical tool. Some of the sessions will also offer site visits or walking tours to relevant places related to the content of the course.

Assessment and Final Grade

Midterm exam 20%
Final exam. 20%
Assignments (4): 20%
Final Research Project 20%
Participation 20%

TOTAL: 100%

Course Requirements

Final guidelines will be explained in class and before every assignment or exam is requested. Generally speaking, students will need to proof a deep knowledge on the subject, explaining it in detail and providing good arguments and appropriate sources to support it. All assignments should show clarity of concepts and proof of reading for required texts. The student should show an evolution throughout the course.

The midterm exam will be on the readings. The purpose is to check if the students have read the required texts. It will entail some short essay-questions that have been discussed in class and in the readings.

The final exam will consist on two essay questions to respond chosen among five selected topics. Students should show their knowledge on the course content. will be based around the student’s command of the complete course content. Answers should be well structured, detailed, mature, deep and offer facts as well as arguments pro and against the discussed topics.

A final research project should be submitted at the end of the course. The topic needs to be agreed and discussed with the professor in the second week. It can be done in different formats: presentation, paper, video, etc… Further instructions about the Special project outline, deadlines, development and calendar for presentations will be provided in a separate document.
There will be **four assignments**. Each assignment will be graded 5%. They can consist on different type of assignment: from a survey among Spanish people about a related topic to a written reflection about a reading, an article or a film. Ideas should be well organized, submission should be well structured ans show previous research and preparation

**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Classes will normally start with news about Spain today. As it is essential to have up to date information, the syllabus, reader and classes will be adapted to the circumstances of current issues. Newspapers articles can be distributed to update the reader and to create a better understanding of all topics. Guest speakers can be invited to talk on some specific topics.

The professor strongly encourages the students to participate in the optional activities as they provide a great added value to the experience abroad and the class discussions.

Students are expected to submit work on time. No work handed in late without prior consultation with the instructor will be accepted and grade points may be deducted.
Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

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<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
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<tr>
<td>Participation</td>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
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<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; <strong>written warning</strong></td>
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<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td><strong>Automatic course failure</strong>, and possible expulsion</td>
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**Weekly Schedule**

**Week 1  Introduction to 20th century Spain**

**Class 1:1**

This introductory session will explain the broad objectives of the course, evaluation procedures, etc. as well as it will introduce the topic to be studied in the course. An approach to the social, economic and political situation in Spain in the years before the outburst of the Civil War will be the focus of the session.

**Readings:**


Class 1:2 Walking Tour: Madrid’s Gran Via

Week 2 The Spanish Civil War
During his week we will study the stages of the conflict, the evolution of the two sides as the war also evolved, the main turning points, the international attitudes towards it (foreign intervention and non-intervention), the victims, etc. A documentary about the conflict would be screened in class.

Class 2.1 The military coup and the start of the war

Class 2.2 The end of the war and its outcomes.

Readings:
Historical documents: Alfonso XIII Message of Renunciation (1931); The 1931 Constitution; Falange Española Fundamental Principles.
Week 3

The consequences of the war: Franco’s dictatorship.
The triumph of Franco started a long period of dictatorship where National Catholic and military values were imposed. Franco was an implacable enemy of liberal, left wing ideologies, nationalism, or what he regarded as not “pure Spanish”. Therefore, his rule meant repression of regional nationalisms (notice the plural), regional culture, communism, socialist ideas, and any religion besides Catholicism... Discussion will also focus on how Spain has still not overcome the painful consequences of this manipulated strong identification of Franco’s regime with being “real Spanish” or “real Spanish patriot”.

Midterm exam.

Readings:

Historical documents: Francisco Franco, manifesto of July 18, 1936. King Juan Carlos I Inaugural address. Constitution of 1978; Speech of King Juan Carlos on the 23-F

Class 3:1
The first years of Francoism: the autarchy and isolation of the country
Assignment 1: Two-page paper answering the question “Could the Spanish Civil War being preventable?”

Class 3:2
The “desarrollismo” years and the aperture of the Regime
Class 3:3  The Spanish identity as a result of the War

Week 4  The Civil War in collective memory: the arts

Class 4:1  This session will focus on the artistic disciplines and major artists and writers who have reflected on the conflict through their works. A review of literary works (Lorca, Machado), paintings such as Picasso’s Guernica or Dali’s works and films will be the major topic for the week as a way to study the heterogeneous views of the conflict, the role of censorship and the broad artistic expression and formats derived from it as well as the impact of those works in society.

Assignment 2. Look for pieces of art, (films, paintings, architecture, etc) that reflect the Spanish Memory of the Civil War. Explain in class in what way they do so.

Readings: SANZ SABIDO, R. “Local memories: Conflict and lived experience in the Spanish Civil War” Catalan Journal of Communication & Cultural Studies, Volume 8, Number 1, 2016.

Class 4:2  Site visit: Reina Sofia Museum

Week 5  The Spanish quest for democracy

Class 5:1  The Spanish transition to democracy after Franco’s death still showed signs of the impact of the civil war. We will study the process to reach a peaceful change of regime as well as the process of decentralization of the Spanish State which resulted in debates on regionalism, nationalism and separatism that are still present in Spain.
Assignment 3. Popular understanding of the past. Interview Spanish people about the Spanish Transition to Democracy: What it meant for them? Are they stick to the past or are they affected by the present when speaking about the past? Are they giving you a distorted version considering what they know now? Are they influenced by the present? Write a two-paper paper about the importance of the memory of the past.

Readings:

Class 5:2 Site visit: The Royal Palace

**Week 6**

**Conclusion and review**

Class 6:1 Review for the final exam studying the evolution of Spanish ideologies. The class will debate about Spain today and if democracy has been disappointing or a thrilling after forty years of its implementation. A comparison with the US Civil War will lead to a debate on similarities and differences on memory and History revision. Ley de Memoria Histórica.

Hand final research in

Class 6:2 Final exam
Assignment 4. Choose a major ideology that has been (or is) important in Spain and discuss in two pages its evolution, the reasons behind its ascension and disappearance, why is still important, its position towards the Civil War and the memory of it, etc.

Readings


BALFOUR, S. (Ed.) The politics of Contemporary Spain, Abingdon, Oxon, Routledge, 2005.


SANZ SABIDO, R. “Local memories: Conflict and lived experience in the Spanish Civil War” *Catalan Journal of Communication & Cultural Studies*, Volume 8, Number 1, 2016.