



*ugr*

Universidad  
de Granada

Centro de  
Lenguas Modernas  
[www.clm-granada.com](http://www.clm-granada.com)



SYLLABUS

HISPANIC STUDIES  
COURSE (CEH)

[www.clm-granada.com](http://www.clm-granada.com)

# INDEX

---

Differentiated levels of knowledge in the syllabus of Spanish Language at the Centre of Modern Languages at the University of Granada.

## **HISPANIC STUDIES COURSE**

<b>LANGUAGE</b> .....	6
Speaking and Writing Skills .....	7
Spanish Grammar .....	10
The diversity of Spanish in the world .....	16
Translation English to Spanish I .....	18
Translation English to Spanish II .....	20
Business Spanish .....	22
Teaching Spanish in Bilingual Schools .....	24
Applied Linguistics in teaching Spanish .....	25
Spanish Linguistics .....	26
<b>LITERATURE</b> .....	27
Spanish Literature from the Renaissance to the Golden Age of Cervantes ....	28
Spanish Literature (Enlightenment, Romanticism and Realism) .....	29
Contemporary Spanish Literature .....	30
Latin American Literature .....	31
The Image of Women in Spanish Literature (18th Century - 21st Century) ..	32
Social and ideological change through the Lens of Spanish Theatre .....	33
<b>HISTORY AND GEOGRAPHY</b> .....	34
Spanish History from the 1700s to the Civil war and Franco .....	35
The Transition: from Franco's Dictatorship to the Democracy of Today's Spain .....	36
Contemporary History of America .....	37
Spain's Evolving Social and Demographic Landscapes .....	39
<b>HISTORY OF ART</b> .....	40
Spanish Art (Renaissance and Baroque) .....	41
Contemporary Spanish Art .....	43
The History of Spanish Cinema .....	45
Spain and Latin America through Contemporary Cinema .....	47
<b>SOCIOLOGY, POLITICS AND ECONOMICS</b> .....	48
Current socio-political topics in Spain .....	49
The Political System of the European Union .....	51
Economics and Business in Spain and Latin America .....	53

<b>CULTURE</b> .....	55
Spanish Civilization and Culture .....	56
Latin American Civilization and Culture .....	58
Islamic Culture in Spain .....	60
History of Flamenco .....	62
The Spanish Music as an Artistic and Social Phenomenon: Tradition and Vanguard .....	63
The Art of Flamenco in Society and Culture .....	64
Religious diversity and culture in medieval Spain .....	66
Healthcare Systems in Spain .....	68
Ecology and the Environment in Spain .....	69
<b>INTERNSHIPS</b> .....	70
Internship Program in Companies .....	71
Internship Program in Educational Institutions .....	73
Internship Program in NGOs / Voluntary work .....	74
Modern Language .....	75



## **1. HISPANIC STUDIES COURSE (CEH)**

The Hispanic Studies Course is aimed at students and professionals who wish to acquire a deeper knowledge of Spanish language and culture. This course offers a wide variety of subjects taught by specialists from the University of Granada. Students must already have a good knowledge of Spanish in order to be able to follow these subjects (equivalent to passing CLM's Advanced-A Level) B2.1 and for this reason the CLM always recommends students to take an Intensive Spanish Language Course before beginning the Hispanic Studies Course.

The course is taught in two periods, from October to December (Fall) and from February to May (Spring).

Students can choose the first period, the second period or both (the Complete Hispanic Studies Course). The complete course (10 subjects) entitles students to receive the Diploma in Hispanic Studies.

To study this course, students must choose a minimum of four subjects and a maximum of five for each period. If students so wish, they can take three or four subjects in any of the two periods established and then complete the programme either with one or two subjects from the Optional January Programme or with a Foreign Language course (English, French, Italian, German, Arabic, Modern Greek, Japanese, Chinese, Dutch, Polish, Portuguese, Russian and Swedish) offered by CLM.

## **2. SUBJECT SCHEDULE**

Each subject on the Hispanic Studies Course involves 45 teaching hours and a regular weekly timetable in line with the general study plan established by CLM (4 hours per week for each subject in the first period and 3 hours per week in the second period).

# LANGUAGE

## **SPEAKING AND WRITING SKILLS (LEVEL 7)**

### **General description**

Understand and express oneself in different situations not necessarily familiar to the learner and which require information and opinions to be exchanged using complex linguistic structures.

### **Content**

- Express conditions I: Condition the future fulfillment of an action. Express the subjective probability of that condition (complete, medium, low or none).
- Express conditions II: Set the real time upon which the condition has effect in improbable or impossible conditions.
- Express subjective sensations, impressions and feelings. Evaluate subjectively. Express and recognise differences in register.
- Express and recognise agreement, disagreement or evasiveness in conversation. React to affirmations and proposals.
- Recognise specific language of journalism, written and oral. Reproduce journalistic texts.
- Give arguments and make objections and react to them: give information about the objection, recognise or reject its existence. Set differences of registers.
- Relate actions in time. Write instructions.
- Recognise specific language of advertising. Formulate analyses. Recognise and produce word-play and its connotations. Convince.
- Compare different versions of a story. Formulate artistic criticism.
- Specific tasks according to the group's necessities.

### **Textbook**

*Abanico*, published by Difusión.

### **Assessment**

In order to receive an end-of term mark 80% class attendance is required. The final mark will be established on the basis of :

- The average mark obtained in the two exams which constitutes the base mark. Work set by the teacher, which will add or subtract up to one point to or from the base mark depending on the amount of work given in.
- Attendance and attitude in class, which will add to or subtract from the base mark.

## **SPEAKING AND WRITING SKILLS (LEVEL 8)**

### **General description**

Understand and express oneself correctly and fluently in familiar situations and communicate adequately in situations which are unfamiliar to the learner by means of complex linguistic structures.

### **Content**

- Exchange and evaluate personal information.
- Exchange and evaluate general information.
- Assess the attitude of others.
- Express acceptance, rejection, and evasion with different degrees of enthusiasm.
- Persuade and convince.
- Justify oneself and make excuses.
- Maintain diverse types of interpersonal relationships.
- Present accurately point of view on an event.
- Comment in detail on the intentions of what others have said.
- Make arguments with differing degrees of implication on the topic of a conversation.
- Formulate and reject statements of certainty, necessity and obligation.
- Ask and give explanations about cause, consequence, finality and manner.
- Express what one considers possible or probable.
- Reject and accept an expression of probability.

### **Textbook**

Textbook adapted to the group necessities.

### **Assessment**

80% class attendance is compulsory in order to receive an end-of-term mark. The final mark will be based on:

- The average mark obtained in the two exams, which will constitute the base mark. Work assigned by the teacher which will add to or subtract up to one point from the base mark depending on the work handed in.
- The number of classes attended and the student's attitude in class, which will add to or subtract up to one point from the base mark.

## **SPEAKING AND WRITING SKILLS (LEVEL 9)**

### **General description**

Understand and express oneself correctly and fluently in familiar situations and communicate adequately in situations which may be unfamiliar to the learner by means of complex linguistic structures.



### **Content**

- Condition the fulfilment of an action.
- Advise, suggest and recommend.
- Express the will to do something.
- Express surprise or wonder.
- Express compassion.
- Express resignation.
- Express satisfaction.
- Express agreement and disagreement.
- Express indignation.
- Express indifference.
- Understand and give information in linguistic registers: formal, informal, familiar and vernacular.
- Understand the diverse socio-linguistic and dialect varieties.
- Understand and reproduce intonation in statements.

### **Textbook**

Textbook adapted to the group's necessities.

### **Assessment**

80% class attendance is compulsory in order to receive an end-of-term mark. The final mark will be based on:

- The average mark obtained in the two exams which will constitute the base mark. Work assigned by the teacher which will add to or subtract up to one point from the base mark, depending on the work handed in.
- The number of classes attended and the student's attitude in class, which will add to or subtract up to one point from the base mark.

## **SPANISH GRAMMAR (LEVEL 7)**

### **General description**

Description and analysis of Spanish grammar, especially those aspects which are of most difficulty for the non-Spanish speaker (advanced level).

### **Content**

- Indicative tenses.
- Comparatives.
- Lexis: use and differentiation of synonyms.
- Verbal paraphrasing.
- Demonstratives.
- Subjunctive.
- Orthography.
- Prepositions.
- Reported and direct speech.
- The imperative.
- Ser and estar.
- Adversative propositions. Sino / si no.
- Temporal propositions.
- Conditional propositions.
- Concessive propositions.
- Final propositions.
- Consecutive and causal propositions.
- Use of the article.
- The passive voice.
- Personal pronouns.
- The se.
- Non-personal forms of the verb.
- Specificative and explicative adjectives.
- The relative phrase.

Students enrolling on this course must have a sufficient command of the Spanish language. The methodology will be theory-practical as the aims of the course are to make the students reflect on the use of the language and reflexively learn the grammar.

### **Activities**

A syllabus will be given to the students which will provide a daily guide, along with a grammatical notes and practical exercises. Given the complexity of some topics they may extend into another class, the syllabus should be seen as desiderata which we will try to complete as fully as possible.

### **Assessment**

Students will carry out exercises with the grammatical contents to test their command of the language and the grammar. The exercises will be marked from 0 to 10 points; a minimum of 5 is required in order to pass. Class attendance will also be taken into account. The final mark will be based on the following:

- 1) Academic activity (80%), which will be 40 % of the average mark of the grammatical exercises and 40 % of the final exam mark
- 2) Attendance and participation (20 %). 1 point will be given to each student for each class attended (10 %) for class attendance; in order to be assessed the C.L.M. has established a minimum number of compulsory classes (80 % of the total number of classes). Class participation will also be given a maximum of 1 point (10 %).

## Bibliography

### **Grammars of the Spanish language (the latest edition should always be used):**

- Alarcos Llorach, Emilio, *Gramática de la Lengua Española*. Madrid: Real Academia Española/Espasa.
- Alcina Franch, Juan y Blecua, José Manuel, *Gramática española*. Barcelona: Ariel.
- Alonso, Amado, y Pedro Henríquez Ureña, *Gramática castellana*. Buenos Aires: Losada.
- Gómez Torrego, Leonardo, *Gramática didáctica del español*. Madrid: S.M.
- Marcos Marín, Francisco, *Curso de gramática española*. Madrid: Cincel-Kapelusz.
- Montolío, Estrella, et al. (coord.), *Manual práctico de escritura académica*. 3 vols. Madrid: Ariel.
- Pérez Rioja, José Antonio, *Gramática de la lengua española*. Madrid: Tecnos.
- Real Academia Española (Comisión de Gramática), *Esbozo de una nueva gramática de la lengua española*. Madrid: Espasa.
- Seco, Rafael, *Manual de gramática española*. Madrid: Aguilar.
- Seco, Manuel, *Gramática esencial del español. Introducción al estudio de la lengua*. Aguilar: Madrid.

### **Grammars and exercise books which may be applied to the teaching of Spanish to foreigners (amongst many others). (The latest edition should always be used):**

- Fernández, Jesús, Rafael Fente y José Siles, *Curso intensivo de español. Gramática*. Madrid: S.G.E.L.
- Fernández, Jesús, Rafael Fente y José Siles, *Curso intensivo de español. Ejercicios prácticos. Niveles intermedio y superior*. Madrid: S.G.E.L.
- Kundert, Hans, y M<sup>a</sup> Antonia Martín Zorraquino, *Ejercicios de español. Libro 1. Niveles elemental e intermedio*. Madrid: Omnivox.
- Kundert, Hans, y M<sup>a</sup> Antonia Martín Zorraquino, *Ejercicios de español. Libro 2. Niveles intermedio y avanzado*. Madrid: Omnivox.
- Moreno García, Concha, *Curso superior de español*. Madrid: S.G.E.L.

### **Orthography (the latest edition should always be used):**

- Real Academia Española, *Ortografía*. Madrid: Espasa.

### **Dictionaries (the latest edition should always be used):**

- Manuel Seco, *Diccionario de dudas y dificultades de la lengua española*. Madrid: Espasa.
- Real Academia Española, *Diccionario de la lengua española*. Madrid: Espasa (22<sup>a</sup> edición).
- Real Academia Española, *Diccionario de la lengua española*. « <http://www.rae.es> » (ed. actualizada).
- Real Academia Española, *Diccionario panhispánico de dudas*. Madrid: Espasa.

## SPANISH GRAMMAR (LEVEL 8)

### General description

The content of the course includes the main points of those remaining difficulties which a student may encounter in the latter part of an advanced learning phase and the best way to solve them, within a pragmatic tone.

Students wishing to enrol on this course must have the required level of Spanish, active knowledge as well as passive, and certain knowledge of Spanish grammar. The student is offered a definitive consolidation of this knowledge by means of a systematic presentation of the grammar along with numerous exercises.

## Content

1. *Use of the indicative tenses.* Forms. Tenses. Exercises.
2. *Uses of the subjunctive.* In independent phrases. In dependant phrases. Subjunctive tenses. Exercises.
3. *Uses of SER y ESTAR.* Non-attributive use. Auxiliary use. Attributive use. Exercises.
4. *Use of the demonstratives.* Spatial, temporal and in discourse. Other uses. Exercises.
5. *Use of verbal periphrasis.* With infinitive. With gerund. With participle. Exercises
6. *Uses of the impersonal and passive structures.* Obligatory impersonals. Optative impersonals. Passive sentences. Exercises.
7. *Use of the pronominal structures.* Commuted *se*. Reflexive *se*. Reciprocal *se*. Transitive verbs. Movement verbs. Intransitive verb. Pronominal verbs. Exercises.
8. *Use of the indefinites.* Forms of the indefinites. Cardinal and ordinal numbers. Distributives. Numerical approximation. Exercises.
9. *Use of subordinate phrases.* Exclamatory *que*. Valorative *que*. Structures with *como*. Structures with *cuanto*. Structures with *donde*. Structures with *si*. Exercises.
10. *Use of the relatives.* (El) *que*. *Quien*. *El cual*. *Cuyo*. Exercises.
11. *Use of conversation structures.* Characterising features of intention, emphasis and deliberation. Beginnings,. Links. Appendices. Exercises.
12. *Use of prepositions.* Spatial significance. Temporal significance. Nacional significance. Idiomatic significance. Prepositional pattern. Exercises.

## Activities

Daily exercises for both class and homework

## Assessment

Assessment will be on:

- 1) Class attendance.
- 2) Class participation.
- 3) Exams, which will be of the same type as exercises done periodically in class.

## Bibliography

### 1. Textbooks:

- REAL ACADEMIA ESPAÑOLA. *Esbozo de una nueva gramática de la lengua española*, Madrid, Espasa-Calpe, varias ediciones.  
ALCINA, J. y BLECUA, J. M., *Gramática española*, Barcelona, Ariel, various editions.  
SECO, M., *Gramática esencial del español. Introducción al estudio de la lengua*, Madrid, Aguilar.  
MATTE BON, F., *Gramática comunicativa del español*, Madrid, Difusión, 1992.

### 2. Dictionaries:

- SECO, M. *Diccionario de dudas y dificultades de la lengua española*, Madrid, Espasa Calpe.  
MOLINER, M., *Diccionario de uso del español*, Madrid, Gredos, various editions.  
VV.AA., *Diccionario de uso del español actual*, Madrid, Ed. SM., 1996.

### 3. Exercise Books:

- FENTE, R., *Curso intensivo de español. Ejercicios prácticos*, Madrid, Edi-6, 1983.  
KUNDERT, H., MARTÍN M<sup>a</sup> A., *Ejercicios de español*, Madrid, Alhambra, 1990.

### 4. Specialized books:

- BORREGO, J. y otros, *El subjuntivo. Valores y usos*, Madrid, SGEL, 1985.  
GELABERT, M<sup>a</sup>. J. y otros, *Repertorio de funciones comunicativas del español*, Madrid, SGEL, 1988.  
LUQUE DURÁN, J. DE D., *Las preposiciones*. Madrid, SGEL, (1973).  
MOLINA REDONDO, J.A., *Usos de "se". Cuestiones sintácticas y léxicas*, Madrid, SGEL, various editions (last, 1994).  
MOLINA REDONDO, J.A. y ORTEGA OLIVARES, G., *Usos de ser y estar*, Madrid, SGEL, 1987.

## SPANISH GRAMMAR (LEVEL 9)

### General description

The content of the course includes the main points of those remaining difficulties which a student may encounter in the latter part of an advanced learning phase and the best way to solve them, within a pragmatic tone.

Students wishing to enrol on this course must have the required level of Spanish, active knowledge as well as passive, and certain knowledge of Spanish grammar. The student is offered a definitive consolidation of this knowledge by means of a systematic presentation of the grammar along with numerous exercises.

## Content

13. *Use of the indicative tenses.* Forms. Tenses. Exercises.
14. *Uses of the subjunctive.* In independent phrases. In dependant phrases. Subjunctive tenses. Exercises.
15. *Uses of SER y ESTAR.* Non-attributive use. Auxiliary use. Attributive use. Exercises.
16. *Use of the demonstratives.* Spatial, temporal and in discourse. Other uses. Exercises.
17. *Use of verbal periphrasis.* With infinitive. With gerund. With participle. Exercises
18. *Uses of the impersonal and passive structures.* Obligatory impersonals. Optative impersonals. Passive sentences. Exercises.
19. *Use of the pronominal structures.* Commuted *se*. Reflexive *se*. Reciprocal *se*. Transitive verbs. Movement verbs. Intransitive verb. Pronominal verbs. Exercises.
20. *Use of the indefinites.* Forms of the indefinites. Cardinal and ordinal numbers. Distributives. Numerical approximation. Exercises.
21. *Use of subordinate phrases.* Exclamatory *que*. Valorative *que*. Structures with *como*. Structures with *cuanto*. Structures with *donde*. Structures with *si*. Exercises.
22. *Use of the relatives.* (El) *que*. *Quien*. *El cual*. *Cuyo*. Exercises.
23. *Use of conversation structures.* Characterising features of intention, emphasis and deliberation. Beginnings,. Links. Appendices. Exercises.
24. *Use of prepositions.* Spatial significance. Temporal significance. Nacional significance. Idiomatic significance. Prepositional pattern. Exercises.

## Activities

Daily exercises for both class and homework

## Assessment

Assessment will be on:

- 1) Class attendance.
- 2) Class participation.
- 3) Exams, which will be of the same type as exercises done periodically in class.

## Bibliography

### 1. Textbooks:

- REAL ACADEMIA ESPAÑOLA. *Esbozo de una nueva gramática de la lengua española*, Madrid, Espasa-Calpe, varias ediciones.  
ALCINA, J. y BLECUA, J. M., *Gramática española*, Barcelona, Ariel, various editions.  
SECO, M., *Gramática esencial del español. Introducción al estudio de la lengua*, Madrid, Aguilar.  
MATTE BON, F., *Gramática comunicativa del español*, Madrid, Difusión, 1992.

### 2. Dictionaries:

- SECO, M. *Diccionario de dudas y dificultades de la lengua española*, Madrid, Espasa Calpe.  
MOLINER, M., *Diccionario de uso del español*, Madrid, Gredos, various editions.  
VV.AA., *Diccionario de uso del español actual*, Madrid, Ed. SM., 1996.

### 3. Exercise Books:

- FENTE, R., *Curso intensivo de español. Ejercicios prácticos*, Madrid, Edi-6, 1983.  
KUNDERT, H., MARTÍN M<sup>a</sup> A., *Ejercicios de español*, Madrid, Alhambra, 1990.

### 4. Specialized books:

- BORREGO, J. y otros, *El subjuntivo. Valores y usos*, Madrid, SGEL, 1985.  
GELABERT, M<sup>a</sup>. J. y otros, *Repertorio de funciones comunicativas del español*, Madrid, SGEL, 1988.  
LUQUE DURÁN, J. DE D., *Las preposiciones*. Madrid, SGEL, (1973).  
MOLINA REDONDO, J.A., *Usos de "se". Cuestiones sintácticas y léxicas*, Madrid, SGEL, various editions (last, 1994).  
MOLINA REDONDO, J.A. y ORTEGA OLIVARES, G., *Usos de ser y estar*, Madrid, SGEL, 1987.

## THE DIVERSITY OF SPANISH IN THE WORLD

### General Description

This course intends that the student from a higher advanced and proficient level of Spanish acquires a deep theoretical and practical knowledge of the different linguistic varieties that occur in different linguistic registers: academic language versus informal language, taking into account the study of its historic, geographical and social setting, as well as contact with other languages of Spain.

Likewise, the student will thoroughly investigate and study the most relevant aspects that differentiate the current Spanish norms of Spain against the Spanish in America and elsewhere in the world, paying special attention to the grammatical, lexical, phonetic and pragmatic aspects. This block will be the main content of the course

With the study of the proposed contents, students will be capable of having an attitude of respect, understanding and appreciation towards other languages, towards other linguistic varieties and towards other cultures. Likewise, the student will be able to distinguish and adapt to the use of different varieties of Spanish, with attention to the diversity of contexts.

### Content

I. Basic theoretical concepts on the study of Spanish and its linguistic variations.

II. Approach to the main social differences in current Spanish: diatopic, diastratic and diaphasic varieties of modern Spanish

III. The linguistic and socio-historical involved in the formation and extension of the Spanish language in the Americas

Spanish and indigenous languages. The African influence in Latin American Spanish. Social variations in American Spanish

IV Linguistic features characteristic of American Spanish

1. phonetics

Two. Morphosyntactics

Three. Lexicons

V. Spanish in other areas of the world: African Continent: Equatorial Guinea, northern Morocco, Western Sahara, Israel ... (Sephardic, Ladino, Judeo-Spanish ...); Continental Asia: the Philippines (the vulgar, mixture of Spanish, indigenous languages, languages of colonization ...); Europe Balkan peninsula (Judeo-Spanish, some speakers).

### Assessment

- Active participation: 20%.
- Average of mid-term and final exam: 50%.
- Course project: 30%



## Bibliography

### Manuals:

ALVAR, Manuel (dir.) : "Manual de dialectología hispánica. El español de España. El español de América". Barcelona: Ariel. 1996.

ARIZA, M., "Comentarios de textos dialectales", Madrid, Arco/Libros, 1994.

CANO AGUILAR, R. (coord.), "Historia de lengua española", Barcelona, Ariel, 2005.

DOMÍNGUEZ, P., M. MORERA y G. ORTEGA, "El español idiomático", Barcelona, Ariel, 1991.

GARCÍA MOUTON, P. : "Lenguas y dialectos de España," 5ª ed., Madrid: Arco Libros, 2007

LIPSKI, John: *El español de América*, 4ª ed., Madrid: Cátedra, 2005

MENÉNDEZ PIDAL, R., "Historia de la lengua española", 2 vols., Madrid, Fundación Menéndez Pidal - Real Academia Española, 2005.

MORENO FERNÁNDEZ, F., "Historia social de las lenguas de España", Barcelona, Ariel, 2005.

SECO, M. y G. SALVADOR, "La lengua española hoy", Madrid, Fundación Juan March, 1995.

VAQUERO DE RAMÍREZ, M., "El español de América. I Pronunciación", Madrid, Arco/Libros, 1996.

### Vocabulary:

VRANIC Gordana, "Hablar por los codos. Frases para un español cotidiano", Edelsa, 2004.

MOLINER María, "Diccionario de uso del español", 3ª edición, Gredos S.A, 2007.

R.A.E. "Diccionario panhispánico de dudas", Santillana S.A, 2006.

<http://cvc.cervantes.es/oteador>

### Journals:

"ECOS", "CARABELA" y "CABLE"

"Maneras de hablar", "Diálogos de jóvenes", "La lengua de la calle", secciones de la revista V.O. Una revista independiente para aprender a hablar español en versión original (Granada, 1994-1997).

## TRANSLATION ENGLISH TO SPANISH I

### General Description

**Translation I: General Themes** deals with the new approaches to language learning that view the activities of translation and interpreting as a tool for the development of communicative ability and mediation skills. Therefore, during this course the students will carry out written and oral tasks to transmit a particular piece of information to speakers and students of Spanish who are not fluent in the English language. The informative content and the type of texts on the course will be related to different, real situations of communication, attempting to include different registers of the language, textual typologies and a balance between oral and written expression, always within the areas of information of a general type.

On the other hand, this context of translation will serve to cover a second objective: students will develop the skills for the translation process by means of the analysis and practice of aspects relative to the use of documentation, translation strategies, the tools and recourses for the translator, pragmatic and textual considerations, among others.

### Content

#### **UNIT I: INTRODUCTION.**

- General considerations on the process of translation/mediation.
- Familiarization with the correction system of translations.
- Consolidation of tools and strategies of reverse translation.

#### **UNIT II: EVERYDAY SITUATIONS**

##### **Setting of linguistic mediation:**

Provide the use of certain services with general information in English for Spanish speakers.

##### **Contents:**

- Information of a general type and specific terminology for selected situations.
- Translation strategies: paraphrase, selection and adaptation of the relevant information.
- Linguistic content: making questions, interrogative pronouns, *hay/está/es*, locate in time and space, express quantities.

#### **UNIT III: SPECIALIZED INFORMATION IN INFORMATIVE TEXTS.**

##### **Setting of linguistic mediation:**

Prepare a report in Spanish about Andalusia and Granada for a future group of advanced level foreign students.

##### **Contents:**

- Tourist, geographic and cultural information.
- Translation strategies: textual adaptations, documentation tasks, use of monolingual dictionaries, modulation, handling of cultural references (equivalence, adaptation, explicitation, etc.), use of equivalent texts.
- Linguistic content: descriptive language, order of adjectives in Spanish.

#### **UNIT IV: JOURNALISM INFORMATION**

##### **Setting of linguistic mediation:**

Prepare a news piece for the Centro de Lenguas Modernas magazine, using news published in English.

##### **Contents:**

- General subjects of current affairs from Spanish-speaking countries.
- Social, political and institutional references.
- Questions of linguistic register.
- Translation strategies: documentation tasks, use of parallel and equivalent texts.
- Linguistic content: selection of verbal mode (Indicative/Subjunctive) in indirect style, speech verbs, direct style punctuation, the periphrastic passive.

#### **UNIT V: CREATIVE TEXTS**

##### **Setting of linguistic mediation:**

Translate information from audiovisual material for Spanish speakers.

**Contents:**

- Handling of cultural references (adaptation, equivalence, explication, etc.)
- The translation subordinated: subtitled.
- Translation strategies: use of real sources of language.
- Linguistic content: conversational resources to give a natural feel to dialogues, colloquial register.

**Methodology**

The course will be based on the development of written and oral skills in Spanish by means of the active participation of the students in activities in groups and in assembly, as well as the guided activities of individual work which the students prepare for the class activities and which amplify their practice of mediation processes outside of class.

**Assessment**

<b>ATTENDANCE AND PARTICIPATION</b>	<b>20%</b>
<b>CONTINUAL EVALUATION:</b> Four translation projects	<b>60%</b>
<b>FINAL EVALUATION</b>	<b>20%</b>

**Bibliography**

**Texts** that the teacher will provide for each translation (original text, texts related to the subject written in Spanish or English, glossaries, among others.).

The following work bibliography is recommended:

**Bilingual Dictionaries.**

- V.V.A.A. 1992. *Collins Diccionario español-inglés, English-Spanish*. Glasgow & Nueva York. Grijalbo/Harper Collins, 32 ed.

- V.V.A.A. 1994. *El Diccionario Oxford español-inglés, English-Spanish*. Oxford. OUP

**Monolingual Spanish Dictionaries and Encyclopaedias.**

- Bosque, Ignacio (dir.), 2004, *Redes. Diccionario combinatorio del español contemporáneo*, S.M., Madrid. Combinative dictionary, very useful for lexical precision.

- Corripio, Fernando, 1994, *Diccionario de ideas afines*. Herder, Barcelona. Dictionary of synonyms.

- Moliner, María, 1982, *Diccionario de uso del español*, Madrid, Gredos.

- Casares, Julio, 1981, *Diccionario ideológico de la lengua española*, Barcelona, Gustavo Gili. Dictionary of synonyms/thesaurus.

- Real Academia Española, 2001, *Diccionario de la lengua española*, Madrid. This can also be consulted online at [www.rae.es](http://www.rae.es)

**Rules and Style.**

- V.V.A.A. 1994. *El País: Libro de estilo*, Madrid. There's an online version at

[http://estudiantes.elpais.es/libroestilo/indice\\_estilos.htm](http://estudiantes.elpais.es/libroestilo/indice_estilos.htm)

**Internet Resources.**

As well as these printed tools, the student can make use of the great quantity of lexicographic tools that the internet offers.

[www.wordreference.com](http://www.wordreference.com)

[www.logos.it/lang/transl\\_es.html](http://www.logos.it/lang/transl_es.html)

[www.europa.eu.int/eurodicautom](http://www.europa.eu.int/eurodicautom) Eurodicautom is the database of the EU.

[www.el-castellano.com/dicciones.html](http://www.el-castellano.com/dicciones.html)

[www.babylon.com](http://www.babylon.com)

[www.ati.es/novatica/glosario/glosario\\_internet.html](http://www.ati.es/novatica/glosario/glosario_internet.html)

[www.acronymfinder.com/](http://www.acronymfinder.com/)

[www.onelook.com](http://www.onelook.com)

[www.acena.it/dizionario.html](http://www.acena.it/dizionario.html)

<http://europa.eu.int/eur-lex/en/index.html>

[www.geocities.com/Susanacr\\_99/dicespanol.htm](http://www.geocities.com/Susanacr_99/dicespanol.htm)

[http://go.hrw.com/atlas/span\\_hm/world.htm](http://go.hrw.com/atlas/span_hm/world.htm)

<http://www.convertworld.com/es/>

<http://users.ugent.be/~rvdstich/eugloss/language.html>

## TRANSLATION ENGLISH TO SPANISH II

### General Description

**Translation II: Specialized Subjects** deals with the new approaches to language learning that view the activities of translation and interpreting as a tool for the development of communicative ability and mediation skills. Therefore, during this course the students will carry out written and oral tasks to transmit a particular piece of information to speakers and students of Spanish who are not fluent in the English language. The informative content and the type of texts on the course will be related to different, real communication situations but, in difference to the Translation I course, within more specialized areas of the language.

On the other hand, this translation context will serve to cover a second aim: the students will develop the skills necessary for the translation process or they will perfect those acquired in the Translation I course, through the analysis and implementation of aspects relating to the use of documentation, translation strategies, the tools and resources for the translator, pragmatic and textual considerations, among others.

### Content

#### **UNIT I: INTRODUCTION.**

- Reflection on and perfection of the translation/mediation process.
- Familiarization with the correction system of translations.
- Consolidation of tools and strategies of inverse translation.

#### **UNIT II: EVERYDAY SITUATIONS.**

##### **Setting of Linguistic Mediation:**

Provide the use of certain services with specialized information in English for Spanish speakers.

##### **Contents:**

- Information of a specialized type and terminology specific to selected situations.
- Translation Strategies: paraphrase, selection and adaptation of relevant information, documentation tasks, use of equivalent texts.
- Linguistic content: formulate questions.

#### **UNIT III: SPECIALIZED INFORMATION IN INFORMATIVE TEXTS.**

##### **Setting of Linguistic Mediation:**

Prepare short informative texts on scientific-technical, economic or legal subjects that can be used as support for class presentations.

##### **Contents:**

- Information of a specialized nature and specific terminology for selected situations.
- Translation strategies: paraphrase, selection and adaptation of relevant information, handling of terminology, use of parallel texts.
- Linguistic content: textual typology, formal register.

#### **UNIT IV: JOURNALISTIC INFORMATION.**

##### **Setting of Linguistic Mediation:**

Prepare the news section for the Centro de Lenguas Modernas magazine, using news published in English.

##### **Contents:**

- Specialized subjects of current news from Spanish-language countries.
- Social, political and institutional references.
- Questions of linguistic register.
- Translation strategies: documentation tasks, use of parallel and equivalent texts.
- Linguistic content: selection of verbal mode (Indicative/Subjunctive) in indirect style, speech verbs, direct style punctuation, periphrastic passive.

#### **UNIT V: TEXTOS CREATIVOS.**

##### **Setting of Linguistic Mediation:**

Translate literary fragments for Spanish speakers.

##### **Contents:**

- Handling of cultural references (adaptation, equivalence, explication, etc.)
- Translation strategies: use of equivalent texts, consulting published translations.
- Linguistic content: descriptive language, dialogue punctuation.

### Methodology

The course will be based on the development of written and oral skills in Spanish by means of the active participation of students in group and assembly activities, as well as in guided individual work activities which the students will prepare for class activities and which will further their practice of the processes of mediation outside of class.

### Assessment

<b>ATTENDANCE AND PARTICIPATION</b>	<b>20%</b>
<b>CONTINUAL EVALUATION:</b> Four translation projects	<b>60%</b>
<b>FINAL EVALUATION</b>	<b>20%</b>

### Bibliography

**Texts** that the teacher will provide for each translation (original text, texts related to the subject written in Spanish and English, glossaries, among others.).

The following work bibliography is recommended:

#### Bilingual Dictionaries.

- V.V.A.A. 1992. *Collins Diccionario español-inglés, English-Spanish*. Glasgow & Nueva York. Grijalbo/Harper Collins, 32 ed.

- V.V.A.A. 1994. *El Diccionario Oxford español-inglés, English-Spanish*. Oxford. OUP

#### Monolingual Spanish Dictionaries and Encyclopaedias.

- Bosque, Ignacio (dir.), 2004, *Redes. Diccionario combinatorio del español contemporáneo*, S.M., Madrid. Combinative dictionary, very useful for lexical precision.

- Corripio, Fernando, 1994, *Diccionario de ideas afines*. Herder, Barcelona. Dictionary of synonyms.

- Moliner, María, 1982, *Diccionario de uso del español*, Madrid, Gredos.

- Casares, Julio, 1981, *Diccionario ideológico de la lengua española*, Barcelona, Gustavo Gili. Dictionary of synonyms/thesaurus.

- Real Academia Española, 2001, *Diccionario de la lengua española*, Madrid. Can also be consulted online at [www.rae.es](http://www.rae.es)

#### Rules and Style.

- V.V.A.A. 1994. *El País: Libro de estilo*, Madrid. There's an online version at [http://estudiantes.elpais.es/libroestilo/indice\\_estilos.htm](http://estudiantes.elpais.es/libroestilo/indice_estilos.htm)

#### Internet Resources.

As well as these printed tools, the student can make use of the great quantity of lexicographical tools that the internet offers.

[www.wordreference.com](http://www.wordreference.com)

[www.logos.it/lang/transl\\_es.html](http://www.logos.it/lang/transl_es.html) [www.europa.eu.int/eurodicautom](http://www.europa.eu.int/eurodicautom)

Eurodicautom is the database of the EU.

[www.el-castellano.com/diccions.html](http://www.el-castellano.com/diccions.html)

[www.babylon.com](http://www.babylon.com)

[www.ati.es/novatica/glosario/glosario\\_internet.html](http://www.ati.es/novatica/glosario/glosario_internet.html)

[www.acronymfinder.com/](http://www.acronymfinder.com/)

[www.onelook.com](http://www.onelook.com)

[www.acena.it/dizionario.html](http://www.acena.it/dizionario.html)

<http://europa.eu.int/eur-lex/en/index.html>

[www.geocities.com/Susanacr\\_99/dicespanol.htm](http://www.geocities.com/Susanacr_99/dicespanol.htm)

[http://go.hrw.com/atlas/span\\_hm/world.htm](http://go.hrw.com/atlas/span_hm/world.htm)

<http://www.convertworld.com/es/>

<http://users.ugent.be/~rvdstich/eugloss/language.html>

**BUSINESS SPANISH****General description**

The aim of this course is to enable the students to cope in Spanish in the business world. The text used (a collection from different books) will guide the student through the diverse stages and processes inherent to the creation and setting-up of a business: product design, personnel selection, definition of distribution lines and merchandising strategies, advertising lines, ...The course is aimed at students of Spanish who, whether they have had previous contact with business Spanish or not, have the oral and written understanding capacity to enable them to analyse and understand the texts. Following the task-based approach, the student will acquire in a gradual and ordered way the necessary lexical-grammatical and notional-functional knowledge, with the business reality always present and allowing the students to develop their creativity with an end-of-term project.

It is noteworthy to underline the fact that this course will help in the preparation of the exams organised by the Chamber of Commerce and Industry of Madrid to obtain the Superior and/or Diploma in Business Spanish.

**Content**

**Topic 1. Introductory class where the students will be oriented towards some general principles.**

**Topic 2. The Enterprise.**

- Basic concepts of the business world.
- Definition, classification and planning of the business.
- Purposes of a business.

**Topic 3. Human Resources.**

- Basic concepts.
- Types of structure.
- State and private offers of employment.
- Writing a Curriculum Vitae and letter of presentation.
- Profile of the applicants for a post.
- Types of contracts.

**Topic 4. The Business.**

- Basic concepts.
- Rights and obligations of the individual trader.
- Business auxiliaries.
- Kinds of sales and ways of payment.

**Topic 5. Marketing.**

- Basic concepts.
- Definition and objectives of marketing.
- Characteristics of advertising language.
- Creation of an advertisement.
- Misleading advertising.

**Topic 6. The Tax System.**

- Basic concepts.
- Taxes.
- Direct and indirect taxes.
- State income.
- VAT.
- Income tax.

**Topic 7. Exportation and importation.**

- Basic concepts.
- Exporting from small and medium-sized businesses.
- Selection of exportable products and their markets.
- Importation process.
- Some problems on exporting or importing.

**Activities**

The class system is based on a mixture of lectures with ample student participation, given that they will have been able to read and do, at home, certain activities and reading previously provided by the teacher. Also these classes will be active, as the students will analyse articles, extra material and activities in groups, and will be presented to the rest of the class. Also, in pairs, the students will do an oral presentation on a Spanish company of their choice, commenting on its setting-up, organisation, turnover, etc. Also, in groups, the students will create an end-of-term project where, using their imagination, they will consider themselves future businessmen and women and will create their own business.

**Assessment**

In order to pass this course class attendance and participation is compulsory and this will motivate the students to be attentive, think, reason and develop their ideas with the other classmates and the teacher and also use and practise specific vocabulary related to business. This will make up 15% of the final mark. The oral presentation will be 15%. The end-of-term project will be 20% of the final mark. And finally, the students will do a written mid-term exam and an end-of-term exam, on the class topics and the student must obtain a minimum mark of five and have attended 80% of the classes, according to the norms of the Centre, so that attendance, class participation, the oral presentation and the end-of-term project can all be taken into account.

**Bibliography**

- Aguirre, B (1991): *El español por profesiones. Comercio Exterior*, Madrid, SGEL.
- De Prada, M y Bovet, M. (1992): *Hablando de negocios*, Madrid, Eldesa.
- Fajardo, M y González, S. (1995): *Marca Registrada*, Madrid, Santillana.
- Aguirre Beltrán Blanca y Hernández, Consuelo. *Curso de español comercial*. Sgel. 1987. (860.0-086 /AGU/cur).
- Aguirre Beltrán, Blanca. *Servicios financieros: Banca y bolsa. (El español por profesiones)*. Sgel. 1993. (806.0-086/AGU/ser).
- Aguirre, Blanca y Pother, Klaus. *Comercio exterior (El español por profesiones)*. Sgel. 1996. (860.0-086/AGU/com).
- Centella, A.: *Español comercial: libro del alumno (proyecto en...)* Edinumen, 1977 (806.0-086/CEN/pro)
- Centellas Rodrigo, Aurora. *Proyecto en ... español comercial*. Madrid: Edinumen, 1997. (860.0-086 /CEN/pro).
- Certificado básico de español de los negocios. Madrid: Cámara Oficial de Comercio, 1997. (806.0.86/CER/ cer).
- Certificado superior de español de los negocios. Madrid: Cámara Oficial de Comercio, 1997. (806.0.86/CER/ cer)..
- Fajardo, M y González, Susana. *Marca registrada: español para los negocios: libro del alumno y libro de ejercicios*. Santillana. 1995. (860.0-086/FAJ/mar).

## TEACHING SPANISH IN BILINGUAL SCHOOLS

### General Description

The main objective is to familiarize the student with basic questions related to bilingual education. Three main aspects are addressed:

- What is bilingualism?
- Different models of bilingual education
- Bilingual Classroom Management in the integrated learning model

### Content

#### UNIT 1 BASIC CONCEPTS

- The bilingual individual. Cognitive features of bilingual processing
- Bilingualism from a socio-historical and cultural perspective.

#### UNIT 2 BILINGUAL MODELS

- Background and development of bilingual models
- Linguistic policies in Europe
- The bilingual school in the United States

#### UNIT 3 BILINGUAL CLASSROOM MANAGEMENT

- Integration between language and content
- Methodological principles
- The student and the teaching staff. The families
- Design of bilingual learning units
- Assessment in the bilingual classroom

### Assessment

Compulsory attendance (according to CLM regulations)

Class participation and carrying out assigned tasks (20%)

Mid-course exam (20%)

Oral presentation on a bilingual school/design of bilingual learning unit (20%)

Final exam (40%)

### Bibliography

- García, O. 2009. *Bilingual education in the 21st century: a global perspective (with contributions by Hugo Baetens Beardsmore)* Malden, MA; Oxford: Wiley-Blackwell.
- García, O. & C. Baker. 2007. *Bilingual Education: An Introductory Reader*. Clevedon: Multilingual Matters.
- [Lemberger](#), N. 1997. *Bilingual Education: Teachers' Narratives*. L. Erlbaum Associates.
- Lorenzo, F., F. Trujillo & J.M. Vez. 2011. *Educación Bilingüe. Integración de contenidos y segundas lenguas*. Madrid: Editorial Síntesis.
- [Ovando](#), C.J., [M. C. Combs](#) & [V. P. Collier](#). 2005. *Bilingual And Esl Classrooms: Teaching In Multicultural Contexts*. McGraw-Hill College.



**APPLIED LINGUISTICS IN TEACHING SPANISH****General description**

The course "Applied Linguistics in teaching Spanish" has a twofold objective: first, to serve as practice and improvement of the Spanish language and secondly, to develop the skills and teaching techniques, theoretical knowledge and research awareness of a teacher of E/LE. These two aims are developed through a predominantly practical approach, with special attention to linguistic content that is more difficult, both in learning and teaching. Also advantage shall be taken of several opportunities to practice offered by the CLM and its learning environment as well as all linguistic production involved in the work in the classroom sessions and independent study course.

**Content**

Students will integrate the learning of the knowledge and skills needed to be a teacher of E/LE with practicals and improvement of their own language skills. This will be accomplished in two ways:

1. The theoretical and practical content will be presented and practiced in Spanish, with the consequent development of Spanish specific to the field of linguistics applied to the teaching of Spanish language and for academic purposes by producing projects, reports, etc.
2. The course will address grammar points, linguistic functions, socio-cultural contents, registers, etc. constituting E/LE programmes. Students of the course will at all times make connections between the Spanish they have learned and the contents currently taught in E/LE, through analysis and evaluation of programmes, manuals and other teaching resources.
3. Course content is organized into three sections:  
 Block 1 : Applied Linguistics : Methodology and process management in the classroom.  
 Block 2 : The content language : grammar , pragmatics and lexicon.  
 Block 3 : Planning and scheduling of linguistic content .  
 Block 4 : Analysis of errors and other practical issues .

**Assessment**

Besides attendance criteria dictated by the Centre of Modern Languages, the evaluation will be conducted using the following assessment outcomes/tools:

- Active participation in the development of work in sessions, preparation for classes and orderly following of the course (20%).
- Mid-term exam (20%).
- Bibliographical research paper based on manuals and various publications on teaching linguistic content to learners of E/LE (20%).
- Final exam and / or practical implementation of a class E/LE (40%).

**Bibliography**

Some of these reference materials available in the CLM library will be recommended related to the work carried out during the course, however, the specific needs of each student will be analysed to direct a more specific literature search

- Francisco Marcos Marín, Jesús Sánchez Lobato, *Lingüística Aplicada*, Editorial Síntesis, Madrid: 1991
- Isabel Santos Gargallo, *Lingüística aplicada a la enseñanza-aprendizaje del español como lengua extranjera*, Arco Libros, S.L., Madrid: 1999
- Encina Alonso, *¿Cómo ser profesor/a y querer seguir siéndolo?*, Edelsa Grupo Didascalía. S.A., Madrid: 1994
- Arno Giovannini, Ernesto Martín Peris, María Rodríguez, Terencio Simón, *Profesor en Acción, 1-3*, Edelsa Grupo Didascalía, S.A., Madrid: 1996
- Aquilino Sánchez Pérez, *Historia de la enseñanza del español como lengua extranjera*, Sociedad General Española de Librería, S.A., Madrid: 1992
- DICCIONARIO DE TÉRMINOS CLAVE DE ELE del Instituto Cervantes:  
[http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/diccio\\_ele/indice.htm](http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/indice.htm)
- MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS:  
[http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/marco/cvc\\_mer.pdf](http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf)
- PLAN CURRICULAR DEL INSTITUTO CERVANTES:  
[http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/plan\\_curricular/default.htm](http://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/default.htm)

## SPANISH LINGUISTICS

### General description

This subject attempts to familiarize students with the most important topics in Linguistics as a science of the language in general and more specifically, with Spanish Linguistics.

During the course we will learn that human language, the most perfect sign system that exists today, is a complex and fascinating system, in constant evolution.

In the first part of this subject, we will study some of the main aspects of the Spanish language as a system, and its peculiarities as a means of social communication. We will also define the units of the linguistic system, and learn the terminology necessary to remove any barriers in the study of general and Spanish linguistics.

In the second part of this course, we will cover topics related to Spanish linguistic diversity. We will explore the world of linguistic universals and analyze the relationship between language and the worldview. We will also talk about dignity of languages and, the prejudices and clichés that exist in some of them. We will take a brief tour through the evolution of general and Spanish Linguistics, and their methods.

### Content

Communication. Verbal and nonverbal communication. Factors in linguistic communication.

The communicative intention. Language functions.

Signs: types. Natural and artificial semiological systems. The sciences that study signs. The linguistic sign: structure and characteristics.

Language as a system. Phonic, morphosyntactic and lexical level.

Language varieties: geographic, social and functional.

Spanish linguistic diversity.

Linguistic universals. Types.

Language and the worldview.

The dignity of languages. Prejudices and clichés in languages.

Spanish Linguistics: evolution and methods.

### Assessment

Students' performance will be assessed on three different aspects:

Final exam (40%),

Mid-course exam (30%)

Attendance, active participation in class, completion of homework and programmed activities for class and home (30%).

### Bibliography

FERNÁNDEZ PÉREZ, M., *Introducción a la lingüística. Dimensiones del lenguaje y vías de estudio*, Barcelona, Ariel, 1999.

-ESCANDELL VIDAL, M. VICTORIA coordinadora ; Victoria Marrero Aguiar...[et al.]

*Invitación a la Lingüística*, Madrid : Ramón Areces, 2011

-HUALDE JOSÉ IGNACIO..[et al.] *Introducción a la lingüística hispánica* / Cambridge : Cambridge University Press, 2010

-MORENO CABRERA, J. C., *La dignidad e igualdad de las lenguas. Crítica de la discriminación lingüística*, Madrid, Alianza Editorial, 2000.

-MORENO CABRERA, J. C., *Introducción a la lingüística. Enfoque tipológico y universalista*, Madrid, Síntesis, 2004.

-RODRÍGUEZ FERNÁNDEZ, Ana M. *Bibliografía fundamental de la Lengua Española: Fuentes para Su Estudio* Castalia, Editorial S.A., 2000

### Linguistics Dictionaries

-LÁZARO CARRETER, F., *Diccionario de términos filológicos*, Madrid, Gredos, 1987.

-LEWANDOWSKI, T., *Diccionario de Lingüística*, Madrid, Cátedra, 1982.

-MORENO CABRERA, J. C., *Diccionario de Lingüística neológico y multilingüe*, Madrid, Síntesis, 1998.

# LITERATURE

## **SPANISH LITERATURE FROM THE RENAISSANCE TO THE GOLDEN AGE OF CERVANTES**

### **General description**

The period that this subject covers is one of the fundamental, not only to understand Spanish literature, but also the culture and history of Spain. Therefore the objectives of this subject are, above all, to introduce students to a text that is not generally known and, in turn, provide the opportunity to deepen their knowledge of the language, to put the student in touch with the great masters of Spanish literature.

### **Content**

1. The so-called "Spanish Golden Age"
2. Introduction to the Renaissance
3. Renaissance poetry in Spain. Garcilaso de la Vega
4. Renaissance prose. the novels
5. Lazarillo de Tormes
6. Asceticism and Mysticism
7. Introduction to the Baroque
8. Cervantes. Life and work. El Quijote
9. The baroque theatre
10. Lope de Vega and Calderon de la Barca
11. Baroque poetry: culture and conceptism
12. The baroque prose: Quevedo

### **Assessment**

- Brief summary of each of the subjects in the programme with a reading of the corresponding texts 55%
- Project on a book on the syllabus 15%
- Two exams 30%

### **Bibliography**

Reference texts:

- Alborg, J.L., Historia de la literatura española. Madrid. Gredos. 1970.
- Rico, F., Historia y crítica de la literatura española. Barcelona. Crítica. 1980.
- Gay, J., Introducción a la historia de España. Granada. 1986.

Literary texts:

Se señalarán al inicio de cada periodo.

## SPANISH LITERATURE (ENLIGHTENMENT, ROMANTICISM AND REALISM)

### General description

This course will deal with Spanish literature produced during the XVIIIth and XIXth centuries, in two sections focused comparatively with respect to the same tendencies in other countries. The first section will be on the characteristics which the Age of Enlightenment presented in Spain and the continuity of a type of Baroque literature co-existing with Enlightenment literature. The second block will be focused on 19th century literature in its two main lines, romanticism and realism. With this orientation the students are expected to obtain a dynamic vision of Spanish literature with which they can interconnect the knowledge they may already possess, or with the knowledge they may possess in the future.

### Content

1. Introduction to the XVIIIth century. Political, social, cultural and economic aspects.
2. Enlightenment prose. Feijoo, Jovellanos.
3. Enlightenment poetry. Juan Meléndez Valdés. *La Academia del Buen Gusto* in Madrid.
4. Enlightenment theatre. García de la Huerta. Moratín.
5. Introduction to the XIXth century. Political, social, cultural and economic aspects. Period of great war crisis (1808-1843). The era of Spain under Isabella and the revolution (1843-1875). The Restoration period (1875-1902).
6. Introduction to Romanticism. French, German and English Romanticism.
7. Romanticism in Spain.
8. Common themes in Spanish and European Romanticism.
9. Prose in the XIXth century. Romantic prose. Literary criticism in the press (Larra). Genre of local customs and manners (Mesonero Romanos, Estébanez Calderón). Historical novel (Enrique Gil y Carrasco). Doctrinal prose.
10. Romantic theatre. Duque de Rivas, Zorrilla, Hartzembuch.
11. Romantic poetry. Espronceda, Bécquer and Rosalía de Castro.
12. Realism and Naturalism. Realism in poetry (Campoamor, Núñez de Arce, Gabriel y Galán). The realist novel (Juan Valera, L. Alas *Clarín*, B. Pérez Galdós).
13. Modernism. The term "Modernism". Ruben Darío.
14. The so-called "*Generation of 98*". Terminological aspects. Unamuno. Azorín. Baroja. Machado. Valle-Inclán.

### Activities

Required reading of the literary works, attention and participation in class, compulsory piece of work, theoretical and practical final exam.

### Assessment

Reading the works (20%), participation in class (15%), compulsory piece of work (20%), theoretical and practical final exam (45%).

### Bibliography

This will be given to the students at the beginning of the course.

## CONTEMPORARY SPANISH LITERATURE

### General Description

This subject covers the most prominent Spanish literary works of the 20<sup>th</sup> century and the first decade of the 21<sup>st</sup> century. This course also deals with the relationship between literature and other cultural aspects such as visual arts, music, popular culture, religion and philosophy. Literary works and essays will be read throughout the course. The students are expected to link previous knowledge with what is learnt in class, and analyse the information received in a critical way.

### Content

- Introduction
- From the crisis at the end of the 19th century to the Spanish Civil War
  1. The origins of literary modernity
  2. The crisis at the end of the 19th Century and Modernism
  3. A new kind of novel: the break away from narrative realism and artistic prose
  4. New poetry and new theatre
  5. Modernity and avant-garde movements
  6. Modernist essays
  7. Typology of avant-garde Modernity
  8. Social crises and Modernity in crisis: pure versus revolutionary literature
- From the Post-war period to the beginning of the 21st Century
  1. The Post-war period: the so called "Years of Lead"
  2. Dialectics between exiles: inside and outside Spain
  3. Poetry, novel and theatre. From existentialism to social realism
  4. Attempts to end the Post-war period
  5. Return to Modernity: aesthetic coordinates
  6. Post-Modernity, democracy and literature
  7. Spanish literary trends during the last two decades

### Assessment

- Readings, attendance and participation: 30% of the final grade
- Mid-term exam: 30% of the final grade
- Final exam: 40% of the final grade

### Bibliography

- ALVAR, Carlos, MAINER, José Carlos y NAVARRO, Rosa, *Breve historia de la literatura española*, Madrid, Alianza editorial, 2002.
- BARRERO, Óscar, *Historia de la literatura española contemporánea (1939-1990)*, Madrid, Istmo, 1992
- BROWN, Gerald y SANZ VILLANUEVA, Santos, *Historia de la literatura española. Siglo XX*, Barcelona, Ariel, 1976.
- GRACIA, Jordi y RÓDENAS, Domingo, *Historia de la literatura española. 7. Derrota y restitución de la modernidad, 1939-2010*, Madrid, Crítica, 2011
- MAINER, José Carlos, *Historia de la literatura española. 6. Modernidad y nacionalismo, 1900-1939*, Madrid, Crítica, 2010
- MAINER, José Carlos, *La Edad de Plata (1902-1931)*. Madrid, Cátedra, 1981.
- TUÑÓN DE LARA, Manuel, *Medio siglo de cultura española (1885-1936)*. Madrid, Tecnos, 1971.
- VALBUENA PRAT, Ángel, *Historia de la literatura española. Vol. V, Del realismo al vanguardismo" y VI, "Época contemporánea"*, Barcelona, G. Gil, 1983.

## LATIN AMERICAN LITERATURE

### General description

The objective of this course is to study the literary production in Latin America. The period to be studied is from the XXth century to the present-day. Evidently, given the reduced number of hours which make up the course there will be a selection of authors and works, while at the same time trying to transmit to the student the reality, and diversity, of the vast literary production.

### Content

The selected topics may vary slightly in as much on the part of the teacher as of the student, as this is considered convenient. In other words, the teacher will always take into account the students' preferences. The selected topics are the following:

1. Latin-American avant-gardes.
2. Literature of the Mexican revolution: *Los de abajo*, by Mariano Azuela.
3. Pablo Neruda: poetry and politics
4. The concept of literature in Luis Borges.
5. Denunciation in the works of Mario Benedetti.
6. Women protagonists in texts: Isabel Allende, Laura Esquivel.
7. Final conclusions.

### Activities

Texts selected by the teacher must be read and worked on at home until the students obtain a good understanding. Class work will be mainly communicative where teacher and students will express their impressions and debates will be created.

During the development of this course ample information about the context in which the texts arose, and in general about the economic, social, political situation of the time will also be given.

### Assessment

Attendance and class participation will be taken into account (75%); as well as a short essay or test. Students' preferences will be taken into account (25%).

### Bibliography

- Rodríguez, Juan Carlos, Salvador, Álvaro, *Introducción al estudio de la literatura hispanoamericana*, Granada, Akal, 1994.
- Oviedo, Miguel, *Historia de la literatura hispanoamericana*, Madrid, Alianza Editorial, 1997.
- Rodríguez, Juan Carlos, *Teoría e historia de la producción ideológica*, Madrid, Akal, 1990.
- Bellini, Giuseppe, *Nueva historia de la literatura hispanoamericana*, Madrid, Castalia, 1997.
- Spang, k., *Géneros literarios*, Madrid, Síntesis, 1993.
- Shaw, D.L., *Nueva narrativa hispanoamericana*, Madrid, Cátedra, 1992.

## **THE IMAGE OF WOMEN IN SPANISH LITERATURE (18TH CENTURY - 21ST CENTURY)**

### **General description**

Study of Spanish Literature from its "radical historicity", through images of the women who produce the texts, as much men as women writers.

Differentiation of the different configurations of femininity in virtue of the consolidation of the patriarchal bourgeois society in Spain, and of the possible influence of gender of the male or female author in the construction of the imaginary feminine.

### **Content**

1. Introduction. Literary texts and images of women. Some Basic considerations: Sex/Gender, Subject/Object. Importance of the gender in the configuration of the imaginary feminine.
2. The Enlightenment: Towards and elaboration of a model of angelical woman: \* From Rousseau Mary Wollstonecraft. (Diderot, Mme Lambert, Mme d'Epinau, Condorcet, Olimpe de Gouges). \* From Benito Jerónimo Feijoo to M<sup>a</sup> Rosa Gálvez.
3. The triumph of the "angel of the home" in romantic poetry and prose in the press of the time. Selection of the most important literary reviews and magazines aimed at men and/or women: EL ARTISTA, NO ME OLVIDES, EL ALBA, EL REFLEJO, SEMANARIO PINTORESCO ESPAÑOL, EL DEFENSOR DEL BELLO SEXO, LA MUJER, EL ÁNGEL DEL HOGAR, LA GUIRNALDA, LA VIOLETA....
4. The great realist male/female authors. The advent of the woman-subjegy: Benito Pérez Galdós, Leopoldo Alas "Clarín", Juan Valera, Armando Palacio Valdés, José M<sup>a</sup> de Pereda, Emilia Pardo Bazán.
5. From "98" (Miguel de Unamuno, Pio Baroja) "27" (José Díez Fernández, M<sup>a</sup> Teresa León): A new concept of femininity? Woman narrated by male/female writers at the beginning of the XXth century.
6. Images of women in post-war Spain. Angels versus demons or the problem of stereotypes. NADA (Carmen Laforet, 1944) y CINCO HORAS CON MARIO (Miguel Delibes, 1966): Ana M<sup>a</sup> Matute, Dolores Medio, Mercé Rodoreda, Ignacio Aldecoa, Juan García Hortelano.
7. The boom of the finisecular narrators : An open road to the emancipation of women: Carmen Martín Gaité, Esther Tusquets, Monserrat Roig, Carmen Riera, Rosa Montero, Maruja Torres, Almudena Grandes, Belén Gopegui, Lucía Echevarría, Espido Freire....

### **Activities**

Analysis of selected texts, sections or complete, depending on their length.

### **Assessment**

Participation in class. Individual work on one of the authors studied.

### **Bibliography**

This will be given at the beginning of the course.



## **SOCIAL AND IDEOLOGICAL CHANGE THROUGH THE LENS OF SPANISH THEATRE**

### **General Description**

An overview of the main ideological and social changes taking the theatrical approach to the Spanish stage as a reference.

An introduction to the most outstanding Spanish authors and plays and comparison with the European scene.

### **Content**

Analysis of the different theatrical movements during each epoch and the associated ideological and social changes, from the Middle Ages till the present day.

Prominent authors and representative works from each movement will be addressed for study and discussion.

The students will be presented with whole plays or fragments of selected works for each topic. Some plays will also be watched in class.

### **Assessment**

- Mid-term exam: 30% of the final grade
- Final exam: 30% of the final grade
- Attendance and participation in discussions on the selected plays: 20% of the final grade
- Written review of a performance the students have attended during the course: 20% of the final grade.

### **Bibliography**

-AMORÓS, A. y DÍEZ BORQUE, J.M., (eds.) *Historia de los espectáculos en España*, Madrid, Castalia, 1999.

-ARELLANO, I., *Historia del teatro español del siglo XVIII*, Madrid, Cátedra, 1995.

-BERENGUER, A. y PÉREZ, M., *Tendencias del teatro español durante la transición política*, Madrid, Biblioteca Nueva, 1998.

-CORNAGO BERNAL, O., *La vanguardia teatral en España*, Madrid, Visor, 2000.

-OLIVA, C. y TORRES MONREAL, F., *Historia básica del arte escénico*, Madrid, Cátedra, 2003.

- REAGUÉ-ARIAS, M.J., *El teatro de fin de milenio en España (1975 hasta hoy)*, Barcelona, Ariel, 1996).

-RUIZ RAMÓN, F., *Historia del teatro español (desde sus orígenes hasta 1900)*, Madrid, Cátedra, 1996.

# **HISTORY AND GEOGRAPHY**

## SPANISH HISTORY FROM THE 1700s TO THE CIVIL WAR AND FRANCO

### General description

The main objective of this subject is to study the most important political, economic, social and cultural developments that took place over more than two centuries. The starting point is the establishment of the House of Bourbon in Spain and it ends with the installation of the Franco regime. This period is of utmost importance in understanding Spain today.

More specific objectives of this course include acquisition of concepts and a basic understanding of Spain: demographic evolution, economic development, social changes and movements, alterations in the political systems and the succession of proposals and cultural movements. Students will have to become familiar with the main historical processes in Spain in the 18<sup>th</sup> century and in more contemporary times, and also with the specific historical vocabulary used.

### Content

#### Introduction

1. The socio-economic bases of Spain during the 18th century.
2. The Bourbons: administrative structure and political evolution.
3. The Age of Enlightenment: proposals and realities.
4. Charles IV: Napoleon's invasion and the Courts in Cadiz.
5. End of the *Old Regime* and creation of the liberal State.
6. Society and culture in liberal Spain.
7. From the "Democratic six-year period" to the Restoration.
8. Culture and society between two centuries.
9. The reign of Alfonso XIII: "regenerationismo", "parlamentarismo" and dictatorship.
10. The Second Republic and the Civil War.

Epilogue. Franco's Spain.

### Assessment

The students will be assessed in a mid-course and final exam. The final grade will be calculated from the students' average grades. Both of these written tests will constitute a third of the final grade. The analysis (a short text commentary), vocabulary (short definitions) and study (questions about the program); will provide a very accurate impression of the student's understanding and assimilation processes. 20% may be added to the final grade if students perform voluntary tasks proposed during the course (written commentaries, synopses of books or monographs), and for active participation in class and regular attendance, as required by this Centre.

### Bibliography

- ANES, G., *El Antiguo Régimen: los Borbones*, Madrid, 1993.
- ARTOLA, M., *La burguesía revolucionaria (1808-1874)*. Historia de España Alfaguara. Vol. V. Madrid, 1973.
- ARTOLA, M. (dir.), *Enciclopedia de Historia de España*, Madrid, 1988-91, 5 vols.
- CARR, R., *España 1808-1975*, Barcelona, 1999 (9ª ed.).
- CASANOVA, J. y GIL ANDRÉS, C., *Historia de España en el siglo XX*, Barcelona, 2010.
- DÍAZ PLAJA, F., *Historia de España en sus documentos*, Madrid, 1986-88, 3 vols.
- FERNÁNDEZ DÍAZ, R., *La España moderna. Siglo XVIII*, Madrid, 1993.
- FUSI, J. P. y PALAFOX, J., *España 1808-1996. El desafío de la modernidad*, Madrid, 1997.
- GARCIA VILLOSLADA, R. (dir.), *Historia de la Iglesia en España*, Madrid, 1979-1980, 5 vols.
- GONZÁLEZ ENCISO, A., VICENTE ALGUERO, F. J. de, y FLORISTÁN IMIZCOZ, A., *Historia económica de la España Moderna*, Madrid, 1992
- JOVER ZAMORA, J. M. y otros, *España, sociedad, política y civilización (siglos XIX y XX)*, Madrid, 2001.
- MARTÍNEZ RUIZ, E., GIMÉNEZ, E., ARMILLAS, J. A. y MAQUEDA, C., *La España Moderna*, Madrid, 1992.
- MOLAS RIBALTA, P. y otros, *Manual de Historia de España. Edad Moderna*, Madrid, 1993.
- PALAFOX GAMIR, J. y FUSI AIZPURÚA, J. P., *España: 1808-1936. El desafío de la modernidad*, Madrid, 1997.
- TAMAMES, R., *La República. La Era de Franco*, Madrid, 1988.

## THE TRANSITION: FROM FRANCO'S DICTATORSHIP TO THE DEMOCRACY OF TODAY'S SPAIN

### General description

This course examines the most significant political, economic, social and cultural events from the middle of last century to those of modern-day Spain. After an introductory lesson aimed at explaining the precedents to Franco's regime, we will fully analyse Franco's military dictatorship and how, after this lengthy period of time, the transition to and consolidation of democracy was achieved.

### Content

1. The precedents to Franco's regime.
2. Organisation of the totalitarian State.
3. Consolidation and the end of international isolation.
4. Spanish economy and society during the autarchy.
5. The 60's: development and social conflict.
6. Economy and Spanish society in the stage of development.
7. Towards the crisis. The end of Franco's dictatorship.
8. Transition: from Suarez's government to 23 F
9. Consolidation: the 80's and 90's.
10. Present-day Spain.

### Assessment

- 35% of the final mark is based on class participation, attention and attendance.
- 15% of the final mark is based on written and oral tasks carried out during the course.
- The remaining 50% is based on marks obtained in the two written tests, one mid-term and the other end-of-term.

### Bibliography

- AA.VV. *El País. Una historia de 30 años. 1976-2006*. Diario El País. S.L., Madrid, 2006
- AA.VV. *Crónica de un sueño. Memoria de la transición en Andalucía(1973-1983)*, El País Unicaja, Málaga, 2001
- AA.VV. (2004), España. Siglo XXI, Edelsa, Madrid.
- CARR, R.; PRESTON, P.; GRACIA DELGADO, J.L. (1996), La época franquista, Vol. XL. De la Historia de España dirigida por J.Mª Jover, Espasa Calpe, Madrid
- SOPEÑA MONSALVE, A. (2005) *El florido pensil. Memoria de la escuela nacional católica*. Crítica, Barcelona.
- PANIAGUA, J. *La transición democrática. De la dictadura a la democracia en España (1973-1986)*. Madrid, Anaya, 2009
- LECHADO, J.M. *La movida. Una crónica de los 80*, Madrid, Algaba, 2005
- MARTÍNEZ, J. A., *Historia de España. Siglo XX. 1939-1996*, Madrid, Cátedra, 1999
- SOLÉ TURA, J. *Constituciones y periodos constituyentes en España (1808-1936)*, Siglo XXI, Madrid, 1990
- 
- TRANCHE, R.; SÁNCHEZ-BIOSCA, V. (2001) *NO-DO. El tiempo y la memoria*, Cátedra, Madrid.

## CONTEMPORARY HISTORY OF AMERICA

### General description

This course covers the historical development of the Latin-American countries from their independence up until the present-day. Through well-characterised periods the most relevant aspects of their nationality are studied: the formation of the state, the political evolution, social classes, economic areas, without forgetting questions such as the demographic boom, the foreign debt, or the indigenous problem. The objective is a better understanding of the causes and determining factors of contemporary Latin-America.

### Content

#### 1. INDEPENDENCE

- Internal and external causes
- Phases of the independentist movement
- The thought of Simón Bolívar

#### 2. TYRANNY AND MILITARISM

- Origins and meaning
- The individualist regimes
- Towards the formation of the State

#### 3. LIBERALISM AND ECONOMIC EXPANSION

- The liberal constitutions
- Political stability and economic growth
- Immigration and colonisation of unoccupied areas

#### 4. IMPERIALISM AND INTERVENTIONISM OF THE USA

- Determining factors of expansion
- Political, military and economic interventionism
- The Caribbean and Central-America in the orbit of the USA

#### 5. THE MEXICAN REVOLUTION

- Ideological analysis
- The constitution of 1917
- The institutionalised revolution

#### 6. THE CRISIS OF 1929 IN LATIN AMERICA

- Origins and development
- Economic and social consequences
- Political consequences

#### 7. LATIN AMERICA FROM 1945 ONWARDS. THE POLITICAL QUESTION

- The political powers and the political parties
- The populisms and the military dictatorships
- The revolutionary systems

#### 8. THE STRUCTURE OF CONTEMPORARY SOCIETY

- Demographic growth
- Elite, middle classes and popular sectors
- The indigenous population

#### 9. THE CONTEMPORARY ECONOMIC STRUCTURE

- Large estates and the agrarian reform
- Industrialisation and foreign investment
- The foreign debt

### Activities

The students must follow the teacher's explanations in class, and participate in debates. They must also prepare group talks on one determined subject. Optionally they may do an end-of-term short piece of written work on a topic from the syllabus.

### **Assessment**

The final exam is compulsory. Also there will be a mid-term eliminatory exam.

Assessment criteria are:

- Attendance, class participation and written work up to 30%
- Final exam, up to 70%

### **Bibliography**

- Manuel LUCENA SALMORAL (coord.): Historia de Iberoamérica, III (Edad contemporánea). Madrid, 1991.

-Miguel IZARD: América Latina, siglo XIX. Violencia, subdesarrollo y dependencia. Madrid, 1990.

-G. VAZQUEZ/N. MARTINEZ DIAZ: Historia de América Latina. Madrid, Madrid, 1990.

-Carlos MALAMUD: Historia de América. Madrid, Alianza Editorial, 2005.

## SPAIN'S EVOLVING SOCIAL AND DEMOGRAPHIC LANDSCAPES

### General description

The purpose of this course is to understand Spanish society from social, political, economic, etc. points of view from the beginnings of the Modern State until the present-day, while also referring to possible previous milestones which affected the development of the Modern State. Students will study the effect produced in Spain by the discoveries of America, Australia, etc. and the conquests and settlements in Asia, Africa, etc. The exchange of social, urban, economic, etc. systems within the different geographical landscapes.

The socio-religious, political, economic, etc. developments which American gold and its effect on Spain (**La Casa de Contratación** – this was responsible for the regulation of Spain's trade with her Latin American colonies) signified for the financing of religious wars in the rest of Europe.

The monarchical and republican periods. Their effect on Spanish society and the establishment of social classes. The colonial and civil wars.

### Content

1.- From Medieval society to the creation of the Modern State. Social, political, economic, productive differences. The different modes of production and their repercussion on social and demographic development.

2.- Demographic changes from the Medieval Age to the Modern Age. Social mentalities. Changes in demographic tendencies over time.

3.- Demography based on social change. Society based on demographic changes. Society, demography, healthcare and their interaction.

4.- Urban changes, urbanism, urbanisation of urban nuclei based on social, political, economic, etc. changes.

5.- American gold in America, towards Spain and later to Europe. Cultural aspects, economic changes, German bankers and the Spanish debt.

6.- The end of the Spanish empire. Colonialism and decolonization. The XIXth century. XXth century Politics and its repercussion in the XXIst century.

### Assessment

Evaluation is continuous assessment based on attendance, class participation, reading, commentaries, summaries or reports and forums in class or elsewhere.

### Bibliography

MARTÍNEZ ESTÉVEZ, Aurelio *Los siete pecados capitales de la economía española: de la euforia al rescate*. Oviedo, Nobel, 2013. FEG/201 06 MAR; FEG/203 01 MAR

QUIROSA-CHEYROUZE Y MUÑOZ, Rafael (ed) *La sociedad española en la Transición: los movimientos sociales en la democratización*. Madrid, Biblioteca Nueva, 2011. FLA/HCO/946.0"19" SOC soc

VALLE, Jacques *La demografía*. Madrid, Alianza Editorial, 1995. FLA/209 10 10; CPS/ 314 VAI dem.

RANKE, Leopold von, 1795-1886 *La monarquía española en el siglos XVI y XVII*. Sevilla, Escuela de Plata, 2011. FLA/HMO/946.0"15/16" RAN mon.

BROCHEUX, Pierre; EL MECHAR, Samia (dir) *Les décolonisations au XX<sup>e</sup> siècle : la fin des empires européens et japonais*. Paris, Armand Colin, 2012. CPS/325 BRO dec.

# **HISTORY OF ART**



## SPANISH ART (RENAISSANCE AND BAROQUE)

### General description

This subject deals with the study of the forms of artistic expression in Spain between the 16<sup>th</sup> and end of the 18<sup>th</sup> centuries, in two differentiated blocks: *Renaissance Art* and *Baroque Art*. The analysis of these two blocks explains the main lines of artistic expression of the period and their evolution, giving attention – for reasons of brevity – to the principal figures of each epoch.

The specific aims of the subject are, on the one hand, to understand the essential trends of Spanish artistic expression of the Modern Age, integrating them in their historical, social and ideological context; on the other hand, to develop the linguistic competence of the student in the Spanish language.

### Content

#### I. INTRODUCTION TO ARTISTIC VOCABULARY

1. Architecture, sculpture and painting terms.

#### II. RENAISSANCE SPANISH ART

2. SPAIN OF THE 16TH CENTURY: POLITICAL AND CULTURAL EVOLUTION.

From Hispanic unity to Empire. Artistic patronage as social representation. From the Flemish tradition to Italian novelty.

3. SPANISH ARCHITECTURE OF THE RENAISSANCE

The slow introduction of the Renaissance: first examples. Imperial architecture and classicism. State architecture: the Escorial.

4. SPANISH SCULPTURE OF THE 16TH CENTURY

Italian artists in Spain and Spanish in Italy. The mannerism of Berruguete. Sculpture in the court of Philip II and Romanism: the Leoni and Gaspar Becerra.

5. SPANISH PAINTING IN THE 16TH CENTURY

Influence of Leonardo and Rafael: Valencian painting. Castilian mannerism. Painting in the Philippine court. The subjective option of El Greco.

#### III. SPANISH BAROQUE ART

6. THE SOCIOCULTURAL CONTEXT OF BAROQUE SPAIN

Spain of the 17th and 18th centuries. Class society. The monarchy. The Council of Trent and baroque art: functions of the work of art. The festivals, the characteristic expression of life in the Baroque.

7. ARCHITECTURE AND URBANISM IN BAROQUE SPAIN

Plaza Mayor: peculiar urban expression. Monumentality and stage design: the great religious façades. The theatricality of sacred space: altarpieces and chapels. Civil architecture: the royal palaces from the Austrias to the Bourbons.

8. SPANISH BAROQUE SCULPTURE

Technical and formal characteristics of Spanish baroque imagery. The working of the processional and altar image. The Castilian school and Gregorio Fernández. The origin of the Andalusian school: Pablo de Rojas. The Seville school: Martínez Montañés and Juan de Mesa. The masters of the Granada school: Cano, Mena and Mora. Neapolitan influence in Murcia: Salzillo.

9. LA PINTURA BARROCA EN ESPAÑA

The origins of Spanish baroque painting: Sánchez Cotán. The great masters of tenebrism: Ribalta, Ribera and Zurbarán. Velázquez and the uniqueness of the genius: evolution and significance of his work. Other great masters of Spanish baroque painting.

### Assessment

<b>ATTENDANCE AND PARTICIPATION</b>	<b>20%</b>
<b>MID-TERM EXAM:</b>	<b>40%</b>
<b>FINAL EXAM</b>	<b>40%</b>

### **Bibliography**

AA.VV. *Ars Hispaniae*, tomos XIV al XXII. Madrid, Ed. Plus Ultra (publicados en distintas fechas).

BUSTAMANTE GARCÍA, Agustín (1992). *El siglo XVII. Clasicismo y Barroco*. Madrid, Sílex, colección Introducción al Arte español.

ESPINO NUÑO, Jesús y MORÁN TURINA, Miguel (2003). *Historia del Arte español*. Madrid, Sociedad General Española de Librería.

MARÍAS, Fernando (1992). *El siglo XVI. Gótico y Renacimiento*. Madrid, Sílex, colección Introducción al Arte español.

RODRÍGUEZ G. DE CEBALLOS, Alfonso (1992). *El siglo XVIII. Entre tradición y Academia*. Madrid, Sílex, colección Introducción al Arte español.

SÁNCHEZ-MESA MARTÍN, Domingo (1991). *El arte del Barroco. Escultura, pintura y artes decorativas*. Tomo VII de *la Historia el Arte en Andalucía*. Sevilla, Editorial Gever.

SUREDA, Joan (1996). *Historia del Arte Español*, tomos VII a X. Madrid, Editorial Planeta.

## CONTEMPORARY SPANISH ART

### General Description

This subject analyzes the historical evolution of Spanish art during the contemporary era, including the art of the end of the Ancien Régime, with the study of neoclassicism and the work of Francisco Goya; the art of the 19<sup>th</sup> century, with the analysis of the principal trends in painting and sculpture (romanticism, realism, impressionism, modernism), as well as the historicist, eclectic and modernist architectural styles, especially focusing on the works of Antonio Gaudí; and the art of the 20<sup>th</sup> century and beginning of the 21<sup>st</sup>, analyzing both the art of the historic avant-garde – particularly the work of Pablo Picasso, Salvador Dalí and Joan Miró – and the evolution of the plastic arts from the post-war period to today, as well as the development of Spanish architecture during this period.

The specific aims of the subject are:

- To get to know and understand critically the process of contemporary Spanish art's historic evolution.
- To identify and characterize each one of the artistic styles in the history of Spanish art during this period.
- To highlight the study of the principle Spanish artists and their role in contemporary art.
- Relate each of the periods and artistic styles with the political, social, economic and cultural aspects occurring in Spain during the Contemporary Age.
- Evaluate artistic expression as one of the essential expressions for the understanding of Spanish history and culture.
- Acquire a basic knowledge of artistic vocabulary in Spanish.

### Content

1. Spanish art at the end of the Ancien Régime (1770-1833): from neoclassicism to Goya.
2. Romantic painting during the liberal period (1833-1874): costumbrismo, landscape and portrait.
3. Architecture during the second half of the 19th century: historicism, eclecticism and modernism. The oeuvre of Antonio Gaudí.
4. The plastic arts in the Restoration (1874-1902): history painting, realism, impressionism and modernism.
5. The pictorial tradition up to the Civil War (1902-1939): the regionalisms.
6. The artistic avant-garde and the renovation of Spanish art up to the end of the Civil War (1901-1939): from Picasso to Dalí.
7. The plastic arts from the postwar to current day (1939-2010): abstraction, informalist experience, neo-figurative art, conceptual art, action art and digital art.
8. Spanish architecture from the 20<sup>th</sup> century to the start of the 21<sup>st</sup>: between tradition and modernity.

### Assessment

<b>ATTENDANCE AND PARTICIPATION</b>	<b>20%</b>
<b>MID-TERM EXAM:</b>	<b>40%</b>
<b>FINAL EXAM</b>	<b>40%</b>

### Bibliography

- AA.VV. *Arquitectura del siglo XX: España*. Madrid, Tanais, 2000.
- AA.VV. "Del Neoclasicismo al Impresionismo". Madrid, Akal, colección *Historia del arte español*, 1999.
- BALDELLOU, M. Á.; CAPITEL, A. *Arquitectura española del siglo XX*. Madrid, Espasa Calpe, colección "Summa Artis", t. XI, 1995.
- BOZAL, Valeriano. *Arte del siglo XX en España*. 2 t., Madrid, Espasa, 1998.
- Historia del Arte en España II: Desde Goya hasta nuestros días*. Istmo, 1995, colec. Fundamentos. (1<sup>a</sup> edición, 1972).
- Pintura y escultura españolas del siglo XX*. 2 t., Madrid, Espasa-Calpe, 1992.
- BOZAL, V y LLORENS, T.: *España, vanguardia artística y realidad social, 1936-1976*. Barcelona, Gustavo Gili, 1976.
- BRIHUEGA, J. *Las vanguardias artísticas en España, 1909-1936*. Madrid, Istmo, 1981.

- BRU, E.; MATEO, J. L. *Arquitectura española contemporánea. Spanish Contemporary Architecture*. Barcelona, Gustavo Gili, 1984.
- CALVO SERRALLER, F.: *Del futuro al pasado. Vanguardia y tradición en el arte español contemporáneo*. Madrid, Alianza Forma, 1988.
- CALVO SERRALLER, Francisco (dir.). *Enciclopedia del Arte Español del siglo XX*. Madrid, Mondadori, 1992.
- FREIXA, Mireia.: *El Modernismo en España*, Madrid, Cátedra, colec. Cuadernos de Arte Cátedra, 1986.
- GAYA NUÑO, Juan Antonio. "Arte del siglo XX". Madrid, Plus Ultra, colección *Ars Hispaniae*, vol. XXII, 1977.
- MARÍN-MEDINA, J. *La escultura española contemporánea (1800-1978)*. Madrid, Edarcón, 1978.
- NAVASCÚES PALACIO, Pedro; PÉREZ REYES, Carlos; ARIAS DE COSSÍO, Ana. "Del Neoclasicismo al Modernismo". Madrid, Alhambra, colec. *Historia del Arte Hispánico*, vol. V, 1979.
- PÉREZ REYES, Carlos. *La pintura española del siglo XX*. Barcelona, Vicens Vives, 1990.
- PÉREZ ROJAS, J.; GARCÍA CASTELLÓN, M. *El siglo XX. Persistencias y rupturas*. Madrid, Sílex, colección "Introducción al arte español", 1994.
- SAMBRICIO, Carlos. *La arquitectura de la Ilustración*. Madrid, Colegio de Arquitectos de España, 1986.
- SAMBRICIO, C., PORTELA, F., TORRALBA, F.: "El Siglo XX". En *Historia del Arte Hispánico*, t. VI. Madrid, Alhambra, 1980.
- SUREDA, Joan (dir.). *Historia del arte español*. Barcelona, Planeta, 1995-1996. Varios tomos.
- URRUTIA, Ángel. *Arquitectura española, siglo XX*. Madrid, Cátedra, 1997.
- VIÑUALES, Jesús. *Arte español del siglo XX*. Madrid, Encuentro, 1998.

## THE HISTORY OF SPANISH CINEMA

### General description

The cinema constitutes the most popular artistic expression of the XXth century. Its expressive strength and narrative capacity have converted it into the most important means of moving the sensitivity of the modern spectator. In the case of the Spanish cinema, film production provides us with a splendid opportunity to fully understand the reality of our country in our century, from two of the most interesting view points, as historical documentary and also as aesthetic expression. In this way, objective reality, critical attitude, ideological postulations and artistic creativity, etc. are elements to be discussed and studied in the realms of this course, all dealt with from a temporal evolution which begins with the origins of the complexity of Spanish cinematographic creation to the present-day.

### Content

- 1.- Introduction
- 2.- The beginnings. Silent cinema and talking movies.
- 3.- Cinema during the Civil War and Franco's dictatorship.
- 4.- The 40's
- 5.- The 50's
- 6.- The 60's
- 7.- The 70's: End of the dictatorship, transition and democracy.
- 8.- The 80's: The democracy.
- 9.- The 90's
- 10.- Present-day cinema

There will be a theoretical part which will not be too ample. Viewing of scenes from interesting and/or emblematic films from each period.

Special attention will be paid to certain films and students will be given a dossier on each of them. We will also study some of the great Spanish directors: Buñuel, Bardem, Berlanga, Iciar Bollain, Carlos Saura, Almodóvar and Amenábar.

Students will be given specific information on certain periods.

### Activities

The classes will be in the timetable established by the Centre. The course is of a theoretical and practical nature, and the class lectures are supplemented with viewing of and commentary on the most important films in the Spanish cinema.

For this reason it is important for the students to be familiar with the film section of the video library in the CLM, and also to be involved in the organisation of and participation in film cycles and seminars related to this topic. A visit to film libraries or exhibitions related to Spanish cinema would also be of interest.

### Assessment

The CLM norms are minimum attendance of 80%.

The final mark will be:

35% class work

30% participation, homework and compulsory reading.

35% group presentations(1 per group)

### Bibliography

- AGUILAR, C y GENOVER, J., *El cine español en sus intérpretes*, Madrid, Verdoux, 1992
- ALONSO BARAHONA, F., *Biografía del cine español*, Barcelona, CILEH, 1992
- GALÁN, D., *Memorias del cine español*, Madrid, Tele Radio, 1981
- GARCÍA ESCUDERO, J.M., *Cine español*, Madrid, Rialp, 1962
- GARCÍA FERNÁNDEZ, E.C., *Historia ilustrada del cine español*, Barcelona, Planeta, 1985
- GARCÍA FERNÁNDEZ, E.C., *El cine español contemporáneo*, Barcelona, CILEH, 1993
- GÓMEZ BERMÚDEZ DE CASTRO, R. *La producción cinematográfica española. De la transición a la democracia (1976-1986)*, Bilbao, Mensajero, 1989

- GUBERN, R. y otros, *Historia del cine español*, Madrid, Cátedra, 1995
- GUBERN, R., FONT, D., *Un cine para el cadalso, Cuarenta años de censura cinematográfica en España*, Barcelona, Euros, 1975
- HERNÁNDEZ, M., *El aparato cinematográfico español.*, Madrid, Akal, 1976
- HOPEWELL, J., *El cine español después de Franco (1973-1988)*, Madrid, El Arquero, 1989
- MARTÍNEZ TORRES, A., *Cine español, 1896-1983*, Madrid, Ministerio de Cultura, 1984
- MARTÍNEZ TORRES, A., *Diccionario de cine español*, Madrid, Espasa-Calpe, 1994
- MÉNDEZ LEITE, F., *Historia del cine español*, Madrid, Rialp, 1965
- MERINO, A., *Diccionario de directores de cine español*, Madrid, JC, 1994
- MONTERDE, J.F., *Veinte años de cine español. Un cine bajo la paradoja (1973-1992)*, Barcelona, Paidós, 1993
- SEGUIN, J.C., *Historia del cine español*, Madrid, Acento, 1995

## **SPAIN AND LATIN AMERICA THROUGH CONTEMPORARY CINEMA**

### **General description**

This subject approaches the contemporary historical development of these countries. It will cover Spanish history from the Post-war period (50s), an overview of the 20<sup>th</sup> century and the first decade of the 21<sup>st</sup> century. It will also cover Latin American history from the Populist movements of the 50s to the migratory movements of the late 20<sup>th</sup> century, and include a reflection on the first decade of the 21<sup>st</sup> century.

### **Content**

Spain:

Topic 1: The Post-war generations

Topic 2: Transition and democracy

Topic 3: The Socialist years

Topic 4: The 90s crisis

Topic 5: The first decade of the 21st Century

Latin America:

Topic 1: The Populist movements

Topic 2: Alternative Paths

Topic 3: The Dictatorships of the 70s

Topic 4: Crisis and transformation in the 80s

Topic 5: Social politics, equality and emigration

Topic 6: 21st Century: new Populist movements?

### **Assessment**

Mid-term exam and final exam: 50% of the final grade

Participation in class and activities: 25% of the final grade

Group Project: 25% of the final grade

### **Bibliography**

Luis NAVARRETE: La historia contemporánea de España a través del cine español. Madrid, Editorial Síntesis, 2009

Tomás VALERO: Historia de España Contemporánea vista por el cine. Madrid, Film Historia 2010.

ASOCIACIÓN INTRAHISTORIA Y ORALIDAD (varios autores). La memoria filmada: América latina a través de su cine. Madrid, Iepala, 2002

M.<sup>a</sup> Dolores PEREZ MURILLO y otros. La memoria filmada II: Historia socio-política de América latina a través de su cine. La visión desde el norte.

Alicia SALVADOR MARAÑÓN. Cine, literatura e historia. Madrid, Ediciones de la Torre, 1997

Luis Alberto MORENO. La década de América Latina y el Caribe, una oportunidad real. N.Y, BID, 2011

PNUD Programa de las Naciones Unidas par el Desarrollo. La democracia en América Latina. Hacia una democracia de ciudadanas y ciudadanos. N:Y, 2004

# **SOCIOLOGY, POLITICS AND ECONOMICS**



## **CURRENT SOCIO-POLITICAL TOPICS IN SPAIN**

### **General description**

This course aims to offer a general introduction to the basics of the political system and government of Spain. Throughout the course, we will analyse both the institutional and dynamic aspects of the political process. Specifically we will study the form of government in Spain, the democratic institutions, the model of territorial organisation by the State, the political party system, electoral evolution in Spain and the political culture of the Spanish people.

### **Content**

#### **THEME 1. THE FORM OF GOVERNMENT IN SPAIN: PARLIAMENTARY MONARCHY**

Characteristics and functions of the Monarchy in Spain. The role of the Crown in the Spanish political process.

#### **THEME 2. THE GOVERNMENT**

Composition and structure of the Government. The formation and dissolution of the Government. The functions of the Government.

#### **THEME 3. THE GENERAL COURTS**

The nature and structure of the General Courts. Their parliamentary functions.

#### **THEME 4. THE JUDICIAL SYSTEM, THE CONSTITUTIONAL TRIBUNAL AND THE OMBUDSMAN**

Constitutional regulation of judicial power. The General Council of the Judiciary. The Constitutional Tribunal. The Ombudsman.

#### **THEME 5. THE FORM OF THE STATE IN SPAIN: THE AUTONOMOUS STATE**

Process of autonomous construction, institutions and scope of the CCAA. The relations between Central Government and the CCAA's.

#### **THEME 6. THE ELECTORAL SYSTEM**

Elements of the Spanish electoral system. Effects of the Spanish electoral system. Proposals for reform of the Spanish electoral system.

#### **THEME 7. THE POLITICAL PARTIES IN SPAIN AND THE ELECTIONS**

Principal political parties in Spain. Evolution of voting in Spain for political parties.

#### **THEME 8. THE POLITICAL CULTURE OF THE SPANISH**

Characteristics of the political culture in Spain.

### **Activities**

On a voluntary basis, those students wishing to do so may write a short paper or essay on any of the lessons that form part of the programme. The realization of this work will benefit from individualized support by the teacher of the course.

### **Assessment**

To pass the course it is required both to attend and participate in classes on a regular basis and to pass the final test in December – on the dates fixed by the The Management of the Centre. The basic material for the exam will consist of the notes taken in class by students from the teacher's explanations. Extra information acquired from study of the recommended manual and reading lists and class activities will be also be valued.

The final mark for the course will be calculated from the exam, tasks, attendance and active participation in class and the completion of coursework. Students must obtain a minimum mark of 5 in the exam and have attended 80% of the classes, in line with the rules of the Centre. This attendance is taken into account in the marking of tasks (up to 2 points in the final mark) along with participation and completion of coursework.

## Bibliography

In addition to the specific and specialised bibliography which will be recommended in class, for the preparation of each lesson, the following is considered a basic and general reference text. :

- ALCÁNTARA, Manuel y MARTÍNEZ, Antonia (eds.) (2001), *Política y Gobierno en España*, Tirant lo Blanch, Valencia.

The following bibliography may also assist students in preparing for the exam or writing coursework:

- APARICIO, Miguel A. (1991), *Introducción al sistema político y constitucional español*, Ariel, Barcelona.
- BACHOLID, André y MOURIER, María F. (1991), *España una democracia joven*, Editorial Masson, Barcelona.
- CARR, Raymond y FUSI, J.P. (1979), *España de la dictadura a la democracia*, Planeta, Barcelona.
- COLOMER, J.M (Dir.) (1995), *La política en Europa: introducción a las instituciones de quince países*, Ariel Ciencia Política, Barcelona.
- COTARELO, Ramón (1992), *Transición política y consolidación democrática*, CIS.
- GARCÍA, MORILLO, Joaquín (1996), *La democracia en España*, Alianza, Madrid.
- GINER, Salvador (Coord.1990), *España. Política y Sociedad*, Espasa, Calpe, Madrid.
- GONZALEZ ENCINAR, J.J (dir) (1984), *Diccionario del Sistema Político Español*, Akal, Madrid.
- GUNTHER, R (Ed) (1993), *Politics, society and democracy. The case of Spain, Essays in honor of Juan Linz*. Westview Press, Oxford.
- GUNTHER, R., MONTERO, J.R. Y BOTELLA, J. (2004), *Democracy in modern Spain*, New Haven, Yale University Press.
- HEIWOOD, Paul (1995), *The Government and politics of Spain*, McMillan Press, Londres.
- MARTÍNEZ CUADRADO, M (1996), *La democracia en la España de los años noventa*, Ariel, Barcelona.
- MAGONE, J.M. (2004), *Contemporary Spanish Politics*, Nueva York, Routledge.
- MONTABES, Juan (ED) (1998), *El sistema electoral a debate. Veinte años de rendimientos del sistema electoral español*, CIS Parlamento de Andalucía, Madrid.
- MORODO, Raúl (1984), *La transición política*, Tecnos, Madrid.
- PRESTON, Paul (1986), *El triunfo de la democracia en España, 1969-1982*, Plaza & Janés, Barcelona.
- RAMOS GASCÓN, A. (Eds.) (1991), *Spain Today: in search of modernity. Society and Culture*, Cátedra, Madrid.
- ROMAN, Paloma (Coord.) (2001), *Sistema Político español*, Mc Graw Hill. Madrid.
- TEZANOS, José Félix, COTARELO, Ramón y DE BLAS, Andrés (Eds.) (1989), *La transición democrática española*. Editorial Sistema. Madrid.
- TUSELL, Javier, LAMO DE ESPINOSA, Emilio y PARDO, Rafael (Eds.) (1996), *Entre dos siglos. Reflexiones sobre la democracia española*, Alianza Editorial, Madrid.

## THE POLITICAL SYSTEM OF THE EUROPEAN UNION

### General description

Students who enrolled on the first semester of Political System in Spain and the European Union course and who wish to widen their knowledge in this field are recommended to take this course. The aims of this course are to cover the fundamental aspects of the political system of the European Union. From certain theoretical fundamentals which allow us to classify the different forms of democracy, an historical evolution will be presented of the European construction process. We will also study the group of institutions which make up the European Union's political system as well as detailing the basic principals of functioning and the principal agents who intervene in the process.

### Content

1. **CLASSIFICATION OF THE DEMOCRATIC POLITICAL REGIMES OF THE CONTEMPORARY WORLD: MAJORITY DEMOCRACY VERSUS CONSENSUS DEMOCRACY**
2. **HISTORICAL ANTECEDENTS IN THE PROCESS OF EUROPEAN INTEGRATION.**
3. **OPENING PROCESS IN EUROPE**
  - TREATY OF PARIS
  - TREATY OF ROME-SINGLE EUROPEAN ACT
  - TREATY OF MAASTRICHT
  - TREATY OF AMSTERDAM
  - TREATY OF NICE
  - THE EUROPEAN CONVENTION
  - THE EUROPEAN CONSTITUTION PROJECT.
4. **INSTITUTIONAL SCHEME OF THE EUROPEAN UNION**
  - a. THE EUROPEAN COMMISSION
  - b. THE COUNCIL OF MINISTERS
  - c. THE EUROPEAN COUNCIL
  - d. THE EUROPEAN PARLIAMENT
  - e. THE JUSTICE TRIBUNAL OF THE UNION
  - f. OTHER COMMUNITY INSTITUTIONS AND AGENCIES: THE REGIONS COMMITTEE, THE ECONOMIC AND SOCIAL COMMITTEE, ETC.
5. **BASIC PRINCIPLES OF THE EUROPEAN SUPRANATIONAL CONSTITUTIONALISM**
  - a. TRANSFER OF NATIONAL SOVEREIGNTY
  - b. CONSTITUTIONAL CHARACTER OF THE TREATIES
  - c. EUROPEAN COMPETENCE SCOPE AND THE PRINCIPLE OF SUBSIDIARITY
  - d. THE PRINCIPLES OF EUROPEAN COMMUNITY LAW
6. **ASPECTS AND POLITICAL AGENTS IN THE DECISION-MAKING PROCESS IN THE EUROPEAN UNION**
  - a. CITIZENSHIP OF THE EUROPEAN UNION
  - b. EUROPEAN PUBLIC OPINION
  - c. EUROPEAN PARLIAMENTARY GROUPS AND POLITICAL PARTIES
  - d. LOBBY GROUPS IN THE EUROPEAN UNION
  - e. ELECTORAL BEHAVIOUR
  - f. PUBLIC POLITICS IN THE UNION

### Activities

An essential part of the course is the class lectures with the active participation of the students in the debates. The teacher will provide the basic materials for the classes. Also, some documentaries will be shown on different aspects of the European Union. Finally, besides class attendance and the exams, students will write a weekly commentary on news about European current affairs which will be provided by the teacher.

### Assessment

The final mark on this course will be based on four factors, all except the first, which is compulsory, will have equal percentages:

- 1) **attendance** will be taken into account as students have to attend 80% of the classes;
- 2) **class participation**, in talks on the course topics;
- 3) a **voluntary written piece of work** to be supervised by the teacher/s. This will be assessed on the bibliographical sources used, the innovative character of the work and the presentation in class;
- 4) the marks of the **tests** carried out throughout the course.

### Bibliography

- ALCANTARA, M., *LOS SISTEMAS POLITICOS DE LA UNION EUROPEA*, TIRAN LO BLANC, VALENCIA, 2000.
- ANDERSEN, S. and Eliassen, K. A. *The European Union : How Democratic is it?* London: Sage, 1996.
- ALCÁNTARA, CARLOS. *Diccionario de la Unión Europea*. Madrid: Pirámide, 2000.
- CLOSA, C., *SISTEMA POLÍTICO DE LA UNIÓN EUROPEA*, ESTUDIOS COMPLUTENSE, MADRID, 1997.
- CLOSA, Carlos, FERNÁNDEZ, Natividad (coordinadores) *La Constitución de la Unión Europea*. Madrid : Centro de Estudios Políticos y Constitucionales, 2005.
- GALLAGHER, M., LAVER, M. and MAIR, P. *Representative Government in Modern Europe*. New York: McGraw-Hill. 2005.
- GOWER, Jackie. *The European Union Handbook*. London ; Chicago : Fitzroy Dearborn Publishers, 2002.
- HENIG, S., *POWER AND DECISION IN EUROPE*, EUROPOTENTIALS PRESS, LONDRES, 1980.
- KEOHANE, R. AND STANLEY HOFFMANN, *THE NEW EUROPEAN COMMUNITY*, WESTVIEW PRESS, OXFORD, 1991.
- LINDE PANIGUA, E., *El sistema político de la Unión Europea*. Madrid : Pirámide , 1999.
- MANGAS MARTÍN, A., *La Constitución Europea*. Madrid : Iustel, 2005.
- MANGAS MARTÍN, A., *Instituciones y derecho de la Unión Europea*. Madrid : Mac Graw-Hill , 1996.
- MENY, I. *Government and Politics in Western Europe : Britain, France, Italy, West Germany*. New York : Oxford University Press , 1990
- MORATA, F., *LA UNIÓN EUROPEA: PROCESOS, ACTORES Y POLÍTICAS*, ARIEL CIENCIA POLÍTICA, BARCELONA, 1998.
- MORENO, A., *Textos básicos sobre la construcción europea*. Madrid : Acento, 1999
- NUGENT, N., *THE GOVERNMENT AND POLITICS OF THE EUROPEAN UNION*, MACMILLAN PRESS LTD., HAMPSHIRE, 1996.
- PARSONS, C., *A Certain Idea of Europe*. Ithaca: Cornell University Press, 2003.
- PERÉZ BUSTAMANTE, R., *Historia política de la Unión Europea : 1940-1995* Madrid: Dykinson , 1995.
- QUERMONNE, J-L., *LE SYSTÈME POLITIQUE DE L'UNION EUROPÉENNE*, MONTCHRESTIEN, CLEFS-POLITIQUE, PARIS, 1998.
- RICHARDSON, J., *EUROPEAN UNION: POWER AND DECISION-MAKING*, ROUTLEDGE, LONDRES, 1996.
- SIDJANSKI, D. *El futuro federalista de Europa : de los orígenes de la Comunidad Europea a la Unión Europea*. Barcelona : Ariel , 1998.
- STEINER, J. *European Democracies*. New York : Longman , 1991.
- WALLACE, H. AND WILLIAM WALLACE, *POLICY MAKING IN THE EUROPEAN UNION*, OXFORD UNIVERSITY PRESS, OXFORD, 1996.

## ECONOMICS AND BUSINESS IN SPAIN AND LATIN AMERICA

### General description

This course is aimed at those students who wish to learn the general language of economics along with the study of Spanish economics and of the main Latin-American countries through a great variety of activities. Also, the differences in culture and protocol for doing business with the Spanish and with the Latin-Americans will be studied. The methodology is eclectic, focusing on communicative and structuralist classroom tasks; that is individual work is as much emphasised as group work. Finally, material will be included related to the subjects analysed in each unit to develop tasks on the Internet. We wish to emphasise that the course contents may help to prepare several subjects included in the exams organised by the Chamber of Commerce and Industry of Madrid for the attainment of the Superior Certificate and/or Diploma of Business Spanish.

### Content

First section: Spain

- Topic 1.* The natural infrastructure of the Spanish economy.
- Topic 2.* Panorama of the population.
- Topic 3.* The farming industry.
- Topic 4.* The fishing industry.
- Topic 5.* The industrial sector and the construction sector.
- Topic 6.* Types of commercial societies.
- Topic 7.* The financial system.
- Topic 8.* The tourism sector and the environment.
- Topic 9.* Domestic trade, foreign trade.
- Topic 10.* Spanish investments in overseas trade.

Second section: Latin-America

Fundamentals of the economy of de:

- Topic 1.* Argentina
- Topic 2.* Uruguay
- Topic 3.* Chile
- Topic 4.* Peru
- Topic 5.* Colombia
- Topic 6.* Venezuela
- Topic 7.* Mexico
- Topic 8.* Cuba
- Topic 9.* Central America: Panama

### Activities

Students will carry out a series of written and oral exercises based on the topics in the syllabus, selected texts as well as specifically prepared texts. Also, debates will be organised in class on topics related to each country besides articles from journals related to the field of economy. Students, in pairs, will also give a talk on some important aspect of Spain or Latin-America.

### Assessment

In order to pass the course students will have to attend and participate in classes which will motivate students to construct reasoning, discuss their ideas with other students and the teacher and also to use the specific vocabulary related to the field of economy and business. This will be 25% of the final mark. There will also be a mid-term exam and a final exam, both written on the topics explained in class. Students will have to have attended 80% of classes and obtained a minimum mark of five for attendance, participation in class and the talk to be taken into account in the final mark..

## **Bibliography**

### **Text-book:**

FELICES, Ángel; CALDERÓN, M<sup>a</sup> Ángeles; IRIARTE, Emilio; NÚÑEZ, Emilia, *Cultura y Negocios. El español de la economía española y latinoamericana*. Madrid, Edinumen, 2003.

### *Supplementary bibliography:*

FELICES, ÁNGEL, RUIZ, Cecilia, *Español para el comercio internacional. Términos y expresiones esenciales en el mundo de los negocios*. Madrid, Edinumen, 1998.

GONZÁLES, Miguel y otros, *Temas de economía española*. Valencia, Tiran lo Blanch, 1998

*Supplementary material:* Annuals, articles, reports and documents from diverse sources; publications on current economic issues.

# CULTURE

## SPANISH CIVILIZATION AND CULTURE

### General description

The syllabus of this course has been programmed from an anthropological global perspective, so that the students will be able to gain an overall view of Spanish culture, of the Spanish way of life, throughout history and in the present-day, and in its diverse manifestations. The aims are to initiate and educate the students in those topic fields which are not found in the other fundamental disciplines which make up the Hispanic Studies course, taking care to avoid any duplication.

It would be impossible, given the time, to deal with all the topics of Spanish culture and civilisation, so the aim is to give the students an overall view which may be broadened in some specific topics which are those which are proposed in a realistic way to be dealt with in class.

### Content

1. **Introduction to Spanish culture:** Definition of the concept of culture from a Social Anthropological perspective. Elements and fields of a human group's culture. Universality and peculiarities of a culture. Spain: mosaic of cultures. Historical-geographical conditioners of the Spanish idiosyncrasy. Different theoretical perspectives on the Topic of the Spanish: Pedro Lain Entralgo and the polemic de Américo Castro and Claudio Sánchez Albornoz.
2. **Society and politics in contemporary democratic Spain:** the conflicts of the Civil War and the "two Spains". Franco's era and the transition to democracy. Towards a culture of co-existence and tolerance in modern Spain. The different administrations of present-day Spain: Central State, Autonomous Government, Provincial Town Councils and Town Halls.
3. **Cultural manifestations in the different autonomous regions:** The problem of cultural identity of the regions of Spain after Franco's regime with the restoration of democracy: between cultural unity and diversity. Spain as plural State of the autonomous regions. The recuperation of regional identities. Intensive study of the case of cultural identity of the Andalusians.
4. **Catholicism in the configuration of the Spanish identity:** Historical perspective of the implantation of Catholicism in Spain. The presence of the Islam during seven centuries. Church and State in Franco's regime: the national-Catholicism. Church and democratic era. Popular Catholicism in its diverse manifestations: Easter, Pilgrimages, Fiesta of Corpus Christi, Patron Saint Fiestas patronales and other fiestas.
5. **The popular fiesta in present-day Spain:** Anthropological theory of the fiesta: relations between the fiesta and social structure, economy, play-symbolic behaviour, the processes of identity of the groups, daily life and power. Contributions to the study of fiestas in Spain from the anthropologist D. Julio Caro Baroja: the annual festival cycle. The renovation of fiestas in present-day Spain. Analysis of some of the most relevant fiestas: Easter, Carnivals, the Fallas in Valencia, Sanfermines in Pamplona (the running of the bulls), Moors and Christians, the Pilgrimage of the Rocio.
6. **The gypsies in Spain:** Historical data about their implantation and distribution. Their economic, cultural and social life-style. Contributions from the gypsies to Spanish culture. Social problems of the gypsies: integration, exclusion and change. Gypsy ethnic group conflicts. Other ethnic minority groups in Spain.
7. **Flamenco as manifestation of the Spanish culture:** origin, development, modalities and characteristics of this cultural manifestation. Diversity and unity in flamenco expression. Singing, guitar and dance in the flamenco fiesta. Gypsies and flamenco. Transformations and racial mix in present-day flamenco.
8. **Bull-fighting in Spanish culture:** the bull-fighting celebration as a national fiesta and as a rite. Symbolic continuity and renovation of an ancestral tradition. Language and technique of bullfighting. Bull-fighting and Spanish social structure. The influence of bull-fighting in literary production, in art, in cinema and in music.
9. **Debate on Spanish culture in the new millennium:** The most urgent problems of democratic Spain, once the transition was overcome. Stereotypes, clichés and renovation of Spanish culture in the present-day. Key questions for a debate about what is traditional and what is reformist.



### Activities

Each topic will be dealt with in class with the aid of bibliographic material, photocopies, videos, diagrams or other types of notes provided by the teacher. The teacher will also give short talks on the topics with the participation of the students in order for them to have a better understanding.

A better final mark may be obtained by extended reading with consequent pieces of work or also by the ethnographic observation and analysis of the Spanish culture, such as may be seen by the students during their stay in present-day Granada.

### Assessment

The **final mark** will be based on the following: up to **25% for attendance and active participation in class**; up to **50% for the final exam** with questions on the syllabus; and up to **25% for a supplementary piece of work**, individual or in groups, on some aspect related to the syllabus (students should do this under the supervision of the teacher).

### Bibliography

- AMORÓS, A.: *Toros y Cultura*. Espasa-Calpe. Madrid, 1987
- ATIENZA, J.G.: *Fiestas populares e insólitas*. Martínez Roca. Barcelona, 1997.
- CABALLERO BONALD, J.M.: *Luces y sombras del flamenco*. Algaida. Madrid. 1988
- CARO BAROJA, J.: *Los pueblos de España*. Istmo. Madrid, 1981
- CASTÓN BOYER, P.: *La religión en Andalucía*. Biblioteca de Cultura Andaluza. Sevilla, 1985.
- CASTRO, A. *España en su historia. Cristianos, moros y judíos*. Grijalbo. Madrid, 1991.
- DAVID T.GIES (ed): *The Cambridge Companion to MODERN SPANISH CULTURE*. Cambridge University Press, 1999.
- ESPAÑA., AYER Y HOY: *Itinerario de Cultura y Civilización*. SGEL. Madrid, 1997.
- GARCÍA DE CORTÁZAR-GONZÁLEZ VESGA, F.: *Breve Historia de España*. Alianza Editorial. Madrid, 1995.
- GARCÍA ESCUDERO, J.M.: *Cine español*. Rialp. Madrid, 1962.
- GINER, S.: *Los españoles*. Plaza y Janés de bolsillo. Madrid, 2000.
- GÓMEZ GARCÍA, P.(ed): *Fiestas y religión en la cultura popular*. Universidad de Granada. Granada, 1992.
- \*HOOPER, J.: *Los nuevos españoles*. Vergara. Madrid, 1996.
- HOPEWQELL, P.: *El cine español después de Franco*. El Arquero. Madrid, 1989.
- \*KATTAN-IBARRA, J.: *Perspectivas culturales de España*. National Textbook Comany. Illinois, 1975 (Se recomienda, sobre todo, la 3ª parte).
- LAÍN ENTRALGO, P.: *A qué llamamos España*. Espasa-Calpe. Madrid, 1971.
- MOLINA, R.: *Cante flamenco*. Taurus. Madrid, 1965.
- MORAL, J.A.: *Cómo ver una corrida de toros*. Alianza Editorial. Madrid, 1996.
- PEDRAZA, F.: *Iniciación a la fiesta de toros*. Biblioteca Edat. Madrid, 1998.
- PRAT Y OTROS (Ed.): *Antropología de los pueblos de España*. Taurus. Madrid, 1991.
- \*QUESADA MARCO, S.: *Diccionario de civilización y cultura españolas*. Istmo. Madrid, 1997.
- RODRÍGUEZ BECERRA, S.: *Las fiestas en Andalucía*. Biblioteca de Cultura Andaluza. Sevilla, 1985.
- RUIZ GIMÉNEZ, J.J.: *Aproximación a España*. Cultura. Comares. Granada, 2000
- SÁNCHEZ, M.A.: *Fiestas populares. España día a día*. Maeva. Madrid, 1998.
- \*UGARTE, F.: *España y su civilización*. Mcgraw-Hill College. Madrid, 1998.
- ZALDÍVAR, C.A.-CASTELLES, M.: *España fin de siglo*. Alianza Editorial. Madrid, 1992.

## **LATIN AMERICAN CIVILIZATION AND CULTURE**

### **General description**

The objectives of this course are, mainly, the initiation and understanding of this discipline by the students through the principal stylistic languages which have defined Latin-American reality. The wealth and extension of which make it necessary for us to delimit the sections in direct correspondence with the cultural environment which allows us, on the one hand, a greater understanding of the artistic events, and on the other, a better assimilation of the historical content which surround the artistic production and which are of a priority nature in the syllabus.

### **Content**

- 1.- Presentation and introduction to the course
- 2.- Beginnings of the presence of Spain in America
- 3.- The geographical environment
- 4.- The first Mesoamerican and Andean cultures
- 5.- The pre-Hispanic cities
- 6.- The pre-Hispanic architecture
- 7.- The pre-Hispanic sculpture
- 8.- The pre-Hispanic decorative arts
- 9.- Contact with the European world
- 10.- The beginnings of transculturation
- 11.- The colonial city
- 12.- Convent and conversion architecture
- 13.- The great cathedrals and civil architecture
- 14.- Mozarabic in America
- 15.- Baroque in latin-America
- 16.- The plastic arts in the XVI to XVIII centuries
- 17.- Latin-American art from the XIX and XX centuries
- 18.- Latin-America and the XXI century

### **Activities**

- a) Talks on some central themes which affect the understanding of the reality of present-day Latin-America, along with a DVD viewing of which will complement the talks given by the teacher and a guided visit to the Monastery of San Jerónimo.
- b) As a consequence of this the students will do as piece of written work, 5 pages long, related to one of the class topics. The last day to hand in the work will be the day of the final exam.

### **Assessment**

The final mark will be based on the sum of the following:

- a) Attendance, attention and participation in class (30% ).
- b) The above-mentioned piece of work ( 0% ).
- c) Mid-term and final exams, 25 % each, consisting of a written commentary of selected slides from the theory-practical content of the syllabus and also a theoretical question.

### **Bibliography**

- LÓPEZ GUZMÁN, R. ESPINOSA ESPÍNOLA, G. Historia del arte en Iberoamérica y Filipinas : materiales didácticos II. Arquitectura y urbanismo. Granada, Universidad, 2003.
- SORROCHE CUERVA, M.A., VILLALOBOS PÉREZ, A. Historia del arte en Iberoamérica y Filipinas : materiales didácticos I. Culturas prehispánicas. Granada, Universidad, 2004.
- BELLIDO GANT, M.L., GUTIÉRREZ VIÑUALES, R. Historia del arte en Iberoamérica y Filipinas : materiales didácticos III. Artes plásticas. Granada, Universidad, 2005.
- GUTIÉRREZ, R. Pintura, escultura y artes útiles en Iberoamérica, 1500-1825. Madrid, Cátedra , 1995
- GUTIÉRREZ, R., GUTIÉRREZ VIÑUALES, R. Historia del arte iberoamericano. Barcelona, Lunwerg, 2000.

## ISLAMIC CULTURE IN SPAIN

### General description

The aims of this course are to explain to the students the history, society, art and other cultural manifestations of al-Andalus from its birth in the year 711 to its disappearance in 1492. But the course will not be limited to this period nor to the geographical frame of al-Andalus. An ample introduction to the Islamic world will be given, and al-Andalus will be related to the Omeya and Abbasi empires and in general the historical evolution of the Islam, the configuration of the Christian kingdoms of the north peninsular will be studied and the course will finish with an introduction to the Mudejars and the Moriscos (Moslem converts to Christianity).

### Content

- Topic 1. Introduction to the Islam world
- Topic 2. The Islamic empire. The invasion of the Iberian peninsula
- Topic 3. The emirate and the caliphate of Córdoba
- Topic 4. The crisis of the caliphate of Córdoba. The taifas kingdoms
- Topic 5. Women, family and love in al-Andalus
- Topic 6. The Almohads and the Almoravids
- Topic 7. The Mudejars: crisis of al-Andalus and Christian expansion
- Topic 8. The Nasrid Kingdom
- Topic 9. The Moslem city of Western Islam. Nasrid Granada
- Topic 10. Images of al-Andalus: culture, science and customs
- Topic 11. End of the Nasrid sultanate
- Topic 12. The Moriscos (Moslem converts to Christianity). The heritage of al-Andalus

### Activities

As well as class lectures the students will go on two guided visits around historical Granada, both in class time. Students will also give brief talks on topics given by the teacher and they will also listen to some andalusí music. In most of the classes students will view slides.

### Assessment

Students' assessment will be based on the average mark of two exams (first mid-term and final, which will be another mid-term), and to this mark will be added the attendance and pieces of work, up to a maximum of 20%.

### Bibliography

- Arié, Rachel, (1982), "España musulmana", en Tuñón de Lara, Manuel (*Historia de España*, vol. III, Barcelona, Labor).
- Arjona Castro, Antonio, (1990), *La sexualidad en la España musulmana*, Córdoba, Universidad.
- Barrios Aguilera, Manuel, (2002), *Granada morisca, la convivencia negada. Historia y textos*, Granada, Editorial Comares.
- Barrucand, Marianne and Bednorz, Achim, (2002), *Arquitectura islámica en Andalucía*, Colonia, Taschen, (primera edición 1992).
- Chejne, Anwar G., (1999), *Historia de la España Musulmana*, Madrid, Cátedra.
- Cruz Hernández, Miguel, (1985), *Historia del pensamiento en al-Andalus*, Sevilla, Biblioteca de cultura Andaluza, (2 vols.).
- Droz, Jacques (coord.), (1984), *Historia general del socialismo. De los orígenes a 1875*, (2 vols.), Barcelona, Destino.
- *El Corán*, Vernet, (1986), Juan, Barcelona, Planeta.
- Grabar, Oleg, (1978), *La Alhambra: iconografía, formas y valores*, Madrid, Alianza.
- Grabar, Oleg, (1988), *La formación del Arte Islámico*, Madrid, Cátedra.
- Guichard, Pierre, (2002), *De la Expansión Árabe a la Reconquista: Esplendor y fragilidad de al-Andalus*, Granada, El legado andalusí.

- Hourani, Albert, (1992), *Historia de los pueblos árabes*, Barcelona, Ariel.
- Jaldun, Ibn, (1985), *Introducción a la historia (antología)*, Sevilla, Biblioteca de cultura Andaluza.
- Ladero Quesada, Miguel Ángel, (1989), *Granada. Historia de un país islámico (1232-1571)*, Madrid, Gredos.
- Martínez Montávez, Pedro, (1981), *El Islam*, Madrid, Salvat.
- Münzer, Jerónimo, (1991), *Viaje por España y Portugal*, Madrid, Ediciones Polifemo.
- Palencia, Alonso de, (1909), *Guerra de Granada*, Madrid, Tipografía de la Revista de Archivos, (ed. facs. con introducción de Peinado Santaella, Rafael Gerardo, Universidad de Granada, 1998).
- Pavón Maldonado, Basilio, (1992), *Ciudades hispanomusulmanas*, Madrid, Mapfre.
- Pérez Higuera, Teresa, (1994), *Objetos e imágenes de al-Andalus*, Barcelona, Lunweg editores y Legado Andalusí.
- Torres Balbás, Leopoldo, (1985), *Ciudades hispano-musulmanas*, Madrid, Ministerio de Asuntos Exteriores e Instituto Hispano-Arabe de Cultura, (2 vols., con la colaboración de Henri Terrasse).
- Vernet, Juan, (1986), *La ciencia en al-Andalus*, Sevilla, Biblioteca de cultura Andaluza.
- Watt, Montgomery, (1970), *Historia de la España islámica*, Madrid, Alianza Editorial.

## HISTORY OF FLAMENCO

### General Description

The subject deals with both the origin and history of flamenco and the forms, development and contents from which it is nourished and represented, through the varieties of song and lyrics, dance and guitar. The principle aims of the subject are:

- To get to know and discover this artistic-musical expression beyond the body of apparent forms from which it is known.
- To learn about the historical conditions that gave rise to Flamenco and its later evolution.
- To analyze the sociological substrata that Flamenco has gone through in its history.
- To reflect on the formal elements (hidden and evident), the mechanisms of expression, the conditions of production and reception of the messages of this artistic-musical expression.
- To recognise the styles of song and the most outstanding performers.

### Content

- 1 The origins and sources of knowledge of the flamenco phenomenon. Flamenco pre-history: from its origins until the 19<sup>th</sup> century.
- 2 The first codification of flamenco: the 19<sup>th</sup> century and the *Cafés Cantantes* (Singing Cafés).
- 3 The modern era: Flamenco Opera.
- 4 Folklore and flamenco.
- 5 The gipsy and flamenco.
- 6 The song styles.
- 7 Practice of the basic styles.
- 8 Practice of derived styles.
- 9 What does flamenco song talk about?
- 10 A poor art? A cultured art?
- 11 The collapsing of boundaries: Paco de Lucia. Camarón.
- 12 The latest generations.
- 13 Flamenco dance.
- 14 Flamenco guitar.
- 15 Flamenco in cinema and the plastic arts: a total art.
- 16 Flamenco: Historical Patrimony of Humanity.

### Assessment

<b>ATTENDANCE AND PARTICIPATION</b>	<b>40%</b>
<b>MID-TERM EXAM:</b>	<b>30%</b>
<b>FINAL EXAM</b>	<b>30%</b>

### Bibliography

- Alvarez Caballero, Ángel: *Historia del cante flamenco*. Alianza editorial. Barcelona, 1973
- El cante flamenco*. Madrid. Alianza, 1994
- Gamboa, José Manuel: *Una historia del flamenco*. Madrid . Espasa.. 2005
- Gutiérrez, Balbino: *Enrique Morente. La voz Libre*. Madrid. Fundación Autor, 2006
- Mairena, Antonio y Molina, Ricardo: *Mundo y formas del flamenco*. Madrid. Revista de Occidente, 1963
- Ríos Ruiz, Manuel: *Ayer y hoy del flamenco*. Madrid. Istmo, 1997
- Steingress, Gerhard: *Sociología del cante flamenco*. Sevilla. Signatura Ediciones, 2005
- Washabaugh, William: *Pasión, política y cultura popular*. Barcelona. Paidós, 2005

**THE SPANISH MUSIC AS AN ARTISTIC AND SOCIAL PHENOMENON: TRADITION AND VANGUARD****General Description**

The main aim of this course is to promote recognition and appreciation of the cultural values inherent in Spanish music through listening, debate and critical analysis of bibliographic and audiovisual documents.

**Aims:**

- To develop the students' knowledge of Spanish musical art, flamenco and other forms of musical expression, including those of popular tradition, all in relation to their social and cultural context.
- To recognize and interpret musical phenomena as socio-cultural products, studied in relation to cultural events and social processes.
- To distinguish the functions performed by different musical elements in the generation of intra-cultural meanings.

**Content****BLOCK 1: HISTORY OF MUSIC**

- 1.1. Spanish musical heritage
- 1.2. Main musical genres: evolution and development
- 1.3. Composers and their most relevant works

**BLOCK 2: TRADITIONAL MUSIC**

- 2.1. Flamenco
  - A brief history of flamenco.
  - The dance, voice and musical instruments used in flamenco.
  - Present-day Flamenco: new tendencies.
- 2.2. Popular music
  - Popular festivities with music.
  - Music and popular religiousness.
  - Dance, costumes and folk musical instruments.

**BLOCK 3: MODERN MUSIC**

- 3.1. The Spanish record industry.
- 3.2. The musical in Spain.
- 3.3. The soundtrack in Spanish films.
- 3.4. Urban music: pop and rock.
  - Recent history.
  - Leading solo singers and bands.
- 3.5. Other types of music.

**Assessment****Assessment criteria and tools**

- Attendance, active participation and individual research work: 40%  
(Since the nature of this course is both theoretical and practical, attendance will be considered a key element in the assessment process. Students must attend a minimum of 80% of the programmed classes in order to be assessed.)
- Mid-course exam: 30 %
- Final exam: 30 %

**Bibliography**

- AAVV (1983-1985). *Historia de la música española*. 7 vols. Madrid: Alianza.
- CRUCES, C. (2003). *El flamenco y la música andalusí: argumentos para un encuentro*. Barcelona: Carena.
- FORNEY, K. y MACHLIS, J. (2011). *Disfrutar de la música*. Madrid: Akal.
- FRAILE PRIETO, T. (2010). "La música en el cine español hoy. Nuevos protagonistas y sistemas de producción". *Tripodos*, 26. pp. 67-80.  
[www.raco.cat/index.php/Tripodos/article/download/187676/244550](http://www.raco.cat/index.php/Tripodos/article/download/187676/244550)
- PARDO, J. R. (2005). *Historia del pop español: 1959-1986*. Madrid: Rama Lama Music.
- SALAZAR, A. (1988). *Conceptos fundamentales en la historia de la música*. Madrid: Alianza.
- SCARNECCHIA, P. (1998). *Música popular y música culta*. Barcelona: Icaria.

## THE ART OF FLAMENCO IN SOCIETY AND CULTURE

### General Description

Through the study of a significant number of songs, as well as articles, books, films and documentaries, this course will explore the poetic language of the lyrics, the association of these with high culture (principally poetry and music), the artistic nature of this musical expression and the links between flamenco and the society and culture that are its origin and end.

We will guide the student, from the analysis of this art and its diverse substrata, to the acquisition of an advanced understanding of its anthropological, historical, socio-cultural and linguistic aspects. We will carry out a review of knowledge of the history of Spain and Andalusia. We will study the literary quality of body of anonymous lyrics. We will encourage debate and moral reflexion about such concepts as exclusion, persecution, migration and racism, as well as about the feelings of pain, disgrace, humiliation and social shame. Finally, we will consider values intimately tied to the flamenco universe, such as brotherhood, liberty and resistance.

### Content

1. *A priori* concepts.
2. Songs as vehicles of culture and cultural objects of special attention.
3. Song (*canCIÓN*) versus flamenco song (*cante*).
4. Flamenco and stereotypes of the Spanish
  - a. The construction of the international image of Spain: an Andalusian image
  - b. The triad of popular culture: bull-fighting, processions and flamenco
  - c. Effects of this image on the arts
5. Linguistic Aspects
  - a. A unique lexicon
  - b. A phonetic convention: flamenco singing is articulated in Andalusian
6. Settings of flamenco: private and public
7. Birth and evolution: *when, where, how*
8. The social substratum
9. Primitive oriental traces: Andalusian musical orientalism.
  - a. Andalusia around 1492.
  - b. The metaphor of the melting pot
10. The lyrics of flamenco verses: an anonymous body of exceptional quality.
  - a. The lyrical poetry of the verses.
  - b. Subject matter
  - c. The poets create the lyrics: García Lorca and Luis Rosales, among others.
  - d. Anthology of anonymous verses.
  - e. From bottom to top and from top to bottom: relations between high and low musical and poetic culture.
  - f. The use of poems as lyrics for flamenco song: not-only-Lorca.
  - g. Political incorrectness, flamenco and flamenco artists.
  - h. Humour in flamenco.
11. The concept of acquired taste.
12. Flamenco versus folk.
  - a. The case of sevillanas: Are sevillanas flamenco?
13. Can flamenco be considered consumer music?
14. Dance
15. Sudden and unusual international renown.
  - a. Today's flamenco public.
  - b. The spectacular drift.
  - c. Popular instinct against skill and discipline.
16. Final Reflections.

### Assessment

Readings, attendance and participation:	20 %
Exam:	40 %
Written work:	40 %



## Bibliography

- ÁLVAREZ CABALLERO, Ángel: *Historia del cante flamenco*. Alianza editorial. Barcelona, 1973
- ANÓNIMO: *Breve selección de coplas flamencas*. Antología realizada por José Javier LEÓN
- CABALLERO BONALD, José Manuel: *Diccionario del cante jondo*. Madrid, 1993.
- CABALLERO BONALD, José Manuel: *Luces y sombras del flamenco*. Algaida. Sevilla, 1988.
- FALLA, Manuel: *El cante jondo*. Urania. Granada, 1922.
- GAMBOA, José Manuel: *Cante por cante (disco-libro didáctico)*, Flamenco en el foro / New Atlantis. Madrid, 2002
- GARCÍA LAVERNA, Joaquín: *El libro del cante flamenco*. Rialp. Madrid, 1991
- GARCÍA LORCA, Federico: "El cante jondo. Primitivo canto andaluz" (1922), "Arquitectura del cante jondo" (1931) y "Teoría y juego del duende" (1942) en *Obras Completas, Tomo III*, Aguilar, Madrid, 1989
- GARCÍA LORCA, Federico: *Poema del cante jondo y Romancero gitano*, Cátedra. Madrid, 85
- GONZÁLEZ CLIMENT, Anselmo: *Antología de la poesía flamenca*. Escelicer. Madrid, 1961.
- GONZÁLEZ CLIMENT, Anselmo: *Flamencología*. Escelicer. Madrid, 1955.
- GONZÁLEZ, Miguel Ángel: *El Sacromonte, corazón flamenco de Granada*. Granada, en prensa.
- GRANDE, Félix: "El flamenco" en *Revista El Sol*, 12-I-1992
- GRANDE, Félix: *Memoria del flamenco*. Espasa-Calpe, 2 volúmenes. Madrid, 1987
- LEÓN, José Javier: *Compás de extranjería*, Comares / La Vela. Granada, 2008. Capítulos: "Otro cantar", "Imago Hispaniae" y "Se equivocó la paloma"
- MACHADO Y ÁLVAREZ, Antonio («Demófilo»): *Colección de cantes*. Primera edición, Sevilla, 1881
- MOLINA, Ricardo: *Mundo y formas del cante flamenco* (con la colaboración de Antonio Mairena). Revista de Occidente. Madrid, 1963
- QUIÑONES, Fernando: *El flamenco, vida y muerte*. Plaza & Janés, Barcelona, 1971.
- ROSALES, Luis: "El cante y el destino andaluz", en *Abril*, nº 22. Luxemburgo, octubre de 2001.
- VV. AA. *Selección de cantes flamencos*. Por José Javier LEÓN

## RELIGIOUS DIVERSITY AND CULTURE IN MEDIEVAL SPAIN

### General description

During the Middle Ages, the Iberian Peninsula was inhabited by men and women of the three monotheistic religions: Islam, Christianity and Judaism. These three cultures shared cities and villages, in addition to language and some customs, for many centuries, under both Muslim rule and Christian, and this legacy is part of our cultural heritage. This course aims to contribute to the acquisition of a better knowledge and understanding of the past and of Spanish culture, particularly through the study of the social relations, and religious and cultural backgrounds that were found in the medieval hispanic multicultural societies. Learning more about these phenomena may offer clues to understanding the present. For this reason, we will take a trip through the history of the presence and relationships of the three communities in the Iberian Peninsula, and briefly analyze the fate that each of them met with the coming of the Modern Era.

### Content

#### **I. Introduction. The Iberian Peninsula in ancient times.**

Origins of the Jewish presence in the Iberian Peninsula. Roman Hispania. The Visigoth period. Rules of coexistence and living together: the Council of Elvira

#### **II. The expansion of Islam. Al - Andalus.**

A frontier society.

#### **III. Living under Islamic rule.**

Muslim attitudes towards other religions. The Pact of Omar. Dimmies: Jews and mozárabes. The administrative organization of the aljamas.

#### **IV. Everyday life in al - Andalus.**

The impact of tradition and of religious practice in daily activities. Work

#### **V. Poetry in al - Andalus.**

The pre-Islamic influence and the creation of new genres. Poetic languages.

#### **VI. Science and philosophy in Arabic.**

The appropriation of science and Greek-Latin philosophy: a project shared by members of the three religions.

#### **VII. The Christian kingdoms and The conquest.**

Kingdoms and borders.

#### **VIII. Rules of coexistence and living together.**

Mudéjars and Jews. Servis Regis. The position of the Church.

#### **IX. Living under Christian rule.**

The administrative organization of the aljamas.

#### **X. Work and tasks of care and management of human life.**

Common spaces and interaction. Material culture and domestic utensils. The experience of women and their interaction with their contemporaries of other religions.

#### **XI. Literature in the Christian kingdoms: attitudes towards minorities.**

The vernacular languages. Cantares de Gesta. The Cantigas de Santa Maria. The Book of Good Love.

#### **XII. Literature in Hebrew.**

Poetry and narrative.

#### **XIII. Science and philosophy in Hebrew.**

Jewish attitudes towards science and philosophy. Astronomy. Medicine.

#### **XIV. Christian and Jewish art**

Influence of Moorish art and architecture.

#### **XV. The formation of cultural identities.**

Perception of the self and the other: narratives of legitimation; Sumptuary laws and forms of internal control; visual sources: the image of the Jews in Christian art.

#### **XVI. The events of 1391.**

Forced conversions. Crypto-judaism. The Inquisition.

#### **XVII. 1492, a date to remember**

The taking of Granada and its consequences. The edict of expulsion of the Jews. Cartography of diaspora.

#### **XVIII. Revolts and expulsion of the Moriscos (1609).**

### Assessment

Students who have not attended 80% of the classes will not be awarded a grade. There will be two written examinations that will constitute 40% of the final mark. The rest (60 %) of the assessment will be distributed in: 20% class participation and preparing the readings, 20% short presentations in class; and the final 20% from a short piece of writing to be handed in at the end of the term.

### Bibliography

AYASO MARTÍNEZ, José R., 2000, "Antigüedad y excelencia de la diáspora judía en la Península Ibérica", *Miscelánea de Estudios Árabes y Hebraicos*, sección Hebreo 49, 233-259.

BARRIOS AGUILERA, Manuel, 2008, *La convivencia negada: historia de los moriscos del Reino de Granada*. Granada: Comares.

CANO PÉREZ, María José – ESPINOSA VILLEGAS, Miguel Ángel, 2007, *Historia y Cultura del Pueblo Judío*. Granada: eug.

CHALMETA, P., 2003, *Invasión e islamización: la sumisión de Hispania y la formación de al-Andalus*. Jaén: Universidad de Jaén.

GUICHARD, Pierre, 2002, *De la expansión árabe a la reconquista: esplendor y fragilidad de al-Andalus*. Granada: El legado andalusí.

MANTRAN, R., 1973, *La expansión musulmana (siglos VII al XI)*. Barcelona: Labor (reimp. 1982).

NAVARRO PEIRÓ, Ángeles, 2006, *Literatura Hispanohebraica*. Madrid, Laberinto.

VALDEÓN BARUQUE, Julio, 2007, *Cristianos, judíos y musulmanes*. Barcelona, Crítica.

SOBH, Mahmud, 2002, *Historia de la Literatura Árabe Clásica*. Madrid: Cátedra.

## HEALTHCARE SYSTEMS IN SPAIN

### General description

This course is intended to; on the one hand, offer a generic view of the most important aspects of the Spanish health system and its comparison with other European systems, as well as their institutions and to cover some specific aspects of diseases of interest, in a context of scientific and technical vocabulary. On the other hand, the course also aims to identify what factors, together with the health system, determine the level of health of a population. The relative importance of these factors will be analyzed on the basis of the socio-economic characteristics of a country, as well as the interventions that are made for prevention and control by the public health system.

### Content

1. Concept of health and public health. Determinants of the health of a population.
2. The inequalities in health in Europe and the United States.
3. Lifestyles as determinants of health. The example of sugary soft drinks and its parallel with the onset of tobacco control.
4. Physical environment and health. Situation in Spain, Europe and the United States.
5. The Spanish and European health care systems
6. Spanish and European Health Care Institutions. Biological research.
7. The Spanish system of organ transplants
8. Acquired Immune Deficiency Syndrome (AIDS). Epidemiology in Spain and the world.
9. Cancer. Cancer situation in Spain.
10. Diabetes. The epidemic of diabetes and obesity in Spain and in the world. Control and Prevention.
11. Epidemiology of injuries from road traffic accidents in Spain and the world. Possibilities for intervention.
12. Prevention strategies. Primary and secondary prevention programs in Spain.
13. New therapies. Cell Therapies, genes and stem cells.
14. Transgenic Food.

### Assessment

Evaluation on 10 points distributed as follows:

- Written examinations: 7 points (3,5 points for the contents of Health and 3,5 points for Public Health)
- Written essays: 3 points. 1 essay on the module of Health (1,5 points) and 1 essay on the module of Public Health (1,5 points)

### Bibliography

- Sistema Nacional de Salud de España, 2010. Instituto de Información Sanitaria. Madrid.
- OECD (2012), "Executive summary", in *Health at a Glance: Europe. 2012*, OECD Publishing.
- Rafael Matesanz. El modelo español de coordinación y trasplantes. Aula Médica, 2008.
- Clive James. Situación mundial de la comercialización de cultivos biotecnológicos/MG en 2011. ISAAA. International Service for the Acquisition of Agri-Biotech Applications.
- Cabanes Domenech, A y otros. La situación del cáncer en España, 1975-2006. Centro Nacional de Epidemiología. Instituto de Salud Carlos III.
- Vigilancia epidemiológica del VIH/SIDA en España. Instituto de Salud Carlos III. 2012.

## ECOLOGY AND THE ENVIRONMENT IN SPAIN

### General description

The course provides a theoretical understanding, via analysis, of the major environmental problems in Spain, outlining the causes of the current situation as well as future perspectives and possible forms of intervention. Case studies are used to enable the student to understand the potential, risks, opportunities and impact of the Spanish environmental framework. Objectives will be achieved through both lectures and a series of field trips.

### Content

- Introduction to the characteristics and potential of the Spanish environmental framework.
- The metabolism of the Spanish economy: the unsustainability of the productive fabric and the development model.
- Climate change in Spain: territorial manifestation of a global problem.
- The energy transition in Spain: from dependency on fossil fuels to European leadership in renewable energy.
- The use of water in Spain: problems of management and territorial disputes.
- The urban environment in Spain: evaluation and implications for urban sustainability.
- The Spanish coastline and its environmental vulnerability.
- The protection of ecological values and biodiversity: protected natural areas.
- Field work as a tool for the analysis and evaluation of environmental issues in Spain.

### Assessment

The assessment consists of two major sections:

- a) Exam. This counts for 50% of the final grade.
- b) Tests and oral presentation. These will be distributed as follows:

-Three essays: one on the content of the course (20 %); a second on the field trips (20 %); a third on a summary of a topic that was the subject of an oral presentation in class (10 %).

There will be three field trips, assistance is compulsory, will be graded and forms part of the timetable.

### Bibliography

- ARAUJO, J. (1990): "La muerte silenciosa: España hacia el desastre ecológico", Madrid: Temas de Hoy.
- CONAMA (2011): "Cambio Global España 2020/2050. Energía, economía y sociedad", Centro Complutense de Estudios e Información Medioambiental.
- GREENPEACE (2003-2011): "Informes Anuales".
- LUDEVID, M. (2003): "Un vivir distinto: cómo el medio ambiente cambiará nuestras vidas", Nivola: Madrid.
- MINISTERIO DE AGRICULTURA, ALIMENTACIÓN Y MEDIO AMBIENTE (2012): "Perfil ambiental de España 2011", Madrid.
- MULERO, A. (1999): "Introducción al medio ambiente en España", Barcelona: Ariel.
- OBSERVATORIO DE LA SOSTENIBILIDAD EN ESPAÑA (2012): "Sostenibilidad en España 2011", Madrid: Mundi-Prensa.
- WWF et al. (2011): "El Planeta puede esperar: Análisis de la política ambiental del Gobierno", Madrid.

Links:

-

[http://www.juntadeandalucia.es/medioambiente/portal\\_web/ima/difusion\\_ima\\_2011/index.htm](http://www.juntadeandalucia.es/medioambiente/portal_web/ima/difusion_ima_2011/index.htm). Informe Medio Ambiente en Andalucía 2011. Consejería de Agricultura, Pesca y Medio Ambiente. Junta de Andalucía.

-<http://www.portaldelmedioambiente.com/>. Portal del Medio Ambiente en España y América Latina.

-<http://www.ecologistasenaccion.org/>. Ecologistas en Acción.

-<http://www.conama.org/web/es/la-fundacion/presentacion.html>. Fundación Conama.

-<http://www.ecoticias.com/>. Noticias sobre medio ambiente en España.

# INTERNSHIPS

## INTERNSHIP PROGRAM IN COMPANIES

### General description

Students are expected to:

- Reflect on which elements define the corporate culture of a multinational company, and all the areas that form part of it.
- Reflect on the corporate world and the role of companies in society. Learn about the origin of corporations, their evolution and objectives. Also take a look at the obligations and corporate social responsibility of a company as an institution at the service of society.
- Establish which areas in a multinational company need vigilance so as to prevent potential cultural clashes.
- Learn about some of the key components of Spanish corporate culture and establish what aspects differ from the corporate culture in the students' own country.
- Develop strategies to successfully interact with native speakers in conflicts arising in the workplace
- Broaden their vocabulary of terms used in the business world and express themselves with a better grasp of the jargon used in the workplace and the labour market.
- Widen their knowledge of what elements and stages need to be considered when facing a job interview.

### Content

INTRODUCTION: Zara: corporate culture in Spain and internationalization

1.- CORPORATIVE CULTURE IN SPAIN:

1.1.- Communication style, leadership and status in Spain.

2.- INTERCULTURAL COMPETITION:

2.1.- Resolution and mediation in labour disputes: management styles.

2.2.- Emotions and neutrality in the workplace.

3.- BASIC NOTIONS:

3.1.- Grammatical competence, lexical competence.

3.2.- Grammatical competence, lexical competence.

3.3.- Grammatical competence, lexical competence.

4.- THE BUSINESS WORLD: In this module aspects related to the business world will be dealt with as well as Hispanic corporate culture such as a job interview, job satisfaction, the corporation as a social institution, etc.

### Assessment

The grade obtained in the written project

### Bibliography

AGUIRRE, Blanca y HERNÁNDEZ, Consuelo (Ed. 1991): *Curso de español comercial*. Madrid: SGEL.

AGUIRRE, Blanca y HERNANDEZ, Consuelo (Ed.1992): *El lenguaje administrativo y comercial*. Madrid: SGEL.

BENITEZ, P., GÓMEZ DE ENTERRÍA, J. y GELABERT, M<sup>o</sup> José (1995): *El español de la empresa*. Salamanca: Colegio de España.

BLANCO, Ana y VILLARRUBIA, U<sup>o</sup> Sol (2005): *Negocios. Manual de español Profesional*. Madrid: Universidad de Alcalá.

BONELL, Pablo (2004): *Negocio a la vista. Reportajes con actividades para cursos de español de los negocios*, Madrid: Edinumen,

GONZÁLEZ, Marisa; MARTÍN, Felipe; RODRIGO, Conchi y VERDÍA, Elena (2006): *Socios 1 y Socios 2*. Barcelona: Difusión. (nueva edición)

HORNER, D. y AZAOLA-BLAMONT, I. (1994): *1000 palabras de negocios*. Barcelona: Wagner Idiomas y Difusión.

JUAN, Olga; DE PRADA, Marisa; ZARAGOZA, Ana (2002): *En equipo.es*. (Nivel Elemental). Madrid: Edinumen.

NOREGA, Alfredo y PROST, Gisele (2003): *Al Di@* (Relaciones profesionales y del mundo de la empresa: Nivel avanzado). Madrid: SGEL.

PAREJA, M<sup>o</sup> José (2005): *Temas de empresa* *Manual para la preparación del Certificado superior de español de los negocios*. Cámara de Comercio de Madrid: Edinumen



## **INTERNSHIP PROGRAM IN EDUCATIONAL INSTITUTIONS**

### **General description**

The Internship Program in Educational Centres is aimed at university students and professionals interested in broadening their studies through professional internships in a wide range of educational centres.

Student participation in the Internship Program in educational centres has a double objective: to learn how the Spanish educational institution works, benefiting from interaction with the teaching teams and the centre's pupils, and the centres benefit from the collaboration and involvement of these interns in the classes taught in the corresponding foreign language.

### **Content**

Before starting the internship, students will attend a 10-hour seminar where they will learn about general aspects of the Spanish educational system (educational levels, special needs teaching, types of centres, bilingual program, etc.) whilst receiving a small training session on designing activities which they can then use during their internship.

### **Assessment**

- 30% of the final grade is assessed from the students' attention, participation and attendance in the group seminars and individual interviews. The idea is to motivate the student to think, develop arguments, discuss their ideas with their fellow interns and the teacher and also, to use and practice the Spanish language.
- 30% of the final grade is obtained from the outside tutor's report on the work carried out at the educational institution.

The remaining 40% will depend on the results obtained in the project students must present in writing and orally at the end of the course.

### **Bibliography**

- AAVV. *Procesos y contextos educativos*. Ed. la Catarata, 2010
- LINDSTROMBERG, S. *110 actividades para la clase de idiomas*. Cambridge University Press
  - QUINTANA CABANAS, J.M. *La educación está enferma*. Informe pedagógico sobre la educación actual, Ed. nau Libres, 2004

## **INTERNSHIP PROGRAM IN NGOs/VOLUNTARY WORK**

### **General description**

The Program for Voluntary work is aimed at university students and professionals interested in widening their studies through voluntary work in collaboration with the NGO Solidarios. The participation of students in this program has a double objective:

that these students learn how NGOs function in Spain and that the centers benefit from the volunteer work carried out by these students. Before starting their volunteer work, students will receive a 10-hour seminar where they will learn about general aspects of volunteer work in Spain, emergence and development of NGOs, introduction to volunteer work and specific training before joining the different centers. Students who choose this program may choose one of the following areas: homeless, support for the elderly, physically and mentally disabled, children and young people and collaboration with the association ALCER (kidney diseases).

### **Content**

- Presentation of the program. Receipt of documentation and material
- Previous activities
- Presentation of areas of activity. Interviews with students about their preferences
- The emergence of NGOs I
- The emergence of NGOs II
- Introduction course to voluntary work
- Specific training. Planning of visits to centers.
- Integration in centres
- Follow-up of work carried out and preparation of project
- Exchange of impressions with fellow students
- Planning the schedule for individual interviews with the tutor
- Project supervision
- Final review of project. Last doubts.
- Group exposition of project

### **Assessment**

- 30% of the final grade is assessed from the students' attention, participation and attendance in the group seminars and individual interviews. The idea is to motivate the student to think, develop arguments, discuss their ideas with their fellow interns and the teacher and also, to use and practice the Spanish language.
- 30% of the final grade is obtained from the outside tutor's report on the work carried out. The remaining 40% will depend on the results obtained in the project

### **Bibliography**

- GRACÍA FAJARDO, J.C. (2007) *Manual del Voluntariado*, Ed. Catarata, Universidad Complutense de Madrid.

## MODERN LANGUAGE

### General description

There is a brochure available to the students with the information about foreign languages which contains the dates of the courses, and also there is *Syllabus Book* (section of *Foreign Languages* at the *Centro de Lenguas Modernas*) where the syllabus is described in detail along with a basic bibliography and criteria for assessment for each of the languages



*ugr* | Universidad  
de Granada

Centro de  
Lenguas Modernas  
[www.clm-granada.com](http://www.clm-granada.com)



Placeta del Hospicio Viejo s/n 18009 GRANADA (España)  
Tel.: +34 958 215 660 Fax: +34 958 220 844  
[www.clm-granada.com](http://www.clm-granada.com) [infoclm@esperanto.ugr.es](mailto:infoclm@esperanto.ugr.es)