

**University System of Georgia
European Council Summer Study Abroad Program in Madrid
2016**

Fascists, Communists, and Anarchists: The Spanish Civil War (HIST 4XXX)

Dr. Charles Lipp, University of West Georgia

e-mail: clipp@westga.edu

Course Description:

Some say World War II's first battles were fought in Spain where a military uprising led by Francisco Franco in 1936 resulted in a bloody civil war that also became an ideological conflict between fascism, communism, and anarchism. The Spanish Civil War (1936-1939) involved a huge cast of characters from around the world, including dictators such as Hitler, Mussolini, and Stalin, the painter Pablo Picasso, and writers like Ernest Hemingway and George Orwell. The events in Spain shaped the rest of the 20th century, helping set the stage for World War II and the subsequent Cold War between the United States and the Soviet Union. This class explores that pivotal Spanish conflict through lectures, readings, art, film, and visits to some of the places in and around Madrid where history was made.

Learning Outcomes:

Students who apply themselves this study abroad semester and complete successfully all assignments will demonstrate the following:

- An in-depth understanding of the Spanish Civil War, both in domestic and international context.
- An understanding of how multi-variable processes have functioned in the past, through studying the complex relationship between the war's political, social, economic, and ideological factors, among others.
- Increased skills at critically reading, viewing and analyzing primary sources.
- Improved abilities in processing and analyzing information both from historical sources and relevant historical sites.
- Improved skills at crafting written arguments based on information from historical sources, both written, visual, and physical in nature.

Required Materials:

• Required Books

Helen Graham, *A Very Short Introduction to the Spanish Civil War* (Oxford, 2005); ISBN 978-0192803771.

Carlos Giménez, *Paracuellos: Children of the Defeated in Franco's Fascist Spain*, vol. 1 (IDW Publishing, 2016); ISBN 978-1631404689.

Note: You must purchase these books yourself in time to complete all required assignments. They are easily found on online booksellers like Amazon.com.

• Required PDF Readings (in order assigned in the Course Outline below):

To be read prior to departure:

R.H. Haigh, D.S. Morris, A.R. Peters, eds., *The Guardian Book of the Spanish Civil War* (Wildwood House, 1987).

Week 1:

Reading 1: Jay Allen, "Blood Flows in Badajoz," originally printed in *The Chicago Tribune*, August 30, 1936; reprinted in Marcel Acier, ed., *From Spanish Trenches: Recent Letters from Spain* (London: The Cresset Press, 1937), 3-8.

Reading 2: Pilar Fidalgo, *A Young Mother in Franco's Prisons* (United Editorial Ltd., 1939).

Week 2:

Reading 3: Louis Delaprée, "Bombs Over Madrid," *The ALBA Volunteer*, November 2010; originally published November 25, 1936.

Reading 4: Ronald Fraser, *Blood of Spain: An Oral History of the Spanish Civil War* (New York: Pantheon Books, 1979), 255-271. The Siege of Madrid.

Reading 5: Ernest Hemingway, "Ernest Hemingway's Dispatches from Spain," *The New York Times*, July 4, 1999.

Reading 6: Martha Gellhorn, "City at War," *Collier's Magazine*, April 2, 1938, 18-19; 59-60.

Week 3:

Reading 7: William Carney, Three Articles from the NYT, 1936 (“No Democratic Government in Spain,” “Russia’s Part in Spain’s Civil War,” “Murder and Anti-Religion in Spain”).

Reading 8: *Joint Letter of the Spanish Bishops to the Bishops of the Whole World: The War in Spain* (New York: The America Press, 1937).

Reading 9: *Spain: The Spanish War in Pictures – Latest Photos of Spain’s Fight for Democracy* (New York: United Youth Committee to Aid Spanish Democracy and the North American Committee to Aid Spanish Democracy, 1936).

Reading 10: Ronald Fraser, *Blood of Spain: An Oral History of the Spanish Civil War* (New York: Pantheon Books, 1979), 136-154; 372-386. Social Revolution in Barcelona and the May Days of 1937.

Week 4:

Reading 11: Martha Gellhorn, “Men Without Medals,” *Collier’s Magazine*, January 15, 1938, 9-10, 49.

Reading 12: Letter, James Lardner to Mother, May 3, 1938.

Reading 13: “Spanish Civil War Letters from American Volunteers,” reprinted from Cary Nelson and Jefferson Hendricks, eds., *Madrid 1937: Letters of the Abraham Lincoln Brigade from the Spanish Civil War* (New York: Routledge, 1996).

Reading 14: *The Volunteer for Liberty: Organ of the International Brigades*, vol. 1, reprint ed. (New York: Veterans of the Abraham Lincoln Brigade, 1949). Contains vol. 1, nos. 1-7.

Reading 15: Langston Hughes, “Addressed to Alabama,” three poems printed in *The Daily Worker*, January 23, 1938.

• Required YouTube Movie:

The Spanish Earth (dir. Joris Ivens, original narration by Orson Welles; 1937)

- <https://www.youtube.com/watch?v=nX0RseyGo7g>
- For full cast & crew and other details: www.imdb.com/title/tt0029594/

Grading and Policies:

Your final course grade will be factored as follows:

• Critical Background Assignment	10%
• Critical Source Comparison Essay	15%
• Critical Film Analysis Essay	10%
• Critical Journal Analyses	30%
• Final In-Class Essay Assignment	15%
• Participation	20%

• *Written Assignments (Responses, Reactions, and Exams):*

Further information regarding written assignments will be provided separately.

All written assignments are designed to test your abilities at moving beyond summarizing lectures and readings to analyzing class materials and offering original interpretations using information from lectures and readings.

All written assignments will be either due or held at the beginning of class on the date indicated in the Course Outline below unless otherwise indicated—do not be late as there are no make-ups for scheduled assignments or exams.

→ Because of the compressed nature of this Summer Study Abroad Program, I will not accept late assignments, unless you have been hospitalized. Failure to submit an assignment will result in 0 (zero) points being calculated for that component of your grade.

• *Grading Criteria*

Assignment and final grades reflect your mastery of assigned materials, specifically lectures and readings.

In general, “A” grades (90-100) reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades (80-89.9) indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades (70-79.9) indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class. Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades (60-69.9) reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades (59 and below) reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

• *Plagiarism*

The written assignments in this course are designed to test your ability to use and analyze class materials, including readings, lectures, and field experiences. Outside materials, including the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside will not be factored into your grade.

However, ANY ACT of plagiarism (the use of someone else’s words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. For any instance of plagiarism discovered, I will report the incident to relevant authorities and impose the same penalty: an absolute 0 points for the assignment. An absolute zero for the assignment will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Based on the severity of the incident, additional measures may be taken. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

• *Participation*

Your active participation is absolutely critical for the success of this class. Field Trips, Lectures, and In-Class Discussions are central components of this course and I fully expect you to be in a state to observe critically, take notes, ask questions—in short, to be present mentally as well as physically. Furthermore, beyond speaking during discussions, participation means being actively engaged in the process of learning at all times—inside and outside the formal classroom. Twenty percent (20%) of your final grade rests on participation—the difference between a 95 (A) and a 75 (C). In other words, stay focused and engaged.

A. *Attendance*

The USG European Council has a program-wide attendance policy. Unless they are ill with medical documentation from either a doctor, pharmacist, or hospital, students may not miss a class nor a field trip. **Being hung over does not count as being ill.** Students who are **not ill** with appropriate documentation and **miss a class or field trip will lose one letter grade from their final grade per absence.** I also expect you to be on time for each and every class session and field trip. **Three tardies will count the same as one absence.** Any problems with attendance will be reported to the Program Director.

B. *Drugs and Alcohol*

While in Madrid, you must obey all local laws. That does mean students are legally allowed to drink. However, that does mean students are allowed to be incapacitated for class or field trips. **Students who are incapacitated for class**

or field trips—that means either stoned, drunk or hung over—will lose one letter grade from their final grade per instance. In short, you must **STAY SOBER FOR CLASS**. Any perceived problems with alcohol or drugs in class or on field trips will be reported to the Program Director.

• *Etiquette and Obligations*

Inside and outside the classroom, I expect you to behave with civility and courtesy. By choosing to participate in a study abroad program, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

Inside the classroom, these contributions include making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. This ban includes laptops. Recording of lectures is similarly not permitted. It should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire session.

Outside the classroom, your contributions include being on time and remaining engaged throughout the entire field experience. There are numerous benefits to studying abroad and many exciting opportunities to experience while in Madrid, however, always remember your first priority is to your classes. You have gone abroad, ultimately, to study.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to participate actively in the process of learning.

• *Final Note*

I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will issue a revised syllabus.

Course Outline:

• *In Georgia (May 14)*

• **May 14: Mandatory Meeting In Macon (Middle Georgia State University)**

Program Orientation and Class Introductions

Assignments:

• **Read:**

- 1. Graham, *Very Short Introduction*, pp. 1-150.
- 2. Haigh, Morris, Peters, eds., *The Guardian Book of the Spanish Civil War* [PDF], read all.

• **Watch:**

- YouTube movie – *The Spanish Earth* [Mp4]

• **June 27: Assignments Due (sent electronically):**

- 1. Critical Background Assignment.
- 2. Critical Source Comparison Essay.
- 3. Critical Film Analysis Essay.

• *In Spain (July 1 – August 5)*

• **Week 1 (2 class meetings – Mon. and Thurs. ; 1 field trip – Weds.)**

Monday, July 4: Lecture: From a Troubled Monarchy to a Troubled Republic
11:45-2PM

- **Review:** Graham, *Very Short Intro*, pp. 1-19.

4PM: Mandatory Program Reunion

- **Attendance will be taken.**

Wednesday, July 6: Field Trip 1 – See list of field trips for complete details.
9AM-2PM

- **Assignment:** Analytical Field Trip Journal Response.

Thursday, July 7: Lecture: The Outbreak of Civil War (1936)
11:45-2PM

- **Review:** Graham, *Very Short Intro*; pp 21-36.

• **Read and Journal Response:**

- 1. Allen, “Blood Flows in Badajoz,” PDF.
[be ready to discuss in class]
- 2. Fidalgo, *A Young Mother in Franco’s Prisons*, PDF.
[be ready to discuss in class]

• **Journals DUE for the week:**

- **At least 3 responses (reading, class, field trip)**

• **Week 2 (2 class meetings – Mon. and Thurs.; 1 field trip – Weds.)**

Monday, July 11: Lecture: The Siege of Madrid and its Aftermath (1936-1937)
11:45-2PM

• **Read and Journal Response:**

- 3. Louis Delaprée, “Bombs Over Madrid” (1936), PDF.
[be ready to discuss in class]
- 4. Ronald Fraser, *Blood of Spain* – on siege of Madrid, PDF.
[be ready to discuss in class]

4PM: Mandatory Program Reunion

• **Attendance will be taken.**

Wednesday, July 13: Field Trip 2 – See list of field trips for complete details.
9AM-2PM

• **Assignment:** Analytical Field Trip Journal Response.

Thursday, July 14: Lecture: Lecture: War for Spain, War for the World (1936-1938)
11:45-2PM

• **Read and Journal Response:**

- 5. Ernest Hemingway, Dispatches from Spain, PDF.
[be ready to discuss in class]
- 6. Martha Gellhorn, “City at War,” *Collier’s Magazine*, April 2, 1938, 18-19; 59-60; PDF.
[be ready to discuss in class]

• **Journals DUE for the week:**

• **At least 3 responses (reading, class, field trip)**

• **Week 3 (2 class meetings – Mon. and Thurs.; 1 field trip – Weds.)**

Monday, July 18: Lecture: The Nationalists War – Crusade?
11:45-2PM

• **Review:** Graham, *Very Short Intro*; pp. 68-86.

• **Read and Journal Response:**

- 7. William Carney, Three Articles from the NYT (1936), PDF
[be ready to discuss in class]
- 8. *Joint Letter of the Spanish Bishops to the Bishops of the Whole World: The War in Spain* (New York: The America Press, 1937); PDF
[be ready to discuss in class]

4PM: Mandatory Program Reunion

• **Attendance will be taken.**

Wednesday, July 20: Field Trip 3 – See list of field trips for complete details.
9AM-2PM

- **Assignment:** Analytical Field Trip Journal Response.

Thursday, July 21: Lecture: The Republicans' War – Social Revolution?
11:45-2PM

- **Review:** Graham, *Very Short Intro* pp 37-67.
- **Read and Journal Response:**
 - 9. *Spain: The Spanish War in Pictures* (1936), PDF.
[be ready to discuss in class]
 - 10. Ronald Fraser, *Blood of Spain*, on Barcelona, PDF.
[be ready to discuss in class]
- **Journals DUE for the week.**
- **At least 3 responses (reading, class, field trip)**

• **Week 4 (3 class meetings – Mon., Thurs., FRI.; 1 field trip – Weds.)**

Monday, July 25: Lecture: The Diplomatic War: Non-Intervention and Intervention
11:45-2PM

4PM: Mandatory Program Reunion
• **Attendance will be taken.**

Wednesday, July 27: Field Trip 4 – See list of field trips for complete details.
9AM-5PM – *Note: this field trip will last approximately 8 hours.*

- **Assignment:** Analytical Field Trip Journal Response.

Thursday, July 28: Lecture: The International Brigades
11:45-2PM

- **Read and Journal Response:**
 - 11. Martha Gellhorn, "Men Without Medals," *Collier's Magazine*, January 15, 1938, 9-10, 49; PDF.
[be ready to discuss in class]
 - 12. James Lardner's Letter to his Mother (May, 1938), PDF.
[be ready to discuss in class]
 - 13. SCW Letters from American Volunteers, PDF.
[be ready to discuss in class]
 - 14. *The Volunteer for Liberty*, PDF
• **Note: Pick just one issue of the 7 to read.**
[be ready to discuss in class]
 - 15. Langston Hughes, "Addressed to Alabama," PDF.
[be ready to discuss in class]

• **Note: there is also class on Friday this week**

- Friday, July 29: Lecture: Victory and Defeat (1938-1939)
11:45-2PM
- **Review:** Graham, *Very Short Intro*, pp. 87-114.
 - **Journals DUE for the week.**
 - **At least 3 responses (reading, class, field trip)**

• **Week 5 (3 class meetings – Mon., Tues., and Weds.)**

- Monday, August 1: Lecture: Aftermath
11:45-2PM
- **Review:** Graham, *Very Short Intro*, pp. 115-137.
 - **Read and Journal Response:**
 - Giménez, *Paracuelles* [be ready to discuss in class]

- 4PM: Mandatory Program Reunion
- **Attendance will be taken.**

- Tuesday, August 2: Lecture: Legacies of the War
11:45-2PM
- **Review:** Graham, *Very Short Intro*, pp. 138-150.
 - **Journals DUE for the last time.**
 - **Reading response to *Paracuellos* only.**

- Wednesday, August 3: Final Exam Day
11:45-2PM
- **Assignment:** In Class Essay Assignment