



CENTRO DE  
LENGUAS  
MODERNAS



*ugr*

Universidad  
de Granada

# SYLLABUS

## SPANISH LANGUAGE AND CULTURE COURSE (CLCE)

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

# INDEX

---

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

## **SPANISH LANGUAGE AND CULTURE COURSE**

<b>LANGUAGE</b> .....	5
Speaking and Writing skills .....	6
Spanish Grammar .....	9
The diversity of Spanish Language in the World .....	12
Introduction to Business Spanish .....	14
<b>LITERATURE</b> .....	15
Spanish literature (up to the 18 <sup>th</sup> Century) .....	16
Spanish literature from the 19 <sup>th</sup> Century to Present .....	17
<b>GEOGRAPHY</b> .....	18
Social and Demographic Changes in Spain.....	19
<b>HISTORY</b> .....	21
History of Spain .....	22
<b>HISTORY OF ART</b> .....	24
History of art in Spain .....	25
<b>CULTURE</b> .....	27
Spanish Civilization and Culture .....	28
Islamic culture in Spain .....	30
Latin American Civilization and Culture .....	34
The political systems of Spain and the European Union .....	35
Tradition and Music in Spain: Flamenco, Folklore and Sephardic Songs .....	37
Contemporary Spain in the Media .....	38
<b>ECONOMICS</b> .....	40
Spanish and Latin American Economies .....	41
International marketing .....	44
Developing competence in Science, Technology, Engineering and Mathematics (STEM) .....	46
<b>INTERNSHIPS</b> .....	47
Internship Program in Educational Institutions .....	48
Internship Program in NGOs / Voluntary work .....	49
Modern Language .....	50

## 1. STUDIES IN SPANISH LANGUAGE AND CULTURE COURSE (CLCE)

The Spanish Language and Culture Course is aimed at university students and professionals who wish to acquire a wider knowledge of Spanish whilst learning about some of the main features of Spanish history and culture. To take this course, students require prior knowledge of Spanish (i.e. have passed level B1.1 CLM - 4 Intermediate). The course is taught in two periods - October to December (Fall) and from February to May (Spring).

.CLM recommends students to take an Intensive Spanish Language Course (CILE) in September or January before beginning the Spanish Language and Culture Course.

Those students with lower levels of Spanish can do the two obligatory subjects from Spanish Language (Speaking and Writing Skills and Spanish Grammar) and complete the rest of the course in English.

Students on the Spanish Language and Culture course can choose a minimum of four and maximum of five subjects in each period. Students also have the option of taking 3 or 4 subjects in either period and choosing 1 or 2 subjects from the Optional January Course or a Modern Language Course -English, French, German, Italian, Arabic, Catalan, Chinese (organised in collaboration with the UGR Confucius Institute), Japanese, Portuguese, Russian, Swedish - offered by CLM.

## 2. SUBJECT SCHEDULE

Each subject on the Spanish Language and Culture Course has 45 teaching hours and a regular weekly timetable in line with the general schedule programmed by CLM. (4 hours per subject per week in the first period and 3 hours per subject per week in the second period).

Students who successfully complete CLCE in the Fall and have level B2.1 (CLM- 6 Advanced) can then enrol on the Hispanic Studies Course in the spring. Those who have completed ten subjects in total (CLCE Fall and CEH Spring) will be entitled to receive the Diploma in Hispanic Studies.

# LANGUAGE

## SPEAKING AND WRITING SKILLS (LEVEL 5)

### General Description

Students learn to understand and express themselves in general situations that require exchange of information and show personal attitudes about multiple family issues but not only those related to their personal experience.

### Content

- Talk about the past I: Speaking about actions with or without relation to the present. Refer to a particular point in time. Refer to an amount of time. Relate two moments in the past.
- Talk about the past II: Speaking of habits and their frequency in the present in relation to the past. Describe in the past. Telling Time and indicating time limits.
- Talk about the past III: anecdotes and stories. Introduce a perspective on the story
- Talk about the future: to express degrees of certainty about the future. Relate actions in the future.
- Express conditions of average probability.
- Describe and ask for information about itineraries
- React to news. Express certainty.
- Express opinions and react to them. Show agreement and disagreement. Expressing an attitude to shared information
- Referred speech I: Repeat what is said. Ask indirectly. Mark changes of spatial and personal reference. Transmit what is said.
- Referred speech II: Note changes of time reference. Note the use of words relating or belonging to the past.
- Request information in public services (formal). Indicate advantages and disadvantages.
- Ask for and give advice.
- Describe and identify something that we have no experience of.
- Make hypotheses. Relate a hypothesis to the present/future and the immediate past. Reacting to a hypothesis. Expressing surprise.
- Congratulate, thank and react to congratulations and thanks. Invite, accept, and reject invitations. Express standard wishes in specific situations. Praise and react to praise.
- Ask for objects and actions and react to requests. Register the degree of formality of the petition. Provide objects or actions and react to the offer.

### Activities

*Aula 4*, editorial dissemination.

### Assessment

In order to be marked at the end of the course you will need to have attended at least 80% of the classes. The final mark will be established on the basis of: -

- The average score obtained in the two exams, which will constitute the base mark.
- The completion of the work proposed by the teacher, from which up to one point will be added to or subtracted from the base mark according to whether some, all or none of the work has been submitted.
- The number of attendances and attitude in class, which will count for one point to be added to or subtracted from the base mark.

## SPEAKING AND WRITING SKILLS (LEVEL 6)

### General Description

To understand and express oneself in multiple situations, not necessary familiar to the student, that require the exchange of information and personal opinions with complex linguistic structures.

### Content

- Speaking about oneself and others: tastes, experiences, opinions, projects, ideals, character.
- Strategies of description: define and give examples.
- Talking about how people change over time.
- Express feelings: pain, hope, fear, joy, sadness, sympathy, tranquility, etc., directly or concerning facts.
- Giving and asking for advice. Recommend, advise and warn of a hazard. Mark the registry differences.
- Organize informative texts: commentary on surveys.
- Set conditions: to express the degree of probability of the condition. Minimum conditions necessary so that what is stated in the condition can be carried out. Conditions under which the way of doing a thing is the condition for which this can be done. Conditions unlikely and impossible.
- Define and identify objects, ideas or people through circumstances. Indicate that these objects, ideas or people are unknown to us.
- Express wishes about objects, personal actions or those of others.
- Formulate instructions. Refer to these elements.
- Speak about another person: refer to his relationship with the speaker.
- Express agreement and disagreement in the conversation.
- Formulate opinions, assess and display agreement and disagreement with facts.
- Express the purpose.
- Talk about the past: telling stories. Mark the perspective. Correct erroneous statements about the past. Refer to specific moments and amounts of time. Talk about the duration of an activity. Mark a time as belonging to the past.
- Relate words and conversations: mark the validity of what was said at the time of speaking, register what was said as being in the past or avoid commitment with the validity of what is said. Summarize talks and conversations.
- Express hypothesis: Mark and recognize the words as hypotheses using verbal changes. Indicate it explicitly. . React to a hypothesis.
- Speak about oneself and others: past experiences, speculation about the future, romantic relationships, health, family, personality.
- To formulate differences and to identify ideas in a set.
- How to interpret diagrams and formulate rules.
- Formulate opinions, judgments and attitudes toward facts and possible actions.
- How to interpret symbols.
- Recognize accents and phonetic characteristics of different varieties of Spanish.
- Past: Mark the perspective through the meaning of the verbs. Recognize and produce types of narrative texts: stories, dreams, anecdotes, stories, articles Referred speech: Request repetitions of partial statements. Note the validity. Summarize talks and transmit the entire content. Reproduce conversations from reported speech.
- Make hypotheses: Note and recognize the degree of probability that the speaker attaches to the hypothesis that he makes. React to a hypothesis. Introduce and comment on gossip

### Activities

*Abanico*, editorial diffusion.

### Assessment

In order to be marked at the end of the course you will need to have attended at least 80% of the classes. The final mark will be established on the basis of: -

- The average score obtained in the two exams, which will constitute the base mark.
- The completion of the work proposed by the teacher ,from which up to one point will be added to or subtracted from the base mark according to whether some, all or none of the work has been submitted.
- The number of attendances and attitude in class, which will count for one point to be added to or subtracted from the base mark.

## SPANISH GRAMMAR (LEVEL 5)

### General Description

The aim of this subject is to provide the students with the tools needed to interact in Spanish with a notable degree of fluency, whilst reflecting on the basic problems of Spanish grammar.

### Content

- 1- Morphology and contrastive use of the Past Simple and the Perfect Indicative.
- 2- Ways for talking about a specific moment: *En* + date; *Desde* + date; *Hace* + amount of time.
- 3- Ways for speaking about an amount of time: *Llevar* + gerund; *Desde hace* + amount of time.
- 4- Ways for relating two past moments: *al cabo de* + amount of time; amount of time + *después*; *a* + amount of time + *siguiente* Ways of indicating limits in time: *Hasta que* / *desde que* / *Ya no*
- 5- Morphology and use of the Imperfect as a situation indicator. Ways of expressing frequency and habituality in the past.
- 6- Morphology of the Future: temporal uses and probability.
- 7- Morphology of the Future Perfect: probability.
- 8- Morphology and basic uses of the conditional.
- 9- Negative imperative.
- 10- Morphology of the Present Subjunctive.
- 11- *Cuando* + present subjunctive.
- 12- *Si* + pres., + pres./fut.
- 13- Indirect questions with and without interrogative particle.
- 14- Mechanisms for identification of ideas: *lo de* + [infin./"que" + phrase].
- 15- Morphology and use of the Conditional in advice.
- 16- *Te aconsejo que* + subj.
- 17- Contrastive use of relative sentences with indicative and subjunctive.
- 18- Mechanisms for repeating affirmations and questions: *QUE* + [repetitions / + *si* / + interrogative particle]. Changes due to the new communication situation: possessives, demonstratives, etc.
- 19- Morphology of the Pluperfect indicative and the Imperfect subjunctive.
- 20- Transformation of the Imperative, the Present indicative and subjunctive, the Future, the Past Simple and the Perfect tenses.
- 21- Verbs to summarize conversations. Vocabulary and related expressions.
- 22- *Creo que* + ind. / *No creo que* + subj.
- 23- Reaction conversational formulas.
- 24- Noun clauses with subjunctive: *es/me parece* + adj. + subj.; *está bien/mal que* + subj.
- 25- Use of the indicative and subjunctive with explicit hypothesis markers (*quizá, tal vez, seguro que...*).
- 26- ¡*Qué raro que* + subj.!
- 27- Vocabulary and expressions evaluating facts/events. Conversational sequences.
- 28- Vocabulary, expressions and ritual formulas used socially when congratulating, thanking, inviting, expressing wishes, praising and giving appropriate answers.
- 29- Subjunctive for expressing wishes for others: *QUE* + subj.
- 30- Subjunctive for expressing will and need: *Quiero que* / *Hace falta que...* + subj. Vocabulary and related formulas.

### Text Book

The teacher will make a dossier of the activities to be covered in class. Communicative grammar will be worked on in relation to the content of the subject *Speaking and writing skills*.



## Assessment

To obtain a grade for this subject, students must have attended at least 80% of the classes. The final grade will take into account the average grade from the two exams which will provide an initial grade. Attendance and attitude in class will also be taken into account and up to one point may be added to or deducted from the initial grade.

## SPANISH GRAMMAR (LEVEL 6)

### General Description

The aim of this subject is to provide the students with the tools needed to interact in Spanish with a notable degree of fluency, whilst reflecting on the basic problems of Spanish grammar.

### Content

- 1- Vocabulary and expressions relating to personal experiences and characteristics: personality and physical description.
- 2- Other uses of *ser/estar*.
- 3- *hacerse, volverse, ponerse, llegar a ser, terminar de*
- 4- *Me gusta, me molesta, me pone nervioso...* + noun / infinitiv / subjunctive.
- 5- Tense correlation with Past or Conditional: *Me gustaría que* + Imperf. subjunctive.
- 6- Advice formulas: Conditional, Imperative, *poder, tener que, deber de* and *es mejor que* in advice. Sequence of tenses with the subjunctive.
- 7- Vocabulary, phraseology and speech indicators to comment on surveys: treatment of figures, identification structures, computers, introductory linking words and item change, linking words in disagreement.
- 8- Basic conditions: *Si* + [pres. simp./imp. subj./pluper. subj.]. Sequences with the conditioned verb.
- 9- Marked conditions: *con tal de que, a menos que / en caso de que / siempre que, siempre y cuando* / condition with gerund.
- 10- Conversational indicators for offering and requesting help. Uses of the subjunctive: *¿quieres que...?*
- 11- Relatives clauses with preposition. Use of the subjunctive in relative clauses. Sequence of tenses.
- 12- Use of the subjunctive for expressing wishes. Sequence of tenses.
- 13- Model of Imperative and of stressed and unstressed personal pronouns. Where to put pronouns. Reduplication of the direct and indirect object.
- 14- Vocabulary for describing social types: *pijo, progre, carca, don nadie*, etc.
- 15- Vocabulary and expressions for describing interpersonal relationships: *llevarse, caer, ser un pedazo de pan*, etc.
- 16- Expressing agreement and disagreement. Related uses of the subjunctive.
- 17- Use of the subjunctive when making opinions: *creo que, me parece que, está claro que, pienso que*. Tense correlation.
- 18- Use of the subjunctive when assessing facts: *es lógico que, está claro que, me parece imprescindible que*, etc. Sequence of tenses.
- 19- General (interrelated) working of the past tenses.
- 20- Mechanisms to indicate perspective. Use of the Pluperfect Simple and circumlocution: *estar* + gerund, *estar* + participle, *ir a* + infinitive, *estar a punto de* + infinitive.
- 21- Ways of correcting information: *no..., sino / sí (que) / es más,... / no solo..., sino (que)...* *Quien, cuando, donde, como, por lo que* in thematization structures.
- 22- Ways of referring to specific moments and amounts of time: dates / *hace-hacia-hará...(que) / llevo-llevaba-llevaré... / desde... / desde hace...* Use of *durar* and *tardar*.
- 23- Time markers which change when talking about the past: *ahora, en este momento, hoy, esta mañana, ayer, anoche, ayer, mañana, pasado mañana, próximo/que viene, dentro de, hace*.
- 24- Sequences of tenses in direct speech: changes in all tenses.
- 25- Verbs "of language": *decir, opinar, repetir, comentar*, etc. Basic verbs to summarize acts of speaking: *saludar, despedirse, invitar, negarse, aceptar*, etc.
- 26- Use of the Future, Future Perfect, and the Conditional in forming hypotheses.
- 27- Uses of the Subjunctive to formulate hypotheses: *es probable que, es posible que,*

- puede ser que, puede que, quizás, tal vez, probablemente, posiblemente.*
- 28- Hypotheses with simple tenses (*supongo que, seguro que, etc.*).
  - 29- Conversational indicators of (im)possibility and (im)probability.
  - 30- Time particles: *cuando, en cuanto, antes de (que), después de (que), desde, hasta, mientras.* Uses of the subjunctive and past-present- future contrast.

### **Text Book**

The teacher will make a dossier of the activities to be covered in class. Communicative grammar will be worked on in relation to the content of the subject *Speaking and writing skills*.

### **Assessment**

To obtain a grade for this subject, students must have attended at least 80% of the classes. The final grade will take into account the average grade from the two exams which will provide an initial grade. Attendance and attitude in class will also be taken into account and up to one point may be added to or deducted from the initial grade.

## THE DIVERSITY OF SPANISH LANGUAGE IN THE WORLD

### General Description

This course, designed for upper-intermediate and advanced students, aims to provide students with basic theoretical and practical knowledge of the different linguistic varieties within different idiomatic registers: academic language opposite familiar language, taking into account the historical, geographical and social setting, and contact with other languages of Spain.

The students will also acquire a general vision of the most relative aspects which differentiate present-day Spanish language from the Spanish of America and other places in the world, paying attention to grammatical, lexical, phonetic and pragmatic aspects.

The proposed content of this course will enable the students to acquire an attitude of respect, understanding and assessment of other languages, other linguistic varieties and of other cultures.

### Content

- I. Basic theoretical concepts on the study of Spanish and its linguistic variations.
- II. Levels of linguistic formality and familiarity in the Spanish language. Linguistic rules.
  1. Communicative functions: advice, messages, congratulating, praising, greeting, saying goodbye.
  2. Communicative functions: Agreeing, disagreeing, refusing, hypothesis and probability.
- III. Colloquial Spanish and the different contexts for its use:
  3. Colloquial expressions related to food, clothing, the body, animals and other semantic fields.
- IV. Critical analysis of the main social differences of present-day Spanish: Geographical variations (diatópicas), social and cultural variations (diastráticas) and social situational variations (diafásicas) of present-day Spanish.
  4. Linguistic features of southern Spanish.
  5. Linguistic features of central peninsular Spanish.
  6. Linguistic features of American Spanish.
  7. Linguistic features of Spanish from other places in the world.

### Assessment

- Class participation: 20%.
- The average of mid-term and end-of-term exams: 50%.
- End-of-term project: 30%

### Bibliography

Textbooks:

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

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

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

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

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

MENÉNDEZ PIDAL, R., "Historia de la lengua española", 2 vols., Madrid, Fundación

Menéndez Pidal - Real Academia Española, 2005.

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

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

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

Vocabulary:

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

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

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

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

Journals:

"ECOS", "CARABELA" y "CABLE"

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

## INTRODUCTION TO BUSINESS SPANISH

### General Description

Aimed at students who have an intermediate level of Spanish. This course enables the student to get to know the world of business, trade and economy from a theoretical and practical view point.

The essence of this course is divided into three different areas: the business world, commercial correspondence and vocabulary.

This course is designed for students who wish to acquire a general understanding of the topics involved in the business world, as well as those wishing to acquire the necessary knowledge to work in this area.

The programmed activities will help the student to prepare the exam for the basic certificate in business Spanish offered by the Official Chamber of Commerce and Industry in Madrid.

### Content

**Unit 1.-** La company. The departments and the organization chart of a company. The professional profile. Types of job contracts. The curriculum Vitae. The job interview. Classification of the companies. Trade in the company.

**Unit 2.-** Holidays. The business trip. Conferences. Tourism.

**Unit 3.-** Advertorial or infomercial. Customer service letter.

**Unit 4.-** Quality at work. Company culture. Safety regulations.

**Unit 5.-** The banks. Banking activities. Standing orders. Newsletters from a bank. The mortgage. The personal loan.

**Unit 6.-** Trade fairs. The booth. The report. International agreements.

**Unit 7.-** Business correspondence. The business letter and order.

**Unit 8.-** Advertising strategies. Types of advertising campaigns. The minutes of a meeting.

**Unit 9.-** Insurance. Types of insurance. Compensation

### Activities

The activities are intended to reinforce the acquisition of the aforementioned content from a practical point of view.

### Assessment

- Students must attend 80 % of classes.
- Each student will have to do a final project based on starting up a business. In this project, students must adequately reflect, in a practical way, the theoretical content studied in class.
- The final grade will be calculated as follows :
  - Final exam result: 75%
  - Final Project result: 25%

### Bibliography

Sabater M.L. 2002. *Socios 2*. Editorial Difusión. Barcelona

# LITERATURE

## SPANISH LITERATURE (UP TO THE 18<sup>TH</sup> CENTURY)

### General Description

The basic aim of this subject is to acquaint the student with Spanish Literature from its origins up to the modern day, analysing movements, authors and significant works from each period in the historical and social context they were written.

### Content

- Topic 1: Introduction to literature.
- Topic 2: Introduction to literature from the Middle Ages (12th to 14th century)
- Topic 3: The "Cantar de Mio Cid".
- Topic 4: Introduction to Renaissance literature.
- Topic 5: Cultural and popular lyrical poetry from the Renaissance period.
- Topic 6: "La Celestina".
- Topic 7: Introduction to Golden Age literature.
- Topic 8: Golden Age poetry.
- Topic 9: Golden Age prose: "Lazarillo de Tormes" and "El ingenioso hidalgo don Quijote de la Mancha".
- Topic 10: Golden Age plays.
- Topic 11: Literature in the age of Enlightenment (18th century).

### Activities

In all topics there will be selected text commentaries which students should do following the guidelines proposed by the teacher in order to reach a true approach to the author or literary movement under study.

### Assessment

There will be two written tests: one mid-term and exempting subject matter and another final one (80% of the final grade)

Participation in commentaries and class activities (20% of the final grade).

### Bibliography

- J.L. Alborg, Historia de la literatura española, Madrid, Gredos, 1986.
- F. Rico, Historia y crítica de la literatura española, Barcelona, Crítica, 1980.
- P. Correa, Historia de la literatura española, Madrid, Edelsa, 1988.
- P. Aullón de Haro, Historia breve de la literatura española, Madrid, Playor, 1989.
- C. Blanco Aguinaga y otros, Historia social de la literatura en lengua castellana, Madrid, Castalia, 1988.

## SPANISH LITERATURE FROM THE 19<sup>TH</sup> CENTURY TO PRESENT

### General Description

This course will consider the most important moments of Spanish literature from the inception of romanticism, at the beginning of the 19th century, through all the changes of the 20th century and ending in the literary movements of the early years of the 21st century. There will be a historical, social and literary approach to the most outstanding movements and authors. But the fundamental aim of the course is reading, analysis, and commentary on the texts to be chosen from amongst the most significant of each period.

### Content

0. General introduction to Spanish literature
1. Spanish romantic literature
2. Spanish realistic literature
3. Spanish literature between two centuries: modernism and the generation of 98
4. Spanish literature in the first third of the 20th century: the generation of 14, the avant-garde and the generation of 27
5. Spanish literature in the post-war years (40's and 50's )
6. Spanish literature in the 60's and 70's.
7. Spanish literature from the transition to the present day.

### Assessment

1. Active participation in class, forums, commentaries on the texts, complementary tasks and other activities proposed throughout the course: 40%
2. Group work on item 4 above (class presentation and essay writing): 20%
3. Midterm exam and final exam (questions on theory and commentary on a text studied in class): 40%

### Bibliography

- ALBORG, J. L. (1986), *Historia de la literatura española*, Madrid, Gredos.
- AULLÓN DE HARO, P. (1989), *Historia breve de la literatura española en su contexto*, Madrid, Playor.
- BARROSO A. y otros (1980), *Introducción a la literatura española a través de los textos*, Madrid, Istmo.
- BLANCO AGUINAGA, C. y otros (1988), *Historia social de la literatura en lengua castellana*, Madrid, Castalia.
- CORREA, P. (1988), *Historia de la literatura española*, Madrid, Edelsa.
- DEYERMOND, A. y JONES, R. O. (1991), *Historia de la literatura española*, Barcelona, Ariel.
- FUSTE, F. y otros (1992), *Viaje por la literatura (1,2 y 3)*, Barcelona, Octaedro.
- RICO, F. coord. (1980), *Historia y crítica de la literatura española*, Barcelona, Crítica.



# 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.

# HISTORY

## HISTORY OF SPAIN

### General Description

This course aims to take a general look at the most important political, economic, social and cultural events in Spanish history. After an introductory lecture dedicated to an analysis of the particular features of Prehistory and Ancient history in Spain, we shall look at the Middle Ages. Throughout these topics we shall study the importance and significance of Al-Andalus, as well as the development of the Christian Kingdoms. This will lead onto study of the Early Modern Period, when Spain became an important player on the European stage. The course will then look at the birth of the Spanish monarchy, the creation of the Spanish Empire, and the development of humanistic thought, continuing on to the inevitable process of decline through which Spain completely lost its importance on the international stage. The end of one epoch and the beginning of another; Contemporary History, a study of which will involve the development of the modern state, the development of the so-called 'Liberal-Bourgeois' revolution and of Spanish society, while at no time losing sight of the ideas, social movements and cultural expression of the times. Finally we shall finish with an analysis of the most recent events in the country's history: The Second Republic, the Civil War, Franco's military dictatorship, and the Transition to Democracy.

Knowledge of these matters has not been limited to a mere narrative of events, but at all times we shall try to explain how and why these events happened, and their importance in relation to our most recent history. The objective is therefore to strengthen the student's ability for critical analysis, to develop their interest and participation, and finally that they are capable of having a vision of and relating to an overall picture of Spanish history.

### Content

1. **EARLY SETTLEMENTS & ANCIENT HISTORY.** Prehistoric times. Pre-Roman civilisations and peoples. The Roman conquest of the Iberian Peninsula. Spain under the Visigoths.
2. **THE CREATION OF ISLAMIC SPAIN: THE BIRTH OF AL-ANDALUS.** The Caliphate of Cordoba and the Nazari Kingdom of Granada. The development of Christian resistance. Cultural and Social inheritance.
3. **THE EARLY CHRISTIAN KINGDOMS AND THE RECONQUEST.** The Kingdom of Castille. The Mediterranean expansion of the Kingdom of Aragon. Political institutions. Society and Culture.
4. **THE CATHOLIC KINGS. CREATION OF THE MODERN STATE (c15).** Territorial unity. Conquest of the Kingdom of Granada. The incorporation of Navarra. European policy. Religious policy. Social and Economic policy. The Renaissance.
5. **THE EMPIRE OF CARLOS I AND THE REIGN OF FELIPE II (c16).** Imperial policy: the wars against France, Protestants and Turks. The failure of Imperial policy. The Political policies of Felipe II. Union with Portugal. The Invincible Armada. The State, Society and Culture. Minorities: Jews and Moors.
6. **THE REIGNS OF FELIPE III, FELIPE IV AND CARLOS II. THE CRISIS OF C.17.** The expulsion of Moors. The reign of Felipe IV. The Revolt of Catalonia and Portugal. Carlos II and the problem of Succession. The Spanish Golden Century.
7. **THE BOURBON REFORMS (c.18).** The reigns of Felipe V and Fernando VI. Centralisation of the State. Enlightened Despotism: Reign of Carlos III. Enlightenment culture.
8. **THE CRISIS OF THE OLD REGIME (1789-1833).** The reign of Carlos IV. The War of Independence. Constitution of Cadiz 1812. The reign of Fernando VII: The absolutist monarchy. The Liberal Triennium and the return of absolutism. The Independence of the Spain's American colonies.
9. **THE FOUNDING OF THE LIBERAL STATE AND THE FIRST REPUBLIC (1833-1875).** Reign of Isabel II. Political instability: Moderates and Progressives. The Triumph of Liberalism. The Revolution of 1868. The Spanish First Republic. Economy and Society.
10. **THE RESTORATION OF THE MONARCHY: THE REIGNS OF ALFONSO XII AND ALFONSO XIII (1875-1902).** The loss of Spain's remaining colonies. Economic and Social transformation. The origins of the worker's movement. Regional movements. The reign of Alfonso XIII and the dictatorship of Primo de Rivera.

11. **THE SECOND REPUBLIC AND THE SPANISH CIVIL WAR (1931-1939).** The Republican-Socialist government of Azaña. The Black Biennium. The victory of the Popular Front. The Military Uprising and the Civil War.
12. **SPAIN UNDER FRANCO AND SPAIN'S TRANSITION (1939-1982).** Franco's triumph. Political dictatorship. Social conflicts. The Transition to Democracy. The new monarchy. The Constitution of 1978. Spain enters the EU.

### Activities

- The classes will last for 90 minutes. The first part of the class will, in general, be dedicated to the presentation of the subject. The remaining 30 minutes will consist of practical activities designed to aid understanding, and which will complement the presentation given by the teacher.
- The program of classes will be based on theoretical classes with extensive student participation, facilitated by previous reading of certain texts provided by the teacher.
- Film documentary material will be used to complement the classes.

### Assessment

- 25% of the final mark will depend on the student's attendance, attention and participation in class. In this way the student should be motivated to think, construct arguments, and discuss their ideas with classmates and the teacher, and use and practise the Spanish language.
- A further 25% of the final mark will depend on the evaluation and correction of the exercises, readings and activities done in class.
- The remaining 50% depends on the results obtained in the two written tests, the first of which takes place midway through the course, the other is at the end of the course.

### Bibliography

The following orientative basic bibliography will provide assistance and support to the students. All the books are in the CLM library.

- AA.VV. *Historia de España*, Madrid, Historia 16, 1990
- DOMÍNGUEZ ORTIZ, A. *España. Tres milenios de historia*, Marcial Pons, Madrid, 2001
- GARCÍA DE CORTÁZAR, F., GONZÁLEZ VESGA, J.M., *Breve Historia de España*, Madrid, 1995
- TUÑÓN DE LARA, M. *Historia de España*, Labor, Barcelona, 1991
- VILAR, P., *Historia de España*, Crítica, Barcelona, 1981

# HISTORY OF ART

## HISTORY OF ART IN SPAIN

### General Description

The aims of this course are to introduce the students to this subject through a historical-artistic approach to the main stylistic languages which define the special characteristics of Spanish art. The richness and extent of Spanish art requires a delimitation of the subject sections in close connection with the cultural field in Granada, which, on the one hand, provides a better approach to the artistic reality and on the other, a better assimilation of certain aesthetic content which is priority on the syllabus.

### Content

- 7. The beginnings of art:**
  1. Cave paintings.
  2. Megalithism and the Talayot culture.
- 8. Art of the Punic and Greek settlements:**
  1. The sarcophogus of Cádiz and the Ampurias sculpture.
  2. The Lady of Baza and Iberian sculpture.
- 9. Hispanic-Moslem art:**
  1. Introduction to Islamic Art (beginnings and pillars of the Islam).
  2. Caliphal Córdoba. The Mosque (precedents of the Hispanic-Roman art – Mérida – and Visigoth) and Medina Azahara.
  3. Almohad Seville: The Giralda and the Tower of Gold.
  4. Nasrid Granada: The Alhambra. (Visits: a) Corral del Carbon, Bañuelo and Alcaicería; b) Museum of Hispanic-Moslem Art and the Alhambra).
- 10. Romanic and Gothic Arts:**
  1. The Cathedral of Santiago de Compostela. The Claustro de Silos and the Pórtico de la Gloria.
  2. The great Gothic Castilian cathedrals. The altarpiece and the tomb.
- 11. Renaissance Art:**
  1. General characteristics and main examples.
  2. Renaissance in Granada.
  3. The Mannerism (Visits: a) Royal Chapel and Museum; b) Cathedral and Cathedral Museum; and c) Puerta de la Granadas, Pilar and Palace of Charles V).
- 12. Baroque and Rococo Arts:**
  1. The style. Essential features.
  2. The great religious image makers: Gregorio Fernández and Martínez Montañés.
  3. Painting: Murillo, Ribera, Zurbarán and Velázquez.
  4. Baroque and Rococo architecture in Granada. (Visits: a) Alonso Cano in the Cathedral of Granada; and b) the Cartuja).
- 13. Neo-classic Art:**
  1. Juan de Villanueva and the Prado Museum.
- 14. Francisco de Goya.**
- 15. Architecture of the XIX and XX centuries:**
  1. Historicisms and eclecticism.
  2. Modernism and the plastic arts: Gaudí.
  3. Architectural rationalism.
  4. Contemporary architecture in Granada. (Visit: Gran Vía de Colón).
- 16. Nineteenth century painting and sculpture:**
  1. Genre painting: Fortuny.
  2. Realism and landscape.
  3. Impressionism: Sorolla.
  4. From realism to abstract experiences in sculpture.
- 17. Surrealist painting:**
  1. Dalí.
  2. Miró.
- 18. Pablo Picasso.**



### Activities

- a) A series of visits will be arranged to the monuments, museums and urban spaces related, directly, to the stylistic languages established in the headings and subject sections of the syllabus and whose most significant examples will be applied to the case of Granada.
- b) As a result of these visits the students will do a piece of work – a maximum of five sheets in length – related to one of the premises, rooms or contents (sculpture, painting, altarpiece, etc) along with the analysis or description of any structural or ornamental element of the monument or urban space chosen amongst those visited.

### Assessment

The final mark will be the result of the following assessment criteria:

- a) Attention and participation in class (up to a maximum of 20%).
- b) An essay – above-mentioned in section 3 – (up to a maximum of 20%).
- c) Mid-term and final exams, assessed up to 30% each one, consisting of written commentary on selected slides from the theoretical-practical content of the syllabus.

The mid-term exam will be set half-way through the term and will be of an eliminatory nature.

### Bibliography

- AA. VV. *Alonso Cano y la Catedral de Granada*. Córdoba: Cajasur, 2002.
- 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.
- AA. VV. *La Gran Vía de Granada*. Granada: Caja Rural, 2006.
- ANGOSO, D. et al. *Las técnicas artísticas*. Tres Cantos: Akal, 2005.
- AZARA, P. *Castillos en el aire: mito y arquitectura en Occidente*. Barcelona: Gustavo Gili, 2005
- BALDELLOU, M. A. y CAPITEL, A. *Arquitectura española del siglo XX*. Madrid: Espasa Calpe, 1998.
- BANGO TORVISO, I (dir). *Introducción al Arte español*, 9 v. Madrid: Sílex, 1993.
- BASSEGODA NONELL, J. *Gaudí*. Col. Biographica, 5. Salamanca: Criterio Libros, 2002.
- BELLIDO GANT, M. *Arte, museos y nuevas tecnologías*. Gijón: Trea, 2001.
- BOZAL, V. *Goya*. Madrid: Alianza, 2004.
- BUENDIA, R. et al. *Historia del Arte Hispánico*, vols. I al VI. Madrid: Alhambra, 1979-1980.
- CALVO SERRALLER, F. *Los géneros de la pintura*. Madrid: Taurus, 2005.
- CORTENOVA, G. *Pablo Picasso: su vida y su obra*. Barcelona: Carroggio, 2005.
- FERNÁNDEZ, A. , BARNECHEA, E. y HARO, J. *Historia del Arte*. Barcelona: Vicens Vives, 1999.
- FRIDE CARRASSAT, P. *Maestros de la pintura*. Madrid: Larousse, 2005.
- GALERA MENDOZA, E. y LÓPEZ GUZMÁN, R. *Arquitectura, mercado y ciudad: Granada a mediados del siglo XVI*. Granada: Universidad, 2003.
- GARCÍA MELERO, J. E. *Arte español de la Ilustración y del siglo XIX: en torno a la imagen del pasado*. Col. Ensayos, 123. Madrid: Encuentro, 1998.
- GIBSON, I. *Dalí joven, Dalí genial*. Madrid: Suma de Letras, 2005.
- HENARES CUÉLLAR, I. *El arte neoclásico: la época de la Ilustración*. Madrid: Anaya, 2002.
- HENARES CUÉLLAR, I. y GALLEGO ARANDA, S. (eds.). *Arquitectura y modernismo: del historicismo a la modernidad*. Granada: Departamento de Historia del Arte; Melilla: EMVISMESA, 2000.
- GÓMEZ MORENO, M. E. *Arte español del siglo XIX: Pintura española*. Madrid: Espasa Calpe, 1996.
- LANEYRIE DAGEN, N. *Leer la pintura*. Barcelona: Larousse, 2005.
- LÓPEZ GUZMÁN, R. (coord.). *Arquitectura de Al-Andalus (Almería, Granada, Jaén, Málaga)*. Granada: El Legado Andalusí, Comares, 2002.
- NAVARRO ARIZA, J. J. *Gaudí: el arquitecto de Dios*. Barcelona: Planeta, 2002.-
- NAVASCUÉS, P. *Arte español del siglo XIX: Arquitectura Española*. Madrid: Espasa Calpe, 2000.
- NAVASCUÉS, P. *La catedral en España: arquitectura y liturgia*. Madrid: Lunwerg, 2004.
- RAMÍREZ, J. A. (dir) *Historia del Arte: El mundo contemporáneo*. Madrid: Alianza, 1997.
- RAMÍREZ, J. A. (dir) *Historia del Arte: La Edad Moderna*. Madrid: Alianza, 1998.
- VIÑUALES, J. *Arte español del siglo XX*. Col. Ensayos, 124. Madrid: Encuentro, 1998.

# CULTURE

## SPANISH CIVILIZATION AND CULTURE

### General Description

The aim of this course is to serve as an introduction to various different aspects of Spanish culture combining historical, sociological and literary focuses.

### Content

- Subject 1. The Spanish Language: history and current situation.
- Subject 2. The National question. The other languages of Spain.
- Subject 3. Images and stereotypes: Spain seen by foreigners.
- Subject 4. Bullfighting in Spanish culture. A controversial fiesta
- Subject 5. Flamenco.
- Subject 6. Love and religious morality in Spain. Literary archetypes.
- Subject 7. Introduction to Spanish Cinema
- Subject 8. Spanish cuisine.
- Subject 9. Introduction to Spanish classical music.
- Subject 10. Modern-day Spain: institutions, economy, politics, religion.

### Activities

The teacher will give the classes in such a way as to encourage debate amongst the students. Various different technological supports will be used when so required. The students will have to make an oral presentation in groups of two or three on a subject that will be given by the teacher.

### Assessment

To attain a mark at the end of the course it is necessary for the student to have attended at least 80% of the classes. The grading of marks is as follows: Fail (0-4.99), Pass (5.0-6.99), Notable (7.0-8.99), Excellent (8.99-9.99) Excellent with Honours (10). The final mark will be based on:

- The average mark of the two exams, which will make up the basic mark. The students will only be examined on the subjects that have been presented during the course.
- Two pieces of work set by the teacher, which can increase or decrease the overall mark by up to 1 point depending on whether the student has submitted both, one, or none of the pieces of work set.
- The student's attendance and attitude in class, which can also increase or decrease the overall mark by up to 1 point.

### Bibliography

- ABELLA, Carlos, *¡Derecho al toro! El lenguaje taurino y su influencia en lo cotidiano*, Madrid, Anaya, 1996.
- BENNASSAR, Bartolomé, *Los españoles. Actitudes y mentalidad; desde el s. XVI al s. XIX*, Madrid, Swan, 1985.
- BLEIBERG, Germán (dir.), *Diccionario de Historia de España*, (3 vols.), Madrid, Revista de Occidente, 1968.
- BRENAN, Gerald, *El laberinto español*, (primera edición de 1943), Madrid, Globus, 1984.
- CARRERAS Y CANDI, F., *Folklore y costumbres de España*, (3 vols.), 1943.
- CLARA GUERRERO, Ana, *Viajeros británicos en la España del siglo XVIII*, Granada, Aguilar, 1990.
- CLÉBERT, J.-P., *Los gitanos*, Barcelona, Orbis, 1985, introducción de CARO BAROJA, Julio.
- ELLIOTT, J. H. (ed.), *El mundo hispánico. Civilización e imperio. Europa y América. Pasado y presente*, Barcelona, Crítica, 1991.
- ESLAVA GALÁN, Juan, *Historia secreta del sexo en España*, Madrid, Temas de Hoy, 1991.
- FUSI, Juan Pablo (ed.), *España. Autonomías*, vol. V, Madrid, Espasa-Calpe, 1989.

- GAMELLA, Juan F., *La población gitana en Andalucía. Un estudio exploratorio de sus condiciones de vida*, Sevilla, Consejería de Trabajo e Industria de Andalucía, 1996.
- GARCÍA CÁRCEL, Ricardo y MATEO BRETOS, Lourdes, *La Leyenda Negra*, Madrid, Anaya, 1990.
- GARCÍA FERNÁNDEZ, Emilio C., *Historia ilustrada del cine español*, Barcelona, Planeta, 1985.
- KRAUEL HEREDIA, Blanca, *Viajeros británicos en Andalucía de Christopher Hervey a Richard Ford (1760-1845)*, Málaga, Universidad de Málaga, 1986.
- LAVERON, J., *El toro de lidia*, Madrid, Acento, 1998.
- LORENTE RIVAS, Manuel, *Etnografía antropológica del flamenco en Granada. Estructura, sistema y metaestructura*, Granada, Universidad, 2001.
- PEDRAZA, Felipe B., *Iniciación a la fiesta de los toros*, Madrid, 1998.
- PRIETO, Antonio (dir.), *Historia de Andalucía V. La cultura andaluza*, Barcelona, Cupsa y Planeta, 1980.
- QUESADA MARCO, Sebastián, *Curso de civilización española*, Madrid, Sociedad General Española de Librería, 1987.
- RUSSELL, P. E. (ed.), *Introducción a la cultura hispánica (2 vols.)*, Barcelona, Crítica, 1982.
- TUÑÓN DE LARA, Manuel y VALDEÓN BARUQUE, Julio, *Historia de España*, Barcelona, Labor, 1991.

## ISLAMIC CULTURE IN SPAIN

### General Description

This subject is divided into two blocks which deal with the most important aspects of the Hispanic-Muslim Civilization. Block 1 will be a general introduction to Arabic culture. The aims of this subject focus of the student being able to understand political, economic, social and cultural aspects of Al-Andalus (Block II). Since the city is the nucleus where these aspects are interrelated, the Hispano-Arabic city is studied in sub-section B, with special attention to Granada and the Alhambra.

### Content

#### BLOCK 1: ARABIC-ISLAMIC CULTURE.

##### Topic 1 : Pre-Islamic Arabia :

- 1.1 Social, political, economic, religious and linguistic structure of Arabia before the birth of the Prophet.

##### Topic 2: Mohammed: prophet and statesman.

- 2.1. Mohammed's biography until the beginning of the revelation.
- 2.2 The start of Islamic preaching.
- 2.3 The development of Islam up to the death of the prophet.

##### Topic 3 : The beginning of Islam :

- 3.1. Expansion.
- 3.2. The Righteous (Rachidunes) Caliphs.
- 3.3. The break up of Islam: Sunnis, Shi'as and Kharijites.

##### Topic 4 : Modus vivendi of Islam :

- 4.1. The Koran and the Hadices.
- 4.2. The pillars of the Islamic faith.
- 4.3. The principles of Islamic theology.
- 4.4. The judicial schools.

#### BLOCK II:

##### Sub-Section A: AL-ANDALUS

##### Topic 5 : The Conquest to the Caliphate :

- 5.1. The Arabic-Berber conquest.
- 5.2. Damascus-dependent emirate.
- 5.3. The Omeya Caliphate in Cordoba.

##### Topic 6 : The small Fiefdoms (reinos de taifa) and North African dynasties :

- 6.1. The disintegration of Al-Andalus.
- 6.2. Small Fiefdoms.
- 6.3. Almohads.
- 6.4. Almoravids.

##### Topic 7 : The kingdom of Granada :

- 7.1. Nasrid Granada.
- 7.2. Nostalgia for Al-Andalus.
- 7.3. The Moors.

##### Topic 8 : Tolerance in Moslem Spain :

- 8.1. Arabs and Berbers.
- 8.2. Jews.
- 8.3. Mozarabs.
- 8.4. Mudejars.

##### Topic 9 : Al-Andalus *sui generis* feudalism :

- 9.1. Agriculture and cattle.
- 9.2. Industry: professional production and organization.
- 9.3. Trade.

##### Sub-Section B: THE HISPANO-ARABIC CITY

##### Topic 10 : Urban infrastructure :

- 10.1. Streets and bridges.
- 10.2. Water, irrigation channels and water tanks.
- 10.3. Aqueducts, waterwheels and mills

##### Topic 11 : Defence system:

- 11.1. Ramparts.
- 11.2. Barbicans.
- 11.3. Towers.

11.4. Gates.

**Topic 12 : The city:**

- 12.1. Fortresses.
- 12.2. The medina quarter.
- 12.3. Suburbs.
- 12.4. The Jewish quarter.
- 12.5. The “musara” and “musalla” esplanades.
- 12.6. Cemeteries.
- 12.7. Streets, parapet walks and squares.
- 12.8. The bazaar: corn exchanges (alhóndigas) and silk markets (alcaicerías).
- 12.9. The city’s surroundings.

**Topic 13 : The architecture of the city :**

- 13.1. Houses.
- 13.2. Palaces.
- 13.3. Baths.
- 13.4. Mosques.

**Topic 14: One day in Al-Andalus:**

- 14.1. The family.
- 14.2. Women.
- 14.3. Food.
- 14.4. Clothes.
- 14.5. Celebrations.

**Sub-Section C: THE “ANDALUSÍ” CULTURE**

**Topic 15 : The poetic splendour of Al-Andalus :**

- 15.1. Introduction.
- 15.2. Most relevant poets.
- 15.3. Popular poetry: Ibn Guzmán and the zajal.
- 15.4. Relationship between Al-Andalus poetry and romance.

**Topic 16: The sciences of Muslim Spain:**

- 16.1. Botany.
- 16.2. Pharmacology.
- 16.3. Medicine.
- 16.4. Agronomy.
- 16.5. Mathematics.
- 16.6. Astrology.
- 16.7. Veterinary.

**Topic 17 : Hispanic-Muslim Art:**

- 17.1. General view
- 17.2. Al-Hambra architecture.
- 17.3. Applied arts.
- 17.4. Dance and music.

**Topic 18 : The legacy of the Al-Andalus period :**

- 18.1. The School of Translators in Toledo.
- 18.2. Linguistic inheritance.
- 18.3. The legacy to Europe.
- 18.4. Al-Andalus in contemporary Spain.

### Activities

This subject involves master classes, lectures related to the content, audiovisual material, an exercise book for each area.

### Assessment

The assessment of a student’s performance is divided into three parts: final exam (45%), mid-term exam (20%), attendance, active participation and completion of scheduled activities and exercises in class and at home (35%).

### Bibliography

The bibliographic references, where possible, are accompanied by their CLM library catalogue number to facilitate the students’ consultations.

**BLOCK 1: ARAB-ISLAMIC CULTURE.**

- BALTA, P. (1991). *Islam: civilización y sociedades*. Madrid: S. XXI de España Editores (008(927)/BAL/isl)

- **CORÁN, EI** , (1983). Introducción, traducción y notas de Juan Vemet. Barcelona. Planeta.
- **KLABUND** (1995). *Mahoma: la novela de un profeta*. Barcelona: Apóstrofe. (929/KLA/mah)
- **LEWIS, B** (1996). *Los árabes en la historia*. Barcelona: Edhasa (93(=927)/LEW/ara)
- **MARTÍNEZ MONTÁVEZ, P.**(1981) *El Islam*, colección Salvat, Temas claves nº 49, Barcelona, Salvat.
- **SANTIAGO SIMÓN, E.** (1991) *Las claves del mundo islámico (622-1945)*. Barcelona. Planeta. (93=927/SAN/cla)
- **SANTONI, E.** (1996). *El Islam*. Madrid: acento (008(927)/SAN/isl)
- **SHABAN, M.A,** (1979). *Historia del Islam II: 750-1055*. Barcelona (93(=927)/SHA/his)
- **VERNET, J** (1990) *Los orígenes del Islam*, Madrid, historia 16. (93(=927)/VER/ori)
- **WATT, M.**(1986) *Mahoma profeta y hombre de Estado*. Barcelona. Labor.

## BLOCK II

### Area A: AL-ANDALUS.

- **ABD ALLAH** (1995). *El S.XI en 1ª persona: las memorias de Abd Allah, último rey Zirí de Granada destronado por los Almorávides (1090)*. Madrid. Alianza (946.815/ABD/sig)
- **AL-ANDALUS**, artículo en Encyclopédie de l'Islam, T 1, pp 501-18.
- **ARIÉ, R** (1992) *El Reino Nasrí de Granada*, Barcelona. (946.0/HIS)
- **AZNAR, F.** (1990). *España medieval: musulmanes, judíos y cristianos*. Madrid: Anaya. (946.0/AZN/esp)
- **BOCH VILÁ, J.** (1998). *Los Almorávides*. Granada: Universidad
- **BURCKHARDT, T** (1989). *La civilización hispano-árabe*. Madrid: Alianza Universidad. (008(460)/BUR)
- **CHEJNE, A.** (1980). *Historia de España musulmana*. Madrid: cátedra (946.0/CHE/his)
- **COLLINS, R** (1991) *La Conquista árabe (710-797)*, Barcelona, Crítica.
- **GUICHARD, P** (1998) *Estructura antropológica de una sociedad islámica en Occidente*. Granada: Universidad (946.035/GUI/ala).
- **GUICHARD, P.** (1995). *La España musulmana: Al-Andalus Omeya (S. VIII-XI)*. Madrid. historia 16, nº 7.
- **GALA, A.** (1995). *Granada de los nazaríes*. Barcelona: planeta bolsillo.
- **HISTORIA DE ANDALUCIA I-II** (1982). Barcelona: Planeta. (sala referencia biblioteca CLM)
- **HISTORIA DE ESPAÑA, III** (1989). Al-Ándalus: musulmanes y cristianos (S.VIII\_XIII). Barcelona: Planeta. (sala referencia biblioteca CLM)
- **HISTORIA DE ESPAÑA V** (1993) Al-Andalus. Esplendor de la civilización hispanoislámica. Barcelona: Salvat (sala referencia biblioteca CLM)
- **LAREDO QUESADA, M.A.** (1969). *Granada: historia de un país islámico*. Madrid: Gredos. (946.0/LAD/gra)
- **LEVI-PROVENÇAL, E,** (1982) *España musulmana hasta la caída del Califato de Córdoba (711-1031)* Madrid: Espasa-Calpe.
- **PAYNE, S.G.** (1985). *La España medieval: desde sus orígenes hasta el fin de la Edad Media*. Madrid. Playor. (946.0/PAY/esp)
- **SÁNCHEZ ALBORNOZ, C** (1974). *La España musulmana*. Madrid: Espasa-Calpe.
- **VIGUERAS ÑOLINS, m.J.** (1995). *De las Taifas al reino de Granada: Al-Andalus (S.XI-XV)*. Madrid: historia 16, nº 9.
- **WATT, M** (1988). *Historia de España islámica*. Madrid: Alianza Editorial (946.0/WAT/his)
- **WERT, J.P.** (1994). *El Reino nazarí de Granada*. Historia del mundo para jóvenes. Madrid. Akal (946.035.7/WER/rei)

### Area B : THE HISPANO-ARABIC CITY.

- **ANTEQUERA, M** (1965). *La Alhambra y el Generalife*. Granada: Padre Suarez (728.82/ANT/alh)
- **BORRAS, G.M.** (1989). *La Alhambra y el Generalife*. Madrid: Anaya (728.28/BOR/alh)
- **ENRIQUE, A.** (1991). *Tratado de la Alhambra hermética*. Antonio Ubago (7.033.3/ENR/tra)
- **GRABAR, O** (1990). *La Alhambra, iconografía, formas y valores*. Madrid. Alianza (728.28/GRA/alh)
- **JIMENEZ MATA, M. C.** (1990). *La Granada islámica: contribución a su estudio geográfico-político-administrativo a través de la toponimia*. Granada: Universidad

(946.035.7/JIM/gra)

- MUJTAR AL-ABADI, A (1975) *El Reino de Granada en la época de Muhammed V*, Madrid.
- SECO DE LUCENA, L (1910) *Plano de Granada árabe*. Granada
- SIMONET, F (1979) *Descripción del Reino de Granada sacada de los autores árabigos, 711-1492*, Amsterdam, APA-Oriental Press.
- TORRES BALBÁS, L (1971) *Ciudades hispano-musulmanas*, Madrid, Instituto I-Espano árabe de Cultura.
- ZOCO, EL (1995). *Vida económica y artes tradicionales en Al-Andalus y Marruecos*. Granada: Sierra Nevada. (725/ZOC/zoc)

**Area C: THE "ANDALUSÍ" CULTURE.**

- (1992) *AL-ANDALUS: las artes islámicas en España* (catálogo exposición organizada por the Metropolitan Museum of Art y el Patronato de la Alhambra). N.York: MOMA (7.033.3/ALA/ala)
- CRUZ HERNÁNDEZ, M (1985). *Historia del pensamiento en Al-Andalus*. Sevilla: Biblioteca de la cultura andaluza.
- DELGADO, C (1991). *El arte del Islam*. Madrid: Anaya (7.033.3/DEL/art)
- FERNÁNDEZ MANZANO, R (1985). *de las melodías del reino nazarí de Granada a las estructuras musicales cristianas*. Granada: Diputación provincial.
- GARCÍA GÓMEZ, E (1944). *5 poetas musulmanes*. Madrid: Espasa-Calpe.
- *HISTORIA DEL ARTE EN ANDALUCÍA* (1988). El arte en el sur de Al-Andalus. Sevilla: Gever. (sala referencia biblioteca CLM)
- *HISTORIA UNIVERSAL DEL ARTE* (1992). V-III. Barcelona: Planeta (sala referencia biblioteca CLM)
- LÓPEZ GUZMÁN, R (1995) *La arquitectura del Islam Occidental*. Barcelona: Lunweg.
- MARÇAIS, G (1991). *El arte musulmán*. Madrid: Cátedra (7.033.3/MAR/art)
- MORALES, A.J. (1991). *Las claves del arte islámico*. Madrid: Alianza (7.033.3/MOR/cla)
- MORALES, A.L. (1988). *La arquitectura del mundo islámico, su historia y significado social*. Madrid: Alianza (72.033.3/ARQ)
- PÉRÈS, H (1990). *Esplendor de Al-Andalus*. Madrid: Hisperión.
- PÉREZ MONZÓN, o & RODRIGUEZ-PICAVEA, E (1995). *Toledo y las tres culturas*. Historia del mundo para jóvenes. Madrid: Akal. (946.0/PER/to)
- RUBIERA MATA, M.J. (1992). *Literatura hispano-árabe*. Madrid.
- SAMSÓ, J (1992). *Ciencias de los antiguos de Al-Andalus*. Madrid.
- VERNET, J. (1986) *La ciencia en Al-Andalus*. Sevilla: biblioteca de la cultura andaluza.
- VERNET, J (1981). *Literatura árabe*. Barcelona: Labor SD



## LATIN AMERICAN CIVILIZATION AND CULTURE

### General Description

This subjects aims to cover the basic elements which constitute Latin-American culture. It tackles the questions which today form models for understanding the contemporary reality of Latin-America. The fundamental aim is to gain a perspective on the complex reality of nations which are the result of a laborious process of culturalization.

### Content

1. The Latin American geographical environment.
2. Racial distribution and historical evolution.
3. The demographic boom and its problems.
4. Family structure and daily life.
5. Social groups and their behaviour.
6. Present-day political and ideological trends.
7. Dependence and sub-development.
8. The national debt.
9. The cultural world.

### Activities

- a- After a theoretical explanation of the topics, students will be given text and audiovisual material to gain a better understanding of what was explained.
- b- After the practical exercises, students will draw up a questionnaire in class for a feedback session on the content of each topic.
- c- Students will write three short reflexive essays on any of the topics that have been viewed in the texts or audiovisual material throughout the course. The deadline for handing in these essays is the day of the final exam.

### Assessment

Attention and participation make up 20%. Presentation of short essays will make up another 30%.

There will be two exams exempting subject matter. One halfway through the course and the other one at the end. Together they will account for 50% of the final grade.

### Bibliography

Given the course content, the teacher will propose appropriate study material for each topic: selected texts, newspapers and magazines, audio-visual material, etc.

## 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.

## TRADITION AND MUSIC IN SPAIN: FLAMENCO, FOLKLORE AND SEPHARDIC SONGS

### General Description

Through the study of a significant number of songs, articles, and documentary and cinematic material, this course will explore the importance of the old, traditional song in our society. We will give special attention to the poetic language of the lyrics; we will provide the student with the basic tools to handle this rich material and we will analyze the links between song and society that is its origin and at the same time its end.

Our exploration will be constructed out of the understanding of song as cultural object and vehicle of culture, fundamental part of our sentimental memory and privileged base from which to access knowledge of a society.

### Content

1. *Cante jondo* ("deep song") and flamenco
  - A unique vocabulary. Etymologies.
  - Birth and evolution: *when, where, how*. The social substratum.
  - Primitive oriental traces: Andalusian musical orientalism.
  - Basic notions of flamenco history.
  - The lyrics of flamenco verses
  - Flamenco *versus* folk
  - Poetry and song: high-culture poems sung in flamenco
  - Dance
2. Traditional and Popular Song
  - Folk music. Introduction. Terminology.
  - The romances.
  - The popular lyrical song.
  - Traditional and popular song, and processes of collective identity construction: the case of Spain.
3. Sephardic Song
  - Sefarad, the third diaspora: short history of Sephardic Jews.
  - Language, literature and song.
4. The 20<sup>th</sup> Century and the consumer song.
  - A radical change in the way of conceiving, producing, distributing and performing songs.
  - The song of the masses: the end of the traditional?

### Assessment

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

### Bibliography

- BORGES, J. L. 1969: *El otro, el mismo*, Buenos Aires, Emecé
- CABALLERO BONALD, J. M. 1988: *Luces y sombras del flamenco*, Sevilla, Algaida
- FERNÁNDEZ BAÑULS, J. A. y PÉREZ OROZCO, J. M. 1986: *Joyero de coplas flamencas (Antología y estudio)*, Sevilla, Editoriales Andaluzas Unidas
- GARCÍA LORCA, F. 1985: *Poema del cante jondo y Romancero gitano*, Madrid, Cátedra
- 1989: "El cante jondo", en *Obras Completas*, vol. III, Madrid, Aguilar
- 1989: "Arquitectura del cante jondo", en *Obras Completas*, vol. III, Madrid, Aguilar
- GRANDE, F. 1992: "El flamenco", en *Revista El Sol*, Madrid, nº 86
- LEÓN. J. J. 2008: *Compás de extranjería*, Granada, Comares / La Vela
- 2011: *Breve selección de coplas flamencas*, Material de clase
- RANDEL, D. (ed.) 1997: *Diccionario Harvard de música*, Madrid, Alianza
- ROSALES, L. 2001: "El cante y el destino andaluz", en *Abril*, nº. 22, Luxemburgo
- VV. AA. 1992: *Memoria de Sefarad*, en *El País-Temas de nuestra época*, Madrid, nº 227
- VV. AA. 2011: *Selección de cantes flamencos*, Material de clase preparado por J. J. LEÓN

## CONTEMPORARY SPAIN IN THE MEDIA

### General Description

This subject attempts to offer a general picture of the political, social and cultural aspects of Spanish reality today. It gives an overview of the national press, radio stations, television channels, internet and film topics over the last few years. The idea is that students will be able to contrast the different trends when presenting information, and become fully aware of the audience each communication channel receives. The final aim is to learn about the different social groups that define contemporary Spain.

### Content

1. Introduction to the media in present-day society.
2. Social groups: politics to clichéd daily-life routines.
3. The press: national newspapers.
4. Television: channels and the audience for series and programs.
5. Radio stations: political trends.
6. Websites of social platforms.
7. Films from the last few years: topics and perspective.

### Assessment

This subject will follow a mainly practical approach, thus the teaching methods will focus on encouraging students to interact and create debate in class. As a final task, students will be asked to write an essay and prepare an oral presentation on a communication channel of their choice: radio station, television channel, newspaper, website or a Spanish film. Assessment percentages are divided as follows:

Class participation: 30%

Oral presentation: 35%

Written essay: 35%

### Bibliography

AIMC. Navegantes en la Red, 8a encuesta, Febrero 2006. Disponible en [www.aimc.es](http://www.aimc.es)  
AMOEDO, Avelino ; MARTÍNEZ-COSTA, Ma del Pilar ; MORENO, Elsa. Estrategias de comunicación de las cadenas musicales comerciales españolas en la red: análisis de los40.com, los40principales.com, cadena100.es, europafm.es y kissfm.es. En XXI Congreso Internacional de Comunicación CICOM: Los jóvenes y el nuevo escenario de la comunicación (Pamplona: Facultad de Comunicación, Universidad de Navarra, noviembre de 2006)  
Disponible en [http://www.unav.es/fcom/cicom/2006/docscicom/3\\_AMOEDO\\_MTNEZ\\_COSTA\\_MORE\\_NO.pdf](http://www.unav.es/fcom/cicom/2006/docscicom/3_AMOEDO_MTNEZ_COSTA_MORE_NO.pdf)

BACA LAGOS, Vicente. *Imágenes de los jóvenes en los medios de comunicación de masas*. Madrid: Instituto de la Juventud, 1998

BARKER, Chris. *Televisión, globalización e identidades culturales*. Barcelona: Paidós, 2003

BOLETÍN OFICIAL DEL ESTADO. Legislación y medios de comunicación social (anexos). Madrid: Ed. BOE, 1995

BUENO, Gustavo. *Telebasura y democracia*. Barcelona: Ediciones B, 2002

CASADO VELARDE, Manuel. *Léxico e ideología en la lengua juvenil*. En RODRÍGUEZ GONZÁLEZ, F. (ed.) *Comunicación y lenguaje juvenil*. Madrid: Fundamentos, 1989, p. 167-178

CENTRO DE INVESTIGACIONES SOCIOLOGICAS. Hábitos de lectura, televisión y radio en la vida de los españoles. En CIS. Datos de opinión, n. 33, (septiembre-diciembre 2003), p. 1-16

CENTRO DE INVESTIGACIONES SOCIOLOGICAS. Sondeo sobre la juventud española, 2ª oleada, 2005

CHOMSKY, Noam ; RAMONET, Ignacio. *Cómo nos venden la moto*. Barcelona: Icaria, 2001

FERNÁNDEZ BEAUMONT, JOSÉ. *El lenguaje del periodismo moderno*. Madrid : Sociedad General Española de Librería, 1987.

Informes del INE [www.ine.es](http://www.ine.es)

# ECONOMICS

## **SPANISH AND LATIN AMERICAN ECONOMIES**

### **General Description**

This course is aimed at students of intermediate level. It will examine the basis of the economic sectors that make up the economy of Spain. It will also examine the economies of Latin American countries with a marked economic potential.

### **Content**

#### **Unit 1.-**

- 1.1 .-The Spanish economy:** fundamentals of the Spanish economy
- 1.2 .- The press reports:** Influence of meteorological phenomena on the economy
- 1.3 .- How they see us, how we see ourselves. :** Cultural traits of businessmen and women in Argentina.
- 1.4 .- Overview of the economy of Latin America:** fundamentals of the Argentinian economy
- 1.5 .- Web zone:** the Ministry of Economy of the Republic of Argentina and the Ministry of Agriculture in Spain.

#### **Unit 2.-**

- 2.1 .- The Spanish economy:** overview of the population. The OECD. Immigration. Employment.
- 2.2 .- The press reports:** a future of full employment and professional gerontology .
- 2.3 .- How they see us, how we see ourselves:** socio-cultural characteristics in Spain. Communication styles and status.
- 2.4. Overview of the economy of Latin America:** fundamentals of the Uruguayan economy.
- 2.5 .- Web zone:** The Ministry of Livestock, Agriculture and Fisheries of Uruguay and the Ministry of Agriculture of Spain.

#### **Unit 3.-**

- 3.1 .- The Spanish economy:** the agricultural sector. The CAP.
- 3.2 .- The press reports:** wine and olive oil .
- 3.3 .- How they see us, how we see ourselves:** . Socio-cultural aspects of business in Chile.
- 3.4 .- Overview of the economy of Latin America:** fundamentals of the Chilean economy.
- 3.5 .- Web zone:** Ministry of Agriculture, Fisheries and Food of Spain and Chile's Ministry of Economy

#### **Unit 4.-**

- 4.1 The Spanish economy:** the fishing sector.
- 4.2 .- The press reports:** Vigo, European capital of fishing
- 4.3 .- How they see us, how we see ourselves:** organization, time management and meetings in Spanish companies.
- 4.4 .- Overview of the economy of Latin America:** fundamentals of the Brazilian economy
- 4.5 .- Web zone:** fishing in Spain. The Ministry of Finance of Brazil.

#### **Unit 5.-**

- 5.1 .- The Spanish economy:** the industrial sector.
- 5.2 .- The press reports:** construction. The "Chupa-Chus" arrive in America .
- 5.3 .- How they see us, how we see ourselves:** cultural traits of the Peruvian negotiator
- 5.4 .- Overview of the economy of Latin America:** fundamentals of the Peruvian economy.
- 5.5 .- Web zone:** Ministry of Industry and Energy of Spain and the Ministry of Industry, Tourism and Integration and International Negotiations of Peru



#### Unit 6.-

**6.1 .- The Spanish economy:** Types of societies.

**6.2 .- The press reports:** corporate parallels and contrasts between Argentina and Spain

**6.3 .- How they see us, how we see ourselves:** cultural traits of the Colombian negotiator

**6.4 .- Overview of the economy of Latin America:** fundamentals of the Colombian economy

**6.5 .- Web zone:** Spain: the secretariat of state of the economy, energy and SMES. Colombia: aspects of the economy and finance.

#### Unit 7.-

**7.1 .- The Spanish economy:** the financial system

**7.2 .- The press reports:** the Spanish lending institutions

**7.3 .- How they see us, how we see ourselves:** cultural traits of the Venezuelan negotiator

**7.4 .- Overview of the economy of Latin America:** fundamentals of the Venezuelan economy

**7.5 .- Web zone:** The Bank of Spain. Venezuela's Ministry of Finance.

#### Unit 8.-

**8.1 .- The Spanish economy:** the tourism sector

**8.2 .- The press reports:** The Spanish tourism sector

**8.3 .-How they see us, how we see ourselves:** qualities, values and negotiation styles of Spanish managers

**8.4 .- Overview of the economy of Latin America:** a brief look at Panama's economic sectors

**8.5 .- Web zone:** The Spanish Secretariat of State for Trade and Tourism . The tourism sector in Costa Rica.

#### Unit 9.-

**9.1 .- The Spanish economy:** the transport system and the infra-structure

**9.2.- The press reports:** Iberia and RENFE

**9.3 .- How they see us, how we see ourselves:** cultural traits of businessmen and women in Mexico

**9.4 .- Overview of the economy of Latin America:** fundamentals of the Mexican economy

**9.5 Web zone:** The Spanish Ministry for Regional Development. Ministry of Finance and Public Credit of Mexico.

#### Unit 10.-

**10.1 .- The Spanish economy:** trade and distribution in Spain, the external sector and investment

**10.2 .- The press reports:** Spanish companies and their difficulties in Latin America. Franchising

**10.3 .- How they see us, how we see ourselves:** a portrait of Cuban culture

10.4 .- Overview of the economy of Latin America: **Fundamentals of the Cuban economy.**

10.5 .- **Web zone:** The Spanish Secretary of State for Trade and Tourism . Cuba as seen by the Cuban government.

### Activities

Activities will be carried out in class and at home, and in both cases will be focused on consolidating the acquisition of content discussed in class.

### Assessment

1.- All students are obliged to attend a minimum of 80% of classes.

2.- Each student will make a presentation in class on the subject of the economy of a country of Latin America from a general perspective.

- 3.- Students must take the final examination.
- 4.- La final mark will consist of the results of the following elements :
- Results of exam - 70%
  - Presentation 30%

### **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 Lago, A, et al.(2003). *Cultura y negocios de España y Latinoamérica*. 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., LITTRELL, 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.
- SHETH, J. N., and PARVATIYAR, A. (2001). The antecedents and consequences of integrated global marketing. *International Marketing Review*, 18(1), 16-29.

## 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

- Appel, K., Bakken, C., Gastineau, J. & Vernier, D. (2013). *Physics with Vernier*. Beaverton, OR: Vernier Software & Technology.
- Cañas, A., Martín-Díaz, M. J. y Niedo, J. (2007). *Competencia en el conocimiento y la interacción con el mundo físico. La competencia científica*. Madrid: Alianza Editorial.
- 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>.
- Lantz Jr, H. B. (2009). *Science, technology, engineering, and mathematics (STEM) education what form? What function?* Recuperado el 26 de febrero de 2013 de <https://dornsife.usc.edu/assets/sites/1/docs/jep/STEMEducationArticle.pdf>
- Maaß, K. (2006). What are modelling competencies? *ZDM*, 38(2), 113-142.
- Mata, C. (2014). *Un estudio de casos para evaluar la competencia STEM*. Trabajo Fin de Máster. Universidad de Granada.
- Moore, M., Carter, D., Andersen, B. & Windle, T. (2009). *Ciencia en la Primaria con Vernier*. Beaverton, OR: Vernier Software & Technology.
- Rico, L. y Lupiáñez, J. L. (2008). *Competencias matemáticas desde una perspectiva curricular*. Madrid: Alianza Editorial.

# INTERNSHIPS

## INTERNSHIP PROGRAM IN EDUCATIONAL INSTITUTIONS

### General description

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

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

### Content

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

### Assessment

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

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

### Bibliography

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

## INTERNSHIP PROGRAM IN NGOs/VOLUNTARY WORK

### General description

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

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

### Content

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

### Assessment

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

### Bibliography

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



## MODERN LANGUAGE

### General description

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



CENTRO DE  
LENGUAS  
MODERNAS



*ugr*

Universidad  
de Granada

Placeta del Hospicio Viejo s/n 18009 GRANADA (España)

Tel.: +34 958 215 660 Fax: +34 958 220 844

[www.clm-granada.com](http://www.clm-granada.com) [info@clm.ugr.es](mailto:info@clm.ugr.es)