



LINC 101M: First-Year Seminar
The Spanish Civil War in Literature and Film

Meeting Times: MWF 10:20-11:30am
Comenius Hall 218
Moravian College
Fall 2014

Instructor: Dr. Claudia Mesa

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Office Hours: MW 1:00-2:00pm; F 11:30 -12:30pm and by appointment.

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First-Year Seminar Description and Objectives*

Welcome to Moravian and the FYS! The First-Year Seminar introduces writing as a process that is central to college learning and to life. First-Year Seminar focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of First-Year Seminar entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings.

First-Year Seminar Topic Description

The Spanish Civil (1936-1939) was the result of a revolt against the elected democratic government led by a conservative faction of the population who supported the monarchy against the Spanish Republic. This armed conflict polarized not only the Spanish population but also the international community; Fascist Italy and Nazi Germany backed up the monarchists, while the Republicans received support from the Soviet Union, some European countries, and the United States. This course critically examines the verbal and visual representations of the war and its aftermath while exploring the intricate relationship between historical events and memory as portrayed in literature and the visual arts. Special attention will be paid to the different stages of writing research papers in the humanities including reading and note-taking strategies, proper use of citations and format, evaluation of sources, argumentation and formulation of thesis statements.

* *The following description and goals applies to all FYS courses including this one.*

With regard to broad academic and writing skills, by the end of this course, students will:

- Demonstrate a process approach to writing
- Use writing as a way to discover new information and insights
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

With regard to transition to college expectations, by the end of this course students will:

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community --students, faculty and staff-- to promote the students' success at Moravian College.

Course Requirements

Each student enrolled in First-Year Seminar will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing.

At least one writing assignment should involve substantial use of Reeves Library. Students will develop information literacy as they learn to identify and investigate a research topic. By the time students complete First-Year Seminar, therefore, they should be proficient in the following **“basic competencies”** of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information
 - Identify key terms and concepts
 - Identify the most appropriate sources of information
 - Use Boolean operators and truncation where appropriate
 - Impose limiters (e.g., scholarly vs. popular, date, language)
 - Modify the search based on search results
- Know how and where to find the sources discovered in the search process

- Determine which sources the library owns or provides access to and retrieve them
- Request material not owned by the library on Interlibrary Loan
- Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

Required Materials for FYS 101M

- John T. Gage, *The Shape of Reason: Argumentative Writing in College* 4th Edition. New York: Pearson 2006. ISBN: 0-321-32077-8.
- A small pocket-like notebook of your choice.

Additional materials will be posted on Blackboard: <http://blackboard.moravian.edu/>. Please set up an account and enroll in this course after our first meeting.

In Blackboard look for: **LINC101M.FA14: SPANISH CIVIL WAR IN LIT & FILM**. Please note that as the semester progresses, I will post assignments, readings, any changes to the syllabus, and additional information. If you miss class for any reason, you should check Blackboard so that you know what material to prepare and what homework to complete for the next class.

Expectations and Evaluation

Preparation for this Class: The FYS is a very exciting class but it is also time consuming. It is very important that you come prepared to work hard and that you fit enough time into your schedule to be able to fulfill all assignments. You should expect to dedicate at least 2 hours of study and preparations outside of class for every hour of class time, for a minimum of 7 hours per week. When watching a film, you should set aside extra time since you will need to complete other film-related assignments besides watching the film.

Active Participation: As a workshop-based class, the success of this course depends on the collective efforts of all of us. Students are expected to arrive prepared to participate in all class activities by having viewed the films, read and understood the texts, and completed any writing assignments or other homework. Active participation involves collaborating in paired and group activities, volunteering thoughtful answers on a regular basis, working on in-class writing, being prepared for short oral presentations, asking relevant questions, and speaking thoughtfully and respectfully in class discussions. Simply being present, looking attentive and taking notes is not considered active participation. *Please turn off and put away any personal communication devices (cell phones, etc.) so that we may focus on our class community.

Absences: 0-2 will not be penalized. Every absence over two, regardless of the reasons, will lower the final grade by one point. Exceptions will be made in extraordinary circumstances and may require additional documentation. Please note that the Student Affairs portion of the class is mandatory; to earn credit for the FYS, you need to show sufficient engagement both in participation and in reflection regarding the Student Affairs sessions, assignments, and activities.

Readings and Films: We will view a number of films related to the topic of the Spanish Civil war as well as read short texts that relate to the films and the questions they raise. We will also read literature of the Spanish Civil war (short stories, a play, poems) and engage in a discussion of key paintings and photographs that depicted the war. We will read excerpts from John Cage's *The Shape of Reason* to illuminate our approach to writing and to college life in general. We will respond to and comment on the readings and films both in discussions and in writing. To that end you may need to read/view the material more than once in order to understand it well enough to write about it and work with it.

Writing: We will work on developing a practice of writing as a process of developing ideas as well as a means of communicating clearly and effectively with different audiences. Students will engage in exploratory writing assignments, complete and revise a variety of short formal writing assignments, and write and revise one medium-length research-based essay. We will dedicate class time to writing, learning how to revise writing and offering constructive feedback to others. The both the letter to the instructor and the essay written as part of the summer reading program will count as one of the informal/exploratory writing assignments. To conserve paper, please feel free to print double-sided unless I specify otherwise.

Details for each paper will be distributed in class and/or posted on Blackboard. Papers must be typed and double-spaced. You must include ALL previous drafts, including comments by ANY reader (peers, tutors, professors, anyone). It's okay to ask for help revising, but no one should write or rewrite the paper for you. Helpful readers may point out errors or awkward passages, but may not rewrite entire sections. I will not accept emailed papers unless we have made previous arrangements. Late papers will lose 10 points per day, starting at the time of class. Exceptions will be made only in extraordinary circumstances.

Evaluation of the informal/exploratory writing (EW) will be both behavioral and qualitative. Writing is a skill that can be learned and does take practice, so the grades reflect the importance of that. The basic grade will be behavioral: completion of all the required exercises will earn you a B, guaranteed; 80-98% will earn a C; 60%-79% will earn a D; less than 60% will result in an F. If you meet the criteria for a B and consistently demonstrate superior quality in your work, you will earn an A. Your reading and film journal falls under the category of informal writing together with any other written assignment done in class.

Evaluation of formal writing (FW) will be based on assignment-specific criteria given at the time of the assignment as well as demonstrable progress through the revision process. Students will learn the standards of MLA-style format and citation. Assignments that fall under the category of formal writing include a film review a short analytical essay and a longer research paper.

Breakdown of the Assignments and Percent of Final Grade

If you receive credit for the Student Affairs component, then your evaluation for the FYS will be determined as follows. Please note that it is within the instructor's purview to use qualitative judgment in determining the grades for an assignment in the course.

Participation	15%
Reading and Film Journal	15%
Film Review	15%
Short Analytical Paper	15%
Annotated bibliography for Research Paper	10%
Final Research Paper	20%
Short Research Presentation	5%
Attendance to Academic Extracurricular Events	5%

Reading and Film Journal. You will write a one-page journal entry for each class period. For the journal you may be asked to summarize the day’s text (s) and or to elaborate on a discussion question. You may be asked to read from your response in class. These journals will be checked each class period and collected twice during the semester. Please keep all your journal entries until the end of the semester to prevent any misunderstandings. If you choose to hand-write your journals, the handwriting should be neat and clear. Please leave a space between lines.

Papers and Annotated Bibliography: You are required to write a film review, one short analytical paper an annotated bibliography and one final research paper. We will focus not only on the mechanics of writing, but also on the development of a thesis statement and supportive evidence. Students have to write several drafts for each essay.

Format: All written work should include your name, the course number and instructor (Mesa), the date, and the assignment in the upper left-hand corner. Any pages after the first should be numbered and stapled. All formal writing must be typed using a reasonable 12-point font, double-spaced, and conventional margins (one inch). No electronic assignments accepted without special arrangement. Formal assignments must follow the MLA style and documentation.

Attendance at Academic Extracurricular Events: During your college career, we want students to develop the habit of making use of the numerous extracurricular activities offered on a daily basis at the college. To that end, you are required to participate in three academic extracurricular events. I will provide a list with options later in the semester and specify if you are required to submit a written reflection. The grade will be assessed from anything as simple as proof of attendance via an attendance sheet and by submitting a one-paragraph reflection. If you didn’t hand in the summer assignment, you could make up for it by attending to five academic extracurricular events. In this specific case, on top of signing the attendance sheet, you will always need to submit a reflection.

Letter Grades

A 93-100	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62
B+ 87-89	C+ 77-79	D+ 67-69	F 0-59

Resources and Other Important Information

Disability Support and Accommodations: Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, Assistant Director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Office Hours: I encourage you to stop by during office hours or make an appointment with me. I am happy to work with you on any difficulties you are encountering or questions you may have. You are also welcome to stop by and talk. Since my office (406 Comenius) is not accessible to persons with mobility impairments, please let me know if we need to meet in a different location.

Student Advisor: The student advisor is MaryGrace Joyce. She's a great resource to help guide you through this transition to college life as well as helping you with your writing and study skills. MaryGrace is also in charge of leading the discussion meetings that follow the student affairs sessions on selected Fridays. You are expected to attend and participate in all sessions. If you miss a session either MaryGrace or Dean Nicole Loyd will contact you about a make-up session.

Writing Center: The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Reeves Library: In addition to the physical resources available—books, magazines, journals, newspapers, and electronic resources—the library has the invaluable resource of reference librarians. Our librarians are always interested in helping you with any questions you may have on research and resources. We will attend a special library session with bibliographic instruction for this class.

Counseling Center: The counselors help students deal with the stress of college life. They're a great resource for all students. Give them a call or stop by. 1301 Main Street | 610.861.1510

Academic Support Services: The staff at Academic Support helps students with strategies to succeed in the academic environment, and they can help you establish habits that will be useful after college. 1307 Main Street | 610-861-1510

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian

student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built. The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium.

When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor (in this case the MLA). Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor.

In each First-Year Seminar class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or

not, of any outside source without proper acknowledgment; an “outside source” is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due). The Bedford Handbook Online and OWL provide guidance in using several systems for documenting sources. You can access these pages on the Writing Center website at <http://home.moravian.edu/public/eng/writingCenter/links.htm>

At Moravian, if a First-Year Seminar instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar Committee, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

1. First, to the course instructor.
2. Next, in the case of First-Year Seminar, to the Chair, First Year Seminar Committee.
3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Course Calendar for Fall 2014

Please note that the calendar is subject to change. All changes will be announced in class and posted on Blackboard. This calendar is designed to provide an overview of the semester; detailed descriptions of homework and assignments are on Blackboard. You can count on reading and writing for nearly every day of class.

August 22-24 Orientation Weekend Activities including Q&A session with Kevin Powers


Week 1

August 25 Course Introduction

August 27 María Cardalliaguet Gómez-Málaga, "History" (BB)
John T. Gage, "Discourse Community" and "Critical Reading" (12-17)

August 29 *Student Affairs Session 1: "Sex Signals"*

Week 2


Sept. 1  José Luis Cuerda, *Butterfly* (1999) 95 min.
Timothy Corrigan, "Beginning to Think, Preparing to Watch, and Starting to Write"
Labor Day – Classes Held

Sept. 3 John T. Gage, "Asking questions, Generating Ideas" (56-78)
Semester Planning Workshop:
Writers INC, "Planning Skills" and "Completing Assignments" (405-406)
Jane F. Brody, "Cheating Ourselves of Sleep"

Sept. 5 *Student Affairs Session 2: "Counseling Center, Health Center and Religious Life"*

Week 3


Sept. 8 Film Reviews
O. Scott, "A Landscape of Wide-Eyed Wonder as a Political Storm Gathers Overhead"
James Luscombe, "*Butterfly* Directed by Jose Luis Cuerda"
Thomas Deveny, "Coming of Age in the Spanish Civil War"
Kevin Thomas, "Butterfly,' Civil War Intrudes on Spanish Village"

Sept. 10  Ken Loach, *Land and Freedom* (1995), 109 min.
Guest Lecture by Dr. Heikki Lempa: "A Historical Perspective on the Spanish Civil War"

Sept. 11* → **Fall Convocation:** Jody Williams, peace activist, educator, and 1997 co-recipient of the Nobel Prize for Peace. Johnston Hall, 10:00am (Mandatory)

Sept. 12 *Student Affairs Session 3: "Academic Support Center"* → Draft for Film Review Due


Week 4

- Sept. 15  David Trueba, *Soldiers of Salamina* (2003) 115 min.
John T. Gage, "Ethical Argument" (42-55)
- Sept. 17 Scholarly Article: Arthur Hughes, "Between History and Memory: Creating a New Subjectivity in David Trueba's Film *Soldados de Salamina*"
- Sept. 19 *Student Affairs Session 4: International Education & Center for Intercultural Advancement & Inclusion*
→ Film Review: Final Draft Due

Week 5

- Sept. 22 John T. Gage, "Giving Reasons" (79-100)
- Sept. 24 Visit to Moravian Writing Center
- Sept. 26 *Student Affairs Session 5: Career Center*


Week 6

- Sept. 29 → Short Analytical Paper: Rough Draft Due (including thesis/enthymeme)
John T. Gage, "Developing Structures" (101-116)
- October 1  Joris Ivens *The Spanish Earth* (1937). Commentary by Ernest Hemingway 54 min.
- October 3 *Student Affairs Session 6: Student Involvement & Leadership*

Week 7

- October 6 Library Session; class meets at Reeves Library
→ Short Analytical Paper Due
- October 8 Ernest Hemingway's short stories on the Spanish Civil War: "The Denunciation," "The Butterfly and the Tank," "Night before Battle," and "Under the Ridge"
→ **Mandatory Lecture:** María Hinojosa, "Preparing our Society for 2043" Foy Hall, 7:00pm
- October 10 Citation Workshop: MLA Style
→ Reading and Film Journals Due


Week 8

- October 13 **No Class: Fall Break**
- October 15  Guillermo del Toro, *Pan's Labyrinth*

M. Hurcombe, "Mi guerra, tu guerra: Claiming the Spanish Civil War in literature and film"

October 17 Photography and the Spanish Civil War: Selections from Robert Capa, *Heart of Spain*
Walter Benjamin, "A Short History of Photography"
John Berger, "Ways of Seeing"
W.J.T. Mitchell, "The Photographic Essay: Four Case Studies"

Week 9

October 20  Alain Resnais and Robert Hessens, *Guernica* (1950), 13 min.
John T. Gage, "Revising and Editing" (117-144)

October 22 Play: Bertolt Brecht, *Señora Carrar's Rifles*
Christian Rogowski, "How to Read a Play"

October 24 Advising Workshop

Week 10

October 27 **Last Day for Withdrawal with W is October 31*
What Happens When the War is Lost?

Helen Graham, "Gender and the State"

Tabea Alexa, "The Death Story of the 'Trece Rosas'"

October 29 Valentine Cunningham (editor), *The Penguin Book of Spanish Civil War Verse* (selections)
Judith Ryan, "How to Read a Poem"

October 31 Workshop on Professional Communications: "Analyzing Rhetorical Situations" (52-60)

Week 11

Nov. 3 John T. Gage, "Implications for Research" (145-154)

Nov. 5 Dartmouth Institute for Writing and Rhetoric, "Developing your Thesis"
→ Plan for Research Project Due: Primary Sources and Research Questions

Nov. 7 Exploratory Writing on Research Topic/Library Session

Week 12

Nov. 10 Dartmouth Institute for Writing and Rhetoric, "Considering Structure and Organization"
→ Annotated Bibliography and Enthymeme Due

Nov. 12 Writing Workshop

Nov. 14 → First Rough Draft of Final Paper Due

Week 13

Nov. 17 No class meeting - in lieu of conferences

Nov. 19 No class meeting - in lieu of conferences

Nov. 21 Writing Workshop: "Writing an Abstract"/ Effective Presentations

Week 14

Nov. 24 → Final Research Paper Due

Nov. 26 No Class: Thanksgiving Break

Nov. 28 No Class: Thanksgiving Break

Week 15

December 1 Oral Presentations on Research Papers

December 3 Oral Presentations on Research Papers

December 5 Conclusions and Evaluations
→ Reading and Film Journals Due