Spanish Culture Subjects:

Subjects recommended for any level

- Catalan Language and Culture
- Current Spain: Society and Institutions
- History of Spanish Modern and Contemporary Art
- South America: Painting, Cinema, Literature and Music
- Spanish Cinema

Subjects recommended for all beginning and elementary levels

- Every day spoken Spanish
- Reading of short texts
- Spain & Europe: Origins and Evolution
- Spanish conversation
- Spanish Geography

Subjects recommended for intermediate and advanced levels

- Female Writers
- General Modern & Contemporary Spanish History
- History of Ancient and Medieval Spanish Art
- Spanish to negotiate in Professional Contexts
- Spanish for Economy and Business
- The Writer & the City
- Writing in Spanish

Subjects taught in English

- Barcelona, Mediterranean metropolis
- Spain’s Economy: Highlights
Courses which can be registered with two Spanish Culture subjects

- Catalonia and Spain
- Daily Spanish
- Economy and Negotiation in Spanish
- Hispanic Cinema and Culture History of Spanish Art
- History of Spain
- Spanish Literature
- Spanish Society and Economy

Spanish culture and society

Catalonia and Spain
- Catalan Language and Culture
- Geography of Spain

Hispanic cinema and culture
- Latin American: Painting, Cinema, Literature and Music
- Spanish Cinema

History of Spain
- General History of Modern and Contemporary Spain
- Spain and Europe: origins and evolution

History of Spanish art
- History of Spanish Ancient and Medieval Art
- History of Spanish Modern and Contemporary Art

Spanish literature
- Female Writers
- The writer and the city

Spanish society and economy
- Spain Today: Society and Institutions
- Spanish Economy Today

Spanish instrumental language and Spanish for specific objectives

Daily Spanish
- Everyday Spoken Spanish
- Reading of Short Texts

Economy and negotiation in Spanish
- Spanish for Economy and Business
- Spanish to negotiate in professional contexts

The following subjects are not related to any course

- Barcelona, Mediterranean metropolis
- Spanish conversation
- Writing in Spanish
OBJECTIVES

The main objective of the course is to provide students with a general vision of the city of Barcelona, not only from an historic point of view but also artistic, literary or cinematographic. In the first term, students will see how the original Roman city grew to be a typical European medieval town and how, centuries later, it was the center of an artistic movement called Modernism which changed its appearance forever.

In the second term, we will follow the steps of some of the writers or movie directors who fell in love with the city to learn how they understood it and will be also seeing the most important changes of the city, especially the Olympic Games in 1992 to end up with the future Barcelona.

FIRST TERM PROGRAMME

Barcelona, a European town
- Barcino, in the path of the Romans
- Myths and legends of the Gothic Quarter
- The geniuses century: Modernism in Barcelona
- The geniuses century: a Bohemian city

SECOND TERM PROGRAMME

Barcelona, an international city
- Reading the streets of Barcelona
- Barcelona opens to the world: Universal Exhibitions, Olympic Games, Forum of the Cultures
- A movie set in the city
- Gastronomic city: from La Boqueria to Ferran Adrià
- Future Barcelona

READING LIST


ASSESSMENT

The assessment is continuous and evaluated through the work carried out in class. There will be a final test with brief questions.
OBJECTIVES

To introduce basic Catalan expressions and the grammatical structures used in everyday conversation; to introduce aspects of Catalan culture.

LANGUAGE

Pronunciation and spelling
Greetings, saying good-bye and polite forms
Personal information
Looking for a place to live. Accommodation
Giving directions
Transport
Everyday activities. Expressing time
Getting things done
Shopping
Describing preferences
Commands
Cuisine, dress, etc.

CULTURE

Historical approach to the Catalan language; basic geography; holidays and traditional customs. An introduction to Catalan literature; an introduction to Catalan history, art and music.

READING LIST

Digui, digui: Curs de català per a no-catalanoparlants adults, (1985), Barcelona, Publicacions de l’Abadia de Montserrat.

ASSESSMENT

70% Final exam: 20% culture, 45% language
20% two tests in class
10% attendance and participation in class
SUBJECT:  
**Everyday Spoken Spanish**

First-term course:  
**Everyday Spoken Spanish I**

Second-term course:  
**Everyday Spoken Spanish II**

**OBJECTIVES**

Throughout sessions, students will discover in a practical manner about the daily, social, economic, and cultural reality of Barcelona. The subjects propose a journey that will allow students to get acquainted with the lifestyle of Barcelona.

In each of the sessions they will work carry out work on the relevant communicative functions for each subject, as well as prototypical linguistic exponents.

Texts and audiovisual materials will be used to provoke oral communication in class.

**FIRST TERM PROGRAMME**

- Shopping. Shops of all sorts. Markets and street markets.
- Holidays, festivals and annual events.
- The city’s neighbourhoods: a short history. Public transport.
- The city at night. Drinking. Dancing. Ten points to remember when going “de marcha” at night.
- Interesting spots to go cycling, walking...

**SECOND TERM PROGRAMME**

- What Barcelona is NOT. Exploding the myths.
- Barcelona: a cosmopolitan and multicultural city. Barcelona, a bilingual city.
- Excursions near Barcelona. Day trips outside the city. The beach and the mountains.
- Leisure. Sports: street sports, sports clubs and university sports services, town/community sport centres. Schools and associations of interest for lovers of dancing, cooking and other activities.
- A day outdoors: Collserola Park, Garraf Natural Park, Ciutadella Park, Güell Park, and so on.

**BASIC READING LIST**

GENERAL: Reading pack El día a día en Barcelona (Photocopies with texts, maps, pictures ... to follow in class)

**SPECIFIC**


PAÍS, El (collective work), (2002), De tapas por Barcelona, Madrid, Aguilar. PUIG, M., (2003), Donde nunca te han llevado cuando anochece en Barcelona, Barcelona, Óptima.

PUIG, M., (2005), De compras por las tiendas más originales de Barcelona, Barcelona, Óptima.

QF (Guía), (2005), COMER, BEBER Y DIVERTIRSE, Barcelona, Guías QF?, La Vanguardia.

RBA (Guía), (2004), BARCELONA PARA ESTUDIANTES EXTRANJEROS, Barcelona, RBA.

**ASSESSMENT**

The assessment will consist of a final test, with short questions which will have been reviewed in class. Individual participation throughout the course will also be taken into consideration.
SUBJECT: General History of Modern and Contemporary Spain
First-term course: From the Catholic Monarchs to the Enlightened Despotism
Second-term course: From the Liberal Revolution to Democracy

OBJECTIVES
To introduce students to the history of Spain since the unification of the peninsula under the Catholic Monarchs (end of the 15th century) until the crisis of the Ancien Régime at the end of the 18th century.
During this long period Spain was ruled by two monarchies — the Habsburg and Bourbons. The course deals with interesting periods such as the Empire of Charles V, the Austrias and the Reformation of the Bourbons. Visits to the historical area of Barcelona will show students the beginnings of the modern city.

During the second term and throughout the course we will study the history of contemporary Spain in the 19th and 20th centuries with special attention to events such as the establishment of the Liberal Régime, the Carlist wars, the Bourbon Restoration, the military dictatorships, the division of society, right and left wing ideologies, the proclamation of the Second Republic, the crisis that led to a bloody civil war (1936-1939), the Franco Régime and Spain today.

FIRST TERM PROGRAMME

- The Catholic Monarchs and the unification of the peninsula
- The Habsburgs and Spanish hegemony in the 16th century: from Charles I's Empire to Philip II's Spanish Empire (1516-1598)
- Decline of the Austrias and the crisis of the 17th century: from Philip III to Charles II (1598-1700)
- 18th century Bourbon Reformism: from Philip V to Charles III (1700-1788)
- The end of the century and the crisis of the absolute monarchy.

READING LIST
COMELLAS, J.L., (1993), Historia de España moderna y contemporánea, Madrid, Rialp.

SECOND TERM PROGRAMME

- From the crisis of the Ancien Régime to the Liberal system (1788-1833)
- Isabella II (1833-1868)
- The Revolutionary Sexenium (1868-1874)
- The Bourbon Restoration: Alfonso XII and Maria Cristina's Regency (1875-1902)
- From parliamentary monarchy to Primo de Rivera's dictatorship (1902-1931)
- The Second Republic and the Civil War (1931-1939)
- Franco's dictatorship (1939-1975)

READING LIST
FERNANDEZ ALMAGRO, M., (1977), Historia del reinado de Alfonso XIII, Barcelona, Montaner y Simón.
JACKSON, G., (1977), La República española y la guerra civil (1931-1939), Madrid, Crítica.
THOMAS, H., (1976), La guerra civil española, Barcelona, Grijalbo.

ASSESSMENT
The assessment of the course, apart from evaluating class attendance, consists of two parts: the first part, made up of four objective questions; and the second part, which consists of an exposition about one of the subjects explained in class.
SUBJECT: Geography of Spain
First-term course: Spanish Quality of Life: Family, Job and Environment
Second-term course: Population, Means of Life and Nature in Spain

OBJECTIVES
To introduce students to Spain’s natural environment and its relationship with Spanish society and the country’s economy. Second term: to focus on Spain’s economy and society from a world and regional perspective, and to examine how they relate to the natural setting.

FIRST TERM PROGRAMME

- Geomorphology, economy and society
  - Genesis of the Iberian Peninsula
  - Large structural and topographical units
  - Relationship between physical factors and the human factor
- Climate, economy and society
  - Temperatures, rainfall, prevailing winds
  - Climate diversity in the Iberian Peninsula
  - Relationship between climate factors and human activities
- Hydrography, economy and society
  - Rivers, lakes, lagoons and their relation to human activities
- Ecology, economy and society
  - Vegetation, fauna and global dynamics.

READING LIST
VIDAL, T., Apuntes policopiados.
VILÀ, J., (1980), La península ibérica, Barcelona, Ariel.

SECOND TERM PROGRAMME

- The historical roots of Spanish society and regional diversity
  - Spain’s population: structure and dynamics
  - Spanish society: structure and dynamics
- Spanish economy
  - A historical perspective in the worldwide context.
  - Diversity and regional contrasts.
- The great economic sectors
  - Agriculture and other primary sector activities
  - Mining and industry
  - Services: commerce, transports, tourism, etc.

READING LIST
VIDAL, T., España, gente y territorio, Apuntes policopiados.
VILÀ, J., (1980), La península ibérica, Barcelona, Ariel.

ASSESSMENT
A final exam will be set at the end of each term to test students’ understanding of course materials.
SUBJECT: History of Spanish Ancient and Medieval Art
First-term course: History of Spanish Art: from Altamira to Alhambra
Second-term course: History of Spanish Art: from El Camino de Santiago to the Gothic Cathedrals

OBJECTIVES
To give a general overview of the main artistic manifestations that have taken place in the Iberian Peninsula from Prehistoric to the Islamic period. In the second term attention will focus of Romanesque, Gothic and Mudejar art.

FIRST TERM PROGRAMME
The first artistic manifestations: cave/prehistoric art in the Iberian Peninsula.
The art of the first colonizers: Phoenicians, Greeks, Cartaginians.
The art of the Iberians and Celts
Roman art in Hispania.
Visigothic Art
Asturian Art
Islamic Art: the Caliphate period, the period of the Taifas, the African period, Granada.
Mozarabic Art

READING LIST
BORRÁS, G.M., La Alhambra y el Generalife, Madrid, Anaya Monografías.
POSADAS, J., (1985), La Alhambra y la contribución de la civilización árabe a la historia. La influencia de los árabes en el desarrollo histórico de España, Madrid Barcelona, Ciencia Cultura y Política
DL.YARZA, J., (1979), Arte y arquitectura en España 500-1250, Madrid, Manuales Arte Cátedra.

SECOND TERM PROGRAMME
Romanesque art in the Iberian Peninsula: origin and development.
Pyrenean Romanesque architecture and its development in Catalonia, Aragon and Navarre.
Romanesque architecture on the Road to Santiago.
Romanesque art in the Kingdom of León.
Romanesque art in Castile.
Romanesque painting
Romanesque sculpture
Cistercian art in Spain
The brick Romanesque: Mudejar art
Gothic Architecture in Castile: the great cathedrals from the 13th century.
The great Gothic monuments of the Crown of Aragon.
Gothic art from the 15th century in the kingdoms of the Peninsula
Gothic Painting
Sculpture

READING LIST
AZCÁRATE, J.M., (1990), Arte gótico en España, Madrid, Manuales Arte Cátedra.
BORRAS, G.M., (1990), El arte mudejar, Teruel, Instituto de Estudios Turolenses.

ASSESSMENT
The assessment will consist of a written exam with two options. Option A is expounding on one of the main topics explained in class; option B consists of answering five short questions (half a page per question) on very concrete topics. For instance, writing a commentary on one of the works of art explained in class.
SUBJECT: History of Spanish Modern and Contemporary Art
First-term course: History of Spanish Art: from El Escorial to Velázquez
Second-term course: History of Spanish Art: from Goya to Gaudí and Dalí

OBJECTIVES
To give a broad overview of Spanish art from the end of the 15th century to the present day.
To introduce students to Spanish art from Goya to our day.

FIRST TERM PROGRAMME

The architecture from the end of the 15th century: the Catholic Monarchs.
The early Renaissance: the plateresco style.
The architecture of Herrera.
Renaissance sculpture
Renaissance painting
The Golden Age of Spanish art: architecture and baroque imagery.
The great painters: Ribera, Zurbarán, Velázquez, Murillo, Alonso Cano, Valdes Leal.
Eighteenth-century art architecture, sculpture and painting.

READING LIST

SECOND TERM PROGRAMME

The life and work of Francisco de Goya.
Neoclassicism: architecture, sculpture and painting.
Romanticism.
Romantic and Naturalist sculpture.
The historic painting. Impressionism in Spain.
Modernism: Gaudí, Domènech i Montaner, Puig i Cadafalch
Picasso
Dali
Miró
The great artists of today

READING LIST
PÉREZ SÁNCHEZ, A., (1990), Goya, Barcelona, Planeta

ASSESSMENT
At the end of the term, there will be a written test in which students write an essay from a choice of two titles.
COURSE OBJECTIVES

The course will consist of the study of Latin American literature through some of its most representative works and of the socio-cultural artistic framework they are in. The main objective is to provide students with the knowledge and the specific reading clues, as well as to optimize and develop the different comprehension and interpretation strategies linked to the cultural and artistic world of Latin America.

TERM-LONG COURSE
Recommended for all beginning and elementary levels

FIRST TERM PROGRAMME

- Pablo Neruda: myth and history
- A dialogue with traditional Latin American music through poetry
- The "neo-fantastic" universe in a short-story written by Julio Cortázar
- A stroll through art and painting in Latin America
- The relationship between literature and cinema in Latin America: from the literary text to the cinematographic image.

SECOND TERM PROGRAMME

- Mythical space and identity in the latest short-stories written by Gabriel García Márquez
- A journey through Latin American music: syncretism of musical rhythms.
- Most representative writers of fantastic literature in Argentina
- Colours and life in the paintings of Frida Kahlo
- Labyrinth of emotions in current Latin American cinema.

BASIC BIBLIOGRAPHY

FRANCO, J,. (1990), Historia de la literatura Hispanoamericana, Ariel

ASSESSMENT

The assessment will consist of a multiple choice test and a brief commentary on one of the subjects presented in class.
TERM-LONG COURSE  
Recommended for intermediate, advanced and proficiency levels

FIRST TERM PROGRAMME

The course starts with a historical reflection on the rich and multiple identity of Latin America, which encompasses from the legends that the pre-Hispanic civilizations cultivated up to the chronicles of the Spaniards that founded the new world. This introduction will be documented with audiovisual presentations about Pre-Columbine art, Mexican muralists’ paintings, listening to music and significant literary or essayistic pieces from consecrated authors of our time such as Miguel Angel Asturias, Octavio Paz, Carlos Fuentes and Arturo Uslar Pietri.

After this brief historical and artistic introduction, the main focus is on the study of contemporary prose and especially the short-story, due to its important role in the development and the height of Latin American narrative. Poetry, myth and history in Pablo Neruda are analyzed, the poetic and photographic prose of Juan Rulfo and the “neo-fantastic literature” in the short-stories of Julio Cortázar. There is also an initiation to a dialogue with traditional rhythm and music of Latin America. The course ends with the adaptation of a work of literature to cinema: setting, time, plot, characters and action.

SECOND TERM PROGRAMME


BASIC BIBLIOGRAPHY

FRANCO, J., (1990), Historia de la Literatura Hispanoamericana, Barcelona, Ariel.  
GOIC, C., (1988), Historia de la Literatura Hispanoamericana, Tomo III, Época contemporánea, Barcelona, Crítica, S. A.  

ASSESSMENT

For the assessment, students will carry out a commentary on each of the following areas: literature-music; cinema-painting.
SUBJECT: Reading of Short Texts
First-term course: In a few words: Commercials, Posters, Graffiti and Short Stories I
Second-term course: In a few words: Commercials, Posters, Graffiti and Short Stories II

OBJECTIVES

- To improve linguistic competency and, more specifically, the reading competency of students through the comprehensive, critical and enjoyable reading of brief Spanish texts which belong to different textual typologies.
- Starting with an interactive reading of the text, to reach those strategies which allow for a construction of meaning of the said text, in as wholesome a way as possible.

PROGRAMME

Reading as the construction of meaning:

- Reading and commentary of adverts: persuasion
- Reading and commentary of posters: information
- Reading and commentary of graffiti: opinion
- Reading and commentary of short-stories: narration.

BIBLIOGRAPHY

The corresponding class notebook for each term.

ASSESSMENT

The assessment of the subject takes into account the student’s attendance and class participation in class activities. The final test will consist of a few questions with brief answers and a series exercises related to the readings made during the length of the course. The test takes place in class and, in order to take it, students have to bring with them the texts that have been read during the course.
SUBJECT: Spain and Europe: origins and evolution
First-term course: Spain, crossroad of Mediterranean Cultures
Second-term course: Spain, within the framework of Medieval Europe

OBJECTIVES
To familiarize students with basic aspects of Spain's history from Prehistoric times up until the Roman period, looking at the key eras between the Paleolithic and Romanization. Students study the historical periods known as Prehistory. Visits will be organized to the historic areas of Barcelona to introduce students to the Roman and Visigothic cities.

In the second term students will be introduced to the Spain of the Moors and the Christians, analysing the most important historical events between the introduction of Islam (early 8th century) and the Late Middle Ages (14th and 15th centuries). For more than seven hundred years Spain was the scenario for the coexistence of two cultures, two societies and two economies, the Christian and Muslim, which were often in conflict. For this reason, the Middle Ages in the Iberian Peninsula is totally different from the rest of Europe. Visits to historical Barcelona will introduce students to the Medieval city.

FIRST TERM PROGRAMME
- Prehistory: Paleolithic and Neolithic.
- Entering History: colonization and the metal route, Phoenicians and Greeks, Tarxessos, the Carthaginian empire, consequences of the colonizations.
- The pre-Roman peoples: social organization, economic structure.
- The Romanization of the Iberian Peninsula.
- The fall of the Roman Empire: Sueves, Vandals and Alans in Hispania.
- The Visigothic Kingdom of Tolosa (418-507).
- Visigothic Spain. The Kingdom of Toledo: political institutions, law, society, economy and culture.
- Crisis of the Visigothic kingdom: the spread of Islam.

READING LIST

SECOND TERM PROGRAMME
- Moorish Spain (al-Andalus): the dependent and independent emirates (711-929), the Caliphate of Cordoba (929-1031).
- Society, economy and urban life.
- Christian Spain: the first centres of resistance: the kingdom of Asturias and León, Castile, the Catalan Counties, Aragon, the kingdom of Pamplona.
- The great expansion (11th-13th centuries): the Empire of Castile-León, Aragon and the will of Alfonso I el Batallador, the confederation of Catalonia and Aragon, the Kingdom of Navarre. The Taifa kingdoms (1031-1086), the Berber dinasties (1086-1212).
- The crisis of the Late Middle Ages (14th-15th centuries).
- The equilibrium of the peninsula: Castile and the Crown of Aragon. The Nazarí kingdom of Granada (1212-1492).
- Unity under a dynasty: the Catholic Monarchs.

READING LIST
ARIE, R., (1982), Historia de España III. La España musulmana (s. VIII-XV), Barcelona, Labor.

ASSESSMENT
The assessment is continuous and evaluated through the work carried out in class. There will be a final test with brief questions.
SUBJECT: Spain Today: Society and Institutions
First-term course: Knowing Spain Today: Society, Politics and Culture
Second-term course: Contemporary Spain, Yesterday and Today

OBJECTIVES
- To introduce students to the diversity of Spain through its natural regions and Autonomous Regions.
- To study the process towards democracy through the political transition.
- To study the Spanish Constitution and present-day institutions.

PROGRAMME
- Present-day Spain: its socio-cultural and economic diversity.
- The political transition to democracy.
- The Spanish Constitution: The State of the Autonomies and of the institutions.
- Population and society.
- Foreign relations.
- The Spanish economy and the welfare state.
- Spanish culture today.

READING LIST
PICAZO, M. T., (1996), Historia de España del siglo XX, Barcelona, Crítica (Colección Nuevos Instrumentos Universitarios).

ASSESSMENT
At the end of the each term, students write a paper based on the subjects and concepts studied in class.
SUBJECT: **Spain’s Economy Highlights**  
First-term course: Spain’s economic performance. Where are we now?  
Second-term course: Spain’s economic recent past. How we got here?

**CONTENTS**

The subject focuses on the main characteristics of Spain’s economy. Centered not only in the current status of the economy but also in the historical evolution of the country from 1939, the course aims to be a general overview of what makes and has conditioned Spain’s economic growth and what has set the particularities of Spain’s current economic crisis. The students are encouraged to discuss and try to establish comparisons with their countries’ characteristics during the course.

**FIRST TERM PROGRAMME**

- Spain’s economic structure: strengths and weaknesses.  
- Media: main economic information sources in Spain.  
- The financial system in Spain. Bancos y cajas (Banks and Savings Banks)  
- Social agents: employees and employers.  
- Spain in the European Union.  
- Taxes, Social Security and the Public Sector.  
- The regional financing.

**SECOND TERM PROGRAMME**

- El Franquismo (Francoism) (1939 – 1975)  
  - War, autarchy and the falling behind.  
  - The 60’s ‘miracle’.  
- La Transición (The Transition) (1975 – 1982)  
  - Los Pactos de la Moncloa (The Moncloa Agreements).  
- The PSOE years (1982 – 1996)  
  - The industrial reconversion.  
  - The 80’s take off.  
  - Corruption and the emergence of the “easy money” culture.  
- The PP years (1996 – 2004)  
  - Macroeconomic stability and the neoliberal.  
- The last crisis (2007)  
  - Why is it affecting Spain more than other countries?  
  - Policies and reforms.

**BIBLIOGRAPHY**

Tortella Casares, Gabriel; El desarrollo de la España contemporánea : historia económica de los siglos XIX y XX. Alianza Editorial, Madrid, 1999

**ASSESSMENT**

The evaluation of the course is three-folded. The first part consists of a short set of questions that the teacher will propose to the students so they can answer them at home and hand them in during the course. The second is a final exam concerning the topics discussed during the course. The third part is the evaluation of the pupils’ interaction and participation in class.

Depending on the number of students there will be the possibility of making an oral presentation about other countries’ similarities and differences with Spain’s economy during the course.
**OBJECTIVES**

The course objectives are to discuss films shown in class and to broaden students’ knowledge of conversational Spanish through cinema (formal and informal register, dialect varieties, and so on). The course also aims to analyse how films reflect Spanish society and how Spanish cinema responds to its changing needs.

**PROGRAMME**

During the course we view films, or excerpts of films, from among the most representative in Spanish cinema from its origins to the present day. We analyse the artistic oeuvres of established film-makers such as Buñuel, Bardem, García Berlanga, Saura, etc., and so on, and special attention will be paid to the works of the most important Spanish directors of the last two decades – Almodóvar, Trueba, Amenábar, Medem, Miró, among others.

**READING LIST**


**ASSESSMENT**

The final grade for the course is determined by the student’s participation in class and through a final test, based on the topics taught in class. Class attendance will also be evaluated.
OBJECTIVES

The Spanish conversation course is aimed at foreign students interested in furthering their resources and strategies for successful communication in everyday contexts. The course encourages fluent and natural speech by enhancing interaction and the use of adequate oral expression and comprehension strategies in particular contexts.

FIRST TERM PROGRAMME

1. Strategies and resources for:
   • Solving lexical problems without interrupting conversation
   • Asking for a repetition or explanation
   • Catching the attention of the listener, introducing a comment
   • Starting to speak, interrupting, asking for an explanation
   • Letting someone speak, asking for agreement

2. Expressive strategies and resources:
   • Agreement and disagreement
   • Recognition, incredulity and doubt
   • Surprise, joy and sadness
   • Suggestions
   • Acceptance

3. Use of colloquial expressions and idioms in conversation (I)

4. Communicative situations and topics for debate:
   • Advantages and disadvantages of different occupations
   • Health and sport
   • Shopping: malls, supermarkets and traditional shops
   • Travelling in Spain
   • Clothes and fashion
   • Technology
   • The media
   • Living in Spain. The main differences between Spain and other countries

BASIC READING LIST

GENERAL:

Reading pack "Spanish conversation" (Photocopies of communicative situations, social conventions, vocabulary, idioms, texts and articles on topical issues)

SPECIFIC:

SECOND TERM PROGRAMME

1. Strategies and resources for:
   • Defining and describing
   • Asking for an explanation
   • Clarifying and reformulating

2. Expressive strategies and resources:
   a. Agreement and disagreement
   b. Ignorance or doubt
   c. Interest and incredulity
   d. Advice and recommendations
   e. Turning down requests
   f. Gratitude, excuses and good wishes

3. Use of colloquial expressions and idioms in conversation (II)

4. Communicative situations and topics for conversation and debate:
   a. Spain: clichés and reality
   b. Going out in Barcelona. Barcelona at night
   c. Equality between men and women?
   d. Life in the country, life in the city
   e. Television
   f. Travelling abroad: tourists and emigrants
   g. Advertising in the consumer society
   h. Family: living alone, living together

BASIC READING LIST

GENERAL:

Reading pack "Spanish conversation" (Photocopies of communicative situations, social conventions, vocabulary, idioms, texts and articles on a range of topical issues)

SPECIFIC:


ASSESSMENT:

The assessment is continuous and in class, throughout the entire course. There is a special test at the end. Fluency, pronunciation, adequateness to the communicative situation and linguistic correctness, required at that level, will all be taken into account.
COURSE AIMS

This course introduces students to the business and economic world through a selection of newspaper articles and authentic materials that highlight the specialist vocabulary and grammatical structures needed for specific business contexts. Students develop language skills for comprehension and expression which prepare them for interactive communication in real-life situations, such as debates, presentations and simulations.

FIRST TERM PROGRAMME

Grammatical and lexical study of texts and activities in the following areas:

1. Introduction to the economic world
   - Economic indicators: income and wealth. Income levels and purchasing power.
   - Consumption: consumer and public goods.
   - The transition from old to new technologies: a socioeconomic perspective.
   - The labour market: the concept of time as an economic commodity.
   - The tourism sector and its impact on the economy: organizations, companies and jobs in the tourism sector. The leisure and cultural economy.

2. Business organization
   - The company. Types of companies.
   - How a company works: departments and posts.
   - Work contracts.

3. Human resources
   - Job opportunities. Seeking work: curriculum vitae and cover letter.
   - Human resources. Salary systems. Types of salary. Types of business letters.

READING LIST

HINDLE, T., (1998), La entrevista provechosa, Grijalbo, Barcelona.
HINDLE, T., (1998), La presentación convincente, Grijalbo, Barcelona.
SECOND TERM PROGRAMME

Grammatical and lexical study of texts and activities in the following areas:

1. Introduction to the economic world
   - The Spanish economy: its sociocultural diversity. The affluent society.
   - The building sector: Young people and access to housing. Financing a home purchase. Choosing a financial institution. Applying for a credit and a mortgage loan.
   - Banking. The main banking operations. Types of international payment.

2. Business organization
   - Companies and the environment.
   - Labour relations and the work place.
   - Chambers of Commerce.
   - Employers and unions: conflicts, solutions, strikes.

3. The product
   - Consumers and products. Products and companies exemplifying differentiation strategies. Product design.
   - Communication strategies in marketing, advertising and public relations.

BASIC READING LIST

BARRENECHEA,

ASSESSMENT

The assessment will be based on a brief commentary on three of the topics presented in class.
SUBJECT: Spanish to negotiate in professional contexts
First-term course: Spanish to negotiate in professional contexts I
Second-term course: Spanish to negotiate in professional contexts II

OBJECTIVES

- For students to widen their linguistic and communicative competency in Spanish within professional contexts
- For students to learn and practice linguistic and communicative strategies more suited to a wider variety of contexts within the professional world.

FIRST TERM PROGRAMME

1. Different professional contexts and language variation (formal, semi-formal and informal contexts)
2. How to take turn in speaking and how to let someone else take his/her turn in a professional conversation.
3. Formulas and efficient constructions for basic client service.
4. Telephone communication in professional contexts.

SECOND TERM PROGRAMME

1. How to expose information in a convincing manner in a business meeting.
2. How to express disagreement in Spanish. Types and degrees of disagreement in Spanish (complaint about bad service, complaining to an institution, negotiating contracts, handling commercial disagreements, etc.).
3. Linguistic persuasion mechanisms in commercial and institutional contexts, as well as marketing and advertising situations.
4. Aspects of linguistic courtesy in professional contexts. Some intercultural issues.

BIBLIOGRAPHY

GÓMEZ DE ENTERRÍA, J. La comunicación en las reuniones de trabajo. Madrid: Arco/Libros.

ASSESSMENT

The assessment of the subject takes into account the student’s participation in class activities. As final test for this evaluation, students can choose between two options: 1) an exam which consists of a series of practical exercises related to topics explained during the course, and 2) writing an essay at home on a topic which has to be agreed upon with the professor.
OBJECTIVES

To trace a route through the city of Barcelona and its relationship with oral literature (legends, traditions, etc...) as well as written literature. The first thematic axis -- which is included in the first term -- will be to see traditional tales and literary-cult ones, linked in one way or another with the city of Barcelona. In second place -- during the second term --, the history of literature written in the city will be looked at, as the centre of the Spanish editorial world and link with European culture.

The study of texts will be accompanied with a detailed explanation of the landscape, culture and Barcelona society, thereby connecting the -- recently-arrived – student with a new and unknown reality to he or she, and therefore improving the student´s global understanding of Barcelona life.

FIRST TIME PROGRAMME

Orality: first cultural perspective on Barcelona. 
Barcelona legends and traditions. 
Don Quixote´s passing through Barcelona. Catalan bandits. 
XIXth Century chronicles: Barcelona dresses in silk. 
Novels written in and about Barcelona.

SECOND TERM PROGRAMME

Barcelona and the editorial industry in the XXth century. 
The Nadal literary prize and its novels. 
Female writers in Barcelona. 
Descriptive pictures of the city. 
Poets in the Ramblas and in the red light district. 
Poets at the University of Barcelona.

BASIC BIBLIOGRAPHY

- Adolfo Sotelo Vázquez, *Viajeros en Barcelona*, Barcelona, Planeta, 2005
- Los alumnos disponen de una carpeta con los textos que se deben leer y comentar
- Diccionario de español (VOX, RAE, Sopena)

ASSESSMENT

The assessment takes into account the following: 1. Active participation in classes; 2. exercise performance, and 3. the final exercise (essential) consisting of a series of issues (with range of optional) on the themes given.
SUBJECT: **Women writers**  
First-term course: Stories written by women writers I  
Second-term course: Stories written by women writers II

**OBJECTIVES**

The course will take place during two terms and has as its main objective the study of stories, short-stories and brief narrations written by female writers since the XIXth century up till now. In order to achieve we will start with a brief introduction to the morphology of the story dealing fundamentally with its structure, content and narrative forms.

Equally the professor will provide students with the basic knowledge about the period and the female writers which will allow them to read and analyze the different chosen texts.

**PROGRAMME**

- The morphology of the short-story.  
- Stories written by female writers.  
- Female issues in stories written by female writers.  
- Male and female characters seen through the eyes of a woman.  
- Reading, analysis and commentary of fragments or brief stories written by women in the XIXth century: Fernán Caballero, Emilia Pardo Bazán and Rosalía de Castro.  
- Reading, analysis and commentary of fragments or brief stories written by women from the XXth century up till now: Rosa Chacel, Carmen Laforet, Elena Quiroga, Ana Mª Matute, Carmen Martín Gaite, Josefina Aldecoa, Ana Mª Moix, Cristina Fernández Cubas and Almudena Grandes.  
- Writing as an instrument to claim equality between the sexes.

**BASIC BIBLIOGRAPHY**

The course will be based on an Anthology of texts collected by the professor. In the Anthology each text will be preceded a few brief biographical lines which allow the students to situate the female writer and contextualize adequately the text.

**ASSESSMENT**

The assessment, apart from evaluating class attendance and the consistency in the reading of texts and text commentaries, will consist of a final test in the form of a commentary of one of the texts from the Anthology (“Antología”) used in class, which will allow to assess the level of improvement and the knowledge acquired by the student.
SUBJECT: Writing in Spanish
First-term course: Writing in Spanish I
Second-term course: Writing in Spanish II

OBJECTIVES
The course "Writing in Spanish" is designed to teach students the skills necessary to interpret and create written texts of a range of types and genres, focusing on the planning, writing and checking processes. The course is aimed at intermediate and advanced students.

FIRST TERM PROGRAMME
1. Introduction to text composition: planning, writing and revising
   1.1. From brainstorming to conceptual maps and text structure
   1.2. From sentence to paragraph, from paragraph to text
   1.3. Style and spelling

2. Text types and genres
   2.1. Narrative texts: news
   2.2. Narrative-descriptive texts: short stories and thrillers; travel accounts
   2.3. Expository texts: texts presenting ideas
   2.4. Business Spanish: curriculum vitae and letters for job application

3. Connectors
   3.1. Connectors making an additional point
   3.2. Reformulations
   3.3. Connectors expressing consequences

4. Discourse strategies
   4.1. Making language more impersonal

5. Register
   5.1. Accuracy: accents
   5.2. Lexical precision

SECOND TERM PROGRAMME
1. Text types and genders
   1.1. Expository-argumentative texts: specialized articles
   1.2. Argumentative texts: letters to the editor, opinion columns
   1.3. The text of dialogue: interviews
   1.4. Business Spanish: business letters

2. Connectors
   2.1. Connectors for structuring information
   2.2. Argumentative connectors
   2.3. Counter-argumentative connectors
   2.4. Punctuation

3. Discourse strategies
   3.1. Making language more personal

4. Register
   4.1. Lexical precision

READING LIST

ASSESSMENT
The assessment of the course requires regular student attendance to class, which must be not be below 80% of the sessions. Attendance and participation in all class activities will be worth 20% of the final grade. The grade assigned to the texts produced written throughout the course can add up to 50%. The remaining 30% will consist of a final exam.