

Barcelona: Understanding Local and Immigrant Cultures
SPAN 3270/Global Seminar
June 4-20, 2023

Instructor: Dr. Javier Krauel
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Instructor Bio

Dr. Javier Krauel is Associate Professor of Spanish at the University of Colorado Boulder. He researches 19C and 20C Iberian literatures and cultures and the history of emotions (<https://www.colorado.edu/spanish/javier-krauel>). Originally from Barcelona, he has lived and worked in Spain, North Carolina, and Colorado, but has called Denver home since 2007.

Communication

Please send emails about the course, assignments, and grades to Professor Krauel by email from your school email address to the email address above. I am available Monday through Friday and will schedule two sessions to answer emails every weekday (usually in the morning and afternoon). I will do my best to answer all emails within 24 hours; if you have waited more than 24 hours (not counting the weekend) for a response, please send a gentle reminder again. When corresponding by email with me, please write in a “semi-formal” style (i.e., open with “Querido Javier/Dear Javier” and close with “Un saludo/Best” or something to that effect). Emails without salutations or with salutations like “Hey!” will not be answered.

Course Description

This interdisciplinary course explores how different ethnic groups have shaped the history of Barcelona, a cosmopolitan city that is one of the oldest in Europe and the capital of one of the most vibrant and modern regions in Spain, Catalonia. Students will acquire a unique insight into the ways in which local and immigrant cultures intersect in a modern European city by familiarizing themselves with the city’s long, complex history as well as its present-day postindustrial configuration. A range of historical, literary, artistic, and sociological texts will be examined.

In addition to daily lectures and discussions, we will use the city as a space to both gather and test knowledge. Each week will be devoted to a particular neighborhood and historical period. The first week we will examine the Gothic quarter and the streets of the Eixample so as to discuss the ethnic affiliations of the city’s population during the ancient, medieval, and modern periods. The second week, we will again consider the Eixample but this time focus on how it is a center of bourgeois, European culture that contributed to Spain’s modernization and democratization, and in doing so, created tensions with immigrant communities and the state. The final week we will discuss El Paral·lel and El Raval as places to explore the transformations of urban space carried out by both the Spanish and non-EU immigrant cultures of Barcelona. Throughout the course, we will seek to understand how different cultural communities have shaped Barcelona’s present cosmopolitan configuration.

The course work is divided into two parts:

1. A daily lecture and discussion on historical, literary and sociological material taught by Professor Krauel
2. Tours and site visits led by Professor Krauel. Professor Krauel will also lecture during these tours and sites visits, which will be incorporated into the students’ oral presentations.

Learning outcomes

By the end of the course, you should be able to:

1. Recall basic facts about Barcelona's history, geography, and art;
2. Distinguish between culture as a particular way of life of a people and culture as the works and practices of artistic activity;
3. Explain some of the major features of Barcelona's culture as it developed from Roman times to the present;
4. Debate opportunities and challenges created by national vs. globalized cultures;
5. Apply historical knowledge about Barcelona's culture to discuss current events in contemporary Spain.

Readings

You will find all the readings for this course in the course reader; I may include additional materials in our Canvas page.

Method of Instruction

This course is an in-person course.

Student Responsibilities and Class Expectations

You can expect to spend 2-3 hours a day on the course in addition to our in-person classes.

You can expect to receive clear instructions about every component of the course and about every assignment. If anything is not clear about any part of the course, please email me.

I expect you to treat other students with respect. As with any other electronic communication, I recommend reading what you write twice before posting in Canvas to make sure that what you're writing is courteous and respectful. Remember that irony and humor don't always come across! If you are in doubt about whether to post something, then I recommend that you don't post it!

You can expect me to respond to your questions in the way outlined in the communication policies above. You can also expect to be treated with courtesy and respect in my email correspondence and in the discussion formats. If you ever feel that I haven't done so, please let me know immediately.

Please see the university policy on classroom behavior for more details about courtesy expectations.

Grading

Class participation and homework	15%
3 Quizzes	15%
Group presentation related to site visits	15%
Blog	25%
Final exam	30%

Grading scale

A = superior/excellent: A = 100-94; A- = 93.9-90

B = good/better than average: B+ = 89.9-88; B = 87.9-84; B- = 83.9-80

C = competent/average: C+ = 79.9-78; C = 77.9-74; C- = 73.9-70

D = minimum passing: D+ = 69.9-68; D = 67.9-64; D- = 63.9-60

F = failing: F= 59.9-0

Please note that, on all assignments, work that is just "ok" – competent or average – will receive a "C."

Course Requirements and Expectations

(Some of the language is adapted from Brown University's Center for Teaching and Learning)

Respect for Diversity

I hope that students from all diverse backgrounds and perspectives are well served by this course and that students' learning needs are addressed both in and out of class. My goal is to create an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a resource, strength, and benefit. Within the parameters allowed by the course description, I will strive to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Class participation and homework

In order to make the most of this course, attendance to all classes, lectures, trips and tours is mandatory. Needless to say, you are expected to fulfill the course assignments to the best of your abilities, keep up with the readings, and share your opinions, knowledge, and ideas with the class. Your participation will measure the following:

- whether you read the assigned texts carefully;
- whether you show up to class in a professional and consistent manner and are fully present in class;
- whether you contribute to discussions in class (sharing a question, comment or reaction in Spanish with the class, being engaged and speaking Spanish in group work, etc.);
- whether you fulfill the assignments (written homework, in-class activities) given to you by your professor.

In many courses, simply showing up to class is enough to guarantee an "A" or "B" for class participation. This is not the case in this course. To receive an "A" or "B" for class participation, you should be a regular, prepared participant in class discussions. The participation grade will be posted at the end of the course. ***If I ask a question to the class and I don't get an answer after a few seconds, I may call on individual students. So be prepared to speak!***

Quizzes

There will be 3 quizzes designed to test the acquisition of factual knowledge—they will consist of multiple-choice questions and / or short identifications. The first quiz will be on the third day of class.

Group presentation

On the first day of classes, you will be divided into groups of 4 or 5 students. As a group, you will choose one of the site visits as a theme for your presentation. You will give a 20-25 minute presentation about the site visited, summarizing the site's main aspects (10-15 minutes) and critically reflecting on its significance (10 minutes). Each participant must speak a minimum of 5 minutes in Spanish and cannot read her/his presentation.

Blog

The blog consists of a collaborative effort to produce a reflection on the experience of Barcelona and the Global Seminar. You will be required to post 4 entries on the course's blog. These entries will consist of a thoughtful response to a question posed by Professor Krauel on the interactions between local and immigrant cultures in Barcelona or on your learning experiences during the Global Seminar. The length requirements will vary between 250 and 500 words (depending on the nature of the question posed) and they may also include pictures, media files, etc. The first (pre-departure) entry will be in English; the other 3 entries will be in Spanish. The blog postings will be part of the course's writing component—so please take them as seriously as I will. ***Blogs must be posted on the course's blog by the end of the day (11:59 pm) on the due date.***

Final Exam

The final exam will consist of four identifications and one long essay. The essay question will bring together the course's main themes and will assess your understanding of the historical, political, and cultural challenges posed by the city's pluralism and diversity. The exam will be 2:30 hours.

Program Policy

All course work and exams must be completed on site during the dates of the program.

University and Department Policies

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 our policy [here](#). You are not guaranteed enrollment in a course if you are on a Waitlist.

Prerequisites Not Met

If your instructor informs you that the system has flagged you because you do not meet the prerequisites for this course, you should contact Dr. Javier Rivas, 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.

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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 [classroom behavior](#) policy, the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). *If you are absent due to illness or quarantine, please send me an*

email as soon as possible to let me know. Please be aware that you do not need to state the nature of your illness because of FERPA student privacy laws.

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 Wednesday, February 1, 2023. You can learn more about the complete final examination policy [here](#).

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

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.

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 Honor Code may include, but are not limited to: 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 Student Conduct & Conflict Resolution (honor@colorado.edu); 303-492-5550). Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#). Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to

ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

In addition to the above university and department policies, please take five minutes to educate yourself about sexual assault: [5 things everyone should know about sexual assault](#)

Religious Holidays

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. Please check with your instructor regarding their procedures to accommodate your religious obligations.

See the [campus policy regarding religious observances](#) for full details.

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.

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](#). 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 or contact her directly.