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Universidad
de Granada

Centro de
Lenguas Modernas
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SYLLABUS **SPANISH LANGUAGE AND CULTURE COURSE**

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

ORAL AND WRITTEN PRODUCTION**General Description**

The students will be provided with the scope for linguistic reflection and usage with the fundamental aim of teaching the student discourse production. Comments on and analysis of speech functions, as much in oral expression as in written texts, along with the integrated skills, will provide the student with the control instruments to be involved in discourse-linguistic production.

For the *Hispanic Studies Course* the teacher will adopt the materials for analysis for the corresponding group, as well as the explanation of the linguistic content consistent with the Advanced and Superior levels, according to the following: group C corresponds to Advanced B; group D to Superior A; group E to Superior B.

Programme contents

The content of the following sections will be distributed throughout the course, both oral and written simultaneously as certain questions (scientific presentation, line of argument, etc) affect both.

I. Written production: analysis and production of the written text.

Analysis will be centred on the importance of the text, textual sequences, discourse connectors, lexical selection and register. Likewise, models of information, narration, description, commentary, line of argument, etc. Different types of texts will be taken into account. Analysis may also be extended to literary texts, the texts themselves or texts which illustrate some of the before-mentioned particulars.

Linguistic difficulties will be detected and the students will be encouraged to form critical opinions.

In as much as written production, from selected texts, the student must acquaint him or herself with the topic (which involves supplementary reference work, synthesis of content, etc.) elaborate an outline and write.

II. Oral production

1. Given that the greater part of the technical questions referred to in the previous paragraph are for oral discourse in more formal situations, the analysis and practice now will be centred on "presentation of a topic", on the part of the students, with special attention on academic topics. However, variations on topics, audience or aims will be considered (presentation, persuasion, etc.) This involves: motivation in the selection of a topic, search for sources, organisation and cohesion of the presentation, attention to lexical items, argument and summary with the written opinion on the subject.

The teacher will pay special attention to the linguistic means used and their suitability and will encourage error analysis.

2. Analysis and conversational practise.

The characteristics of oral interaction and the dynamics of habitual oral exchanges will be dealt with: register, phraseology, lexical questions related to idiomatic expressions, and their suitability for communication.

The teacher will select topics and conversational situations for the student to observe and practise, paying special attention to the linguistic means utilised.

The teacher will hand out the programme at the beginning of the course where the subject matters to be used will be listed, and where the content of each session or series of sessions will appear.

- Knowledge and skills to be acquired.
- Text or speech act used as an example, if there is one.
- Questions to acquire the technical-linguistic knowledge on the part of the student.
- Tasks the student must carry out for practise.

Evaluation

Depending on the development of the classes the course teacher will make assessments suitable to the development of the student. Class participation will be taken into account along with task fulfilment. At least two exams will be set.

Bibliography

This will be supplied when each subject is specified.

NOTIONS OF SPANISH GRAMMAR**General Description**

This course aims to provide the student with a group of linguistic structures which give a reflection on the workings of Spanish grammar.

Also, to give the student a good grasp of the of the basic mechanisms of Spanish grammar through contrastive analysis of structures and to cover the basic linguistic needs of the Spanish learner at intermediate-advanced level.

Programme contents

1. Pronunciation: vowels, consonants; vowel groups and consonant groups.
2. Word-formation: derivation, forming prefixes, composition, parasynthesis.
3. The noun: concordance.
4. The pronoun: the personal pronouns.
5. Demonstratives and possessives; *mío/el mío*
6. Relative pronouns. *Que/el que*.
7. The verb: regular and irregular verbs.
8. The verb: exclusive uses of *ser*, exclusive uses of *estar*, alternation of *ser/estar*.
9. The verb: *canté/he cantado/; canté/cantaba*.
10. Verbal periphrasis.
11. The imperatives: *canta/no cantes*.
12. The conditional period.
13. The adversatives: *pero/sino; sino/sino que*.
14. Cause: *porque/como; debido a + SUSTANTIVE / COMO + VERB*.
15. Time: *cuando + INDICATIVE / SUBJUNCTIVE*.
16. Mode in relative phrases: *que + INDICATIVE / SUBJUNCTIVE*.
17. Prepositions: spatial prepositions and notional prepositions.
18. Prepositions: values and uses of *por* and *para*.
19. Prepositions: values and uses of *de* and *desde*.
20. Verbs with a prepositional complement.

Evaluation

The teacher will provide specific exercises for practice.

Class work: 40%

Class attendance: 40%

Specific tests: 20%

Bibliography

FERNÁNDEZ, J., FENTE, R., and SILES, J., *Curso intensivo de español. Niveles intermedio y superior. Ejercicios prácticos*, Madrid, SGEL, 2nd edition, 1992.

VARIETIES OF SPANISH

General Description

This course aims to acquaint the foreign student with the peculiarities of the different dialects and sociolects which constitute the Spanish language; from a historical as well as a present-day perspective.

We will describe the main principal tendencies and linguistic phenomena in the different varieties of our language. This course, as one can see, devotes special attention to the lexical elements of American Spanish, emphasising the divergences with peninsular Spanish and the preferences in the use of patrimonial vocabulary. We also explain terms and phraseology of colloquial language.

The classes will be essentially practical and are aimed at students with a good command of the Spanish language.

Programme contents

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

1. Expression of advice: formal and informal resources.
2. Transmitting messages: formal and informal uses.
3. Social resources to congratulate, praise and corresponding responses, in different communication situations.
4. Degrees of linguistic formality and informality in greeting and farewell expressions.
5. Resources to show expression of formal and informal agreement and disagreement.
6. Different registers in the expression of hypothesis and probability.

II. Colloquial Spanish:

7. Colloquial expressions related to food.
8. Colloquial expressions related to dress.
9. Colloquial expressions related to the human body.
10. Colloquial expressions related to the animal world.
11. Repeated language: some colloquial Spanish refrains.

III. Approximation to the principle geographical differences in the Spanish language:

12. Linguistic features of southern Spanish.
13. Linguistic features of central-peninsular Spanish.
14. Linguistic features of American Spanish.

3. Activities

Compulsory reading: JUAN MARSE, *El amante bilingüe*, Planeta, Barcelona. 1992.

The aim of reading this book is for the student to understand, by means of the two types of Spanish which the protagonist uses (*charnega* and standard), the principal characteristics of southern Spanish and northern Spanish. The chapters of the book will be analysed, weekly, in class. Once *el amante bilingüe* is finished, the students will view the film version in class.

Evaluation

At the end of each thematic section a exam will be set and the results will be 25% of the final mark (3 exams = 75% of the final mark).

Class attendance and participation will be assessed up to 25% of the final mark.

Bibliography

Reference works

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

Obligatory Reading

MARSE, J., *El amante bilingüe*. Planeta, Barcelona, 1992.

Other reading

"Maneras de hablar", "Diálogos de jóvenes", "La Lengua de la calle", sections of the journal *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 core of this course is divided into three different areas: the business world, commercial correspondence and vocabulary.

This course is designed for those students who wish to acquire a general understanding of the topics involved in the business world, as well as those who wish 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 of the Official Chamber of Commerce and Industry of Madrid.

Programme contents

Topic 1.- The Enterprise. Definition, classification and plan of the enterprise. Purposes of an enterprise.

Topic 2.- Human resources. State and private offers of employment. Types of contracts. Profile of candidates. Unemployment.

Topic 3.- Trade. Rights and obligations of the trader. Necessary elements of the commercial establishment. Commercial aids. Types of sales and payment.

Topic 4.- Marketing. Definition and objectives of marketing, Characteristics of advertising language.

Topic 5.- National and foreign trade: product importation and exportation.

Topic 6.- Tourism. Aspects of tourism. Rural tourism. Acknowledgement of receipt of merchandise and assets.

Topic 7.- The Spanish tax system. Direct and indirect taxes. Taxes and duties.

Oral and written production module

In this module the student will acquire abilities related to commercial correspondence as well as the necessary functions to cope in daily situations related to the world of business and enterprise. In order to achieve these objectives the student must undertake a series of task-based exercises, which will allow the student to complete a final task, The module content is the following:

1. Reports: different types.
2. Introduction letters and C.V.s. The job interview.
3. Merchandise and service orders. Consignment notice.
4. Creation of an advertisement. Request and application forms.
5. Reclamations and acknowledgement of receipt of merchandise and assets.
6. Offers of services and circulars.
7. Other commercial and merchandise written documents.

Specific vocabulary for business and economy module

In this module the student will acquire lexical knowledge related to the areas of commerce and economy dealt with during the course through a series of texts and exercises.

Evaluation

Attendance will be strictly controlled. In order to obtain the end of year certificate the student may not be absent from more than 10% of the classes. Each teacher will assess their corresponding module or section by means of continual assessment, a mid-term exam and a final exam. In certain cases, the student must do a project related to a part or the whole of the course content.

Bibliography

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

LITERATURE

SPANISH LITERATURE I: From the origins to the XVIII century**General Description**

The basic aims of this course are to acquaint the student with Spanish Literature from the origins up until the modern day, analysing authors and works taken from each period in their historical and social context.

Programme contents

Subject 1: General introduction to Spanish Literature. Spanish literature from the Middle Ages. Texts: *Jarchas*, *El Cantar de Mio Cid*, Libro de Alexandre, *Prólogo de las Cantigas* Alfonso X El Sabio, *El Conde Lucanor*, Don Juan Manuel, El Misterio de Elche.

Subject 2: XVth century Literature. From the Middle Ages to the Renaissance Period. Texts: *La Celestina*, Fernando de Rojas, *Las Serranillas* Marqués de Santillana.

Subject 3: Golden Age Prose. Texts: *El Lazarillo de Tormes*, *El Ingeniosos Hidalgo Don Quijote de la Mancha*, Miguel de Cervantes.

Subject 4: Golden Age Poetry. Texts: *Soneto*, Garcilaso de la Vega, *Soneto*, Luis de Góngora, *Soneto*, Francisco de Quevedo, *Llama de amor vivo*, San Juan de la Cruz

Subject 5: Golden Age Theatre. Texts: *El perro del hortelano*, Lope de Vega *La vida es sueño*, Calderón de la Barca, *El caballero sin nombre*, Mira de Amescua

Subject 6: The Age of Enlightenment. Texts: *El sí de las niñas*, Leandro Fernández de Moratín, *Informe sobre la ley agraria*, Gaspar Melchor de Jovellanos, *Cartas Marruecas*, José Cadalso, *Fabula*.

Evaluation

The set texts in each subject will be read and then selected passages commented on in class, and, occasionally, will be complemented with videos or by other audio-visual means. Students will participate in some commentaries proposed by the teacher, which they will prepare and present in class. The class will be encouraged to attend theatre performances, cultural literary acts, exhibitions, etc, related to the course syllabus.

Assessment will be carried out by means of written tests, consisting of a theoretical question and a commentary on some of the texts studied in class. The above-mentioned presentation will also be taken into account as well as class attendance and active participation.

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.

A.Barroso and others, Introducción a la literatura española a través de los textos, Madrid, Istmo, 1980.

F.Fuste and others, Viaje por la literatura (1,2 and 3), Barcelona, Octaedro, 1992.

P.Aullón de Haro, Historia breve de la literatura española en su contexto, Madrid, Playor, 1989.

C.Blanco Aguinaga and others, Historia social de la literatura en lengua castellana, Madrid, Castalia, 1988.

A.Deyrmond and R.O.Jones, Historia de la literatura española, Barcelons, Ariel, 1991.

LITERATURA ESPAÑOLA II: FROM ROMANTICISM TO THE PRESENT DAY.**General Description**

The basic aims of this course are to acquaint the students with Spanish Literature from the XIXth century to the present day, analysing authors and works taken from each historical and social period.

Programme contents

Subject 1: General introduction to Spanish Literature. Romanticism. Texts: *Rimas*, Gustavo Adolfo Bécquer, *Leyenda*, Gustavo Adolfo Bécquer, *Vuelva usted mañana*, Mariano José de Larra, *Don Juan Tenorio*, José Zorilla

Subject 2: Realism. Texts: *La Regenta*, Leopoldo Alas "Clarín", *Fortunata y Jacinta*, Benito

Pérez Galdós, *La Barraca*, Vicente Blasco Ibáñez

Subject 3: Modernism and the Generation of '98. Texts: *Prosas y Profanas*, Rubén Darío, *San Manuel Bueno Mártir*, Miguel de Unamuno, *Campos de Castilla*, Antonio Machado, *Luces de Bohemia*, Ramon M^a del Valle-Inclán.

Subject 4: Avant-garde and the Generation of '27. Texts: *Greguerías*, Ramón Gómez de la Serna, *Platero y yo*, Juan Ramón Jiménez, *Antología de la Generación del '27*

Subject 5: Literature of the post-war years (40-50). Texts: *Historia de una escalera*, Antonio Buero Vallejo, *La sombra del ciprés es alargada*, Miguel Delibes, *A la inmensa mayoría*, Blas de Otero

Subject 6: Literature of the 60's and 70's. Texts: *Últimas tardes con Teresa*, Juan Marsé, *Reinvindicación del Conde Don Julián*, Juan Goytisolo, *Tiempo de Silencio*, Luis Martín Santos.

Subject 7: The most recent literary movements. Texts: *Completamente viernes*, Luis García Montero, *Las bicicletas son para el verano*, Fernando Fernán Gómez. *Antología de novela*.

Evaluation

The set texts in each subject will be read and then selected passages commented on in class and, occasionally, will be complemented with videos or by other audio-visual means. Students will participate in some commentaries proposed by the teacher, which they will prepare and present in class. The class will be encouraged to attend theatre performances, cultural literary acts, exhibitions, etc., related to the course syllabus.

Assessment will be carried out by means of written tests, consisting of a theoretical question and a commentary on some of the texts studied in class. The above-mentioned presentation will also be taken into account as well as attendance and active participation in class.

Bibliography

J.L.Alborg, *Historia de la literatura española*, Madrid, Gredos, 1986.

F.Rico, *Historia y crítica de la literatura española*, Barcelona, Critica, 1980.

P.Correa, *Historia de la literatura española*, Madrid, Edelsa, 1988.

A.Barroso and others, *Introducción a la literatura española a través de los textos*, Madrid, Istmo, 1980.

F.Fuste and others, *Viaje por la literatura (1,2 and 3)*, Barcelona, Octaedro, 1992.

P.Aullón de Haro, *Historia breve de la literatura española en su contexto*, Madrid, Playor, 1989.

C.Blanco Aguinaga and others, *Historia social de la literatura en lengua castellana*, Madrid, Castalia, 1988.

A.Deyrmond and R.O.Jones, *Historia de la literatura española*, Barcelona, Ariel, 1991.

GEOGRAPHY OF SPAIN

General Description

This course aims to provide the students with general knowledge of Spain through the study of natural environment, population, economic activities and regional reality.

Programme contents

1. General introduction. Unity and diversity on the Iberian Peninsula and the European context. Spain and its relation with North Africa.
2. General characters of the physical environment. The relief. The climate. The water areas. The natural vegetation.
3. The Spanish population. Evolution. Natural movements. Geographical distribution.
4. General characteristics of the Spanish economy. Principal elements and factors. The stages of contemporary economy. The productive sectors. Spain and the European union.
5. The regional division in Spain. Historical antecedents. The Constitution of 1978 and the definition of the autonomous model. The regional Spanish map. Atlantic Spain. Galicia. Asturias. Cantabria. The Basque Country.
6. The Ebro Valley. Jurisdiction Community of Navarra. The Rioja region. Community of Aragón.
7. Mediterranean Spain. Catalunya. Community of Valencia. Region of Murcia.

8. The Meseta. Community of Castilla-León. Community of Castilla-La Mancha. Extremadura. Community of Madrid.
9. Autonomous Community of Madrid. The physical environment. The population. The economic activities. Regional unity and diversity.
10. Insular Spain. The Balearic Islands. Community of Canary islands.
11. Cities with a special status. Ceuta and Melilla.

Evaluation

Class attendance and participation will be taken into account in the assessment. The final exam will consist of a written test on one of two given topics. If the students wish they may do an extra piece of work on a specific subject from the syllabus which will go towards the final mark, but this is entirely voluntary.

Bibliography

Basic reference books:

- MÉNDEZ, R., and MOLINERO F., *Geografía de España*, Barcelona, Ariel, 1993.
TERÁN, M.de et al, *Geografía General de España*, Barcelona, Ariel, 1986.
TERÁN, M de et al, *Geografía General de España*, Barcelona, Ariel, 1988.
BIELZA DE ORY, V., *Territorio y Sociedad en España*, Madrid, Taurus, 1989. 2 volumes,
VARIOUS AUTHORS, *Geografía de España*, Barcelona, Planets, 1992, 10 volumes.
CANO PÉREZ, G., et al, *Geografía de Andalucía*, Seville, Tartessos, 1991. 7 volumes.

Other material

At the teacher's discretion and depending on the development of the course and the availability of material in the video library in the Centre, students will view certain videos in class in thirty minute sessions.

HISTORY

HISTORY OF SPAIN**General Description**

The aims of the General History of Spain course is to present a basic comprehensive synthesis of the subjects to be studied, where the historical evolution of Spain is condensed from its origins to the present day, emphasising the economic, social and cultural aspects as well as the political development. Special attention is to be paid to aspects of the Spanish civilisation such as plastic arts, folklore and other pertinent features of the Hispanic character in its different regional manifestations.

The classes are lectures given that the command of the Spanish language is of a low level in the students on the *Spanish Language and Culture Studies Course*, and will be supplemented with graphic material, maps, slides, diagrams, etc.

Programme contents*Antiquity I. The roots of Spain*

1. The physical environment of the human settlements. Pre-historic eras. Colonisation and Tartessos. Pre-Roman peoples.

Antiquity II. (III b.c. – VIII a.c. centuries)

2. The Roman Conquest of the Iberian mainland and the problem of Romanisation. Political, economic and administrative organisation. The Hispanic-Roman society. Settling of the Germanic peoples on the mainland. The Visigothic kingdom and the transition to the medieval world.

Middle Ages I (VIII - XIII centuries)

3. The creation of Islamic Spain: the birth of Al-Andalus. The Caliphate of Cordoba. The Taifa kingdoms and Berber empires. The creation of the Christian nuclei of resistance. The Christian Re-conquest. Society and culture.

Middle Ages II (XIV – XV centuries)

4. The medieval crisis. The kingdom of Castilla. The Mediterranean expansion of the Crown of Aragón. The political institutions. Society.

Middle Ages III (XIV – XV centuries)

5. The Nasrid kingdom in Granada. Administrative division. The city of Granada. The settlers. The economy.

III. The creation of the modern state

6. The Catholic Kings. Territorial unity: the conquest of the kingdom of Granada. The incorporation of Navarra. European politics. Religious politics. Social and economic politics. The Renaissance.

Modern Age I. The Spanish Golden Age (XVI century)

7. The empire of Charles I. The common movement. Political Empire: the wars with France, protestants and Turks. The failure of the political Empire. The political lines of Philip II. The religious repression. The union with Portugal. The Armada. State, society and culture. The minority groups: the Jews and the Moors. The Church.

Modern Age II. The crisis of the XVII century (1598-1700)

8. Philip III and the *favourites*. The expulsion of the Moors. The reign of Philip IV. The revolt of Catalunya and Portugal. Charles II: the chaos of the state. He succession problem. The culture of the sixteen-hundreds.

Modern Age III. The Borbon Reformism (1700-1789)

9. The reign of Philip V and Ferdinand VI. The centralisation of the State. Enlightenment Despotism: the reign of Charles III. The culture of the Enlightenment.

IV. Contemporary Age I

10. The crisis of the Old Regime. The reign of Charles IV (1788-1808). The War of the Independence. The Spanish Constitution of 1812. The reign of Ferdinand VII: monarchic absolutism. The liberal three year period (1820-1823). The ominous decade (1823-1833). The independence of the American colonies.

Contemporary Age II

11. The reign of Isabel II (1833-1868). Political unstableness. Moderates and progressives. The triumph of liberalism. The revolution of 1868. The first Spanish Republic. Economy and society.

Contemporary Age III. Crisis of the Restoration (1902-1931)

12. Alfonso XII (1875-1885) and the Restoration. The loss of the last Spanish colonies. Economic and social transformations of the Restoration. The origins of the workers movement. The regionalist movements. Science and thought.

Contemporary Age IV

13. Alfonso XIII. The social classes. The new political leaders. The revolutionary crisis of

1917. The Dictatorship of Primo Rivera (1923-1930). The Second Spanish Republic. The Republican-Socialist government of Azaña. The religious problem. The agrarian reform. The victory of the Popular Front. The Spanish culture in the first third of the XX century. The generation of '98 and the generation of '27.

Contemporary Age V

14. The military uprising and the civil war. International intervention. The triumph of Franco. Political dictatorship. Social conflict (1962-1975). The transition to Democracy. The new monarchy. The constitution of 1978. The attempt at a coup on 23 February.

Evaluation

The students must read two books during the course which refer to sections III and IV of the syllabus, and these will be debated on in class after handing in a summary. Also, a visit will be arranged to the General Library of the University along with a visit to another library. The dates for these visits will be given when the classes begin.

Two substantial test will be set in one mid-term exam when half the syllabus has been covered and as second exam at the end of the term. Also, presentations of the above-mentioned set books and class attendance will be taken into account.

Bibliography

AA.VV. *Historia de España*, Madrid, Historia 16, 1990.

GARCÍA DE CORTÁZAR, F., GONZÁLEZ VESGA, J.M., *Breve Historia de España*, Madrid, Alianza 1995.

ROLDÁN, J. M., *Historia de España*, Madrid, ed-6, 1984.

TUÑÓN DE LARA, M., VALDEÓN BARUQUE, J., DOMÍNGUEZ ORTIZ, A., *Historia de España*, Barcelona, Labor, 1991.

VILAR, Pierre, *Historia de España*, Barcelona, Crítica, 1981.

CARO BAROJA, Julio, *Los pueblos de España*, Madrid, Istmo, 1989, 2 volumes.

GARCÍA CÁRCEL, Ricardo, *Las culturas del siglo de Oro*, Madrid, Biblioteca Historia 16, 1989.

HISTORIA DE ESPAÑA ALFAGUARA directed by Miguel ARTOLA, Madrid, Alianza Universidad, 1979, 7 volumes.

HISTORIA DE ESPAÑA directed by Manuel TUÑÓN DE LARA, Barcelona, Lábor, 1992.

MOLAS RIBALTA, Pere, *La Monarquía española (XVI – XVIII centuries)*, Madrid, Biblioteca de Historia 16, 1989.

PAREDES ALONSO, Javier, *La España liberal del s. XIX*, Madrid, Anaya, Biblioteca Iberoamericana, 1988.

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.

Programme contents

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

Evaluation

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.

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.

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

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

CULTURE

SPANISH CULTURE AND CIVILISATION**General Description**

This course aims at explaining and studying in depth the basic points considered to be the basis of *Spanish culture*. Stereotypes will be studied just as much as specific characteristics of a set of subjects designed to complement the Hispanic Studies course which cover cultural aspects of different fields and which will be interrelated, whenever possible. At the same time a thorough and detailed study will be undertaken of the phenomena considered universally to be genuinely Spanish.

Programme contents

1. Spanish culture / Andalusian culture. Revision of clichés.
2. Spain: Who are we, where are we from and where are we going?
3. The Spains: geographical, linguistic and cultural diversity.
4. Andalusia: clichés and realities.
5. The Bullfights: symbol, rite and metaphor.
6. Flamenco and 'duende' (magical quality or energy).
7. The other musics. The other languages: in Castilian, Gallego, Catalan, Basque, etc.
8. Gastronomy. The Mediterranean diet. Olive oil and wine.
9. Religion and folklore, expressions: Easter week, the pilgrimages.
10. The Spanish family structure.
11. Sexual stereotypes. Archetypes: *Don Juan*, *Carmen*, machismo, the mother.
12. Reality and Quixotism.
13. Present-day Spain: principal ideological, political, cultural, etc. tendencies.
14. Spain as part of the E.U.
15. Spain in relation to other regions of the world: Latin-America, North Africa and the Middle East.

Evaluation

As well as the usual class lectures, an instructive, complementary and recommendable source of information will be a series of articles on specific topics proposed by the teacher. These will be either from books, magazines or newspapers. Also, students will view or listen to material, which the teacher considers appropriate to clarify topics studied in class, in the multimedia room

It will be compulsory for the students to participate in the programmed debates in groups or the class as a whole, between 7 and 10 hours from the 40 hours of the course will be spent on this.

It is advisable although not compulsory for the students to participate in the cultural visits organised each term in the Centre of Modern languages which aim to cover multiple aspects of the social-cultural Spanish reality in the specific area of Granada.

- Class attendance is compulsory and will be taken into account in the final mark.
- Attention and class participation will be assessed up to 20%.
- The presentation of short pieces of work on written tests (books, press) and participation in debates will carry up to 40%.
- There will be two eliminatory exams, one mid-term and the other at the end of the term; both will count for 40% of the final mark.

Bibliography

As this course has been designed as interactive and with many reference texts as the basis (books, newspapers and magazines, films, radio programmes, music, television documentaries, etc.) the teacher, in the course of the classes, will propose study materials for each of the topics in the syllabus.

ISLAMIC CULTURE IN SPAIN**General Description**

The course is divided into two Sections in which the most important aspects of the Hispanic-Moslem Civilisation will be interconnected, appearing in Section I general Arabic culture. The aims of the course are to enable the student to recognise the reality of Al-Andalus on a political, economic, social and cultural level (Section II). As the city is the nucleus where these

aspects will be interrelated, the Hispanic-Arabic city is studied in sub-section B, with special interest in Granada and the Alhambra.

Programme contents

Section I: Arabic-Islamic Culture

1. Topic 1: Pre-Islamic Arabia:- Social, political, economic, religious and linguistic structure of Arabia before the birth of the prophet.
2. Topic 2: Mahomet: prophet and man of the State. – Biography of Mahomet up to the beginnings of the revelation. The beginning of the Islamic preaching. The development of the Islam until the death of the prophet.
3. Topic 3: Modus vivendi of the Islam. The Koran and the Hadices.- The pillars of the Islamic faith.- The beginnings of the Islamic theology.- The judicial schools.
4. Topic 4: Political history of Al-Andalus.

Section II: Sub-Section a: Al-Andalus

5. Topic 1: From the Conquest to the Caliphate: The Arabic-Berber conquest.- Emirate dependent on Damascus.-The Omeya Caliphate of Córdoba.
6. Topic 2: The Taifa Kingdoms and North African dynasties: Disintegration of Al-Andalus.- Taifas.- Almohads.- Almoravids.
7. Topic 3: The kingdom of Granada: Nasrid Granada.- Nostalgia for Al-Andalus.- Moors.
8. Topic 4: Tolerance in Moslem Spain: Arabs and Berbers.- Jews.- Mozarabs.- Mudejars.
9. Topic 5: Al-Andalus a *sui generis* feudalism: Agriculture and cattle.- Industry: professional production and organisation. Trade.

Sub-Section b. The Hispanic-Arabic City

10. Topic 6: The city: Fortresses.- Medinas.- Outskirts.- Jewish quarter.- Cemeteries.- Streets, adarves and squares.- the market-place: corn exchanges and alcaicerias.- environs of the city.
11. Topic 7: The architecture of the city: House.- Palaces.- Baths.- Mosques.
12. Topic 8: A day in Al-Andalus: Family.- Wife.- Food.- Clothes.- Celebrations.

Sub-Section c: Andalusí Culture

13. Topic 9: The poetic splendour of Al-Andalus: Themes.- Most relevant poets.- Popular poetry: Ibn Guzmán and the zéjel.- Relation between Andalusí poetry and romance.
14. Topic 10: Hispanic-Moslem art: General view.-Architecture.-Al-Hambra.- Applied arts.- Dance and music.

Evaluation

Class lectures on the course content along with visits to the principal architectural remains of the city where questionnaires will be filled in. At the end of the course a map will be given out and the students will complete with the most important andalusí features which constituted the Islamic city.

Attendance and class participation will be 20%.

Participation in cultural activities and visits will be 30%.

Exam and a coherent summary of class notes will be 50%.

Bibliography

El Corán, introduction, translation and notes by VERNET, Juan, Barcelona, Planeta, 1983.

SANTIAGO SIMON, E., *Las claves del mundo islámico* (622-1945) number 49, Barcelona, Planeta, 1991.

COLLINS, R., *La Conquista Árabe* (710-797), Barcelona, Critica, 1991.

SECO DE LUCENA, L., *Plano de Granada árabe*, Granada, 1910.

LÓPEZ GUZMÁN, R., *La arquitectura del Islam Occidental*, Granada, 1995.

Films: *Mahoma, el mensajero de Dios*, British-Kuwait production, directed by Mustafa Akkad.

Requiem por Granada, clips from the television series. Legado Andalusí, audio-visual clips.

LATIN-AMERICAN CIVILISATION AND CULTURE

General Description

This course aims at covering those basic elements which constitute Latin-American culture. Questions which arise from different understanding of 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 culturalisation.

Programme contents

1. The 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 tendencies.
7. Dependence and sub-development.
8. The national debt.
9. The cultural world.
10. Popular art and folklore.

Evaluation

As well as class lectures, the teacher will propose texts, newspaper articles, etc to be studied along with viewing or listening to material which contributes to a better understanding of the topics studied.

- Attention and class participation will be up to 20%.
- The presentation of short pieces of work will be up to 30%.
- There will be two eliminatory exams. One mid-term and the other at the end of the term. Both will count for up to 50% of the final mark.

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 SYSTEM IN 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.

Programme contents

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.

Evaluation

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.

Required Readings

- 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.

TRADITIONAL SONG AND SPANISH SOCIETY: FLAMENCO, FOLK AND SEPHARDIC SONG

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.

Programa de contenidos

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 20th 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?

Evaluation

Readings, attendance and participation: 20 %

Exam: 40 %
 Written work : 40 %

Bibliographic References

- 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



ECONOMY

ECONOMY OF SPAIN AND LATIN AMERICA**General Description**

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

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

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

Programme contents

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

Evaluation

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

Required Readings

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

H. SECOND LANGUAGES

There is a booklet available to the students with the information on the yearly offer of second languages, the academic calendar, as well as the *Syllabus (Department of Foreign Languages in the Centre of Modern Languages)* where the course content, basic bibliography and evaluation criteria of each of the languages offered is described.