This class is an introduction to the literature produced in Spain in the last two hundred years. We will read short stories, novels and plays representative of the major literary trends and cultural currents of that time period, from the Romanticism of the nineteenth century to the New Waves of the late twentieth- and early twenty first centuries. The journey will also allow us to get familiarized with the rich history, languages and cultures of Spain, and with its interesting, if conflictive, ways to modernity and modernization. Modernity and the cultural movements that surround it will be the main thread organizing our exploration.

This course is, also, highly PRACTICAL in the sense that it is only by DOING that students can learn how to do things such as how to analyze a poem, a short story, or how to decide whether context is relevant to text, etc. Literary analysis is a craft that can only be properly learned by practicing it. Therefore, the class participation and preparation will count for a high percentage of the grade. Accordingly, this course will be very demanding of students.

The focus of this course is Spanish Peninsular Literature. In addition to becoming familiar with the development of Spanish culture and history, as we progress through the course you will have the opportunity:

- To comprehend theoretical approaches about Spanish literature, cultural production, identity development, politics and cultural criticism;
- To apply those theoretical approaches to any cultural artifact about which you are reading;
- To gain knowledge and appreciation of Spanish culture in its diverse manifestations;
- To gain the tools for analyzing the social, cultural and political issues that shape Spanish communities;
- To grapple with historical and social dilemmas that require sensitive, careful critical commentary.
- To practice the skills/capabilities listed above.

As a General Requirement, the course is also designed to help you develop the reading, writing, oral and critical analysis skills you will need for proceeding through the university. 

Clear and effective writing: This course will help you to improve your ability to express yourself clearly on paper. It will provide you with the opportunity to practice
revising your written work in order to improve the organization and presentation of your ideas. In writing, you will work toward being able to use evidence appropriately in order to deal with and apply complex ideas accurately.

**Conscious and critical reading:** We will discuss effective reading strategies (to find “main arguments” or identify evidence, for example). We will explore a range of text types that you may encounter at the university level and your everyday life, and we will practice effective reading approaches to these various forms.

**Critical thinking:** In writing or speaking, you will learn to cite evidence appropriately, accurately represent and attribute complex ideas, and apply theoretical material to various situations.

**Self-assessment:** You will work on becoming conscious of the strengths and learning skills you already have, and you will set goals for improving your skills. At various points during the semester, you will evaluate your progress in improving your learning skills by reviewing the work you have completed thus far during the term.

All materials for the class will be made available through our Canvas site.

All meetings will be conducted remotely via Zoom, using the links available also in Canvas.

Attendance to all meetings is mandatory.

**Day-to-day steps.**

1. Go to the course homepage and click on the image of the unit we are covering.
2. If there is an introduction to the material, click on the introduction and read it attentively.
3. Complete the quiz on the introduction. Completion of this quiz is required to access the reading for the day. All answers need to be correct, but there is no limit in the number of attempts. There is no grade for this quiz: it is just required.
4. Access the readings assigned for the day (and read them attentively!)
5. Complete the quiz on the reading before our class begins. The quiz will be closed 5 minutes before our meeting begins. There is only one attempt for this one.
6. Attend our regular Zoom meeting. The link for the meeting is accessible via Canvas, but you need to download the required Zoom software. Attendance is mandatory.

**Zoom etiquette.**

Keep your mic muted except when talking. Please keep your cameras on for the entire duration of the class. Really: don’t worry about people or pets coming and going in the background or other visual distractions—it happens to me too! And seeing each other faces is important during discussions. If someone insists on keeping their cameras off, or if while keeping their cameras on they disappear from the screen, I will take it as either a lack of participation, which will have repercussions on the final grade, or even a reason to fail the class completely for lack of attendance. If there exist particular circumstances, please do contact me during office hours to discuss the issue.
**Assignments and grading.**
Grading for this course will be based on:
- Participation 25%
- Daily quizzes on the readings 20%
- Four essays (total 55%)
  o First essay 5%
  o Second essay 10%
  o Third and fourth essays 20% each

**Essay prompts (subject to change):**

**Important note**
for essays two, three and four, you might *negotiate* with me a new prompt or topic *one week in advance* to the due date. You might want to focus on something that has attracted you interest in particular, or something that strikes you as important but we did not have enough time to discuss during our meetings. “Negotiate” means consulting with me describing your new topic and explaining why you want to focus on it, AND getting my EXPLICIT permission. I will not accept essays written on topics different to the assigned ones that I have not previously and explicitly approved.

First essay. **Story analysis.** 3 pages.
Choose one of the short stories we have read so far and analyze it *literarily* (that is, write an essay on its textual and literary mechanisms: style, language, narrative structure, etcetera. Do not summarize the story, do not give your personal opinion on it, and do not judge its social, ethical or political merits).

Second essay. **Contrasting views on modernity.** 3 pages.
Choose two of the following three authors (Valle-Inclán, Lorca, Unamuno) and write an essay comparing their takes on modernity. Modernity here can mean either *aesthetic* modernity, or *social* modernity. Comparison might consist in describing either their differences, their commonalities, or their shifts, gaps, etcetera.

Third essay. **The individual under Franco.** 3 pages.
Choose one of the following authors (Laforet, Buero Vallejo) and write an essay on their view of the individual under Franco dictatorship.

Fourth essay (final). **The anxieties of modernity in democratic Spain.** 5 pages.
Choose one among these two authors (Vázquez Montalbán or Quim Monzó) and one among these three (Almodóvar, León de Aranoa, Altarriba/Kim), and write an essay comparing their takes on modernity in contemporary Spain. (Follow my notes on modernity and comparison for essay two).

Due dates: check the program.

**Essay format requirements:**
- Font: Times New Roman, size 12
- Paper: Letter size, normal margins
- Double space
- 3-4 pages
Plagiarism and Academic Dishonesty: As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

The entire Academic Integrity Policy can be found here: http://academicintegrity.rutgers.edu/academic-integrity-policy/

Students are required to view the Plagiarism video on Canvas and take the quiz by no later than February 2. The video is available in the Modules section of the Canvas site.

RESOURCES, SUPPORT, AND ASSISTANCE:
Technology Resources for Students
https://coronavirus.rutgers.edu/technology-resources-for-students/

Counseling Center: The Rutgers-Newark Counseling Center provides a number of counseling and consultative services to enrolled and eligible undergraduate and graduate students. For students, if you are seeking individual or group therapy, you can expect to find a safe, supportive space to collaboratively identify and begin to change the thoughts, behaviors, and beliefs that prevent you from being your best self.
http://counseling.newark.rutgers.edu

Disabilities: Rutgers welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:
https://ods.rutgers.edu/students/documentation-guidelines

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form:
https://webapps.rutgers.edu/student-ods/forms/registration

Students with temporary conditions/injuries: Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at:
https://temporaryconditions.rutgers.edu

Students who are pregnant: The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy:
(973) 353-1906 or TitleIX@newark.rutgers.edu
Gender or Sex-Based Discrimination or Harassment: Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu.

To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

Food: PantryRUN, the campus food pantry, helps students who have difficulty affording enough healthy food to remain focused on their studies and stay healthy. You can find hours and information here: https://myrun.newark.rutgers.edu/pantryrun

Writing: The Rutgers University-Newark Writing Center provides tutoring for students who want to strengthen their reading, writing, and research skills and offers individual sessions and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers University-Newark campus. More details here: https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center

University Senate Policies
“Please note that for undergraduate courses, one credit is defined as equivalent to an AVERAGE of three hours of learning effort per week (over a full semester) necessary for an AVERAGE student to achieve and AVERAGE grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom. This should not be considered a maximum amount, but rather an average amount.”

According to the college-wide policy determined by the University’s Faculty Senate:

A achievement that is outstanding relative to the level necessary to meet course requirements.
B achievement that is significantly above the level necessary to meet course requirements.
C achievement that meets the course requirements in every respect.
D achievement that is worth of credit even though it fails to meet fully the course requirements.
F (or N) represents failure (or no credit) and signifies that the work was either
(1) completed but at a level of achievement that is not worthy of credit or
(2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (incomplete).
IN (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g. hospitalization, a student is prevented from completing the work of the course on time.

Rutgers University-Newark Academic Policies
• Academic integrity: As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of
academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.  

**Academic integrity policy:**  
http://academicintegrity.rutgers.edu/academic-integrity-policy/

- **Disability Services:** Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, you must complete an intake meeting, and submit appropriate documentation. If your request for reasonable accommodations is approved, you will receive a Letter of Accommodations (LOA), which you should present privately to the instructor as early in the semester as possible. Accommodations are not retroactive and are effective only upon submission of the LOA to the instructor. Please begin the process by completing and submitting the Registration Form, Applying for Services, which is available at the website below.

  - **Applying for Services**  
    http://ods.rutgers.edu/students/applying-for-services
  
  - **Documentation Guidelines:**  
    http://ods.rutgers.edu/students/documentation-guidelines
  
  - **Letter of Accommodations (LOA):**  
    http://ods.rutgers.edu/my-accommodations/letter-of-accommodations
  
  - **Office of Disability Services (ODS)**  
    Suite 219, Paul Robeson Campus Center  
    (973) 353-5375  
    odsnewark@rutgers.edu

  **Religious Holiday Policy:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work of exams according to an agreed-upon schedule.

  **Learning resources**

- **Rutgers Learning Center (tutoring services)**  
  Room 140, Bradley Hall  
  (973) 353-5608  
  http://www.ncas.rutgers.edu/rlc

- **Writing Center (tutoring and writing workshops)**  
  Room 126, Conklin Hall  
  (973) 353-5847  
  nwc@newark.rutgers.edu  
  https://www.ncas.rutgers.edu/writingcenter
INTELLECTUAL PROPERTY RIGHTS STATEMENT:
**PLEASE READ THIS STATEMENT CAREFULLY**

“Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university’s Academic Integrity Policy. Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students’ right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.”

**Note**
This syllabus is subject to amendment or change at the discretion of the instructor, and students will be notified of any changes.
INTRODUCTION

Jan. 19. Presentation
Jan 21. What is Spain?

UNIT 1. ROMANTICISM. NEGOTIATING MODERNITY

Jan 26. Gustavo Adolfo Bécquer. The Green Eyes. (Short story, 1861)

UNIT 2. REALISM. INQUIRING MODERNITY

Jan 28. Emilia Pardo Bazán. The Pardon. (Short story, 1883)

UNIT 3. AVANT-GARDE. CONFLICTING MODERNITIES (1898-1936)

☑ First essay due 11:59pm
Feb 16. Workshop: essay review
Feb 18. Flamenco culture.


☑ Second essay due 11:59pm

Spring recess
!!! read The Art of Flying over the break (graphic novel by Altarriba and Kim) !!!
Mar 23. *Nada*. Chapters 14-19


**UNIT 5. POST-FRANCOISM AND DEMOCRACY (1975-). ANXIOUS MODERNITY**


Apr 13. *Southern Seas*. Chapters 24-35

☑ Third essay due 11:59pm

Apr 15. *Southern Seas*. Chapters 36-45

Apr 20. Pedro Almodóvar (Dir.). *Women on the Verge of a Nervous Breakdown*. (Film, 1988).

Apr 22. Fernando León de Aranoa (Dir.). *Barrio*. (Film, 1998).


May 12 (Wed) ☑ Final essay due 11:59pm