



**UNIVERSIDAD  
DE GRANADA**



**CENTRO DE  
LENGUAS  
MODERNAS**

**SYLLABUS**

**SPANISH LANGUAGE  
AND CULTURE  
COURSE (CLCE)**

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

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

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## 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.

## 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.



# 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.

# 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.

# 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.

# 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.



## 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.

## **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.

## **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.

## 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.

## **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.

# 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.

## 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.



## 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

# 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.

## 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).

## 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



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