



Deep Bloody Dive in Spanish. From Carmen de Burgos to Federico García Lorca.

An Erasmus+ BIP program in Spanish



<b>Organizer:</b> University of Almería (Almería, Spain)	<b>ECTS credits for participating students:</b> 3
<b>BIP's code:</b> 2024-1-ES01-KA131-HED-000207865-1	
<b>On line period:</b> March 20 <sup>th</sup> , March 26 <sup>th</sup> , April 29 <sup>th</sup>	<b>On site period:</b> 26-30 May 2025
<b>Academic coordinator:</b> Margarita Isabel Asensio Pastor (masensiop@ual.es)	<b>Administrative coordinator:</b> Hugo González (erasmusbip@ual.es)
<b>Academic requirements:</b> Undergraduate, Master or PhD students from Humanities programs, or with a focus on Spanish, Theatre, Journalism, or with a strong interest in the topic.	<b>Language requirement for students:</b> Spanish B1 or higher (or A2 or higher for students from Romance languages countries or with good communication skills)
<b>Nominations and number of students accepted:</b> Up to 25, 5 students per partner.	
<p>“Blood Wedding” (1931) is a tragedy in verse and prose written by Federico García Lorca, one of the most important Spanish writers of the 20th century.</p> <p>The real events on which he based the play took place in July 1928, at the Cortijo del Fraile, in Níjar (Almería, Spain). Lorca learned about them from the press, although the Almerian writer and activist Carmen de Burgos, originally from Níjar, had already written a short novel called “Puñal de claveles”, which was also an inspiration for the author from Granada.</p> <p>In this multidisciplinary approach BIP, students of Spanish Language, Theater or Journalism (among others) will work on the analysis of historical and literary texts and in the creation and representation of micro dramatic texts.</p>	



### **DAILY PROGRAM OUTLINE**

The first four sessions of this BIP will take place inside and outside the classroom,. During this period, students will get familiar with the journalistic articles about the Nijar crimes that inspired “Puñal de claveles” and “Bodas de sangre”, and will work in their adaptation into a dramatic text.

The last session will consist of a field trip and the representation of the dramatic text in the area where the crime took place (the Cortijo del Fraile) or a similar space in the area of Cabo de Gata-Níjar.

### **VIRTUAL COMPONENT ACTIVITIES**

After pairing students in teams according to their Spanish language skills, they'll be tasked with looking into the life and work of Lorca and Burgos, find the possible connections among them, and their relationship with Almería. Teams will be monitored and are expected to present a report with their findings.