

MLA 675E-J1

The Spanish Civil War: History and Memory (Remote Delivery)

Instructor: Richard Sperber, Associate Professor, Dept. of Modern Languages

Office hours: Monday, Tuesday, Wednesday, Thursday 12-1 p.m. or by appointment

Zoom protocol

- Turn on the camera. Your camera needs to be turned on for the entire duration of each class (with the exception of a break in the middle of class).
- Put your microphone on mute when you are not speaking. You will find yourself placed on mute automatically at the beginning of class.
- Find a quiet spot to attend this online class. You may need to lock the door or put a “keep out” sign up to avoid disruptions from family or roommates.
- Sit at a desk.
- Do not eat during class.
- Do not use your phone during class.
- No background noise. Turn off any noise or sounds in your room.
- Dress for success. We all participate better when we are presentable.
- Join the online class early. Opening the Zoom link a few minutes early is a comfortable way to ease into the class atmosphere. It also gives you a chance to trouble-shoot any technical issues.

Course description

“The Spanish Civil War: History and Memory” explores historical, political, social, and ethical dimensions of the Spanish Civil War (1936-39). Aside from informing about basic facts of this conflict, primary and secondary sources also serve to shed light on different personal stories of participants and observers. We will also study the international context since this conflict shaped important events in twentieth-century history, including World War II.

Required texts

Cercas, Javier. *The Impostor*. Vintage, 2019.

Graham, Helen. *The Spanish Civil War: A Very Short Introduction*. Oxford UP, 2005.

Salvayre, Lydie. *Cry, Mother Spain*. Trans. Ben Faccini. Maclehorse Press, 2016.

Student learning outcomes

- Correctly describe information in primary and secondary sources
- Analyze sources with information learned throughout this J-Term
- Explain events and actors in the correct historical context
- Discuss historical, political, social, and ethical issues of the Spanish Civil War

Evaluation

Homework 30%

Exams 30%

Participation 20%

Presentation 10%

Quizzes 10%

Homework

Posted on Schoology, homework assignments mainly draw on the readings. Read the assigned texts more than once in order to answer homework questions correctly, completely, and concisely. All assignments need to be answered in complete sentences. Upload your answers on Schoology by 9 a.m. of the next class period. Homework ties into participation because details of the assigned readings will be discussed in next class period.

Exams

Exams test your knowledge of information from the readings, PowerPoint presentations, lectures, class discussions, and presentations. Always take notes during class. Exams include an individual oral exam with the instructor at the end of J-Term.

Participation

This is not a lecture class consisting of an instructor’s monologue. The learning outcomes of this course can only be attained through active learning on your part.

Participation includes attendance and active work in each class period. Class starts at 9 a.m. sharp. Late and/or absences lower your participation grade. Keep in mind that a three-hour class period equals a whole week of meetings in spring or fall semester.

Active work includes good preparation for each class period, asking and answering questions, contributing to partner and group work, and sharing your responses in writing activities. Some criteria for the participation grade:

High participation grade	Low participation grade
Well-prepared after reading the assignments more than once and being able to answer specific questions in class.	Unprepared because of an incomplete or inaccurate understanding of the reading assignments.
Frequently asking questions and frequently volunteering to answer them.	Rarely asking questions and rarely volunteering to answer them.
Taking an active role in partner and group work.	Quiet or passive in partner and group work.
Opening the Zoom link on time and always keeping the camera on (with the exception of a break in the middle of class). Following the other parts of the Zoom protocol.	Late and/or absent. Camera sometimes or frequently turned off for technical or other reasons. Ignoring parts of the Zoom protocol.
Taking notes in class and using them to connect and synthesize information. Reviewing the PowerPoint presentations and notes in order to understand the interrelated events of the Spanish Civil War.	Rarely taking notes and unable to contribute to discussions that connect and synthesize information.

Presentations

Choose a topic early in the semester and present on the day assigned (see “Tentative course schedule” below). Find your topic on “Presentation topics” (Schoolology) and read the text, or listen to the podcast, several times in order to convey the author’s arguments and supporting evidence in a comprehensive, correct, and detailed fashion.

Upload a single-spaced half-page summary (Times New Roman, size 12) of the topic, arguments and supporting evidence on Schoolology after instructor feedback. Upload the summary one day after your presentation. Your knowledge of these summaries may be tested in quizzes and exams.

Quizzes

Announced and unannounced quizzes test a particular area, such as information from readings, PowerPoint presentations, lectures, class discussions, or presentations.

Tentative Course Schedule

This schedule does not list exams, quizzes, or the titles of documentaries and movies shown in class.

Day and Focus	<i>The Spanish Civil War: A Very Short Introduction</i>	<i>Cry, Mother Spain</i>	<i>The Impostor</i>
1/6 Introduction: Primary sources Spain in the 1930s Europe in the 1930s			
1/7 Origins Ideologies	Chapter 1 (1-19) (= Read chapter 1 for Friday, January 7.)	11-27 (= Read 11-27 for Friday, January 7.)	
1/10 Beginning of the War	Chapter 2 (21-36)	27-59	
1/11 Republicans Internationalization Battles	Chapter 3 (37-51)	59-79	
1/12 Presentations <ul style="list-style-type: none"> • Army of Africa • Moroccans in the Spanish Civil War • Spanish workers’ movement • Workers’ rebellion in the Second Republic 		59-130 Presenters on Jan. 12 will read the pages but don’t have to submit answers on Schoolology.	

<ul style="list-style-type: none"> • The Falange, Spain's fascist party • Nationalist violence • Battle of Madrid • Battle of Guernica • American volunteers 1 • American volunteers 2 			
<p>1/13 Nationalists Internationalization Battles</p>	<p>Chapter 4 (68-86)</p>	<p>133-52</p>	
<p>1/14 Exam</p>	<p>Chapter 5 (87-114)</p>		
<p>1/17 Presentations</p> <ul style="list-style-type: none"> • The War's losers in exile and refugee camps • Battlefield experiences of American volunteers • The War's losers in a Nazi concentration camp • Food supply and scarcity during and after the Civil War • Children in the Civil War • How foreign writers saw the Civil War • Francoist Spain 		<p>152-205</p>	

<ul style="list-style-type: none"> • Francoist Spain and Nazi Germany • Rural Spain in the Franco dictatorship • Remembering the Spanish Civil War • Unburied victims: unidentified mass graves of Civil War dead • Locating the grave of one of the most famous victims of the War <p>Additionally, we will use the occasion of Martin Luther King Day to discuss relations between the Spanish Civil War and African-American culture, and between the Spanish Civil War and social justice.</p>			
1/18 Spain in World War II	Chapter 6 (115-37)	210-232	
1/19 Discussing <i>The Impostor</i>			3-50
1/20 Discussing <i>The Impostor</i>			51-121
1/21 Discussing <i>The Impostor</i>			122-86
1/24 Discussing <i>The Impostor</i>			187-230
1/25			231-78

Discussing <i>The Impostor</i>			
1/26 Discussing <i>The Impostor</i>			279-317
1/27 Discussing <i>The Impostor</i>			321-60
1/28 Exam			

Access

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Well-being

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details—including info about appointments—can be found at carthage.edu/health-counseling.