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 Office hours: T 11-12 and by appointment
 Class time: T 3:30-6:00 MKNA 103

SPAN 5220/7220: The Rise and Fall of Spanish Intellectuals (Graduate seminar Spring 2019)

This course will investigate the contested meaning and function of the intellectual in early twentieth-century Spain (roughly from 1898 to 1939) from the perspective of the present. This means that we will read historical and theoretical texts that will help us understand the current eclipse of the figure of the “critical intellectual,” one that seems overshadowed both by experts close to power and by social movements critical of established hierarchies. This seminar will have a strong theoretical and historical component, as we will investigate the cultural conditions, academic institutions, and the media for the dissemination of ideas. Possible theoretical and historical readings include texts by Zygmunt Bauman, Santos Juliá, Edward Said, Enzo Traverso, and Raymond Williams. Students will explore the varieties of public intellectual life in early twentieth-century Spain by becoming familiar with some of the time’s most prominent philosophers, social theorists, novelists, and activists (from Miguel de Unamuno and José Ortega y Gasset to Margarita Nelken and Rosa Chacel).

Textos encargados a la librería de CU

Ortega y Gasset, José. *Meditaciones del Quijote*. Madrid: Alianza, 2014. ISBN 9788420686110
 Traverso, Enzo. *¿Qué fue de los intelectuales?* Buenos Aires: Siglo XXI Argentina, 2014. ISBN 9789876294478
 Unamuno, Miguel de. *En torno al casticismo*. Madrid: Cátedra, 2005. ISBN 9788437622699

Textos en Canvas

Véase el calendario de lecturas.

Requisitos y distribución de la nota

1. Como este curso consta de quince encuentros efectivos, es recomendable que traten de asistir a todas las clases de no mediar inconvenientes mayores o emergencias personales. También es crucial que participen activamente en cada una de las sesiones del seminario—por favor traten de mantener el ritmo de lecturas pautado en el calendario. En caso de desfase, les ruego me avisen en cuanto puedan. Les recomiendo traer notas personales acerca de las lecturas para aprovechar mejor la discusión en clase y para asegurar que han realizado algún tipo de elaboración acerca de los textos (los comentarios a las lecturas también cumplirán este propósito). Estas notas sobre los textos primarios, más lo que apunten como resultado de presentaciones y discusiones, configurarán una suerte de archivo personal que les ayudará a concebir los trabajos escritos.
2. Cada semana deberán poner en CANVAS un breve comentario a la lectura que corresponda (un mínimo de 250 palabras); el contenido del comentario puede plantear una cuestión relevante, discutir los temas principales, analizar el estilo del texto, proponer una interpretación, hacer

conexiones entre el texto asignado y otros textos ensayísticos o teóricos, etc. Hay una rúbrica en CANVAS con los criterios de evaluación de los comentarios. El comentario debe estar en CANVAS **los lunes antes de las 10:00 pm**. Leeré los comentarios antes de la clase y los utilizaré como punto de partida para la discusión.

3. Les pediré hacer una presentación de **20 minutos** sobre uno de los textos primarios o teóricos (tienen que **cumplir estrictamente el límite de 20 minutos**). La presentación debe exponer los aspectos principales del texto asignado, haciendo énfasis en los siguientes puntos:

- a) Temas y argumentos principales: ofrecer un resumen *breve y claro* de los mismos
- b) Análisis del discurso (tono, estilo, modo de argumentación, recursos retóricos)
- c) Conexiones con otros textos teóricos o problemas históricos: ¿En qué medida el texto dialoga con otros textos o desarrolla una problemática parecida? ¿Qué diferencias y semejanzas existen entre el texto presentado y los otros textos leídos en clase?
- d) 2 o 3 preguntas informadas para el debate

Cuando tengan que presentar, traigan **una presentación en PowerPoint (u otro formato similar)**. **Recuerden que no pueden leer la presentación**; el PPT ha de ser una ayuda visual para transmitir cierto tipo de información. *El día en que hagan la presentación no escriban un comentario en CANVAS.*

4. **Trabajos escritos:** Tienen dos opciones para satisfacer este requisito (tienen que decidir cuál quieren escoger el 4 de febrero en clase):

- a) **1 ensayo corto** (máximo de 5 páginas a doble espacio, Times New Roman, 12 pt.) y **1 ponencia** (máximo 9 páginas a doble espacio, Times New Roman, 12 pt): **La fecha de entrega del ensayo corto es el 10 de marzo**. El ensayo corto ha de ser sobre un aspecto específico de un ensayo de los siguientes autores: Prat de la Riba, Unamuno, Ortega, Chacel, o Nelken. Por ejemplo, pueden escribir sobre la oposición entre nación y estado en Prat de la Riba, el concepto de intrahistoria en Unamuno, o la cuestión del voto femenino en Nelken. En cuanto a la ponencia, justo después de Spring Break deberán **presentar en clase un resumen de la misma (alrededor de 200 palabras) con una bibliografía anotada (entre 5 y 8 entradas) en la que resumirán, en 2 o 3 oraciones, el interés de cada texto (que habrán leído previamente) para su proyecto**. El plazo máximo de entrega del resumen, que se hará por correo electrónico, es el **lunes 30 de marzo a las 10 pm**. El tema de la ponencia será de su propia elección (habiéndolo sometido a consultas previas) pero deberá reflejar en algún sentido lo discutido durante los encuentros del seminario. Les reitero mi disponibilidad para consultarme personalmente dudas, propuestas e ideas sobre la ponencia. Esta deberá ajustarse a los rasgos formales establecidos en el *MLA Handbook* (8th edition) y entregarse impresa. **La fecha de entrega de la ponencia es el último día de clase (28 de abril)**. **No se aceptarán copias electrónicas ni retrasos en la entrega (salvo por razones de fuerza mayor)**.
- b) **1 trabajo de investigación (15 a 20 páginas)**: justo después de Spring Break deberán **presentar en clase un resumen del trabajo final (alrededor de 300 palabras) con una**

bibliografía anotada (entre 5 y 8 entradas) en la que resumirán, en 2 o 3 oraciones, el interés de cada texto (que habrán leído previamente) para su proyecto. El plazo máximo de entrega del resumen, que se hará por correo electrónico, es el **lunes 30 de marzo a las 10 pm**. El tema del trabajo será de su propia elección (habiéndolo sometido a consultas previas) pero deberá reflejar en algún sentido lo discutido durante los encuentros del seminario. Les reitero mi disponibilidad para consultarme personalmente dudas, propuestas e ideas sobre el trabajo final. El trabajo final deberá ajustarse a los rasgos formales establecidos en el *MLA Handbook* (8th edition) y entregarse impreso. **La fecha de entrega del trabajo es el último día de clase (28 de abril). No se aceptarán copias electrónicas ni retrasos en la entrega (salvo por razones de fuerza mayor).**

5. La nota final se calculará de acuerdo con los siguientes parámetros:

Participación:	15%
Comentarios en CANVAS:	15%
Presentación:	20%
Trabajos escritos (ensayo final o ensayo corto+ponencia):	50%

Se puede dejar de poner un comentario en CANVAS (además del que no pongan el día en que hagan la presentación) sin que la nota final del curso se vea afectada. Si en total dejan de poner más de dos comentarios, la nota final bajará un escalón (A-/B+) por cada comentario que falte.

A = 94-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	F = 0-59.9
A- = 90-93.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	

University and Department Policies

(1) Add / Drop / Waitlist - If you are waitlisted for this class, it is IMPERATIVE that you familiarize yourself with departmental policies and deadlines. For this, please visit <http://www.colorado.edu/spanish/resources/dropadd-policy>

(2) Prerequisites not met - If your instructor informs you that the system has flagged you because you do not meet the pre-requisites for this course, you should meet in person with Esther Brown, the associate chair for undergraduate studies, or the coordinator for your class level. If you fail to do so, you may be dropped from the class. Your instructor will inform you of the date and time to meet with the associate chair or the coordinator for your class.

(3) Honor Code - All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to

nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#). Additional information regarding the academic integrity policy is found at <http://www.colorado.edu/honorcode>

(4) Final Exams - Final exams are taken on the day determined by the university and the department. No excuse such as family meetings, employment, or travel will grant an exception to this. If you have three or more final exams on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. If you have two final exams scheduled to meet at the same time, you are entitled to arrange an alternative exam time for the later course offered that day or week. To be eligible to reschedule a final exam, you must provide evidence of either of these situations and make arrangements with your instructor no later than Friday, March 20, 2020. For the complete final examination policy, see <http://www.colorado.edu/policies/final-examination-policy>

(5) Use of electronic devices in the classroom - While some course content may be accessible in electronic format, use of electronic devices such as cell phones, tablets or laptop computers is permitted only to access course readings and other materials or to take class notes, and only with the instructor's consent. Failure to request permission or to comply with these rules of use will result in your instructor counting the date of occurrence as an unexcused absence. If you feel you need to use any electronic device during class for any other purpose outside these parameters, please speak with your instructor.

(6) Classroom Behavior - Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

(7) Disability Services - If you qualify for accommodations because of a disability, please submit to your instructor a letter from Disability Services in a timely manner so that your needs can be addressed. For exam accommodations, provide your letter at least one week before the exam. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website <http://www.colorado.edu/disabilityservices/students>. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website <http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions> and discuss your needs with your instructor.

(8) Preferred Student Names and Pronouns - CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on

instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

(9) Religious Observances - Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See details at <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>. Please contact your Instructor during the first two weeks of class to let her/him know of any possible conflicts to make the necessary arrangements.

(10) Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation - The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

(11) Policy on Enrollment in Undergraduate Language Courses - Undergraduate introductory 1000 and 2000-level language courses are designed for non-native speakers. Fluent speakers of that language are not allowed to enroll in these courses and can be dropped from these courses by the department or the course instructor. Fluent speakers should consult the department website and the catalog as well as the course instructor or department language coordinator about their eligibility to enroll in upper-division 3000 and 4000-level language courses. Departments can exclude fluent speakers from upper-division language courses based on course content and instructional resources. Speakers who have not formally studied the language but have spoken the language in their home should consult with the associate chair of the language department or the department language coordinator about appropriate placement before enrolling in a language course.

(12) Subject Librarian - Your Subject Librarian, [Kathia Ibacache](#), specializes in research in the Romance Languages at CU. She can help you with learning search skills, managing citations, scholarly activities like publishing, and other information needs. You contact her by phone (303-492-3134), email (kathia.ibacache@colorado.edu), or request an appointment online: <http://colorado.libcal.com/appointments/Kathia-Ibacache>. Kathia also updates and maintains the libraries' physical and electronic resources related to French, Italian, Spanish, Portuguese, & Catalan. You are welcome to suggest a library purchase through our website <https://www.colorado.edu/libraries/services/suggest-library-purchase>) or contact her directly.

Calendario de lecturas (see full syllabus on Canvas)