



[DISCOVERING ALMERÍA THROUGH SPANISH AND ENGLISH FEMALE WRITERS]

Fechas: 1 – 12 de julio, 2024

Horas lectivas: 40

**Áreas de conocimiento: Filología Inglesa y Filología
Hispanica**

Coordinadora académica: M^a del Carmen García Navarro



INTRODUCCIÓN [250-300 palabras]

Writers who have created their stories set in Almería have drawn inspiration for its landscape and people. The course aims to serve as an introduction to knowledge about the socio-spatial singularity of Almería and how this environment has been reflected by different contemporary writers, in Spanish and in English, linked to this environment. We will analyse the texts, or part of the texts of writers who were born in Almería, who lived or live in Almería, whose narratives reflect their life and experiences in the city and its province, as well as the influence exerted by this territory in their works.

Proposed readings: These works will take students right to the heart of Almería as a distinctive place in the only desert in Europe and will give them a taste of its energy:

De Burgos Seguí, Carmen. (1931). *Puñal de Claveles*.

Levy, Deborah. (2016). *Hot Milk*. Penguin.

O'Flynn, Catherine. (2014). *Mr. Lynch's Holiday*. Penguin.

Radford, Cherry. (2021). *The Spanish House*. Aria Fiction.

Smith, Tracy K. (2007). *Duende*. Graywolf Press.

Viñas, Celia. *Cartas*.

This academic experience is part of the research lines of the Research Groups HUM 863 Education, Film and Oral Culture, and HUM 859 English Language: Applied Linguistics and Literary Studies, the latter belonging to the Campus of International Excellence (CIE) Heritage of the University of Almeria.

Students will be able to learn and improve their knowledge of the place and its environment through literature written by women in Spanish and English. The course is conceived as a participatory, active and ABI (Inquiry Based Learning) methodology. It will be taught in English, on the understanding that the readings of the works, or fragments of works, proposed will be in the original languages of the texts (Spanish and English). The course target audience is students interested in Spanish and English literatures, students of Spanish language and literature, students of English language and literature, students of comparative literature, students of Humanities courses. Knowledge of both languages at A2-B1 level is recommended. Interactions inside and outside the classroom (discussions, debates, visits) will depend on the level of the participants, therefore the possibility of including Spanish if it benefits the participants in the practice of communicative situations.

OBJETIVOS PRINCIPALES

1. To awaken knowledge about Almería and its province, its multicultural and diverse character, through literary texts.
2. To strengthen the acquisition of intercultural and multicultural competences in a multilingual environment such as the Study Abroad summer courses at the University of Almería.
3. To consolidate the relationship between linguistic, cultural and literary knowledge.
4. To participate in activities that encourage the development of communicative competence (debates, dialogues, expression of opinions).
5. To know the contributions of contemporary women writers in Spanish and English about Almería: context, works, themes, vision of the territory and its inhabitants, influence of the territory in the creation of identities (personal, authorial, etc.), presence/absence of objectivity, clichés, etc.

CONTENIDO	
Módulos	Descripción
MODULE A: Knowing Almería through the lens of two pioneers	<p>Title: The pioneers: Carmen de Burgos Seguí and Celia Viñas.</p> <p>We will get to know the Almería of the early to middle 20th century through two women from Almería who are essential to the cultural history of the city and its province: the journalist, translator and writer Carmen de Burgos and the writer and professor Celia Viñas. The first helps us to understand the transition between the 19th and 20th centuries in an impoverished city that looked to the Republican cause before the outbreak of the Civil War. Viñas's poetry, for its part, is key to the post-war panorama. The city witnessed the efforts of these two authors towards the conquest of new horizons for women in Almería and, by extension, in Spain.</p> <p>This module consists of three sessions or days: two theoretical sessions in the classroom (Tuesday 2 and Wednesday 3 July) and a third one consisting of an artistic route through the city to visit the Centro de Interpretación Patrimonial, Refugios de la Guerra Civil, and the Doña Pakyta Museum (Thursday 4 July).</p>
MODULE B: Almería as vantage point for	<p>Title: Searching for identity as writers.</p>

the creation of the female writers' authorial identity	<p>We will study Almería as a place for creative stimulus for English-language authors after living experiences in this south-east corner of the Iberian Peninsula. We will discuss texts by the English writers Deborah Levy and Cherry Radford, and the American writer Tracy K. Smith, all of whom help us understand how their writing careers have been marked by the search for their identities as writers. In their works, the experience and impact of the landscape, the language, the people and the customs of the Almería region are reflected.</p> <p>This module consists of three days or sessions. The first (Friday 5 July) is divided into two parts: one theoretical in the classroom and the other consisting of a visit to the Guitar Museum. The second session (Monday 8 July) will take place in the classroom. The third session will be divided into two: one in the classroom and the other visiting the Natural History Pavilion of the University of Almería (Tuesday 9 July).</p>
MODULE C: Almería, as a contradictory site: community and place	<p>Critical visions.</p> <p>The critical vision of the province of Almería will be shown in texts that reflect the tensions and contradictions between the environment and the inhabitants of this space, with its human and landscape diversity, as reflected in texts by Deborah Levy and Irish novelist Catherine O'Flynn.</p> <p>The module consists of three sessions or days. The first will take place in the classroom (Wednesday 10 July). The second is conceived in two parts, the first in the classroom and the second in a visit to the Casa del Cine (Thursday 11 July). The last session of the course is intended as an opportunity to draw up conclusions about what has been learnt. Conclusions are not intended to be closed but can be taken as points on which to continue to know more of the city, its environment, the writers and texts that have contributed to its social and cultural development. This will take place after a visit to the Museo del Realismo Español Contemporáneo-Museum of Contemporary Spanish Realism (MUREC), a recently inaugurated museum with the vocation of a great cultural space for the city of Almería (Friday 12 July).</p>

METODOLOGÍA [200-250 palabras]

Sesiones de laboratorio <input type="checkbox"/>	Visitas a empresas <input type="checkbox"/>
Visitas académicas <input checked="" type="checkbox"/>	Charlas <input checked="" type="checkbox"/>
Clases <input checked="" type="checkbox"/>	Otros <input type="checkbox"/>



Taking the proposed literary texts for the course, the students and the two instructors will build up knowledge together. With the guidance of the instructors, the students will play an active role and will be the protagonists of the learning and teaching process through readings, various individual and group practical activities, and visits.

The methodology is based on a communicative approach and literary analysis/discussion, with the aim that students build a representation as reliable as possible of the socio-spatial reality of Almería.

PREREQUISITOS [100-150 palabras]

Students must have A2-B1 level of Spanish and English language skills and bring their own laptop to class.

VISITAS ACADÉMICAS Y NETWORKING

Academic visits will be carried out through the course. Museo Doña Pakyta de Almería, Refugios de la Guerra Cívil, Museo de la Guitarra de Almería, Pabellón de Historia Natural of the University of Almería, Casa del Cine de Almería, and Museo del Realismo Español Contemporáneo (MUREC).

EVALUACIÓN

The learning process will be assessed with a variety of techniques such as participant observation, focus groups discussions, together with the submission of an individual portfolio.

PROFESORES

Profesora: M^a del Carmen García Navarro.

Lecturer in the Faculty of Humanities at the University of Almería. She holds a PhD in English Philology (University of Granada) and a Master's degree in Sexual Difference Studies (Duoda Centre, University of Barcelona). Her research interests focus on literatures in English and the intersections between gender, migrations, ageing, violence and education from the aspect of resilience and the construction of agency. Dr García Navarro has published works on Doris Lessing, Joy Harjo, Pat Mora, Tracy Chevalier, Deborah Levy, Anne Carson and Aminatta Forna, among others. Carmen lectures on the MA in English Studies and the MA in Secondary Education Teaching. She is a member of the Research Group HUM-859 belonging to the Campus of International Excellence (CEI) Patrimonio, University of Almería. She served as editor-in-chief of the scientific journal *Odisea. Revista de Estudios Ingleses* for volumes 17 (2016) and 18 (2017). She has served as Dean's Delegate for Quality, Mobility and Internships

Issues at the Faculty of Humanities (2020-2023). She currently combines her teaching and research work with that of Director of the Language Centre at the University of Almeria.

Profesora: Margarita Isabel Asensio Pastor.

PhD in Social and Human Sciences; Degree in Hispanic Philology and Arabic Philology; DEA and Research Proficiency in Arabic Linguistic Studies; Master's Degree in Teaching Spanish as a Foreign Language. Dr Asensio Pastor is currently a lecturer at the University of Almeria in the Department of Education -Language and Literature Didactics area. She has been a MAE-AECID lecturer-reader at the University of Jordan, a collaborating lecturer at the Cervantes Institute in Amman (Jordan) and Alexandria (Egypt), and a lecturer in Spanish Language and Literature for the Spanish Ministry of Education in the Spanish Sections of Turin ISM Regina Margherita and Convitto Nazionale Umberto I. She collaborated in research projects on the intellectual production of al-Andalus, Applied Linguistics and Training of development workers in Spanish as L2. Margarita is currently a researcher in the R&D Project El Discurso Público sobre los Refugiados en España (DIPURE). Her lines of research focus on the didactics of language and literature as L1, L2 and LE, academic writing and reading, oral tradition, and discourse analysis. Her publications include a manual on creative writing for students of Spanish as an LE, and articles on the teaching of Spanish as an LE/L2 and on academic reading and writing.

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