

FACULTY OF PHILOLOGY
AND
FACULTY OF GEOGRAPHY AND HISTORY

CONTEMPORARY HISPANIC STUDIES

Beginner's Level

First and Second Semester

FACULTY OF GEOGRAPHY AND HISTORY

- GS-01 THE CLASSICAL HERITAGE OF SPAIN: BETWEEN HISTORY AND MYTHOLOGY
- GS-02 CONTEMPORARY SPAIN. ECONOMY, SOCIETY AND ENVIRONMENT
- GS-03 GREAT MASTERS AND THE MAJOR ARTISTIC TRENDS IN SPAIN DURING THE TWENTIETH CENTURY
- GS-04 US-EUROPEAN RELATIONS SINCE WORLD WAR II
- GS-05 INTERNATIONAL MARKETING
- GS-06 SPANISH CUISINE, SPANISH CUISINES
- GS-07 PHOTOGRAPHY: THEORY AND TECHNIC

FIRST SEMESTER		TIMETABLE	
TIME	MONDAYS / WEDNESDAYS	TUESDAYS / THURSDAYS	Room
9 A 11	GREAT MASTERS AND THE MAJOR ARTISTIC TENDENCIES IN SPAIN DURING THE XX CENTURY Fátima Halcón	INTERNATIONAL MARKETING Borja Sanz Altamira/ Luis M .López Bonilla	XXIV
11 A 13	CONTEMPORARY SPAIN: ECONOMY, SOCIETY AND ENVIRONMENT Mónica Alba/ B.elén Pedregal	SPAIN'S CLASSICAL HERITAGE: BETWEEN HISTORY AND MYTHOLOGY Fernando Lozano	XXIV
13 A 15	US-EUROPEAN RELATIONS SINCE WORLD WAR II María Theresa Frain		XXIV
15 A 17	II PHOTOGRAPHY: THEORY AND TECHNIC Pablo Martínez Cousinou		XXIV
17 A 19		SPANISH CUISINE, SPANISH CUISINES Luis Laplaza	XXIV

SECOND SEMESTER		TIMETABLE	
TIME	MONDAYS / WEDNESDAYS	TUESDAYS / THURSDAYS	Room
9 A 11	GREAT MASTERS AND THE MAJOR ARTISTIC TENDENCIES IN SPAIN DURING THE XX CENTURY Fátima Halcón	INTERNATIONAL MARKETING Borja Sanz Altamira/ Luis M .López Bonilla	XVI
11 A 13	SPAIN'S CLASSICAL HERITAGE: BETWEEN HISTORY AND MYTHOLOGY Fernando Lozano	CONTEMPORARY SPAIN: ECONOMY, SOCIETY AND ENVIRONMENT M.ónica Alba/ Belén Pedregal	XVI
13 A 15	US-EUROPEAN RELATIONS SINCE WORLD WAR II María Theresa Frain	II PHOTOGRAPHY: THEORY AND TECHNIC Pablo Martínez Cousinou	XVI
15 A 17			XVI
17 A 19		SPANISH CUISINE, SPANISH CUISINES Luis Laplaza	XVI

Curso GS-01 **THE CLASSICAL HERITAGE OF SPAIN: BETWEEN
HISTORY AND MITHOLOGY**

Prof. Dr. Fernando Lozano Gómez (flozanogomez@us.es)

Substitute Lecturer Dr. Salvador Ordóñez (sagulla@us.es)

Objectives

The main goal of this Course is to provide students with an overview of Spain's classical heritage. Special attention will be paid to the presence of Phoenicians, Greeks and Romans in Spain, not only from a historical point of view, but also taking into account the mythological construction of Spain's past and Spain's key cultural traditions. The Course also explores Spain's religious background, mainly the long process of Christianization in southern Spain.

Methodology

The Course will be divided between class sessions and field trips that will be key elements in helping students to acquire a clearer perception of each historical period.

Syllabus

The Program is structured as follows:

1. – Eastern traders and warlords in Spain: Phoenicians and Carthaginians.
2. – Travelling Heroes: Greeks and their myths in Spain.
3. – The coming of Rome and the creation of Hispania: Conquest and cultural changes.
4. – Pagans and Christians: the long process of the Christianization of Spain.

Classes will be combined with the following field trips:

1. – Carmona: Necropolis and Fortress. Phoenicians and Carthaginians in Andalusia. 4 hours.
2. – Itálica. Blood sports, Roman public baths and urbanism in Andalusia. 4 hours.
3. – Sevilla. The Calle Mármoles Temple; The Church of El Salvador. Early Christian temples. Roman remains in Seville. 4 hours.
4. – Cádiz and Baelo Claudia (Bolonia). Everyday life in two Roman townships. 10 hours.

Bibliography

AUBET, M.E. *Tiro y las colonias fenicias de Occidente*. Barcelona, 1994.

- BERMEJO, J. *Mitología y mitos de la España Prerromana*. Madrid, 1982.
- BLÁZQUEZ, J.M., ALVAR, J., GONZÁLEZ WAGNER, C. *Fenicios y cartagineses en el Mediterráneo Occidental*. Madrid, 1999.
- CARO BAROJA, J. *Los pueblos de España*. Madrid, 1976.
- Los CELTAS. Hispania y Europa*. M. Almagro y G. Ruiz Zapatero, eds. Madrid, 1993.
- CODOÑER MERINO, C. "Los escritores hispanos cristianos". En *Historia de España* (R. Menéndez Pidal. Dir. J.M. Jover) t. II, vol. II, Madrid, 1982, pp. 523 ss.
- DÍAZ-ANDREU, M. y KEAY, S. *The Archaeology of Iberia. The Dynamics of Change*. London; New York: Routledge, 1997.
- DOMÍNGUEZ MONEDERO, A. *Los griegos en la Península Ibérica*. Madrid: Arco-Libros. 1996.
- Los ENIGMAS de Tarteso*. J. Alvar y J.M. Blázquez, eds. Madrid: Cátedra, 1993.
- GRIEGOS en Occidente*. F. Chaves, ed. Sevilla, 1992.
- LÓPEZ PAZ, P. *La ciudad romana ideal. El territorio*. Santiago de Compostela, 1994.
- LOWE, B. *Roman Iberia. Economy, Society and Culture*. London: Duckworth, 2009.
- NEVILLE, A. *Mountains of Silver & Rivers of Gold. The Phoenicians in Iberia*. Oxford: Oxbow Books, 2007.
- RICHARDSON, J. S. *Hispaniae, Spain and the Development of Roman Imperialism, 218-82 BC*. Cambridge: Cambridge University Press, 1986.
- . *The Romans in Spain*. Oxford: Blackwells, 1998.
- RODRÍGUEZ CORTÉS, J. *Sociedad y religión clásica en la Bética romana*. Salamanca, 1991.

Assessment

Two exams will be held, one mid-way through the Course and the other at its conclusion. These two exams will count as 80 % of the Final Grade. Attendance at all activities is compulsory and will be checked daily. Participation in class and during field trips is extremely important (up to 20 % of the Final Grade).

Curso GS-02 **CONTEMPORARY SPAIN: ECONOMY, SOCIETY AND ENVIRONMENT**

Prof. Dra. Mónica Aguilar Alba (malba@us.es)

Prof. Dra. Belén Pedregal (bpedregal@us.es)

Objectives

The Course aims to provide:

- A coherent content focused upon the ways in which relationships between people and the natural environment, as well as patterns of spatial relationships, vary throughout Spain.
- An understanding of how these relationships produce the distinctiveness of particular places, landscapes, and patterns of environmental and human attributes, as well as societies and identities.
- The ability to conceptualize these relationships and their outcomes across a range of scales.
- An appreciation of the characteristics of the urban, regional and rural environments of selected areas in Spain and of the geographical processes which underlie their development.
- An understanding of the practical application of concepts and methods learnt in the classroom.

Skills outcomes:

Students will develop a knowledge and understanding of:

- The political and administrative organization of Spain.
- The relationships between human and physical systems within Spain.
- The demographic, economic, and environmental characteristics of the regions within Spain.

Students will have the opportunity of developing the following skills during the Course:

- To be able to differentiate between regions in terms of key geographical characteristics
- To be able to describe and discuss differences in development within Spain.
- To discuss the nature of the main environmental problems affecting Spain.
- To understand some of the processes and trends shaping Spain today.

- To acquire the capacity to analyze broader environmental, social and economic challenges.

Syllabus

Lectures and student-centred learning, covering the following topics:

Block I: Administrative divisions and the political organization of Spain

1. The Internal Organization of the State. Administrative Divisions. The Spain of the Autonomous Communities.
2. Spain within the International Context. The Construction of the European Union.

Block II: The Physical Environment. The Relationship between Human Society and the Natural Environment.

3. Natural Physical Features: Landforms, Climate and Vegetation.
4. Human Interaction with the Environment and Ecological Effects. The Protection of Natural Areas and Spain's Environmental Policy.

Block III: Population Distribution and Settlement Patterns.

5. Recent Trends in Population Distribution within Spain. Demographic Dynamics and Structure.
6. Settlement Patterns. Urbanization and Urban System Development in Spain. Urban Morphology: Changing Patterns.

Block IV: Spatial Distribution of Economic Activity

7. Agriculture, Environment, and Sustainable Development. Spain's Rural Landscapes.
8. The Restructuring of Industry in Spain. Services, Transport and Tourism.

Bibliography

CHISLETT, W. Spain: Going Places. Economics, Political and Social Progress, 1975–2008. Madrid: Telefónica, 2008.

FARRELL, M. Spain in the EU: the Road to Economic Convergence. Palgrave, New York: Palgrave, 2001 [e-resource]

GEOGRAFÍA de España. R. Mendez y F. Molinero, coords. Barcelona: Ariel, 1993.

GEOGRAFÍA de España. Gil Olcina, A. y J. Gómez Mendoza, J., coords. Barcelona: Ariel, 2001.

GREEN WORLD RESEARCH. Examples of European Agri-environment Schemes and Livestock Systems and their Influence on Spanish Cultural Landscapes.

Wageningen: Alterra, 2001.

INTERNATIONAL GEOGRAPHICAL UNION. Living with Diversity, XXIX IGU Congress Seoul 2000: Spanish Contribution.

INTERNATIONAL GEOGRAPHICAL UNION. Spain and the Mediterranean, a Reflection from the Spanish Geography, XXXI IGU Congress Tunis 2008: Spanish Contribution.

SPAIN, Monuments and Landscapes. A Complete View. A. Arrebola, dir. Córdoba: EDARA, 2002.

Websites

- Instituto Nacional de Estadística: <http://www.ine.es>
- European Union website: <http://europa.eu>
- Aplicación Informática del Instituto de Estadística de Andalucía: *SIMA. Sistema de Información Multiterritorial de Andalucía* (actualizaciones anuales).
- Centro virtual Cervantes. Paisajes de España: <http://cvc.cervantes.es/actcult/paisajes/>
- Mapa interactivo de España: <http://w3.cnice.mec.es/eos/MaterialesEducativos/mem2002/mapa/>
- Recursos didácticos de la Asociación de Geógrafos Españoles: http://age.ieg.csic.es/recur_didacticos/index.htm
- España a través de mapas: <http://www.ign.es/espmap/>
- Portal educativo de ciencias naturales y aplicadas: http://www.natureduca.com/geog_indice_fis3.php#inicio

Dictionaries:

GREGORY, D. *The Dictionary of Human Geography*. Oxford: Wiley-Blackwell, 2009, 5th ed.

HUBER, T.P., LARKIN, R.P. and GARY L. *Dictionary of Concepts in Physical Geography*. New York: Greenwood Press, 1988.

MAYHEW, S. *A Dictionary of Geography*. Oxford: Oxford University Press, 2009, 4th ed.

WHITTOW, J.B. *The Penguin Dictionary of Physical Geography*. Harmondsworth: Penguin Books, 1986.

Assignments: Group Project

Based on the Course syllabus, students will undertake a Group Project on the key territorial features of one of Spain's Autonomous Communities.

Assessment

Reading and participation	10%
Course work: Group Project	40%
Written exam	50%

Curso GS-03 **GREAT MASTERS AND THE MAJOR ARTISTIC
TENDENCIES IN SPAIN DURING THE XX CENTURY**
Prof. Dra. Fátima Halcón Álvarez-Ossorio (fhao@us.es)

Objectives

The Course will analyze the principal trends in Spanish Art during the twentieth century. During the first half of the century, developments in Spanish Art were determined by a particular set of historical circumstances. After the arrival of democracy it will become clear that Spanish artists were more fully integrated into the worldwide art movement.

We have chosen those artists who are representative of certain developments in a key way and through whom, in general terms, Spanish art in the 20th century may be explored.

Methodology

Students will be expected to participate actively in class sessions through the study and analysis of particular works and, in addition, they will undertake an essay based on one of the artists studied.

Students will visit the Centro Andaluz de Arte Contemporáneo in the Monasterio de la Cartuja, Sevilla, as well as a number of art galleries.

Syllabus

– Developments in Spanish Architecture during the 20th Century

- * Antonio Gaudí (1852–1926)
- * Rafael Moneo (1937)
- * Santiago Calatrava (1951)

– Great Master Painters and Trends

- * Pablo Picasso (1881–1973)
- * Salvador Dalí (1904–1989)
- * Antonio López (1936)
- * Miquel Barceló (1957)

– The European Influence in Sculpture

- * Pablo Gargallo (1881–1936)
- * Eduardo Chillida (1924–2002)

* Venancio Blanco (1931)

Bibliography

BRIGHTON, A., KLIMOWSKI, A. and APPIGNANESI, R. *Picasso for Beginners*.

Cambridge: Icon Books, 1995.

BROWING CHIPPE, H. and TUSELL, J. *Picasso's Guernica. History, Transformations, Meanings*. London: Thames and Hudson, 1988.

CALVO SERRALLER, F. *Del futuro al pasado. Vanguardia y tradición en el arte español contemporáneo*. Madrid: Alianza, 1988.

The FUNDACIÓ Antonio Tapies, Barcelona. Barcelona: Fundació Antoni Tapies, 2004.

GARCÍA MADARIAGA, L.I. *Panorama de la pintura española contemporánea*. Madrid, 1993.

HARRIS, D. *The Spanish Avant-Garde*. Manchester: Manchester University Press, 1994.

HERNÁNDEZ LEÓN, J.M. y M. LLIMARGAS i CASAS. *Arquitectura española contemporánea*. Barcelona: Lunwerg, 2007.

MARÍN-MEDINA, J. *La escultura española contemporánea (1800-1978). Historia y evaluación crítica*. Madrid, 1978.

MARISCAL, J. and DENT, E. *Javier Mariscal: Designing the New Spain*. New York: Rizzoli, 1991.

MODERNISMO. Architecture and Design in Catalonia. New York: Monacelli Press, 2003.

OSUNA LUQUE, C. *Introducción a la escultura española contemporánea*. Sevilla, 2002.

VIÑUALES, J. *Arte español del Siglo XX*. Madrid, 1998.

URRUTIA NUÑEZ, Á. *Arquitectura española contemporánea: documentos, escritos, testimonios inéditos*. Madrid: UAM Ediciones, 2002.

Assessment

Two exams will be set, one mid-way through the Course and the other at its conclusion.

Curso GS-04 US-EUROPEAN RELATIONS SINCE WORLD WAR II

Prof. Dra. Maria Theresa Frain (mfrain@ciee.org)

Substitute Lecturer D. Juan Rivera Mata (jrivmat@upo.es)

Objectives

This Course will provide students with the theoretical framework necessary to help them think critically about transatlantic relations at many different, yet inter-related levels: political, military, security-based, cultural, and economic. The first part of the Course will focus on the historical context of this key network, while special emphasis will be placed on US-Spain relations. The second part of the Course will examine the institutions linked to the transatlantic agenda: of a political, security-based, and economic kind. The third part of the Course will focus on cultural issues, including public opinion and anti-Americanism. The last part of the Course will look at the future of the transatlantic relationship.

Course requirements

- 1. Attendance and participation:** Students are expected to attend all classes in keeping with U. Sevilla's attendance policy. If there is justifiable reason for missing class, this information must be communicated to the proper authorities as required. Active participation in class discussions is expected.
- 2. Punctuality:** Students should plan to arrive in class on time. If the door is closed, please avoid entering the classroom. Late arrivals count as absences.
- 3. Readings:** Students will be expected to have undertaken all required readings *before* coming to class.
- 4. Mid-term and Final Exams:** These will be taken in class, in the form of essay-based questions.
- 5. Essay and Presentation:** Students will select a contemporary topic of interest in order to write a 10 page, double-spaced typed paper related to the transatlantic dialogue. The topic will be due for approval by the fourth week of the semester. The essay topic will outline the US and "European" perspectives regarding a current-events topic. This essay will also provide the basis for a class presentation of about 10 minutes in length. Students should provide an oral summary of their work rather than a recitation of the written paper. We will schedule the exact dates for these presentations at the beginning of the semester.

6. **Academic Honesty:** Students are expected to act in accordance with the University's standards of conduct concerning plagiarism and academic dishonesty.
7. **Newspapers/Magazines:** All students should read a daily newspaper, preferably one in Spanish if possible, as well as one from the United States. It is highly recommended that everyone begin to read THE ECONOMIST on a weekly basis. Here are some links which might be useful: www.elmundo.es; www.abc.es; www.elpais.es; www.economist.com; www.cnn.com; www.thetimes.com; www.thewashingtonpost.com

Syllabus

I. HISTORICAL CONTEXT OF THE TRANSATLANTIC RELATIONSHIP

Course Introduction

NOTE: If you need a review on post WWII history, actors, and events, please read Stephen E. AMBROSE. *Rise to Globalism*. NY: Penguin Books, 1997, 8th ed.

Origins of the Transatlantic Relationship

Hook & Spanier, xiii–xvi, 1–23; Appendix I: U.S. Administrations since WW II; Appendix II Chronology of Events, 378–393.

Sloan, Appendix B (Atlantic Community Chronology: 1941–2004).

In class: DVD: *45/85: America and the World*, Volume I

Documentary produced in 1985 (Ted Koppel and Peter Jennings).

Evolution of the Transatlantic Relationship

Gordon & Shapiro, Chapters 1 and 2.

Pastor, Chapter 6.

In class: DVD: *45/85: America and the World*, Volume II and III

Documentary produced in 1985 (Ted Koppel and Peter Jennings).

US–Spanish Relations: Then and Now

William Chislett, *Spain and the US: The Quest for Mutual Rediscovery*. Published by the Real Instituto Elcano (October 2005).

William Chislett, *Spain and the US: Close, Yet so Far*. Published by the Real Instituto Elcano (September 2006).

In class: DVD: Segments of *Bienvenido Mr. Marshall* (1953) directed by José Luis Berlanga.

ESSAY AND PRESENTATION TOPICS DUE

Problems in U.S.–European Relations

Layne, “America as European Hegemon,” *American Foreign Policy*, 46–53.

Kagan, “Power and Weakness,” in *Foreign Affairs, America and the World*.

Makins, Christopher J. “Power and Weakness” or Challenge and Response? Reflections on the Kagan Thesis,” 16 February 2004.

Lieber, Chapter 4.

Sloane, Chapter 5.

Anne Applebaum, “‘Old Europe’ versus ‘New Europe,’” Lindberg, 25–37.

In-class simulation: Prisoners’ Dilemma.

II. INSTITUTIONS

NATO and European Security Institutions

Sloan, 3–11, 181–211.

Brimmer, “Seeing Blue: American Visions of the Europeans”, 5–55.

Challiot paper 105, September 2007.

Transatlantic Transformation: Building a NATO–EU Security Architecture, edited by Atlantic Council, March 2006.

NATO charts and maps included in CD.

US–EU Relations

The Economist, “Fit at 50? A Special Report on the European Union,” March 17, 2007.

NOTE: Review Sloan Appendix B for key historical events.

US–European Economic Relations

Quinlan, *Drifting Apart or Growing Together? The Primacy of the Transatlantic Economy*, 2003, Johns Hopkins University.

Transatlantic Leadership for a new Global Economy, edited by the Atlantic Council, April 2007.

Out-of-Area Issues: Russia

US Commission on Russia, *The Right Direction for US Policy Towards Russia*, March 2009

Legvold, "The Russia File", *Foreign Affairs*, July/August 2009.

Out-of-Area Issues: The Middle East

Congressional Quarterly, "US Policy in Iraq," February 2007.

Brookings Institute, "Which Path towards Persia?" June 2009, Introduction, Chapters 1, 2, 9 and "Conclusion".

Out-of -Area Issues: Turkey

Chislett, "The EU's Progress Report on Turkey's Accession: Derailment or Shunted into a Siding?", Elcano Document, November 2006.

Menon and Wimbush, "Is the United States losing Turkey?" Hudson Institute, March 2007.

Ruiz Jimenez, "Tackling Turkey's Image Problem in the EU," Washington Institute, April 2008

III. SOCIAL AND CULTURAL RELATIONS

Social and Cultural Relations

Lamo de Espinosa, *A Difference that Makes a Difference? The US and Europe on Values and Culture*, 2007 (Elcano document).

Graphics on authority, culture, values, survival and wellbeing.

Public Opinion and Anti-Americanism

German Marshall Foundation, "Transatlantic Trends 2008" Press release and summary.

Timothy Garton Ash, "The New Anti-Europeanism in America," Lindberg, 121-133.

The Economist, "Anti-Americanism on the Rise," January 2, 2003.

The Economist, "Against Anti-Europeanism," April 26, 2007.

"Will America's Image ever Recover in Europe," John Glenn, German Marshall Fund (2008)

Demography and Immigration

"Talking of Immigrants," *The Economist*, 1 June 2006.

"Suddenly the Old World Looks Younger," *The Economist* 14 June 2007.

IV. FUTURE AGENDA

Future of the Transatlantic Relationship

Gordon & Shapiro, 185–221.

Walter Russell Mead, “American Endurance,” in Lindberg, 163–180.

Tod Lindberg, “The Atlanticist Community,” in Lindberg, 215–235.

Joseph Nye, “Leadership and American Foreign Policy,” conference comments. CSCS/Elcano, May 2008.

Charles Kupcan, “The End of the West,” *The Atlantic*, November 2002.

Bibliography

Required readings are indicated for each class session. Additional handouts may be distributed as the Course moves forward. Below are the complete references for the readings.

BEYOND Paradise & Power: Europe, America and the Future of a Troubled Partnership. T. Lindberg, ed. NY: Routledge, 2005.

A CENTURY'S Journey: How the Great Powers Shape the World. R. Pastor, ed. NY: Basic Books, 2000.

EAGLE Rules? Foreign Policy and American Primacy in the 21st Century. R.J. Lieber, ed. NY: Prentice–Hall; Woodrow Wilson Center, 2002.

GORDON, Philip H. and Jeremy SHAPIRO. *Allies at War: America, Europe, and the Crisis over Iraq.* New York: McGraw–Hill, 2004.

HOOK, Steven W. and John SPANIER. *American Foreign Policy since World War II.* Washington, DC: CQ Press, 2004, 16th ed.

KAGAN, Robert. *Of Paradise and Power: America and Europe in the New World Order.* NY: Vintage, 2004.

PERSPECTIVES on American Foreign Policy. Readings and Cases. B.W. Jentleson, ed. NY: Norton, 2000.

SLOAN, Stanley R. *NATO. The European Union and the Atlantic Community.* MD:Rowman & Littlefield, 2003.

Class Website

All the required readings are available on a CD. You may download and print out the readings if necessary at the photocopy store on campus. Please try to think green!!!! Additional readings and links will be added throughout the semester to keep the information as up-to-date as possible.

Some Relevant Links and Research Institutions on Transatlantic Relations:

Council On Foreign Relations: www.cfr.org

Centre for European Reform: www.cer.org

Center for Strategic and International Studies: www.ccis.org

The EU in the US: <http://www.eurunion.org>

The EU Commission's site for External Relations:

http://europa.eu.int/comm/external_relations/ and
www.ec.europa.eu/external_relations

Foreign Affairs Journal: www.foreignaffairs.org

United Nations: www.un.org

The Brookings Institute: www.brookings.edu

US International Affairs: www.state.gov/www/regions/internat.html

European Political Science resources: www.psr.keele.ac.uk/psr.htm

European Foreign Policy Unit at LSE:

www.lse.ac.uk/Depts/intrel/EFPUworkingpaperseries.html

Real Instituto Elcano: <http://www.realinstitutoelcano.org>

(You can also sign up for their bulletins and newsletters produced in Spanish and English.)

<http://www.realinstitutoelcano.org/insidespain.asp>-- This link is useful with regard to Spanish political issues and foreign policy in English.

Spanish Safe Democracy Foundation:

<http://spanish.safe-democracy.org>

Assessment

Active Participation: 20 %

Mid-term Exam: 25 %

Essay and Presentation: 25 %

Final Exam: 30 %

Curso GS-05 **INTERNATIONAL MARKETING**

Prof. Dr. Borja Sanz Altamira (borja@us.es)

Prof. Dr. Luis M. López Bonilla (luismi@us.es)

Objectives

The overall objective of the Course is to introduce students to the marketing decisions within an organization, from a global perspective. With this aim in mind, we will train participants to apply the basic concepts and techniques in marketing, so that they become familiar with the duties of a marketing manager. More specifically, students will be exposed to the development, evaluation, and implementation of marketing management in a global business environment.

Syllabus

This Core Course in Marketing has been structured in terms of four didactic Parts, each of them corresponding to 12 hours of class and made up of two Units. The four Parts are:

Part 1. To introduce the participant to the fundamental principles of marketing, to the basic concepts and tools used in marketing, and to the importance of building customer relations.

Part 2. To develop a marketing plan, including: the firm's operating environment (macroenvironment and microenvironment), SWOT analysis, marketing strategy elements (segmentation, targeting, and positioning), as well as marketing mix elements (product, price, place, and promotion). To this end, we will assist students in learning how to apply these concepts and to practice making decisions through in-class case analyses.

Part 3. To discuss how the international trade system, as well as economic, political-legal, and cultural environments affect a company's international decisions, to describe the key approaches to entering into international markets, to explain how companies adapt their mixes as far as international markets are concerned, and to identify the major forms of international marketing organization.

Part 4. To explain the importance of information for companies which expand their geographical market coverage, to define the international marketing information system, and to outline the steps in the marketing research process within a global environment.

PART 1. DEFINING MARKETING

Unit 1. Marketing Concepts

- 1.1. What Is Marketing?
- 1.2. Core Marketing Concepts.
- 1.3. Marketing Management Orientations.

Unit 2. Customer Relations Management

- 2.1. Customer Relations.
- 2.2. Consumer and Business Buyer Behavior.
- 2.3. The New Marketing Landscape.

PART 2. DEVELOPING A MARKETING PLAN

Unit 3. Environment and Internal Analysis

- 3.1. Executive Summary.
- 3.2. Situational Analysis.
- 3.3. SWOT Analysis.

Unit 4. Marketing Plan

- 4.1. Objectives.
- 4.2. Marketing Strategies.
- 4.3. Action Programs.
- 4.4. Implementation Controls.

PART 3. THE GLOBAL MARKETPLACE

Unit 5. To Be or Not to Be International

- 5.1. Global Marketing.
- 5.2. Looking at the Global Marketing Environment.
- 5.3. Deciding Whether to Go International and Which Markets to Enter.

Unit 6. How to Be International

- 6.1. Deciding How to Enter the Market.
- 6.2. Deciding on the Global Marketing Program.
- 6.3. Deciding on the Global Marketing Organization.

PART 4. MARKETING RESEARCH IN A GLOBAL ENVIRONMENT

Unit 7. International Marketing Research

- 7.1. Complexity of International Marketing Research.
- 7.2. Importance of Research for International Marketing Decisions.

- 7.3. The International Marketing Information System.
- 7.4. Designing International Marketing Research.

Unit 8. International Information Sources

- 8.1. Data Sources.
- 8.2. Nonsurvey Data Collection Techniques.
- 8.3. Survey Instrument Design.
- 8.4. Analysis of Multicountry Data.

Through cases and through an in-depth semester project, students will be given opportunities to perform the role of a marketing manager.

Bibliography

ARMSTRONG, G. and KOTLER, P. *Marketing: An Introduction*. Prentice Hall (Pearson Educational International), 2005, 7th int. ed.

CRAIG, S. and DOUGLAS, S. *International Marketing Research*. John Wiley & Sons, 2005, 3rd ed.

BRADLEY, F. *International Marketing Strategy*. Prentice Hall (Pearson Educational), 1999, 3rd ed.

KOTABE, M. and HELSEN, K. *International Marketing*. SAGE Publications, 2009, 1st ed.

KOTLER, P. *Marketing Management*. Prentice Hall (Pearson Educational International), 2003, 11th int. ed.

KOTLER, P. and ARMSTRONG, G. *Principles of Marketing*. Prentice Hall (Pearson Educational International), 2008, 12th ed.

ONKVISIT, S. and SHAW, J. *International Marketing: Strategy and theory*. Routledge, 2009, 5th ed.

WILSON, R., C. GILLIGAN. *Strategic Marketing Management*. Elsevier, 2005, 3rd ed.

Assessment

Didactic Sign-posted Examinations: 60% (each exam represents 15%)

Presentation of a group paper 30%

Class attendance: 10%

Curso GS-06 SPANISH CUISINE SPANISH CUISINES

(A cultural approach to the History of food and cooking in Spain)

Lecturer D. Luis Laplaza (api@arrakis.es)

Substitute Lecturer: Dña. Montserrat Izaguirre Rodríguez
(izaguirremon@gmail.com)

Colaboradores: Antonio Tirado Martín, enólogo y sumiller. Ángel Custodio Ruiz Martínez, chef.

Objectives

This course is designed as an introduction to the diversity of Spain's cuisine. It is not intended to cover all aspects of Spanish cooking, but rather as an appetizer which will seduce you with its appearance, aromas and tastes, making you hungry to learn more about Spain's gastronomic achievements.

Methodology

The course will consist of two distinct parts. A theoretical part in which we will study the origins and development of some products and "processes of transformation" of food in Spain. The other part will be practical, and will consist in cooking a series of recipes that belong to the Spanish cuisine tradition and culture.

Preliminaries

Introduction: What is food? What is cooking?

Part one

- 1) Introduction to the geographic diversity of Spain and some of its unique culinary traditions and habits
- 2) Visitors and invaders
- 3) Spices from the east
- 4) The revolution came from the West: Colonial influence

Part two: From Roncesvalles to Santiago

Eating and cooking along "El Camino de Santiago"

- 5) Navarra: Neither province nor region
- 6) The Basque Country: Where excellence and simplicity are the rule
- 7) Castilla/León: The power of cooking
- 8) Galicia: The end of the road

Part three: A unique case

- 9) Hoyas y Cocidos: The ritual of the three rollovers and the Jewish influence

Part four: The excellence of Mediterranean Diet

- 10) Myth and reality of the Mediterranean Diet
- 11) Olive oil (cata)(1 clase)
- 12) Levante: paellas y fideuas
- 13) Cataluña y los Países Catalanes: the flavour of the Mediterraneum.

Part five: cooking and eating in Andalucía

- 14) Cuisine during Xmas (Fall) Cuisine during lent (Spring)
- 15) Gypsy-inspired cuisine
- 16) Andalucía: From tradition to modernity

Part six: Other topics

- 17) La Mancha: cooking and eating in Don Quixote
- 18) LA MESTA: sheep, shepherds, cheeses (cata) and migas (bread crumbs)
- 19) The Spanish miracle: "Dehesas" and the Iberian Pig.

Part seven: preserving and recycling

- 20) Salazones, encurtidos, embotados y mermeladas
- 21) Las migas, las croquetas, el kalatrava, sopas de ajo y de tomate.
- 22) Las setas (Fall)

Part eight: An aside

- 1) Beer
- 2) Wine 1: Vine, Vineyards and Wine, from the altars to the temples of gastronomy
- 3) Wine 2

Part nine:

- 1) Desserts

Visitas

Mercado de abastos y supermercado

Museo Arqueológico y Museo de Artes y Costumbres Populares

Escuela de Hostelería

Vocabulary the program will include a list of culinary terms, and idioms

Bibliography

Readings

We will use a list of selected readings in English when possible

Evaluation

15% Active Participation in class

15% Review of three recipes from a bar or restaurant

15% Midterm

20% Paper

15% Oral presentation

20% Final exam

I. Objectives

The course "Photography: theory and technique" has the following objectives:

- Learning how to read photographs and its meaning in the present.
- Develop technical photographic skills.
- Understand the possibilities of photography as a way of expression and information.
- Knowledge of the History of Photography.
- The importance of new technologies applied to photography
- Improve an analytic vision of contemporary images
- Improve social skills and group work

II. Methodology

The classes are based in a participative method in which it will be fomented a proactive role of the students, through activities such as debates about the history of photography or about the analysis of images, the work of authors or the practical work of the classmates.

III. Course Contents

1. - INTRODUCTION.

THE WORLD IN PICTURES. PHOTOGRAPHY APPLICATIONS AND USES.

- Why we like photographs?
- A world without pictures
- Revisiting the invention of photography
- Information vs. communication vs. knowledge
- Telling histories through photography.
- History of Photography I. From 1839 to the Brownie Cameras.

2. - TECHNICAL GROUND FLOOR

- The eye and the camera
- Camera obscura and how the picture is formed
- Understanding the light

3. - FORMATS AND OPTICS

- Camera typologies: small, medium and large format
 - Lenses and its meaning
4. - DIGITAL PHOTOGRAPHY I
 - Intro: differences and similarities with analogical photography
 - How does digital photography work?
 - Archive typology
 - Picture optimization and retouching
 - Developing Raw archives
 - Workflow
 - Size of images
 - Digital Black and White
 5. - HISTORY OF PHOTOGRAPHY (II)
 - From 20th. Century to the sixties
 6. - LANDSCAPE AND ARCHITECTURE PHOTOGRAPHY
 7. - PORTRAIT
 8. - DOCUMENTARY PHOTOGRAPHY
 9. - HISTORY OF PHOTOGRAPHY(III)
 - From the sixties to the present
 10. - PHOTOGRAPHY AND MEDIA
 - Photojournalism
 - Multimedia
 11. - PHOTOGRAPHY AND SOCIAL NETWORKS
 12. - PHOTOGRAPHIC ESSAY
 - The editing process
 - Course final project

IV. Bibliography:

Books:

Angeletti, Norberto (2010): TIME: The Illustrated History of the World´s Most Influential Magazine. Rizzoli International Publications Inc. New York

Beardsworth, John (2007): Advanced Digital Black and White Photography. The Ilex Press Limited.

Benjamin, Walter, 'The Work of Art in the Age of Mechanical Reproduction', in Illuminations, ed. Hannah Arendt, trans. Harry Zohn, New York: Harcourt Brace & World, 1955.

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Berger, John Ways of Seeing. London: [British Broadcasting Corporation](#) and [Penguin Books](#) (2007(2000)). Modos de ver. Barcelona, Gustavo Gili.

(2006 (1972)). Sobre las propiedades del retrato fotográfico. Gustavo Gili. Barcelona.

Bright, Susan (2005) Art Photography Now. Aperture. New York

Capa, Robert (2009) Slightly out of focus. La Fábrica. Madrid

Cartier-Bresson, Henri (2001) The decisive moment. Aperture

Dondis, D.A. (2002) A Premier of Visual Literacy. Gustavo Gili. Barcelona

D'Ors, Mauricio (ed.). (2005). Pérez Siquier La Mirada. Ed. Lunweg. Barcelona.

Easterby, John (2010): 150 Photographic Projects for Art Students. Quarto Inc. London

Fisher, Andrea. Let us now praise famous women: women photographers for the U.S. government, 1935 to 1944: Esther Bubley, Marjory Collins, Pauline Ehrlich, Dorothea Lange, Martha McMillan Roberts, Marion Post Wolcott, Ann Rosener, Louise Rosskam. London; New York: Pandora Press, 1987. 160 p

Foncuberta, J. (2010). La cámara de pandora. La fotografía después de la fotografía. Editorial Gustavo Gili. Barcelona.

Freund, G. (2001(1974)). Photography and society. (La fotografía como documento social. Barcelona, Gustavo Gili)

González, Chema (2009) Walker Evans. Cuaderno nº 37. Fundación Mapfre. Madrid.

Hill, P. C., Thomas (2001(1979)). Diálogos con la fotografía. Barcelona, Gustavo Gili.

Kobré, Kennteh (2004) Photojournalism: the professionals' approach. Elsevier Inc. San Diego

Ledo Andi6n, M. (1998). Documentalismo Fotográfico. Madrid, Cátedra.

Ledo Andi6n, M. (2005). Cine de fot6grafos. Barcelona, Gustavo Gili.

L6pez Mond6jar, P. (1999). 150 a6os de fotograf6a en Espa6a. Barcelona, Lunweg Editores S.A.

L6pez Mond6jar, Publio: Historia de la fotograf6a en Espa6a. Lunweg. Madrid, 1999.

Mayer, Marcos (2004): John Berger y los modos de mirar. Campo de ideas. Madrid. Espa6a. Lunweg. Madrid.

Meiselas, Susan (2009): In History. International Center of Photography. STEIDL. G6ttingen

Newhall, B. (1988 (1937)). The history of photography: from 1839 to the present. Little, Brown. Boston.

Pomés, Leopoldo (2001) Toros. Centro Andaluz de la Fotografía. Almería.

Ribalta, Jorge (2008). El archivo universal. Texto para la exposición del mismo nombre. MACBA. Barcelona.

Rubio, Oliva María (2007) Momentos estelares. La fotografía en el siglo XX. Círculo de Bellas Artes. Madrid. f

Sontag, S. (2003):Regarding the pain of others. Farrar, Straus and Giroux, New York.

Sontag, S. (1973) On Photography. Picador USA. New York

Souquez, Marie –Loup (1994). Historia de la Fotografía. Madrid, Cátedra.

Souquez, Marie –Loup (2007). Historia general de la fotografía. Madrid, Ediciones Cátedra (Grupo Anaya S.A.).

VV.AA. (1996). Retrats: fotografía española, 1848 – 1995. Fundación Caixa de Catalunya. Barcelona.

Magazines:

Documentary Photography

www.ojodepez.org – Ojo de Pez Magazine – Barcelona

www.privatephotoreview.com

www.7punto7.net – 7 Punto 7 Magazine. Madrid

www.bjp-online.com – British Journal Of Photography – London

Camera Internacional

www.photovision.es –Revista Photovision – Sevilla

www.ingentaconnect.com (Photography and culture) Photography And Culture Magazine

Art

www.exitmedia.net (Exit Book y Exit Express)

www.camera-austria.at Camera Austria Magazine

Films:

CONTACTS Idea by William Klein

ROBERT FRANK FILMOGRAPHY

LIFE THROUGH A LENS Annie Leibovitz

WAR PHOTOGRAPHER James Natchwey

BLOW UP Michelangelo Antonioni

V. Activities

Visits and excursions to exhibitions, museums, photographic centers or cultural heritage places like:

- Camera Oscura (Cádiz) - Torre de los perdigones (Seville)
Knowing the city. Technical basis. Visiting exhibitions.
- CAAC Andalusian Center for Contemporary Art (Seville)
- Forestier Historical Garden. University of Seville (Seville)
- Guadalquivir River and its surroundings

VI. Evaluation

As the course has mainly a practical character, we will follow a continuous assessment based in different practical works during the course and the realization of one final project.

The tutor will coordinate and co-edit during the course the final project of each student.

For the theoretical contents there will be a final exam.