



SUFFOLK
UNIVERSITY
MADRID CAMPUS

HST 278 M1 - THE SPANISH CIVIL WAR (1936-1939) AND SPAIN TODAY

Instructor Information:

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Course Information:

Catalog Description: the end of the monarchy and the Second Spanish Republic; causes of the Spanish Civil War; Hitler, Mussolini, Stalin and the War; the International Brigades and the Abraham Lincoln Brigade; battles of the Civil War; Francoism; democracy and the pact of silence; Spain's memory wars.

Instructor's Additional Course Description: The course is an in-depth analysis of the Spanish Civil War (1936-1939) and its aftermath. It provides an overview of the war's causes, course, consequences and relevance in 21st Century Spain. Topics to be covered include the causes of the Spanish Civil War; the Primo de Rivera Dictatorship (1923-1930); Alfonso XIII's abdication (1931) and the end of the monarchy; the Second Spanish Republic (1931-1939); the military uprising of July 18, 1936 that led to the Civil War; the international context and the role of Hitler, Mussolini and Stalin; the International Brigades including the Abraham Lincoln Brigade; the position of the US during the war and in its aftermath; the main battles of the Civil War; the politics behind the lines on both sides of the conflict; the role of propaganda and the intellectuals; women in the Civil War; the collapse of the Republic; Francoism; democracy and the pact of silence; and Spain's memory wars on how to represent Civil War atrocities and Francoist crimes.

The Spanish Civil War contains an array of primary sources and secondary materials (e.g., essays by modern historians). The course consists of a combination of lectures and in-class discussions based on the assigned readings. Documentary material will be used to supplement class discussions. An oral presentation consisting of a summary of the student's term paper is also part of the course. A Madrid in the Civil War tour including a visit to Picasso's Guernica will enable students to fully grasp the impact of the Spanish Civil War in Spain's capital city.

Prerequisites: None

Credit Hours: 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf

Student Engagement Hours:

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

| Assignment/Activity | Engagement Estimate | Engagement Hours |
|-----------------------------|---------------------------------|------------------|
| Secondary Source Readings: | 450 pages x 8 minutes per page | |
| Primary Source Readings: | 100 pages x 10 minutes per page | |
| Quiz #1 and #2 preparation: | 2 at 5 hours each | |
| Term Paper Book Reading: | 200 pages x 8 minutes per page | |
| Term Paper Preparation: | 10 hours | |
| Midterm Exam Preparation: | 12 hours | |
| Final Exam Preparation: | 12 hours | |
| Class Attendance: | 3 hours x 15 weeks | |
| TOTAL | | |

Textbook/Course:

- 1) Preston, Paul, *The Spanish Civil War: Reaction, Revolution and Revenge*. London: William Collins, 2016. (available as eBook)
- 2) Graham, Helen, *Interrogating Francoism: History and Dictatorship in Twentieth-Century Spain*. London: Bloomsbury, 2016. (available as eBook)
- 3) Cowans, Jon, *Modern Spain: A Documentary History*. Philadelphia: Lexington (PA): University of Pennsylvania, 2003. (not available as eBook)

Social and Intellectual History Goals and Objectives:

| GOALS | OBJECTIVES | ASSESSMENTS |
|---|--|--|
| 1. Students will explain the origins and significance of cultural and historical phenomena. | <ol style="list-style-type: none"> 1. Students will be able to explain the causes and effects of at least one phenomenon. 2. Students will be able to analyze the phenomenon in its cultural and historical contexts. 3. Students will be able to evaluate the significance of the phenomenon from multiple perspectives. 4. Students will be able to understand that historical developments result from the confluence of changing cultural and historical factors. | Two examinations: a midterm exam and a final |
| 2. Students will develop the ability to read primary and secondary sources critically. | <ol style="list-style-type: none"> 1. Students will be able to define and distinguish among primary and secondary sources. 2. Students will be able to comprehend and summarize the author's central ideas and themes. 3. Students will be able to identify the author's purposes and audience. 4. Students will be able to situate texts in their historical and cultural contexts. 5. Students will be able to detect and discuss the values, assumptions, and biases that inform a text. 6. Students will be able to assess the similarities and dissimilarities among related sources. | Two quizzes |

| GOALS | OBJECTIVES | ASSESSMENTS |
|--|--|-------------------------|
| 3. Students will understand how ideas evolve and how they reflect and are produced by human meaning-making (including their own thoughts and actions). | <ol style="list-style-type: none"> 1. Students will be able to identify and describe the distinguishing features of one or more schools of thought. 2. Students will be able to explain relationships among ideas, conditions, and events. 3. Students will be able to analyze how ideas illuminate or argue for the purpose or significance of human experience. | One 6-8-page term paper |
| 4. Students will understand how learning and experiences inside and outside the classroom are connected and interdependent. | | One oral report |

HST 278 Course Goals & Learning Objectives:

| Upon successful completion of this course, students should be able to know/understand: | Upon successful completion of this course, students should be able to: | How the student will be assessed on these learning objectives: ¹ |
|---|--|---|
| the major events, underlying causes and effects of the Spanish Civil War in its domestic and international dimensions. | produce a chronological survey of the Spanish Civil War. | 2 examinations, a midterm exam and a final examination |
| everyday life under Francoism. | examine in depth a selection of topics from the Spanish Civil War and Francoist Spain. | 2 quizzes |
| memory politics in contemporary Spain. | study and evaluate critical primary and secondary sources. | One 6-8-page term paper |
| the relevance of the Spanish Civil War for understanding the origins of the Second World War and 20 th Century European history | improve both written and oral skills. | One oral report |
| How to think critically regarding the degree of impartiality or bias in the portrayal of events and characters in historical sites, memorials, collections, displays and exhibitions. | | One 3-4-page critical review |

Assignments/Exams/Papers/Projects:

Students are expected to keep up with the readings on a unit by unit basis. Lectures will be conducted with the assumption that students are keeping up with their reading. They will be evaluated in the following areas:

- 1) Two non-cumulative exams—a midterm exam (20%) and a final examination (21%).² They will be based on the lectures and readings covered in class. Exams will consist of some 15 to 20 brief essay-type questions. A study sheet will be provided before each of them.

¹ Same as above.

² Knowledge of basic concepts, institutions, and characters from the first half of the course is assumed.

- 2) Two quizzes (7% each / 14% total).
- 3) One 6-8-page paper³ (20%) consisting of an analysis of a Spanish Civil War memoir or historical novel from the list of books (paper or e-book format) in Appendix I. All the texts are available from the library. General guidelines:⁴
- Papers must be double-spaced, typewritten (11/12 point Times New Roman font).
 - Quotations, citations and bibliography must follow MLA style. At each point where you are indebted to other sources for your information or ideas, you must give an exact citation in acceptable format.
 - Plagiarism: Plagiarism will not be tolerated in this course. Penalties for plagiarism will follow university guidelines. (See section on Academic Integrity Policy below.)
 - Grading criteria: fulfilment of assigned tasks, original analysis, clarity and neatness of presentation, quality of writing, organization, and originality.
 - Please note that part of the purpose of this course is to assist the student in developing his/her writing skills. While content is of primary concern, papers will be partly graded on the basis of the quality of the student's writing.
- 4) One in-class report (5-7 minutes) (4%) consisting in a summary of the student's term paper. In-class reports will be presented. Further instructions will be given.
- 5) Students are required to visit the Valle de los Caídos (Valley of the Fallen) or a temporary exhibit on the Spanish Civil War and write a 3-4-page critical review of the site/exhibit (10%). Further instructions will be provided for this assignment. The course instructor will inform students about current exhibits on the Spanish Civil War in Madrid.
- 6) Class participation (8%) and attendance (3%) are integral parts of the course (11%). Each student is expected to come prepared to class with questions and comments on the day's readings. Discussion and debate will be encouraged.

Grading/Evaluation:

Final Grades will be based on the following breakdown:

| | |
|-------------------------|-----|
| a. Midterm: | 20% |
| b. Final Exam: | 21% |
| c. Quiz #1: | 7% |
| d. Quiz #2: | 7% |
| e. Term paper: | 20% |
| f. In class report: | 4% |
| g. Critical review: | 10% |
| g. Class Participation: | 8% |
| h. Attendance: | 3% |

| Percentage | Grade | Percentage | Grade |
|------------|-------|------------|-------|
| 93-100 | A | 73-76 | C |
| 90-92 | A- | 70-72 | C- |
| 87-89 | B+ | 67-69 | D+ |
| 83-86 | B | 63-66 | D |
| 80-82 | B- | 60-62 | D- |
| 77-79 | C+ | 59 or less | F |

Late submissions for any assignment will be penalized by lowering the corresponding grade by one point (i.e. from "B" to "B-") for each day the assignment is late.

³ The cover page and bibliography do not count.

⁴ Specific guidelines and a list of topics are provided in Appendix II.

Course Policies:

This course abides by university policies. In particular, please note the following:

Proper behavior is expected of all students. No food or drink (except water) is allowed in class. Cell phones must be turned off at the beginning of the class. No cell phone use (texting or otherwise) will be allowed in class. Tablets and notebooks will be allowed for note taking purposes only. No cell phones will be allowed during examinations. Points will be taken off for students talking during class lectures or while others are speaking, completing homework for other courses or making use of their cell phones or other devices for purposes unrelated to class activities. Arriving late or leaving the classroom and then returning to it disturbs the normal functioning of classes and is disrespectful for both the instructor and classmates. As a general rule, students are not allowed to leave the classroom and return except in case of emergency. Points will be taken off in all instances.⁵

If talking during class lectures, leaving the classroom and then returning to it, and/or lateness become a habit, the professor will talk to the student and give him/her a warning. If this behavior continues, the student will be asked to leave the classroom and it will count as an unexcused absence.

No assignments submitted by e-mail will be accepted.

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Participation differs from attendance in that it involves active engagement in class discussion and requires study and preparation.

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

⁵ Points will be taken off from the 11% awarded for participation and attendance.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 “Academic Policies and Services”. Section 5, “Living in Madrid”, contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on presentations, quizzes and the midterm exam.. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Misconduct:

www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

Academic Grievances Policy:

www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics

Course Schedule:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

| Week | General Topic | Reading Assignment/Other Assignment |
|-------------|--|---|
| 1/ | Introduction to the Course | |
| 2/ | Spain before 1931 – the Primo de Rivera Dictatorship | Preston, 1-37; Cowans, 54-56, 62-64, 80-83, 90-94, 97-98, 103-08, 126-34 |
| | The Second Republic | Preston, 38-65; Cowans, 133-58, 165-70 |
| 3/ | The Popular Front | Preston, 66-101; Cowans, 175-76 |
| | From <i>Coup D'État</i> to Civil War | Preston, 102-34; Cowans, 177-78, 183-84 |
| 4/ | Mussolini, Hitler and the Nationals | Preston, 135-162; Cowans, 185-197 |
| | The Soviet Union and the Spanish Republic – The International Brigades – The Lincoln Brigade QUIZ #1 | Preston, 145-51 Documentary viewing – The Good Fight: The Abraham Lincoln Brigade in the Spanish Civil War (1984) |
| 5/ | The Battle for Madrid – Battles of Jarama & Guadalajara | Preston, 163-98 |
| | Madrid in the Civil War – Picasso's Guernica (Queen Sofia Museum) | |
| 6/ | The War in the North | Preston, 266-77 Documentary viewing – Bombing of Guernica (Alberto Rojo, 2007) |
| | Politics behind the Lines (1): White Terror in the Nationalist Zone | Preston, 199-228; Cowans, 198-202 |
| 7/ | Politics behind the Lines (2): Red Terror in the Republican Zone – Civil War within the Civil War | Preston, 229-265; Cowans, 180-82 |
| | MIDTERM EXAMINATION | |
| 8/ | Propaganda War and the Intellectuals | Beevor, A., <i>The Battle for Spain: The Spanish Civil War</i> . London, W&N, 2007. pp. 267-80 Documentary viewing – Spanish Earth (1937, pro-Republican propaganda film); Defenders of the Faith (1939, pro-Franco propaganda film by Russell Palmer) |
| | Women in the Spanish Civil War | Martín Moruno, Dolores, "Becoming Visible and Real: Images of Republican Women during the Spanish Civil War," <i>Visual Culture & Gender</i> , Vol. 5, 2010, pp. 3-15 |
| 9/ | The Battles of Belchite & Teruel – the Aragon Offensive - The Battle of the Ebro & the Fall of Catalonia | Preston, 275-96 |
| 10/ | The Collapse of the Republic – Franco's Peace | Preston, 296-327 |
| | Franco's Spain (1): The Regime and the Catholic Church QUIZ #2 | Graham, 27-43 |
| 11/ | Franco's Spain (2): Anti-Semitic propaganda and the "Jewish-Masonic-Bolshevik" Conspiracy | Graham, 99-109 |

| Week | General Topic | Reading Assignment/Other Assignment |
|------|---|--|
| | Franco's Spain (3): The Impact of Nazism and Fascism in Franco's Domestic Policies CRITICAL REVIEW DUE | Graham, 139-54; Cowans, 209-10, 215-17 |
| 12/ | Everyday life in Franco's Spain | Graham, 159-73; Cowans, 218-21 |
| | The Cold War and Franco: The Role of the US | Cowans, 222-33, 236-37 |
| 13/ | "Memory Wars" & Historical Memory | Graham, 203-19, Cowans, 262-71, 286 |
| | Oral presentations TERM PAPER DUE | |
| 14/ | Review | |
| 15/ | FINAL EXAM | |

APPENDIX I – READING LIST

- Bessie, Alvah C., *Men in Battle: A Story of Americans in Spain*. Chandler & Sharp. 1975.
- Boling, Dave, *Guernica*. Picador, 2009.
- Cercas, Javier, *Soldiers of Salamis*. Bloomsbury Publishing. 2004.
- Doyle, Bob & H. Owens, *Brigadista: An Irishman's Fight Against Fascism*. Currach Press, 2006.
- Fisher, Harry, *Comrades: Tales of a Brigadista in the Spanish Civil War*. University of Nebraska, 1998.
- Gibson, Ian, *The Assassination of Federico Garcia Lorca*. Penguin Books, 1983.
- Gordon, Mary, *There Your Heart Lies*. Pantheon, 2017
- Hemingway, Ernest, *For Whom the Bell Tolls*. Arrow, 1994.
- Herrick, William, *Hermanos*. Permanent Pr Pub Co, Reprint, 2018.
- Koestler, Arthur, *Dialogue with Death: The Journal of a Prisoner of the Fascists in the Spanish Civil War*. University of Chicago, 2011.
- Lee, Laurie, *A Moment of War: A Memory of the Spanish Civil War*. The New Press, 1994.
- Liversedge, Ronald, *Mac-Pap: Memoir of a Canadian in the Spanish Civil War*. New Star Books, 2013.
- Matute, Ana María, *School of the Sun*. Quartet Books. 1991.
- Neugass, James, *Live Is Beautiful: An American Ambulance Driver in the Spanish Civil War*. The New Press, 2008.
- Olaizola, José Luis, *General Escobar's War: A Novel of the Spanish Civil War*. Ignatius, 2016.
- Orwell, George, *Homage to Catalonia*. Penguin Modern Classics, 2000.
- Rubin, Hank, *Spain's Cause Was Mine: A Memoir of an American Medic in the Spanish Civil War*. Southern Illinois University. 2000.
- Thomas, Fred A., *To Tilt at Windmills: A Memoir of the Spanish Civil War*. Michigan State University, 1996.
- Traina, Richard P., *American Diplomacy and the Spanish Civil War*. Greenwood, 1980.
- Wheeler, George M., *To Make People Smile again: A Memoir of the Spanish Civil War*. Zymurgy Publishing, 2003.

APPENDIX II – TERM PAPER GUIDELINES

Students have to choose a book from the list above and write a paper on it.⁶ Papers will have two parts:

- 1) It should contain information as follows:
 - A one-page summary dealing with the themes present in the book.
 - An assessment of the main character(s), their characteristics, and the way(s) they deal with the political crisis that surrounds them.
 - A study of the historical setting, the events referred to, and the relation of the book to the course subject matter. This is the most important part in this first bloc of tasks. The class instructor will

⁶ Upon consultation with the course instructor, students may select a book not included on the list.

always be available to help and guide students in this endeavor.

- Your personal opinion and assessment of the book including a critical assessment of the author's purpose in writing it and of his/her degree of impartiality or bias in depicting the events and characters mentioned in the book.

2) This section, depending on the book's content, should focus on one of the topics below:⁷

- Ideological motivations for taking part in the Spanish Civil War.
- The issue of survival as it appears in the text.
- War tactics.
- Infighting

⁷ Additional topics might be included upon consultation with the class instructor.