



UNIVERSIDAD
DE GRANADA



CENTRO DE
LENGUAS
MODERNAS

SYLLABUS
INTENSIVE SPANISH
AND LANGUAGE
CULTURE COURSE
(CILYC)

www.clm-granada.com

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INTENSIVE SPANISH AND LANGUAGE AND CULTURE COURSE

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SPANISH LANGUAGE

General Description

The "Spanish Language" course provides an overview of each of the levels that are taught in this course. More extensive information is available on the curriculum link for the Spanish Course levels

(http://150.214.95.90:82/documentacion_gap/Curriculum/CURRICULUM_GENERAL/Curriculum_por_COMPETENCIAS_Y_PERFIL_NIVELES_%28v.espa%F10a%29.pdf).

4. Intermediate level (B1.1)

The level 'A' student is called a "basic user" of the language, which means they are able to act as a social agent in linguistically basic transactions with types of oral and written text related to immediate needs, and engage in social interactions within their nearest social sphere.

For daily life transactions, the student is able to function in normal and predictable situations to do with the use of basic services and the satisfaction of immediate needs or solving simple procedures, which take place in standard places such as shops, offices, banks, clinics or transport, provided that the people with whom the student is interacting display a cooperative attitude.

In terms of social interactions, the student is able to relate to Spanish speakers in the nearest social sphere participating in everyday social encounters and situations that respond to predictable patterns, dealing with everyday topics and people (such as family, rather than residence, hobbies, etc..) and conform to basic social conventions.

Given the immersive nature of teaching at the CLM, during classroom instruction the student develops strategies and linguistic and cultural knowledge that enables them to deal with these transactions, social interactions and texts truly outside the classroom, connecting that personal experience with classroom instruction.

5. Upper-Intermediate Level (B1.2)

The level B student is called an "independent user" of language, which means they are able to act linguistically as a social agent in daily life transactions, in social interactions and with different types of texts with a sufficient level of autonomy to be able to perform most tasks involving the use of language in a Spanish speaking country.

6. Advanced Level (B2.1)

The level B student is called an "independent user" of language, which means they are able to act linguistically as a social agent in daily life transactions, in social interactions and with different types of texts with a sufficient level of autonomy to be able to perform most tasks involving the use of language in a Spanish speaking country.

7. Upper-Advanced Level (B2.2)

The level B student is called an "independent user" of language, which means they are able to act linguistically as a social agent in daily life transactions, in social interactions and with different types of texts with a sufficient level of autonomy to be able to perform most tasks involving the use of language in a Spanish speaking country.

8. Superior Level (C1)

The level C student is called a "competent user" of language, which means they are able to act linguistically as a social agent in transactions of all types, even sensitive and complex, in all kinds of social interactions within the community or social communities, academic or professional in which they are involved, and can manage oral and written texts of any type, regardless of the situation and theme.

9. Upper-Superior Level (C2)

The level C student is called a "competent user" of language, which means they are able to act linguistically as a social agent in transactions of all types, even sensitive and complex, in all kinds of social interactions within the community or social communities, academic or professional in which they are involved, and can manage oral and written texts of any type, regardless of the situation and theme.

THE DIVERSITY OF SPANISH IN THE WORLD

General Description

Communicative competence of a speaker consists of not only mastery of the four language skills, but also knowledge of linguistic registers the language offers in generational, geographical terms etc.. and recognition of the pragmatic factors involved in the speech context.

This material is intended for students to become familiar with colloquial Spanish that they be able to discriminate the main diatopic, diastratic and diaphasic modes of current Spanish.

Content

I. Levels of formality and informality of the Spanish language:

1. Communicative functions: advice, errands, compliment, praise, greeting, partings.
2. Communicative functions: agreement, disagreement, refusal, hypotheses and probability.

II. Colloquial Spanish:

3. Colloquial expressions related to food
4. Colloquial expressions related to dress.
5. Colloquial expressions related to the body.
6. Colloquial expressions related to animals.
7. Various colloquial expressions.

III. Approach to the most important diatopic differences in Spanish:

8. Linguistic features of southern Spanish
9. Linguistic features of central-peninsular Spanish.
10. Linguistic features of Spanish in America.

Activities

Core reading JUAN MARSÉ. *El Amante Bilingüe*, Planeta, Barcelona, 1992.

The purpose of the reading is that, through the two ways of speaking Catalan of the protagonist (charnaga and standard), the student understand the main features of southern and northern Spanish Spanish. The chapters of this work will be analyzed weekly at school. Once the reading of *El Amante Bilingüe* is finished, we will proceed to the screening of the film version.

Assessment

- Active participation: 50%.
- Final Exam: 50%.

Bibliography

Reference texts:

- ARIZA, M., *Comentarios de textos dialectales*, Madrid, Arco/Libros, 1994.
- DOMÍNGUEZ, P., M. MORERA y G. ORTEGA, *El español idiomático*, Barcelona, Ariel, 1991.
- 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.

Core reading text:

- MARSÉ, J., *El amante bilingüe*, Planeta, Barcelona, 1992.

Other referentes:

- "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).

INTRODUCTION TO SPANISH BUSINESS LANGUAGE

General Description

This course is aimed at students with an intermediate language level. The student will be able to learn about the world of business, trade and the economy from a theoretical and practical point of view.

The basis of this course consists of three different areas: the business world, business correspondence and the lexicon.

This course is designed for those students who wish to have an overview of the issues that encompass the business world, as well as those who wish to acquire knowledge needed to deal with the working world.

Scheduled activities provide students with the training necessary to prepare the Official Chamber of Commerce and Industry of Madrid basic business Spanish certified tests.

Content

Business world module

- Topic 1. - The Company. Definition, classification and management of the company. Purpose of a business.
- Topic 2. - Human Resources. The public and private offer of employment. Types of contracts. Candidate profiles. Unemployment.
- Topic 3. - Trade. Rights and obligations of the trader. Requirements of the business premises. Trade assistants. Sales and payment methods.
- Topic 4. - Marketing. Definition and marketing objectives. Advertising language features.

Oral and Written module

This block is intended to equip students with skills related to business correspondence as well as the functions necessary to operate fluently in everyday situations related to the world of business and enterprise. To achieve these objectives the students must complete a series of exercises whose methodological background is a task-based approach. These exercises are a series of enabling tasks that allow the student to perform one final task. The contents of this section are:

1. Reports and their types.
2. Application letters and Curriculum Vitae. The job interview.
3. Orders for goods and services. Shipping Notices
4. Other commercial and trade writings.

Specific lexicon module for trade and economy

In this section, the student acquires lexical knowledge related to the areas of trade and economy addressed during the course through a series of texts and exercises.

Assessment

- Active participation: 50%.
- Final exam: 50%.

Bibliography

- CENTELLAS, A. Proyecto en Español Comercial. Ed. Edinumen. 1997. Madrid
- FELICES LAGO, A., RUIZ LÓPEZ, C., Español para el comercio Internacional. Ed. Edinumen. 2001. Madrid
- FAJARDO, M., GONZÁLEZ, S.. Marca Registrada. Ed. Santillana. 1995
- DE PRADA, M., BOVET, M. Hablando de Negocios. Ed. Edelsa. 1999. Madrid

SPANISH LITERATURE

General Description

The basic objective of this subject is to provide students an approach to Spanish literature, both its history and its most outstanding authors. In order to familiarize the students with the texts, the study of the texts should be the priority activity of the subject. Whenever deemed appropriate, works or fragments of works that provide knowledge of the subject will be used, and in the remaining cases students will be taught about the most representative authors of an era or a literary movement.

Content

1. Introduction to Spanish Literature
2. Introduction to the 19th century
3. Romantic Poetry. Espronceda, Bécquer.
4. Romantic Theatre
5. The Generation of 1898. Antonio Machado.
6. Introduction to the 20th century.
7. The Generation of 1927. F. García Lorca
8. Poetry from post-war to the modern day.
9. The novels of the 20th century to today.
10. Theatre from the 20th century to today.

Activities

Class readings of selected texts and subsequent reviews. Brief written comments on some works. Participation in cultural events such as poetry readings or lectures. Visits to places associated with the works of Federico García Lorca or Francisco Ayala.

Assessment

- Active participation: 50%.
- Final exam: 50%.

Bibliography

- RICO, F., *Historia y crítica de la literatura española, I, II, III, V, VII*, Barcelona, Crítica, 1980.
- ALBORG, J. L., *Historia de la literatura española, I, II*, Madrid, Gredos, 1970.
- BROWN, G., *Historia de la literatura española, El siglo XX*, Barcelona, Ariel, 1974.
- MARCO, J., *Literatura hispanoamericana*, Madrid, Austral, 1987.

LATIN AMERICAN LITERATURE

General Description

The aim of this course is to take a tour of literary production in Latin America. The period covered is the twentieth century to the present.

Obviously, given the limited hours of the course, a selection of authors and works will be made trying to always convey to students the reality of the vast literary production and its diversity. We will work with texts selected by the teacher that students will read and work with at home to get a good understanding of the aforementioned texts. The classroom will essentially be communicative work in which both teacher and students will present their views and discussion will be created.

Furthermore, in the development of this subject, the texts will be accompanied by more extensive information about the context in which these productions arise and, in general, politics, social, ... economic situations of the time.

Content

The selected topics may undergo some modification by both students and the teacher, as deemed appropriate. In other words, the teacher will take into account the preferences of the students at all times. That said, the selected topics are:

1. Spanish American avant-garde
2. The literature of the Mexican Revolution: The Underdogs by Mariano Azuela.
3. Pablo Neruda: poetry and politics.
4. The concept of literature in Jorge Luis Borges
5. The denunciation in the writings of Mario Benedetti.
6. Female protagonists in the works of Isabel Allende, Laura Esquivel.
7. Final conclusions.

Assessment

The evaluation will take into account attendance and participation in class (75%), in addition to the preparation of a short essay or test. The preference of the students (25%) will be taken into account.

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.

SPANISH GEOGRAPHY

General Description

This course is intended to give general knowledge of the country through the geographical study of the natural environment, population, economic activities and the regional reality.

Content

1. General introduction. Unity and diversity in the Iberian Peninsula. Spain and the European context. Spain and its relationship with America and the Maghreb.
2. General characteristics of the physical environment. The terrain. Climate. The waters. The natural vegetation.
3. The Spanish regional division. Historical Background. The 1978 Constitution and the definition of the regional model. The Spanish regional map.
4. The Atlantic Spain. Galicia. Asturias. Cantabria. The Basque Country.
5. The Ebro Valley Navarra. La Rioja. Community of Aragon.
6. Mediterranean Spain. Catalonia. Valencia. Region of Murcia.
7. The Plateau. Community of Castilla-León. Community of Castilla-La Mancha. Extremadura. Community of Madrid.
8. Andalusia. The physical environment. The population. Economic activities. Unity and regional diversity.
9. The Spanish Islands. Balearic Islands. Community of the Canary Islands.
10. Cities with special status. Ceuta and Melilla.

Assessment

- Active participation: 50%.
- Final exam: 50%.

Bibliography

Basic references:

- MÉNDEZ, R. Y MOLINERO, F., *Geografía de España*, Barcelona, Ariel, 1993.
- TERÁN, M. de y otros, *Geografía General de España*, Barcelona, Ariel, 1986.
- TERÁN, M. de y otros, *Geografía Regional de España*, Barcelona, Ariel, 1988.
- BIELZA DE ORY, V., *Territorio y Sociedad en España*, Madrid, Taurus, 1989, 2 vols.
- VARIOS AUTORES, *Geografía de España*, Barcelona, Planeta, 1992, 10 vols.
- CANO PÉREZ, G. y otros, *Geografía de Andalucía*, Sevilla, Tartessos, 1991, 7 vols.

Other documents

On a discretionary basis, depending on the progress of the program and the material available in the library of the Centre, appropriate videos will be screened in 30-minute sessions.

HISTORY OF SPAIN

General Description

The subject of Spain, history and society aims to address the most significant political, economic, social and cultural events of the recent past century. After an introductory unit designed to present a synthesis of the most relevant aspects of the General History of Spain, we will enter fully into the contemporary age, focusing most particularly on social movements and the most important cultural events and aspects of the Spanish twentieth century.

Content

1. INTRODUCTION TO SPANISH HISTORY

Brief chronological review of the General History of Spain.

2. ALFONSO XIII AND THE MONARCHY CRISIS (1902-1931)

The basis of the parliamentary system (despotism, parties and regionalism). The problems of the regime: regionalism, social issues, Morocco. The dictatorship of Primo de Rivera (1923-1930). The Generation of '98 and Zarzuela.

3. THE 2ND REPUBLIC (1931-1936)

Political, economic and social foundations. The reformist biennium (1931-1933). The center-right governments (1933-1936). The Popular Front (1936). The Generation of '27 and Vanguard Movements.

4. THE SPANISH CIVIL WAR (1936-1939)

The coup d'etat. The military situation and foreign intervention. Political developments on both sides. Consequences and stocktaking of the Civil War. Cinema as an instrument of political propaganda.

5 . THE SPAIN OF GENERAL FRANCO, I (1939-1951)

The long post-war. Autarkic policies. The creation of the nation State and its laws or charters.

The catholic National School. Days of film and radio. Censorship. The birth of the NODO (News and Documentaries).

6. THE SPAIN OF GENERAL FRANCO, II (1951-1975)

The phase of the first opening up. The Development Plans: social change, economic momentum and political problems. The importance of tourism. From Catholic culture to culture of secularization and consumption. University struggles and protest song. TVE and the arrival of Art-house/experimental cinema.

The political transition: the new Spain, political reform, the first democratic elections. The Constitution of 1978. The "Movement" and Generation X: post-modern Spain.

Activities

- Classes will last one hour, using a mixture of lectures with extensive participation of students, who will have previously read some readings provided by the teacher.
- The development of this course includes the use of audiovisual media: documentaries, vintage music, movies, etc..

Assessment

- 25% of the final grade will be awarded for attention, participation and attendance of students to class. This is to motivate students to think, construct arguments, discuss their ideas with peers and the teacher and also to use and practice the Spanish language.
- 25% of the final grade is awarded for the different written and oral exercises, which will be conducted over the course.
- The remaining 50% will depend on the results of the written test to be held at the end of the course.

Bibliography

The literature is presented below is an indicative and basic bibliography which may assist and support the students.

- ARTOLA, M., *Historia de España*, Madrid, Historia 16, 1990
- DOMÍNGUEZ ORTIZ, A., *España. tres milenios de historia*, Madrid, Marcial Pons, 2001
- TUÑÓN DE LARA, M., *Historia de España*, Madrid, Istmo, 1989
- GAY ARMENTEROS, I., *La España del s. -/o XX*, Madrid, edicó, S.A., 1986
- CARR, R., PRESTON, P., GARCÍA DELGADO, J.L., *La época franquista, Vol. XL de la Historia de España* dirigida por José María Jover, Madrid, Espasa Calpe, 1996.

HISTORY OF ART IN SPAIN

General Description

The purpose of this subject is primarily the initiation and understanding of this discipline, through a historical and artistic tour of the main stylistic languages that define the unique characteristics of Spanish art. The richness and extension of the field calls for a demarcation of the themes in close correspondence with the cultural environment of Granada which allows, on one hand, a closer relationship with the artistic act and, second, a better assimilation of the aesthetic content developed as a priority in the program.

Content

- The beginnings of art. The rock art and megalithic
- Art of colonization and Iberian sculpture
- Introduction to Islamic Art
- Spanish-Moorish art : Cordoba and Seville Almohad Caliphate
- Spanish-Moorish art: zirí and Nazari Granada (I)
- VISIT : Bañuelo , Alcaicería , Oratorio Corral Madrassa and Coal
- Spanish-Moorish art: zirí and Nazari Granada (II) 2 hours
- VISIT : Royal Palaces of the Alhambra and Spanish-Muslim Art Museum
- General Characteristics of Renaissance Art and main examples in Granada (I) 1 hr
- VISIT : Royal Chapel and Museum
- General Characteristics of Renaissance Art and main examples in Granada (II) 2 hours
- VISIT : Gates of Granada, Palace and Pillar of Carlos V, and Museum of Fine Arts
- Essential features of Baroque architecture and visual arts. Velázquez
- Alonso Cano. Architect , baroque sculptor and painter from Granada 1 hour
- VISIT : Cathedral of Granada
- Neo Art : Juan de Villanueva and the Prado
- Francisco de Goya
- Architecture of the 19th & 20th centuries : from historicism to modernism
- Contemporary Visual Arts: Dalí , Miró and Picasso 2h

Activities

A) There will be a series of guided tours to monuments, museums and urban spaces, directly related to the stylistic languages established in sections and thematic areas of the program, the most significant examples of which will be applied to the Granada case.

B) The student will write a 5-page report based on one of the sites, halls, or works contained in them (sculptures, paintings, altarpieces, etc.) and the analysis or description of any structural or ornamental element, or set of them of the monument or chosen urban space among the proposed visits or the topics discussed in the classroom.

Assessment

The final grade will be the result of the sum of the following evaluation criteria:

- 1) Attendance and participation en classes (20%).
- 2) Coursework and projects (20%).
- 3) Mid-term and final exams, 30% each, based on the written comments from selected image slides from the theoretical and practical content developed in the program. The midterm exam will be held approximately midway through the course and will be eliminatory.

Bibliography

- AA.VV. *Historia del Arte*, vols. 10, 15, 16, 18, 19, 20, 28, 31, 35, 38, 41, 42, 43, 47 y 50. Madrid: Historia 16, 1989.
- BUENDÍA, R. et al. *Historia del Arte Hispánico*, vols. I al VI. Madrid: Alhambra, 1979-1980.
- CALVO CASTELLÓN, A. *Historia del Arte Español*. Madrid: Edelsa, 1992.

SPANISH CIVILIZATION AND CULTURE

General Description

This course aims to explain and elaborate on what are considered to be the basic points of what has been called the Spanish culture. Emphasis will be placed on both the topics and the specific characteristics of the different aspects of a very specific syllabus conceived as a complement to other subjects in the Hispanic Studies Course. It is designed to cover cultural aspects of different fields and in this section in question we inter-relate whenever possible, while there will be a thorough and detailed studies of phenomena universally regarded as genuinely Spanish.

Content

1. Spain: Who we are, where we come from, where are we going?
2. The Spains: geographical, linguistic, cultural diversities.
3. Bullfighting: symbol, ritual and metaphor.
4. Flamenco and muse.
5. The other music. Other languages: Castilian, Galician, Catalan, Basque, etc..
6. The gastronomy. The Mediterranean diet. Oil and wine.
7. Religion and folklore events: Easter, pilgrimages.
8. The Spanish family structure.
9. Contemporary Spain: main ideological tendencies, political, cultural, etc..
10. Spain of the U.E.

Activities

In addition to the usual following of the explanations in class, there will be an instructional element, based on complementary and recommended reading of either book or newspaper articles on specific topics provided by the teacher, as well as viewing or listening to materials from the media library of CLM that the teacher deems necessary to clarify various issues addressed in the classroom.

Assessment

- Active participation: 50%.
- Final exam: 50%.

Bibliography

As the course has been conceived as interactive material and multiplicity of papers (books, press, radio excerpts, film, music, television documentaries, etc..) in the course of classes, and depending on what has been studied, the teacher will propose some necessary study materials for each of the items proposed in the subject.

ISLAMIC CULTURE IN SPAIN

General Description

The course is divided into two blocks where the most important aspects of Hispano-Muslim Civilization will be related, introducing the Arabic culture in general in Block I. The objectives of the course will focus on the student being able to understand the reality of Al-Andalus at a political, economic, social and cultural level (Block II). As the city is the nucleus where these aspects interrelate, area B has been dedicated to the Hispano-Arab city with special emphasis to Granada and the Alhambra.

Content

> BLOCK I: Arab-Islamic Culture

Topic 1: Pre-Islamic Arabia: -. Linguistic, social, political, economic, religious structure of Arabia before the birth of the Prophet.

Topic 2: Muhammad: prophet and statesman - Biography of Muhammad until the beginning of revelation. The start of Islamic preaching. The development of Islam until the death of the Prophet.

Topic 3: Modus vivendi of Islam. The Quran and Hadith - The pillars of the Islamic faith - Principles of Islamic theology - Legal schools...

Topic 4: Political History of Al-Andalus.

> BLOCK II: AREA A: Al-Andalus

Topic 1: From the Conquest to the Caliphate: The Arab-Berber conquest - Emirate dependent on Damascus - The Umayyad Caliphate of Córdoba.

Topic 2: Taifa Kingdoms and Dynasties Maghreb. Disintegration of Al-Andalus - Taifa - Almohads - Almoravids

Theme 3: The Kingdom of Granada. Nasries of Granada - Nostalgia of Al-Andalus - Moors

Topic 4: Tolerance in Muslim Spain. Arabs and Berbers - Jews - Mozárabes - Mudéjares

Topic 5: Al-Andalus feudalism in its own way. Agriculture and Livestock - Industry: Production and professional organization. Trade

AREA B: The Spanish-Arabic City

Topic 6: City: citadels - Medinas - Arrabales - Jewish - Musara and musalla - Cemeteries - Streets, and squares battlements - The souk Alhóndigas and alcaicerías - Around the city.

Topic 7: The architecture of the city: Houses - Palaces - Bathrooms – Mosques

Topic 8: A day in Al-Andalus: The family - Women - Food - Dresses - The holidays

AREA C: The Andalusian Culture

Topic 9: The poetic splendor of Al-Andalus. Themes - Poets most relevant - Popular Poetry: Ibn Guzman and zéjel - Relationship between Andalusian poetry and romance.:

Topic 10: Hispano-Muslim Art: Overview - Architecture. Al-Hambra - Applied Arts - Dance and music.

Activities

Keynote explanations, readings referring to the contents, films and visits will take place to the main architectural remains of the city where the appropriate questionnaires shall be completed. The students must also capture the milestones that shaped the Islamic city on a map of Granada-Andalusia at the end of the course.

Assessment

- Attendance and participation 20%.
- Student participation in visits and cultural activities 30%.
- Exam and summary of class notes 50%.

Bibliografía

- El Corán, introducción, traducción y notas de VERNET, Juan, Barcelona, Planeta, 1983.
- SANTIAGO SIMÓN, E., Las claves del mundo islámico (622-1945) nº 49, Barcelona, Planeta, 1991.
- COLLINS, R., La Conquista Árabe (710-797), Barcelona, Crítica, 1991.
- SECO DE LUCENA, L., Plano de Granada árabe, Granada, 1910.
- LÓPEZ GUZMÁN, R La arquitectura del Islam Occidental, Granada, 1995

Films:

- Mahoma, el mensajero de Dios, Producción británico-kuwaití, dirigida por Mustafa Akkad.
- Requiem por Granada, fragmentos de la serie de televisión.
- Legado Andalúsí, fragmentos audio-visuales.

LATIN AMERICAN CIVILIZATION AND CULTURE

General Description

This course aims to explain and provide knowledge of the basic elements of Hispanic culture. We will discuss those issues that are now models of understanding of contemporary reality of Latin America. The main objective is to provide a closer understanding of the complex reality of peoples who are the result of a laborious process of acculturation.

Content

1. The American geographical environment
2. Racial distribution and historical development
3. The population explosion and its problems
4. Family structure and daily life
5. The social groups and their behaviour
6. Current political and ideological trends
7. Dependence and underdevelopment
8. Massive debt
9. The world of culture
10. Popular art y folklore

Activities

It will be necessary, in addition to the class explanations, reading those works, newspaper articles, etc. that the teacher deems appropriate, as well as viewing and listening to material that contributes to a better understanding of the material.

Assessment

- Active participation: 50%.
- Final exam: 50%.

Bibliography

Given the content of the course, the teacher will propose for each topic appropriate work material: literature selection, press, audiovisual, etc.

THE LEGAL SYSTEM IN SPAIN AND THE EUROPEAN UNION

General Description

La asignatura aborda las instituciones esenciales del sistema jurídico español como punto de partida para profundizar el estudio del Derecho, algo especialmente interesante para estudiantes extranjeros de Derecho que vayan a realizar una estancia de movilidad académica en España; estudiantes de otras titulaciones que por razones profesionales o meramente culturales quieran acercarse al Derecho español; estudiantes de traducción e interpretación interesados en profundizar en el español jurídico o estudiantes de economía, comunicación y periodismo interesados en conocer el Derecho español, entre otros muchos.

Content

1. Módulo Derecho de la Unión Europea
 - El proceso de integración de la UE.
 - Distribución de competencias.
 - Sistema institucional de la UE.
 - Sistema de fuentes del Derecho europeo.
 - Aplicación del Derecho de la UE.
2. Módulo Derecho Público
 - Derecho Constitucional: La Constitución española de 1978; organización territorial y competencias; derechos y libertades; las fuentes del Derecho; instituciones y órganos constitucionales.
 - Derecho Administrativo: Organización administrativa; ordenamiento jurídico administrativo; actuación administrativa; el ciudadano frente a la Administración Pública.
 - Derecho Procesal: los jueces y tribunales españoles; el proceso civil; el proceso penal.
3. Módulo Derecho Civil
 - Derecho de la persona.
 - Obligaciones y contratos, daños y derechos reales.
 - Familia y sucesiones.
4. Módulo Penal: sistema de penas y medidas de seguridad; figuras delictivas

Activities

Las clases tendrán una duración de una hora basándose en una mezcla de clases teóricas con amplia participación de los alumnos, gracias a que previamente habrán podido leer algunas lecturas facilitadas por el profesor.

El desarrollo de esta asignatura incluye la visita a la Facultad de Derecho de la Universidad de Granada, y la visita a tribunales que se utilizará para el seguimiento de algún caso en sala

Assessment

- Participación activa en clase y entrega de trabajos: 50%; Examen final: 50%.

Bibliography

- ARANA GARCÍA, E., et al (coord.), *Conceptos para el Estudio del Derecho Administrativo en el Grado*, (vol. I y II), Tecnos, 2016.
- BALAGUER CALLEJÓN, F. (coord.), *Introducción al Derecho constitucional*, Tecnos, 2016.
- BLANQUER CRIADO, D., *Introducción al Derecho administrativo: Teoría y 100 casos prácticos*, Tirant lo Blanch, 2015.
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SPANISH BUSINESS LAW

General Description

¿Quieres realizar negocios en España o conocer la cultura de los negocios en nuestro país? Esta asignatura os introduce al Derecho español de los negocios, algo especialmente interesante para todos aquellos atraídos por la posibilidad de desarrollar su actividad económica en España y en particular para estudiantes extranjeros de Economía o Derecho que quieran conocer el Derecho español de los Negocios; así mismo, este curso está destinado a estudiantes de otras titulaciones que por razones profesionales o meramente culturales quieran acercarse al Derecho de los negocios.

Content

- Derecho Europeo: las cuatro libertades; el Mercado único; la contratación europea.
- Ordenación del mercado y competencia.
- Libertad de empresa y régimen jurídico de la actividad empresarial: estatuto jurídico del empresario; sociedades mercantiles; los contratos y obligaciones mercantiles; derecho concursal.
- Derecho Fiscal de la empresa.
- Derecho bancario y seguros.
- Delitos socioeconómicos.

Activities

Las clases tendrán una duración de una hora basándose en una mezcla de clases teóricas con amplia participación de los alumnos, gracias a que previamente habrán podido leer algunas lecturas facilitadas por el profesor.

El desarrollo de esta asignatura incluye la visita a la Facultad de Derecho de la Universidad de Granada y a la Cámara de Comercio de Granada.

Assessment

- Participación activa en clase y entrega de trabajos: 50%; Examen final: 50%.

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