

Plan 536 MÁSTER EN ESTUDIOS INGLESES AVANZADOS: LENGUAS Y CULTURAS DE CONTACTO

Asignatura 51814 THE LITERARY IMPACT OF THE SPANISH CIVIL WAR:WRITERS TAKE SIDES

Tipo de asignatura (básica, obligatoria u optativa)

Optativa

Créditos ECTS

3

Objetivos/Resultados de aprendizaje

The purpose of this course is to examine the political, social and cultural climate of the 30 's in the English-speaking countries and to reflect on the impact of the Spanish Civil War, one of the most significant episodes that had a profound mark on intellectuals, artists, and writers from English speaking countries. Furthermore, the course will help students to gain insights into the nature of what is known as "committed literature" and to explore their literary manifestations: memoirs, first person accounts, poems, novels, and journalistic dispatches.

When students have successfully completed this course, they should be able to:

- Identify and analyse the diverse manifestations: memoirs, personal narratives, journals, autofictional texts, etc.
- use essential terms like war poetry, committed literature, trans-nationalism, mito-biography,
- Identify the cultural, literary and political contexts within which the Spanish Civil War took place.
- Discuss the problem of the self and its representation in literature.
- Distinguish the roles given to the writer and its literary production.

Contenidos

6. Myth and reality in the International Brigades: Alvah Bessie, Edwin Rolfe, Jason Gurney y Laurie Lee.

7. The Spanish Civil War in images: films, videos, documentaries and posters. 8. The power of memory. No more noble causes to fight for?

Required Readings. Students are required to read at least two of the following books, one for a public presentation and the other for a paper/essay.

\* Claud Cockburn (Frank Pitcairn), Reporter in Spain (1936) Arthur Koestler, Spanish Testament (1937)

\* Esmond Romilly, Boadilla (1937)

\*Geoffrey Cox, The Defence of Madrid (1937)

George L. Steer, The Tree of Gernika (1937)

\*John Sommerfield, Volunteer in Spain (1937)

1. "Spain, that great noble cause": The Spanish Civil War as a literary phenomenon.
  2. The change in the hero's concept after First World War.
  3. The writers' engagement with politics.
  4. The aesthetics of reportage and the exploration of reality.
  5. The Civil War in fiction: Hemingway, William Herrick, Sylvia Townsend Warner, Upton Sinclair, T. C. Worsley, etc.
- Keith Scott Watson, Single to Spain (1938)

Alvah Bessie, Men in Battle (1939)  
Edwin Rolfe, The Lincoln Battalion, (1939)  
Ernest Hemingway, For Whom the Bell Tolls (1940) William Herrick, Hermanos! (1969)  
Virginia Cowles, Looking for Trouble (1941) Ralph Bates, The Olive Field (1952)  
Milton Wolff, Another Hill (1994)

## Principios Metodológicos/Métodos Docentes

Class meetings will consist of lectures, group discussions, and oral presentations. Strong emphasis will be put on oral presentations and class discussion so students are strongly advised to have read the material carefully before attendance.

## Criterios y sistemas de evaluación

The students will be evaluated on a combination of their participation in class, their oral presentations and their written assignments. A brief final paper will be required for the course and should the student be interested in selecting any of the topics for his/her final paper or project (TFM), either of the lecturers will be willing to supervise and assess this work.

Assessment:

Students will have to read a number of required readings which will be given on the first day of class and will be assigned a specific calendar for oral presentations. It is highly recommended for students to read all the assigned tasks before class.

The final distribution of grades will most likely be as follows:

- Ø? Class attendance 10%
- Ø? Oral presentations 25%
- Ø? Class Contribution 20%
- Ø? Tutorial Work 15%
- Ø? Paper elaboration 30%

## Calendario y horario

Se podrá consultar a través de la página web del master: [www.masterenglishstudies.eu](http://www.masterenglishstudies.eu)

## Tabla de Dedicación del Estudiante a la Asignatura/Plan de Trabajo

|                            |  |
|----------------------------|--|
| Actividad Formativa        |  |
| Horas Presenciales         |  |
| Horas de Trabajo personal  |  |
| Porcentaje                 |  |
| Presencialidad             |  |
| Actividades introductorias |  |
| 1                          |  |
| 100%                       |  |
| Prácticas en el aula       |  |
| 2                          |  |
| 100%                       |  |
| Sesión magistral           |  |
| 6                          |  |
| 6                          |  |
| 50%                        |  |
| Seminarios                 |  |
| 5                          |  |
| 3                          |  |
| 62%                        |  |
| Tutorías                   |  |
| 4                          |  |
| 100%                       |  |
| Exposiciones               |  |
| 4                          |  |

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7  
36%  
Debates  
2

100%  
Actividades de seguimiento online

1  
0%  
Preparación de trabajos

2  
20  
16%  
Realización de pruebas de evaluación

4  
8  
33%  
Total Horas

75  
Total Horas Presenciales  
30  
Total Horas Trabajo Autón.  
45  
40%

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Responsable de la docencia (recomendable que se incluya información de contacto y breve CV en el que aparezcan sus líneas de investigación y alguna publicación relevante)

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Idioma en que se imparte

Inglés

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