



UNIVERSIDAD
DE GRANADA



CENTRO DE
LENGUAS
MODERNAS

CONTENIDOS

CURSO DE LENGUA Y CULTURA ESPAÑOLAS EN INGLÉS (CLCE)

www.clm-granada.com

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1. CURSO DE LENGUA Y CULTURA ESPAÑOLAS (CLCE)

El Curso de Lengua y Cultura Españolas (en inglés) está destinado a universitarios y profesionales que estén interesados en ampliar los estudios de lengua española cursando al mismo tiempo asignaturas que aborden algunos aspectos de la historia y cultura españolas. No se requiere que el alumnado tenga un nivel de conocimiento de español que lo capacite para estudiar dichas asignaturas ya que se imparten en inglés (excepto las asignaturas de Producción oral y escrita y Nociones de Gramática que cubren los niveles A1, A2, A2+ y B1.1). El curso se imparte en dos períodos, uno de octubre a diciembre (otoño) y otro de febrero a mayo (primavera).

El Centro recomienda al alumnado que, antes de comenzar el Curso de Lengua y Cultura Españolas, siga en septiembre o enero un Curso Intensivo de Lengua Española.

La realización de este curso supone escoger un mínimo de cuatro asignaturas o un máximo de cinco en cada período. El alumno que lo desee, puede cursar tres o cuatro asignaturas en cualquiera de los dos períodos ofrecidos y completarlos bien con una o dos asignaturas del Programa Complementario de enero o bien con una de lenguas modernas (inglés, francés, italiano, alemán, árabe, chino, griego moderno, japonés, neerlandés, polaco, portugués, ruso o sueco) que ofrece el Centro.

2. PROGRAMACIÓN DE LAS ASIGNATURAS

Las asignaturas del Curso de Lengua y Cultura Españolas tienen 45 horas de duración y serán impartidas en horario semanal regular, de acuerdo con la programación general que el Centro tiene establecida (4 horas a la semana por asignatura en el primer período y 3 horas a la semana por asignatura en el segundo).

El alumnado que apruebe el CLCE (en inglés) de Otoño y acredite el nivel B1.1 (CLM -4 Intermedio) podrá matricularse en el Curso de Lengua y Cultura españolas de Primavera.

LENGUA

PRODUCCIÓN ORAL Y ESCRITA (NIVEL 1)

Descripción general y objetivos

El curso estará compuesto por un número reducido de alumnos impartido en secuencias de 2 horas diarias y **se desarrolla paralelamente a la asignatura de Gramática Nivel 1**. En esta clase se atenderá principalmente a **las destrezas orales y escritas** para lograr el perfil de este nivel

Programa de contenidos

1. Dirigirse a alguien: *Hola + nombre*. Dar y pedir información personal: nombre, nacionalidad, actividad, edad Saludar y responder a un saludo. Hacer presentaciones informales: *Soy...*, *Este es...* Saludar y responder a un saludo: *Hola, Buenos días / tardes / noches*. Identificación y reproducción del timbre de los fonemas vocálicos: /a, e, i, o, u/.
2. Existencia: *hay*. Localizar: *en, entre, cerca, lejos, a la derecha, al lado, al final, al norte, en el centro (de)*. Clima. Pedir información sobre vocabulario: *¿Qué significa_____?* Características principales de la sílaba predominante. División en sílabas. Países hispanohablantes.
3. Describir a personas. Identificar: *este, ese, aquel*. Aspecto físico. Identificación del sistema consonántico. Relación entre sonidos y grafías.
4. Expresar necesidad: *tener que*. Listas de precios y productos. Compras.
5. Expresar localización. ; resaltar un aspecto (*lo que más/menos... es...*) Describir tu barrio. Dar indicaciones.
6. Manifestar gustos e intereses: *gustar, interesar + SN o infinitivo. Actividades de ocio*.
7. Expresar deseos: *querer + infinitivo*. Expresar preferencia: *prefiero...* Pedir objetos. Ofrecer e invitar. Comidas y bares.
8. Expresar acciones habituales de la vida cotidiana. Expresar frecuencia. Situar acciones en el tiempo.
9. Expresar Tiempo: *qué hora, a qué hora, cuándo*. Hábitos diarios y costumbres.
10. Expresar habilidades y carácter.

Evaluación

- Prueba de salida (40% de la nota final)
Prueba escrita (2 horas de clase)
- Evaluación continua (60% de la nota final)
 - **Participación** en clase (30% de la evaluación continua). La participación se entiende activa y productiva, es decir, mostrando interés y progreso.

Tareas fuera de clase (30% de la evaluación continua). Se incluyen aquí, por ejemplo, los ejercicios que se hacen en casa para corregir en clase o las tareas de preparación o posteriores a actividades de clase.

Referencias Bibliográficas

- Actividades lúdicas par la clase de español: practicas interactivas de gramática, expresión oral y escrita. Ed. SGEL
- Más que palabras. Ed. Difusión.
- Colección Tareas. Ed. Difusión.
- Expresión oral : nivel básico A1 A2. Ed. EnClave ELE
- (Tú y yo) A : actividades de interacción oral y escrita Ed.
- ¡Viva la comunicación!. Ed. EnClave ELE
- Lecturas graduadas (Fondo Biblioteca CLM)

PRODUCCIÓN ORAL Y ESCRITA (NIVEL 2)

Descripción general y objetivos

El curso estará compuesto por un número reducido de alumnos impartido en secuencias de 2 horas diarias y **se desarrolla paralelamente a la asignatura de Gramática Nivel 2**. En esta clase se atenderá principalmente a las **destrezas tanto orales y escritas, como auditivas y lectoras** para lograr el perfil de este nivel

Programa de contenidos

1. Saludar y responder a un saludo. Dar y pedir información personal. Solicitar confirmación. Presentaciones informales. Fórmulas de tratamiento. Interacción en el aula. Gestión del grupo y control de la comunicación. El lenguaje básico en el aula. Repaso del abecedario. Pedir objetos.
2. Describir a personas de tu entorno más cercano. La familia. Expresar sensaciones físicas. Expresar estados de ánimo. Estrategias discursivas básicas de descripción y definición. Hipocorísticos y diminutivos.
3. Expresar existencia y localización. Comparar lugares. Transporte y alojamiento. Indicar rutas. Ciudades y barrios de España
4. Expresar gustos e intereses. Valorar. Expresar opinión. Proponer alternativas. Expresar acuerdo y desacuerdo. Principales religiones y creencias religiosas.
5. Expresar acciones de la vida cotidiana. Expresar frecuencia. Hablar de fechas, hora y partes del día. Redacción de textos básicos (principales normas de puntuación). Concordancia de oraciones simples. Oraciones coordinadas. Marcadores básicos del discurso. Estereotipos culturales.
6. Situar acciones en el tiempo. Escribir notas sencillas.
7. Describir una acción en progreso. Fiestas de cumpleaños. Usos sociales relativos a los regalos.
8. Expresar intenciones y proyectos. Expresar deseos. Aconsejar. Pedir y dar permiso. Pedir favores.
9. Relatar experiencias del pasado. Hablar de acciones cotidianas en pasado. Conectores temporales básicos.
10. Diversidad cultural de España. Fiestas tradicionales. Expresar planes para el futuro que dependen de una condición

Evaluación

- Prueba de salida (40% de la nota final)
Prueba escrita (2 horas de clase)
- Evaluación continua (60% de la nota final)
 - o **Participación** en clase (30% de la evaluación continua). La participación se entiende activa y productiva, es decir, mostrando interés y progreso.

Tareas fuera de clase (30% de la evaluación continua). Se incluyen aquí, por ejemplo, los ejercicios que se hacen en casa para corregir en clase o las tareas de preparación o posteriores a actividades de clase.

Referencias Bibliográficas

- *Actividades lúdicas para la clase de español: prácticas interactivas de gramática, expresión oral y escrita*. Ed. SGEL
- *Más que palabras*. Ed. Difusión.
- *Colección Tareas*. Ed. Difusión.
- *Expresión oral : nivel básico A1 A2*. Ed. EnClave ELE
- *(Tú y yo) A : actividades de interacción oral y escrita*. Ed. Edelsa
- *¡Viva la comunicación!*. Ed. EnClave ELE
- *Lecturas graduadas (Fondo Biblioteca CLM)*

PRODUCCIÓN ORAL Y ESCRITA (NIVEL 3)

Descripción general y objetivos

El curso estará compuesto por un número reducido de alumnos impartido en secuencias de 2 horas diarias y **se desarrolla paralelamente a la asignatura de Nociones de Gramática Nivel 3**. En esta clase se **atenderá principalmente a la competencia comunicativa** para lograr el perfil de este nivel.

Programa de contenidos

- Hablar de la duración. Hablar de motivaciones. Hablar de intenciones. Hablar de problemas y dificultades en el aprendizaje. Hacer recomendaciones
 - Expresar gustos. Expresar coincidencia. Ubicar. Comparar.
 - Describir el aspecto físico. Medir. Identificar. Hablar de parecidos. Hablar de relaciones
 - Expresar acciones que se están desarrollando en el momento de hablar. Dirigirse a alguien formal o informalmente. Manejarse en el contexto de un bar.
 - Hablar de horarios. Hablar de experiencias en el pasado. Describir lugares. Hablar de intenciones y proyectos.
 - Hablar de hábitos de comida. Explicar cómo se elabora un plato.
 - Contar la biografía de una persona. Relacionar acontecimientos del pasado.
 - Expresar el deseo de hacer algo. Valorar en el pasado.
- Hablar de dolores, molestias y síntomas.

Evaluación

- Prueba de salida (40% de la nota final)
 - Prueba escrita y oral. Examen parcial (20%)
 - Prueba oral y oral. Examen final (20%)
 - Evaluación continua (60% de la nota final)
 - Participación activa y productiva en clase (20%).
 - Tres tareas escritas fuera de clase (20%)
- Presentación oral frente a la clase la última semana del curso (20%)

Referencias Bibliográficas

- *Actividades lúdicas par la clase de español: practicas interactivas de gramática, expresión oral y escrita*. Ed. SGEL
 - *Más que palabras*. Ed. Difusión.
 - *Colección Tareas*. Ed. Difusión.
 - *Expresión oral: nivel básico A1 A2*. En Clave ELE
 - *¡Viva la comunicación!*. En Clave ELE
- Lecturas graduadas (Fondo Biblioteca CLM)

PRODUCCIÓN ORAL Y ESCRITA (NIVEL 4)

Descripción general y objetivos

El curso estará compuesto por un número reducido de alumnos impartido en secuencias de 2 horas diarias y **se desarrolla paralelamente a la asignatura de Nociones de Gramática Nivel 4**.

Programa de contenidos

- Hablar de hábitos en el presente. Relatar experiencias pasadas. Hablar del inicio y de la duración una acción. Localizar una acción en el tiempo.
 - Hablar de prohibiciones y de obligatoriedad. Hablar de hábitos de los españoles.
 - Hablar de hábitos, costumbres y circunstancias en el pasado. Argumentar y debatir.
 - Recomendar y aconsejar. Dar instrucciones. Describir una escena en pasado y en presente
 - Desenvolverse por teléfono. Tomar y dejar recados por teléfono
 - Relatar historias en pasado
 - Pedir y conceder cosas, favores y permiso. Justificarse, agradecer.
 - Hablar de acciones y situaciones futuras. Expresar condiciones. Formular hipótesis.
- Relatar en presente. Resumir un argumento. Contar chistes.

Evaluación

- Prueba de salida (40% de la nota final)
 - Prueba escrita y oral. Examen parcial (20%)
 - Prueba escrita y oral. Examen final (20%)
 - Evaluación continua (60% de la nota final)
 - Participación activa y productiva en clase (20%).
 - Cuatro tareas escritas fuera de clase (20%)
- Presentación oral frente a la clase la última semana del curso (20%)

Referencias Bibliográficas

- Bien dicho. Ed. SGEL
 - Actividades lúdicas para la clase de español: practicas interactivas de gramática, expresión oral y escrita. Ed. SGEL
 - Más que palabras. Ed. Difusión.
 - Colección Tareas. Ed. Difusión.
 - Lecturas graduadas. Ed Fondo Biblioteca CLM
 - Lo dicho. Ed. Edinumen
- Temas de español. Ed. Edinumen

NOCIONES DE GRAMÁTICA ESPAÑOLA (NIVEL 1)

Descripción general y objetivos

Desarrollar la competencia gramatical de los alumnos facilitando el análisis, la reflexión y la práctica de los contenidos formales correspondientes al nivel.

Programa de contenidos

1. Introducción/presentación del curso. Gestión de la clase.
 2. Verbos SER/TENER/LLAMARSE. Numerales 1-20. Pronombres sujeto: formas, norma general de ausencia.
 3. Sustantivos y Adjetivos. Género y número: reglas básicas. Nombre de las letras del abecedario.
 4. Artículos: Definidos (masc. y fem.). Sustantivos: de infinitivo en función de sujeto (*Me gusta bailar*) y de OD (*Quiero comer*). Infinitivo: formas, uso con verbos del tipo *gustar*. Oraciones Adverbiales: causales y finales (*porque, para + infinitivo*).
 5. Uso básico HAY y ESTÁ. Usos básicos: deixis espacial: este, ese y aquel.
Conjunción *o / u (uno u otro)*. Conjunción *e / y (español e inglés)*. Oraciones Coordinadas: Copulativas, disyuntivas.
 6. El presente de indicativo. Verbos regulares e irregulares más básicos. *Paradigma y uso de los pronombres en verbos reflexivos básicos*.
 7. Marcadores de frecuencia: *alguna vez, varias veces, de vez en cuando*.
 8. Verbos de dirección: *ir, venir*. *Adverbios de lugar: aquí, allí, lejos, cerca*.
 9. Interrogativos: *qué, quién, cuánto, cuánta, cuántos, cuántas, dónde, cómo*. Tilde obligatoria en pronombres interrogativos y exclamativos. Signos de interrogación y exclamación.
 10. Perífrasis de obligación: *tener que + infinitivo*; perífrasis de futuro: *ir a + Infinitivo*.
- Introducción del Pretérito perfecto.

Evaluación

1. Evaluación continua (40%):
 - Participación activa y productiva en las actividades de clase, mostrando interés y progreso: 30%
 - Tareas realizadas fuera de clase y evaluadas: 30%

Exámenes parcial y final (60%)

Referencias Bibliográficas

- Gramática básica del estudiante de español*. Ed. Difusión.
- Uso de la gramática española. Nivel elemental*. Ed. Edelsa.
- Manual de Gramática. Grammar Reference for students of Spanish*. Ed. Heinle & Heinle Publishers.
- Competencia gramatical en uso A1: spanish grammar exercises, form and use : based on the reference level descriptions for spanish / Ed. Edelsa.*
- Competencia gramatical en uso A2 : spanish grammar exercises, form and use : based on the reference level descriptions for Spanish*. Ed. Edelsa.
- Español para hablantes de inglés*. SGEL, 2007.
- Spanish grammar*. Juan Kattán-Ibarra. Chicago : McGraw-Hill, 2003.
- Aprende Gramática y Vocabulario*. Ed. SGEL.
- A New Reference Grammar of Modern Spanish*. Ed. Arnold.
- Dificultades del español para hablantes de inglés*. Ed. SM.

NOCIONES DE GRAMÁTICA ESPAÑOLA (NIVEL 2)

Descripción general y objetivos

Desarrollar la competencia gramatical de los alumnos facilitando el análisis, la reflexión y la práctica de los contenidos formales correspondientes al nivel.

Programa de contenidos

1. Introducción/presentación del curso. Análisis de necesidades. Género y número de las palabras. Uso de los artículos.
2. Contraste verbos SER/ESTAR y TENER/LLEVAR (revisión). Los posesivos.
3. Estructuras comparativas (más, menos, tan...). Uso de los cuantificadores. Contraste entre HAY y ESTÁ.
4. Verbo GUSTAR y otros verbos similares a gustar.
5. El presente de indicativo. Verbos irregulares. Forma y uso. Uso del 'se' impersonal. Expresiones de tiempo que se usan con el presente de indicativo (*cuando + presente*). Oraciones causales con *porque*.
6. Uso de adverbios básicos (lugar, tiempo, cantidad...). Secuenciadores de tiempo.
7. El gerundio. Forma y usos básicos.
8. El infinitivo. Forma y usos. Perífrasis '*hay que + infinitivo*'. Expresión de tiempo con estructuras que necesitan infinitivo (antes de, después de...). Oraciones finales con infinitivo.
9. El pretérito perfecto. Forma y usos. Marcadores temporales. Oraciones condicionales. Condiciones reales: *si + Presente de Indicativo*.

Evaluación

Evaluación continua (40%):

- Participación activa y productiva en las actividades de clase, mostrando interés y progreso: 30%
- Tareas realizadas fuera de clase y evaluadas: 30%

Exámenes parcial y final (60%)

Referencias Bibliográficas

- *Gramática básica del estudiante de español*. Ed. Difusión.
- *Uso de la gramática española. Nivel elemental*. Ed. Edelsa
- *Manual de Gramática. Grammar Reference for students of Spanish*. Ed. Heinle & Heinle Publishers.
- *Competencia gramatical en uso A1: spanish grammar exercises, form and use : based on the reference level descriptions for spanish / Ed. Edelsa.*
- *Competencia gramatical en uso A2 : spanish grammar exercises, form and use : based on the reference level descriptions for Spanish*. Ed. Edelsa.
- *Español para hablantes de inglés*. SGEL, 2007.
- *Spanish grammar*. Juan Kattán-Ibarra. Chicago : McGraw-Hill, 2003.
- *Aprende Gramática y Vocabulario*. Ed. SGEL.
- *A New Reference Grammar of Modern Spanish*. Ed. Arnold.
- *Dificultades del español para hablantes de inglés*. Ed. SM.

NOCIONES DE GRAMÁTICA ESPAÑOLA (NIVEL 3)

Descripción general y objetivos

Desarrollar la competencia gramatical de los alumnos facilitando el análisis, la reflexión y la práctica de los contenidos formales correspondientes al nivel.

Programa de contenidos

1. Repaso del presente de indicativo. Contraste verbos reflexivos vs. Verbos como GUSTAR (ej. COSTAR). PORQUE VS PARA. Perífrasis TENER QUE/ HAY QUE / LO MEJOR ES + infinitivo. PENSAR + infinitivo.
2. Comparativos. Preposiciones (SIN, CON, DE, PARA) y expresiones para la ubicación (DEBAJO DE, ENCIMA DE, etc.)
3. Concordancia de género y número. Demostrativos. Posesivos. Verbo parecerse. LLEVARSE BIEN/MAL CON.
4. Repaso de ESTAR+gerundio. Algunos usos del imperativo (*cóbrese, tómate, oiga, tenga...*) TÚ vs USTED.
5. YA/TODAVÍA NO + pretérito perfecto. Perífrasis IR A + INFINITIVO.
6. Formas impersonales (se + 3º persona vs 2º persona del singular). Pronombres OD.
7. Pretérito indefinido. Perífrasis EMPEZAR A + infinitivo. *Ir vs. Irse*.

8. Pretérito perfecto vs. Pretérito indefinido con GUSTAR, PARECER, PASARLO BIEN/MAL, CAER BIEN/MAL
9. SER vs. ESTAR. Verbo DOLER

Evaluación

Evaluación continua (40%):

- Participación activa y productiva en las actividades de clase, mostrando interés y progreso: 30%
- Tareas realizadas fuera de clase y evaluadas: 30%

Exámenes parcial y final (60%)

Referencias Bibliográficas

Gramática básica del estudiante de español. Ed. DIFUSIÓN
Uso de la gramática española. Nivel elemental. Ed. EDELSA.
Manual de Gramática. Grammar Reference for Students of Spanish. Ed. HEINLE & HEINLE PUBLISHERS
Spanish Grammar. Juan Katán-Ibarra. Chicago: MCGRAW-HILL, 2003.
Aprende Gramática y Vocabulario. Ed. SGEL.
A New Reference Grammar of Modern Spanish. Ed. ARNOLD, London.
Dificultades del español para hablantes de inglés. Ed. SM

NOCIONES DE GRAMÁTICA ESPAÑOLA (NIVEL 4)

Descripción general y objetivos

Desarrollar la competencia gramatical de los alumnos facilitando el análisis, la reflexión y la práctica de los contenidos formales correspondientes al nivel.

Programa de contenidos

1. Introducción/presentación del curso. Análisis de necesidades.
2. Repaso SER/ESTAR.
3. Verbo GUSTAR y otros verbos similares a gustar. Verbos de sentimiento.
4. Revisión de los verbos de presente. Verbos irregulares. Uso de 'se' impersonal.
5. Perífrasis aspectuales básicas.
6. Revisión usos del pretérito perfecto e indefinido. Contraste.
7. Pretérito imperfecto. Forma y uso. Contraste pretérito imperfecto/indefinido.
8. Pretérito pluscuamperfecto. Forma y uso. Uso conjunto de los pasados.
9. El imperativo. Los pronombres de OD/OI.

Futuro imperfecto de indicativo.

Evaluación

Evaluación continua (40%):

- Participación activa y productiva en las actividades de clase, mostrando interés y progreso: 30%
- Tareas realizadas fuera de clase y evaluadas: 30%

Exámenes parcial y final (60%)

Referencias Bibliográficas

- *Gramática básica del estudiante de español*. Ed. Difusión.
- *Uso de la gramática española. Nivel Intermedio*. Ed. Edelsa.
- *Manual de Gramática. Grammar Reference for students of Spanish*. Ed. Heinle & Heinle Publishers.
- *Aprende Gramática y Vocabulario*. Ed. SGEL.
- *A New Reference Grammar of Modern Spanish*. Ed. Arnold, London.
- *Dificultades del español para hablantes de inglés*. Ed. SM.

LITERATURE

SPANISH LITERATURE

General Description

The basic aim of this course is to offer a general perspective of Spanish literature since its origins until the present. We shall study different periods with different authors with the most important works as well as the most important literature. We shall be working with different texts which will be commented on in class. Now and again, we should be using complementary visual material. We hope that the students will participate actively in the classes and at the end of the course they will present a final project to their class mates.

Content

1. Presentation of the group and introduction activities. Needs Analysis
2. Introduction to Spanish literature. The *Jarchas*, *el Cid* and *Gonzalo de Berceo*.
3. *La Celestina*. Count Lucanor and *Garcilaso de la Vega*.
4. The Baroque period. *Manuel de Góngora* and *Francisco de Quevedo*.
5. *Cervantes* and *El Quijote*.
6. The Illustration (fables). Romanticism: *Gustavo A. Bécquer*, *José Zorrilla* and *José de Espronceda*.
7. Modernism and Generation of '98.
8. Generation of '27 and *Federico García Lorca*.
9. The Literature of the 60s. *Camilo José Cela*.
10. The most recent literary movements

Assessment

Assessment The criteria for assessment will be:

- Class participation, up to 20%
- Eliminatory exam, up to 20%
- Final exam, up to 20%
- Presentation of the project, up to 20%
- Activities/homework, up to 10%
- Attendance, up to 10%

Bibliography

Required Readings:

- Curso de literatura: español lengua extranjera. Ed. Edelsa.
- Breve historia de la literatura española. Ed. Alianza.
- Más que palabras. Literatura por tareas. Ed. Difusión.
- The Cambridge History of Spanish Literature. Ed. CUP.
- Historia de la literatura española. Ed. Acento.
- Nueve siglos de literatura española. Nine Centuries of Spanish Literature. Ed. Dover.
- Introduction to Spanish poetry. Ed. Dover.
- Esbozo de la literatura española. Ed. AP. Brno.

GEOGRAPHY

SOCIAL AND DEMOGRAPHIC CHANGES IN SPAIN

General Description

This subject offers a general approach to the demographic and socio-economic changes that have taken place in Spanish society, giving special attention to the last 50 years and the current economic recession. Students will acquire holistic knowledge on the main environmental, economic and political factors that have had an impact on population structure; national and international mobility; economic production processes; consumption patterns and lifestyles; and relations within the community and international political framework. Students will also be provided with information to help them understand the keys to the recent problems in Spanish society such as: the financial crisis, the role of Spain in the community and international geopolitical context, migrations, nationalisms, etc.

Content

- Introduction to the geographical characteristics of Spanish territory: environmental variables that have affected the evolution of the Spanish population.
- Demographic transition: from a traditional regime to an ageing society.
- Migratory flows: Spanish emigration and foreign immigration.
- The crisis in rural areas to the modernization and industrialization of agriculture.
- The crisis of the Spanish production industry and the development model.
- The importance of territorial and patrimonial resources in the Spanish economy: tourism, excesses and opportunities.
- An increasingly urban population: settlement system and urban evolution in Spain.
- New ways of inhabiting the land in Spain: peri-urbanization and rurbanization.
- Internal administrative structure.
- Foreign policy.
- Creation of the Spanish identity in Spain and abroad: nationalisms, regionalisms, provincialism and... the brand "Spain".

Assessment

Students will be assessed on three different aspects:

- Exam (40%). There will be a mid-course and final exam on the dates stipulated.
- Activity book (30%). This will mainly be done in class and handed in on the last day of the course.
- Active attendance (30%). Attendance will be assessed provided students participate actively in class in a series of programmed seminars, debates, and films and video commentaries.

Bibliography

- ALCAIDE INCHAUSTI, J. (dir.) (2007): "Evolución de la población española en el siglo XX por provincias y comunidades autónomas", Bilbao: Fundación BBVA.
- BOSQUE MAUREL, J. (2012): "España en el Tercer Milenio: una imagen geográfica de una sociedad moderna en cambio", Granada: Universidad de Granada.
- GARCÍA ALVARADO, J. M. y SOTELO NAVALPOTRO, J. A. (coord.) (1999): "La España de las autonomías", Madrid: Síntesis.
- GIL OLCINA, A. y GÓMEZ MENDOZA, J. (coord.) (2009): "Geografía de España", Barcelona: Ariel.
- MARTÍNEZ GARCÍA, J. S. (2013): "Estructura social y desigualdad en España", Madrid: Los Libros de la Catarata.
- TAIBO, C. (2012): "España, un gran país. Transición, milagro y quiebra", Madrid: Los Libros de la Catarata.

Internet Resources:

- <http://www.ine.es/> Página del Instituto Nacional de Estadística de España.
- <http://marcaespana.es/> Sobre la "Marca España".
- <http://www.juntadeandalucia.es/institutodeestadisticaycartografia/> Instituto de Estadística y Cartografía de Andalucía.
- <http://www.ign.es/ane/ane1986-2008/> Atlas Nacional de España.

SUSTAINABILITY IN THE MEDITERRANEAN: APPROACHING LOCAL SELF-SUSTAINABLE DEVELOPMENT

Descripción general y objetivos

This survey course is designed to provide students with a comprehensive approach to local self-sustainable practices, models and cultures in the Mediterranean region. Through revising bibliographic references and local case studies, students will understand the basics of traditional and innovative local self-sustainable projects in the Mediterranean context. Students will also identify and compare the community practices and local governance in the Mediterranean region, contrasting the city and rural landscape configurations in the Mediterranean region, especially those related to the local self-sustainable development. They also will identify and explain in situ the processes and resistances that are influencing the local sustainability of Granada and its surroundings.

Programa de contenidos

1. Introduction to the Mediterranean environmental conflicts: Complexity, environmental limits and the new development-related poverties.
2. The Mediterranean region: Enhancing the long-term identity of places in order to care for the human environment.
3. From sustainability to “sustainabilities”. Understanding the concepts of: Demand Management, Eco-efficiency, Self-sufficiency, Ecological Footprint, Precaution and Biomimesis.
4. Local self-sustainable development: from economic growth to well-being in the Mediterranean context.
5. New community practices in the Mediterranean: local administration and governing the environment.
6. Urban milieu and sustainability in the Mediterranean region.
7. From the metropolis to the city-region: field visit to the city of Granada.
8. From the metropolis to the Mediterranean city of villages: boundaries and environmental re-qualification.
9. The territorial ecosystem: the producers of the landscape and the environment in the Mediterranean region.
10. Granada city-region: fieldwork to urban and rural environment of Granada: Granada city, la Vega (irrigated agricultural plane) and coast.
11. The new city-rural alliance: analysing case studies in the Mediterranean.
12. The local project in the Mediterranean: group presentation.

Evaluación

1. Exam (40%). Midterm (20%) –that keep mark for the final exam– and Final exam (20% in case of passing the first exam). Multiple choice: 25 questions of 4 possible answers.
2. Group paper and class presentation (30%): Considering Mediterranean case studies and the contents/references given in the course, you need to produce a presentation and a paper of 1.500 to 2.000 words (excluding the list of references) addressing at least the following tasks:
 - The main questions affecting the self-sustainability of local practices, models and cultures in the Mediterranean region (e.g. complexity, eco-efficiency, self-sufficiency, environmental limits, economic growth vs. well being, and the new development-related poverties).
 - Evaluate the community practices and local governance in the Mediterranean region (e.g. the local administration governing the environment, the new municipality as a bottom-up globalization process, the producers of the landscape and the environment, international cooperation...).
 - The city and rural landscape configurations in the Mediterranean region, especially those related to the local self-sustainable development (e.g. a new city-rural alliance, from the metropolis to the city-region, boundaries and environmental re-qualification, closing the cycles and demand management for water, energy, materials and transport...).
3. Activities and participation (30%). This assignment includes readings and short essays

about papers, texts and presentations given in the course. In addition, assistance to fieldworks with their respective assignments:

- Short paper about Granada coast fieldwork: one-day long (10%).
- Short paper about bike or hike fieldwork around La Vega (rural environment of Granada): 4 hours one-day (10%).

Referencias Bibliográficas

Required Text

- D'Alisa, G; Demaria, F; Kallis, G (eds.) (2015): *Degrowth: A Vocabulary for a New Era*. New York: Routledge.

Additional References

- Benoit, G & Comeau, A (eds.) (2005): *A Sustainable Future for the Mediterranean*. New York: Taylor & Francis.
- Blondel, J.; Aronson, J.; Bodiou, J-Y & Boeuf, G. (2010): *The Mediterranean Region: Biological Diversity in Space and Time*. OUP Oxford
- Hughes, D (2005): *The Mediterranean: An Environmental History (Nature and Human Societies)*. Santa Barbara (CA): Abc-Clio.
- Joanna, P; Francese, D & Passaro, A (eds.) (2012): *Sustainable Mediterranean Construction*. Milan: Ricerche di tecnologia dell'architettura, Francoangeli.
- King, R.; Proudfoot, L. & Smith, B. (eds.) (2013): *The Mediterranean: Environment and Society*. London-New York: Routledge.
- Latouche, S (2009): *Farewell to Growth*. Cambridge-Malden: Polity Press.
- Magnaghi, A (2005): *The urban village: a charter for democracy and local self-sustainable development*. New York: Zed Books
- McNeil, J R (1992): *The Mountains of the Mediterranean World: An Environmental History*. Cambridge: Cambridge University Press.
- Sachs, W (ed.) (2010): *The Development Dictionary: A Guide to Knowledge as Power*. New York-London: Zed Books.

Direcciones Internet:

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

<http://www.greenpeace.org/espana/es/>. Greenpeace España.

<http://www.revistaambienta.es/WebAmbienta/ AccesoRevistas.do>. Revista Ambienta.

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

<http://www.ecoticias.com/>. News about environment in Spain.

<https://ejatlas.org/>. Environmental Justice Atlas.

<http://planbleu.org/en>. Environment and development in the Mediterranean.

<http://www.ecologiapolitica.info/>. Journal of Political Ecology in Spanish.

HISTORY

HISTORY OF SPAIN

General Description

In this subject our aim is to offer a general view of the History of Spain. We would study the most important political, economical, social and cultural aspects of Spanish History. We would start analysing Prehistory and Ancient History in the Iberian Peninsula. We would continue with the fallen of the Roman Empire, the Visigoth Kingdom, Al-Andalus, the 'Reconquista', the Catholic Kings and the Habsburg dynasty, the crisis of Spanish empire and the Bourbon Reformism. We would learn as well about late Spanish modern history: we would study the Ancient Regime Crisis, the Liberal Revolution, the Restoration, the Primo de Rivera Dictatorship, the II Republic, the Civil War, Francoism and, of course, the Transition to Democracy.

Content

1. Spain: an introduction
2. Prehistoric Spain and the first colonizations.
3. Roman Spain. Conquest and Romanization.
4. The age of invasions. Visigoths and Muslims.
5. Al-Andalus and the Christian 'Reconquista'.
6. The Catholic Monarchs.
7. The age of Spanish hegemony: Charles V Empire and Philip II Monarchy.
8. The decline of Spanish hegemony. Spanish Golden Age.
9. The Bourbon Monarchy Reformism of the XVIII century.
10. The Ancient Regime Crisis (1789-1833).
11. The building of the liberal state (1833-1875).
12. The Restoration (1875-1930) and Primo de Rivera Dictatorship.
13. The Second Spanish Republic (1931-1936) and the Spanish Civil War (1936-1939).
14. Spain under Franco (1939-1975).
15. The Spanish Transition to Democracy (1975-1982).

Assessment

- Attendance to class: 40%
- Exam: 30%
- Participation in class: 30%

Bibliography

- BARTON, S., *A History of Spain*, Palgrave, 2004.
- CARR, R., *Spain: a History*, Oxford University Press, 2002, 334 pages.
- DOMÍNGUEZ ORTÍZ, A., *España. Tres milenios de historia*, Marcial Pons, Madrid, 2001.
- KAMEN, H., *A concise History of Spain*, Charles Scribner's Sons, 1973.
- WILLIAMS, Mark R., *The Story of Spain*, Golden Era Books, 2004, 344 pages.

HISTORY OF ART

HISTORY OF ART IN SPAIN

General Description

The aim of the subject is:

1. To appreciate and recognise several interpretations and values of the work of art in different historic contexts.
2. To explain the most important processes of the artistic change and cultural transformations of Western art (especially in Spain).
3. To explain the most important artistic events of Art History, placing them correctly in time and space and emphasizing their significance in the process history-art.
4. To understand works of art as exponents of creativity and value them as a document from one period and one culture.
5. To know, enjoy and value the cultural heritage of Spain, Andalucía and Granada.
6. To develop critical sense and to be able to enjoy aesthetics.

Content

1. Introduction to Art. Old civilizations: *Toros de Guisando* and *Altamira*. *Damas de Baza* and *Elche*.
2. Classical art: Rome. The theatre of *Mérida*.
3. Islamic art: the Mosque of Córdoba and the Alhambra of Granada.
4. The Romanic period in Spain. Kinds of temples (plans, arches, vaults and facades). The image of the *Pantocrátor*.
5. Gothic art in Spain. Architecture (kinds of temples and comparison to the period before); Religious sculpture (*La Virgen Blanca de Toledo*); Religious painting (*Santo Domingo de Silos*).
6. Renaissance art. The Renaissance in Spain. Architecture (The Cathedral of Granada, the Royal Chapel and The Palace of Carlos V). Sculpture (the balance in the shapes). Painting (the *chiaroscuro* and the *sfumato*). The painting of El Greco.
7. The Baroque period in Spain. Architecture (movement in shapes). Sculpture (evolution and comparison to other periods: *La Magdalena Penitente* and *la Inmaculada de A. Cano*); Painting (Different stages of the Baroque period in Spain; contrasts of light and shadow). The art of Velázquez.
8. Evolution of the arts: Romanticism and Neoclassicism until Impresionism. Goya and his art.
9. C20. Surrealism and Cubism. Dalí, Gaudí and Picasso.

Assessment

- Work in class and class participation, up to 20%
- Eliminary exam, up to 20%
- Final exam, up to 20%
- Project, up to 20%
- Homework, up to 10%
- Attendance, up to 10%

Bibliography

- Spain in perspective : an introduction to its history, art, and culture. Ed. Universidad de Granada.
- The arts in Spain. Ed. Thames and Hudson.
- Granada en siete paseos. Ed. Universidad Granada.
- Historia del arte de España. Ed. Lunwerg.
- Arte español para extranjeros. Ed. Nerea.
- Historia del arte español . Ed. SGEL
- Historia del arte en Andalucía . Ed. Geveer
- Cómo mirar un cuadro. Ed. Gustavo Gili

CULTURE

SPANISH CIVILIZATION AND CULTURE

General Description

This course aims to explaining and studying the basic points considered to be the basis of Spanish culture. Cultural aspects of different fields will be covered and interrelated, whenever possible. At the same time a thorough and detailed study will be undertaken of the phenomena considered universally to be genuinely Spanish.

Content

1. What does it mean to be Spanish? Universality and Particularity of a Culture.
 - General information about Spain.
 - Spanish Autonomic Communities.
 - Stereotypes in Spain.
2. The Languages of Spain.
 - Spanish in the World.
 - Spanish Varieties.
3. Spanish Habits and Social Life.
 - Spanish Habits.
 - Manners and Mannerisms.
 - Social Festivities.
4. Eating and Drinking in Spain. The Mediterranean Diet.
5. The Spanish Family Structure.
 - Names and Surnames.
 - Family Models.
 - The Royal Family.
 - Childhood, Youth and Old People.
 - Education in Spain.
6. Women: The Evolution of her role in the Society.
7. Main Problems in Spain Today.
 - Terrorism.
 - Unemployment.
 - Illegal Immigration.
8. Religion and Folklore Expressions.
9. Gypsies and Flamenco. Other Musics in Spain.
10. Bullfighting: Symbol, Rite and Metaphor.
11. Icons and Archetypes.
 - Spanish Classical Icons.
 - Protagonists Today: Cinema, Music and Fashion.

Assessment

- Attendance and class participation: 20%
- Presentation in class: 30%.
- Midterm Exam: 25%.
- Final Exam: 25%

Bibliography

- Cortés, Maximiano (2003): *Guía de usos y costumbres de España*. Madrid, Edelsa.
- Castro Barroso, Natalia (2004): *Sin Fronteras. Taller de Civilización*. Milan, La Spiga Languages.
- Hooper, John (1995): *The New Spaniards/Los Nuevos españoles*. London, Penguin Books.
- López Moreno, Cristina (2005): *España Contemporánea*. Madrid, Sgel.
- Quesada Marco, Sebastián (2001): *España siglo XXI*. Madrid, Edelsa.
- Richardson, Bill (2001): *Spanish Studies*. New Cork, Oxford University Press.

ISLAMIC CULTURE IN SPAIN

General Description

The main objective of this subject is to give the students an overall view of the Arab-Islamic world through its history and culture. Thus, the program is divided in five chapters that include Arab-Islamic history from its beginning to the present time, rendering special attention to the Islam as a fundamental religious and cultural phenomenon in Arab history, as well as to the socio-political development of al-Andalus.

Content

I. THE ARAB CONTEXT

1. Arab World / Islamic World - Relationships and divergences. The Arab-Islamic context
2. Pre-Islamic Arabia - Geography, society, culture and politics. The concept of 'Jahiliyya'

II. THE MESSAGE OF ISLAM

3. Muhammad the Prophet of Islam - Prophethood and leadership. The *Sunna*
4. The Coran - An approach to its structure and contents
5. The 'Five Pillars of Islam' and the Islamic beliefs
6. The Islamic Law (*Sharia*) - Foundations, principles and development of the juridical *sunni* schools

III. THE ISLAMIC EMPIRE

7. The spread of Islam - From the 'Rashidun' Caliphs to the Omayyad and 'Abbasid Caliphates.

IV. AL-ANDALUS

8. Political history of al-Andalus - From the early conquest to the *Tawa'if* Kingdoms. Almoravids and Almohades
9. Society and culture - Literature, philosophy and art
10. The *Nasri* Sultanate of Granada - Socio-political development

V. CONTEMPORARY ARAB-ISLAMIC WORLD

11. Colonialism and independence - From reformism to Arab nationalism. Political Islam and Islamism
12. The Arab Mass Media and the question of Democracy. The Israeli-Palestinian conflict

Assessment

Final exam (50%). Attendance and active participation (25%). Accomplishment of the exercises and programmed activities in the classroom, and homework (25%)

Bibliography

- AZZAM, Henry T. *The Arab World facing the Challenge of the New Millennium*. London: Tauris, 2002.
- BELL, R.. *Introduction to the Qur'an*. Edinburgh: Edinburgh University Press, 1977.
- HOURANI, Albert (ed.). *The Cambridge Encyclopaedia of the Middle East and North Africa*. Cambridge: Cambridge University Press, 1988.
- . *Historia de los pueblos árabes*. Barcelona: Ariel, 1992.
- KENNEDY, Hugh. [Muslim Spain and Portugal: A Political History of al-Andalus](#). Harlow, England: Longman , 1996.
- . [Prophet and the Age of the Caliphates: the Islamic Near East from the Sixth to the Eleventh Century](#). London: Longman , 1996
- SICKER, Martin. *The Islamic World in Ascendancy from the Arab Conquests to the Siege of Vienna*. Westport, Conn: Praeger, 2000.

LATIN AMERICAN CIVILIZATION AND CULTURE

General Description

This course aims to explaining and studying in depth the basic points considered the basis of Latin American culture. Cultural aspects of different fields will be covered and interrelated through explanations, articles, and media resources.

Content

1. Basic Information about Latin American Culture.
 - 1.1. Latin America: Now and Then.
 - 1.2. The Countries: Basic Information.
 - 1.3. Languages and Diversity.
2. Habits in Everyday Life.
 - 2.1. Eating and Drinking.
 - 2.2. Social Relations and Festivities.
3. Religion and Folklore Expressions.
4. Sports and Free Time. Latin American Icons.
5. Tradition and Transformation in Latin American Music.
6. Cinema in Latin America.
7. Artistic Expressions in Latin America.
8. Hispanic USA: a growing minority.

Assessment

The course grade will be based on the following criteria:

- Attendance and class participation: 20%
- Final Project and Presentation in class: 30%
- Midterm examination: 25%
- Final examination: 25%
-

Presentation: You will be asked to present one cultural aspect (traditions, festivities, famous people etc.) of one of the Latin American countries. The presentation will take 10-20 minutes and it will be given to the teacher written as well. Each written project will have between three or five pages and it must include at least four resources of Bibliography. You have to tell to the teacher the topic of the project before October the 29th

Attendance policy: Students are expected to attend at least 80% of classes in order to get the right to be evaluated. Each absence must be justified.

Bibliography

- Sebastián Quesada, "Imágenes de América Latina". Manual de historia y cultura latinoamericanas. Edelsa, Madrid 2001.
- "Hispanoamérica ayer y hoy". Sgel, Madrid, 1996.
- Jacqueline Covo, "América Latina", Acento editorial, Madrid 1996.
- John King, "Modern Latin American Culture". Cambridge University Press, Cambridge 2004.

THE POLITICAL SYSTEMS OF SPAIN AND THE EUROPEAN UNION

General Description

The aim of this course is to teach the basic foundations of contemporary politics and history in Spain while also describing the main elements which constitute the political system of the European Union. Starting with a basic method for interpreting the political reality, a dynamic understanding of the current workings of both Spain and the European Union as a whole is provided.

Content

1. WHAT IS A DEMOCRACY?
 - 1.1 Towards an ideal model of the democratic regime (R. Dahl).
 - 1.2 Majority vs. Consensus (A. Lijphart)
2. SPANISH POLITICAL SYSTEM
 - 2.1 The political history of contemporary Spain
 - 2.2 The political transition to democracy and the Constitution of 1978
 - 2.3 The governments of the Spanish democracy (1977-2004). Political Parties and the electoral system
 - 2.4 Territorial structure of the Spanish State. Decentralisation and the autonomy statutes
3. POLITICAL SYSTEM OF THE EUROPEAN UNION
 - 3.1 Introduction: Countries and other statistics
 - 3.2 History of the creation of the European Union
 - 3.3 The European Constitution and the future of Europe

Activities

An essential part of the course is the presentation of the main themes by the teacher with the active participation of the student in the debates raised. The teacher will hand out or indicate the didactic materials needed to follow and prepare for each of the classes. Likewise, various films and documentaries about the different elements of the Spanish and European Union political systems will be shown. Lastly, and in addition to continued class attendance and the corresponding exams on the dates indicated by the CLM, the student will have to present a weekly commentary, reflecting on news items about Spanish and European current events, which will be provided by the teacher.

Assessment

The final student evaluation of the course "THE POLITICAL SYSTEM IN SPAIN AND THE EUROPEAN UNION", within the framework of the Spanish Language and Culture study programme, will take in to account the four following basic factors:

- 1) **Attendance:** In order to qualify, the student must attend at least 80% of the course sessions
- 2) **Participation** during classes
- 3) The weekly presentation of the **text and video commentary**
- 4) The results of the **TWO tests** that will be administered during the course, on the dates indicated by the CLM management.

bibliography

- ALCÁNTARA SÁEZ, Manuel (ed.), *Sistemas Políticos de la Unión Europea*, Tirant lo Blanch, Valencia, 2000.
- ALCÁNTARA, Manuel y MARTÍNEZ, Antonia, eds., *Política y Gobierno en España*, Tirant lo blanch, Valencia, 2001.
- AUBET, M. J., *Democracias Desiguales*, Serbal, 1995.
- BADÍA, F., *Regímenes Políticos Actuales*, Tecnos, Madrid, 1995.
- BERICAT, E. (ed.) *El conflicto cultural en España: acuerdos y desacuerdos entre los españoles*. CIS. Madrid, 2003.
- BERSTEIN, S. *Los Regímenes Políticos del Siglo XX*, Ariel, Barcelona, 1996.
- GARCÍA MORILLO, J., *La democracia en España*. Alianza editorial. Madrid, 1996.
- GALLAGHER, M. LAVER, M. Y MAIR, P. *Representative Government in Modern Europe. Institutions, Parties, and Governments*. McGraw-Hill. Boston. 2005
- GIBBONS, J., *Spanish Politics Today*. Manchester : Manchester University Press, 1999.
- GONZÁLEZ, J.J y REQUENA, M. (eds.) *Tres décadas de cambio social en España*. Alianza editorial. 2005
- GUNTHER, R., MONTERO, J. R and Botella, J. *Democracy in Modern Spain*. Yale University Press. New Haven, 2004.
- JIMENEZ DE PARGA, M., *Regímenes Políticos Contemporáneos*, Tecnos, 1998.
- ALVAREZ JUNCO, J. y SHUBERT, A. (ed.) *Spanish History since 1808*. Arnold, London, 2000.
- LIPJHART, Arend, *Modelos de Democracia. Formas de gobierno y resultados electorales en Treinta seis países*, Ariel, Barcelona, 2000.
- MAGONE, J. M. *Contemporary Spanish Politics*. Routledge. New York, 2004.
- MURILLO DE LA CUEVA, Pablo Lucas y BLAS GUERRERO, Andrés de, *Sistemas Políticos Contemporáneos*, Teide, Barcelona, 1988.
- PANIAGUA, J. L (ed.) *En torno a la democracia en España: temas abiertos del sistema político español*. Tecnos. Madrid, 1999.
- ROMÁN, P. (coord.) (2001) *Sistema Político Español*. McGraw-Hill. Madrid, 2001.
- SARTORI, G., *Ingeniería Constitucional Comparada, Fondo de Cultura Económica*, México, 1994.
- SÁNCHEZ GONZALEZ, S. y P. MELLADO PRADO, *Sistemas Políticos Actuales*, Centro de Estudios Ramón Areces, Madrid, 1995.

THE ARAB WORLD AND THE WEST: PAST AND FUTURE

General Description

The aim of the course is to give students basic knowledge of the cultural and political interaction between the Arab world and the West during their common history. In the first section of the course we will analyze the history of the Arab world from the emergence of Islam to the Iraq war passing through the crusades, the Ottoman Empire, the western colonization, etc. And in the second section of the course we will focus on the main challenges for the relations between the Arab world and the West. This course will cover topics such as the long-term impact of the penetration of Europe into the Islamic World, Orientalism, and Occidentalism, Islamic immigration into western societies, the impact of 9-11 and the Iraq war, and the role of oil and the Middle East conflict.

Method of presentation

Lectures by the instructor, supported with bibliographical and other didactic materials, followed by debates with the students. The class will follow a seminar format. This presupposes that the readings assigned for each week have been made before we meet in class. At the beginning of each class I will introduce the materials and allow some time for questions of clarification. Thereafter, we will have a seminar discussion. Students will be invited to express their views on the materials for the class and the criticisms made during the presentation. Both the presentations and the discussions around them are expected to be respectful, professional and anchored in the class materials.

Content

1. An introduction to the arab world.
2. A chronology of the history of islam: history of the arab world until the early 20th century.
3. A chronology of the history of islam: the evolution of the muslim world during the second half of 20th century.
4. The future of relations between the arab world and the west: geopolitics of armed conflicts along the borders of the arab-muslim world.
5. The future of relations between the arab world and the west: islam in europe.
6. The future of relations between the arab world and the west: western world facing the global *jihadist* terrorism.
7. The future of relations between the arab world and the west: the main challenges within the arab-muslim world.
8. The future of relations between the arab world and the west: islam and christianity: a game of the mutual perceptions.
9. The future of relations between the arab world and the west: spain and alliance of civilizations.
10. The future of relations between the arab world and the west: the euro-mediterranean dialogue process.

Assessment

LANGUAGE OF PRESENTATION: English.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Assistance
- Student participation 15%
- Mid-term exam 30%
- Final exam 30%
- Paper 25%

Bibliography

- Armour, Rollin. Islam, Christianity, and the West: A Troubled History. Maryknoll, NY: Orbis Books, 2002.
- Ali, Tariq. The Clash of Fundamentalisms: Crusades, Jihads and Modernity. Verso, 2002

- Azzam, M., "Islam: Political Implications for Europe and the Middle East", in P. Ludlow (ed), Europe and the Mediterranean, London: Brassey's/CEPS, 1994, chapter 3.
- Bin Sayeed, Khalid. Western Dominance and Political Islam: Challenge and Response. Albany, NY: State University of New York Press, 1995.
- Fregosi, Paul. Jihad in the West: Muslim Conquests from the 7th to the 21st Centuries. Amherst, NY: Prometheus Books, 1998.
- Ghassan Salamé. Democracy Without Democrats? The Renewal of Politics in the Muslim World. London: Tauris, 1994.
- Goody, Jack. Islam in Europe. Cambridge: Politypress, 2004.

HEALTH SCIENCES AND PUBLIC HEALTH 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.

ENVIRONMENTAL POLITICS OF THE EUROPEAN UNION

GENERAL DESCRIPTION

This course is designed to present the current situation and the challenges of the Environmental Policy of the European Union, particularly problems of enforcement due to the different national interests and commitments of EU Member States. The EU goals and approaches for environmental protection are compared with those of the USA and/or other countries, through discussions and seminars.

CONTENT

1. Introduction to EU: History of the integration process in Europe.
2. EU Member States Overview and their attitudes towards the environment.
3. Introduction to EU Institutional System.
4. Decision Making in the EU Environmental Politics.
5. EU Environmental Legal Framework.
6. Problems of Enforcement of the EU Environmental Law.
7. EU approach to the precautionary principle.
8. EU Natura 2000 network: Protecting Habitats and Birds.
9. Energy policy and the environment: EU's Energy Security Challenges.
10. Environmental Protection and Cooperation to Development.
11. EU and USA Approaches to Trade and Environment.
12. Climate Change.
13. The EU - USA TTIP.

ASSESSMENT

- 80% attendance to classes is required in order to be assessed.
- Midterm and final written examinations, 50%.
- Submitted papers, 20%.
- Attendance and participation in class, 10%.
- Participation in seminars and workshops, 20%.

BIBLIOGRAPHY

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- Andrew Jordan and Camila Adele (eds.), *Environmental Policy in the EU: Actors, institutions and processes*, Routledge, 2012. ISBN: 978-1-84971-469-3.
- Geert Van Calster, Leonie Reins, *EU Environmental Law*, Edward Elgar Publishing, 2017. ISBN: 978-1-78254-917-8, 978-1-78254-918-5 (e-Book).
- Yumiko Nakanishi, *Contemporary Issues in Environmental Law. The EU and Japan*, Springer, 2016. ISBN: 978-4-431-55435-6.
- Onur Oktem, *Water Politics and Political Culture. Turkey's compatibility with the European Union*, Springer, 2016. ISBN: 978-3-319-21478-8, 978-3-319-21478-5 (e-Book).

ECONOMICS

THE SPANISH AND LATIN AMERICAN ECONOMIES

General Description

This course is for students with a beginner language level. The student will study the world of business, trade and economy from a theoretic and practical point of view.

This course is based on three different stages: The world of business, the foundations of the Spanish and Latin American economy and the lexicon.

The scheduled activities will make the necessary training easier for the student, in order to prepare the test for the Business Spanish begginer certificate from the Madrid Chamber of Commerce and Industry.

Content

1. The foundations of the Spanish economy. The influence of the meteorological phenomenon in the economy. The foundations of the Argentinian economy.
2. The outlook of the Spanish population. Immigration. Employment. A future with full employment level and the professional gerontology. Sociocultural characteristics in Spain. Communication styles and status. The foundations of the Uruguayan economy.
3. The Spanish crop and livestock farming. The PAC. Wine and oil. The foundations of the Chilean economy.
4. The Spanish fishing sector. Vigo , the European capital of fishing. Organisation, management of time and meetings in the Spanish business. The foundations of the Brazilian economy.
5. The industrial sector and the building industry in Spain. The foundations of the Peruvian economy.
6. Kinds of societies in Spain. Cultural aspects of the Colombian negociator. The foundations of the Colombian economy.
7. The Spanish financial system. The foundations of the Venezuelan economy.
8. The tourist sector. The qualities, values and the style of the negociation of management and professional staff members. The panorama of the Panamanian economic sectors.
9. Means of transport and infraestructure. *Iberia* and *RENFE*. Cultural aspects and the business woman in Mexico. Perspective of the Latin American economy: The foundations of the Mexican economy.
10. Spain and its economy: Trade and distribution in Spain, the external sector and investments. Perspective of the Latin American economy: The foundations of the Cuban economy.

Assessment

- 1.- Obligatory attendance, 80%
- 2.- All students have to present in class the basis of the economy from one Latin American country from a general view.
- 3.- There is at least one final exam.
- 4.- The final mark will be from:
 - Marks of the exams, 70%
 - Presentation 30%
- 5.- More contents can be added if necessary.

Bibliography

- Alcántara, M. (1999). *Sistemas políticos en América Latina*. Tecnos. Madrid
- Cuenca, E. (2002). *Europa e Iberoamérica*. Ed. Síntesis. Madrid
- De Val, Maura. (2001). *La privatización en América Latina*. Ed. Popular. Madrid
- Felices, A. et al. (2003). *Cultura y negocios*. Ed. Edinumen. Madrid.
- Hartlyn, J. (1986) *Latin american political economy*. Westview press. Colorado
- Korol, J.C. (1999). *Historia económica de América Latina*. Fondo de cultura económica. México
- Molina, C. (1996). *Integración eurolatinoamericana*. Ediciones ciudad Argentina. Buenos Aires

INTERNATIONAL MARKETING

General Description

This subject will lead the student to become familiar with the characteristics of the process of internationalization, the market entry strategies into the international markets, the process of selection of the target international markets, the process of segmentation and positioning in the international markets, and the decisions regarding the standardization and adaptation of the international marketing-mix.

More specifically, the aim of this course will be to enable the student to understand/acknowledge:

- The concept of international marketing and its function within the global markets.
- The socio-economic, political, legal, cultural, technological and competitive dimensions of the current international scenario, such as its potential impact onto the development of the international marketing strategies.
- The different approaches to the process of internationalization, as well as the main drivers and obstacles to the internationalization.
- The process of international segmentation and positioning and the development of the international expansion strategy.
- The main strategies regarding the main market entry strategies into the international markets as well as the different factors to be considered.
- The 4 Ps of the international marketing-mix (product, price, place and promotion), especially the adoption of a strategic position regarding the standardization or adaptation of the international marketing strategy.

Content

SECTION 1: Internationalization of business and international marketing

- 1.1. The international environment
- 1.2. The concept of international marketing
 - International marketing visions
 - The process of internationalization
 - The stages of internationalization
 - Drivers and obstacles to internationalization
 - Internationalization and relationship marketing

SECTION 2: Main international marketing decisions

- 2.1. Strategic international marketing
 - Segmentation and positioning
 - Market entry strategies
- 2.2. Operative international marketing
 - Standardization and adaptation of the international marketing mix
 - Product
 - Price
 - Place
 - Promotion

Activities

- Analysis of academic article and news on issues within the field of international marketing
- Analysis of international marketing campaigns and comparison across different countries
- Oral presentation of individual and group assignments
- Seminars and debates over multinational companies through the analysis of study cases

Assessment

Grading policy (tools, criteria and loads):

- Active participation and engagement, analysis of articles and essays about topical economic issues, additional tasks and homework, other activities: 20 %
- Group research assignments (oral presentation of the project and written essays): 30%
- Mid-term exam: 25%
- Final exam: 25%

(Note: compulsory attendance to at least the 80% of the classes)

Bibliography

- ADAMS, R. (2011). Fragmentation and Segmentation: Marketing Global Benefits. *International Business & Economics Research Journal*, 10(9), 59-66.
- CATEORA, P. y GRAHAM, J. (2011). *International Marketing*, 14a edición, McGraw Hill/Irwin.
- FETSCHERIN, M., ALON, I., LITRELL, R., and CHAN, A. (2012). In China? Pick Your Brand Name Carefully. *Harvard Business Review*. 90(9).
- HONG, H., and DOZ, Y. (2013). L’Oreal Masters Multiculturalism. *Harvard Business Review*, 91(6), 114-118.
- KEEGAN, W. (2007). *Marketing Global*, 5a edición, Prentice Hall, Madrid.
- OMAR, M., and PORTER, M. (2011). Reducing risk in foreign market entry strategies: standardization versus modification. *Competitiveness Review: An International Business Journal incorporating Journal of Global Competitiveness*, 21(4), 382-396.
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DEVELOPING COMPETENCE IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Overview and goals

What does being competent in science, technology, engineering and mathematics mean? Does it make sense to consider an unique competence covering four different areas? How can the students develop that competence? What strategies, resources and tools can teachers use? This course aims introduce and give examples of actions and tasks that provide opportunities to develop STEM competence in students. We will explore in detail problems of modeling and some aspects of scientific inquiry, as well as we will discuss the use of technology to gather data from surroundings and thus propose contextualized and authentic tasks

Goals:

- Understand the foundations, features and capabilities of the areas of mathematical competence, basic competences in science and engineering, and technology from a holistic point of view
- Identify and analyze good practices for the development of STEM in students from different educational levels
- Propose tasks of mathematical modeling and scientific inquiry
- Locate and use repositories of resources to design learning activities on STEM

Contents

PART 1: LA COMPETENCIA STEM. SIGNIFICADO E IMPLICACIONES

- 1.1. Meaning of STEM
- 1.2. STEM in the international education field
- 1.3. Authenticity and realism in school tasks

PART 2: MODELING IN MATHS AND SCIENTIFIC INQUIRY

- 2.1. Mathematical modeling. Phases, types and fundamentals
- 2.2. Teaching and learning science by inquiring

PART 3: USE OF SENSORS AND ENVIRONMENTAL DATA GATHERING

- 3.1. Modeling with the use of technology
- 3.2. Robotics: advances and open questions

Assessment

Assessment criteria and instruments

- Attendance, active involvement, daily work: 40 %
(Due to the theoretical and practical nature of the course, regular class attendance is essential. To qualify for the assessment of the course is considered indispensable attending at least 80% of classes)
- Partial test: 30 %
- Final test: 30 %

References

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- Gastineau, J., Brueningsen C., Bower, B., Antinone, L. & Kerner, E. (2011). *Real-World Math with Vernier. Connecting Math and Science*. Beaverton, OR: Vernier Software & Technology.
- Laboy-Rush, D. (2011). *Integrated STEM Education through Project-Based Learning*. Recuperado el 10 de febrero de 2014 de <http://www.rondout.k12.ny.us/common/pages/DisplayFile.aspx>.
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- Rico, L. y Lupiáñez, J. L. (2008). *Competencias matemáticas desde una perspectiva curricular*. Madrid: Alianza Editorial.

Modern Language

General description

There is a brochure at students' disposal with all the annual information of the modern languages, the academic calendar and a Book of programs (section of Modern languages of the School of Modern Languages) where you can find a description of the contents, a basic bibliography and methods of evaluation for every language.



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