

**FACULTY OF PHILOLOGY
AND
FACULTY OF GEOGRAPHY AND HISTORY**

COURSES OF STUDY IN ENGLISH*

FACULTY OF PHILOLOGY

FS-01	THE BASIC PRINCIPLES OF SPANISH GRAMMAR FOR ENGLISH- SPEAKING STUDENTS
FS-02	CONVERSATION AND COMPOSITION IN SPANISH FOR AMERICAN STUDENTS
FS-03	KEYS TO SPANISH VOCABULARY
FS-04	SPANISH LANGUAGE REINFORCEMENT FOR SPECIFIC ACADEMIC PURPOSES
FS-05	GENDER VIEWS IN CONTEMPORARY SPANISH LITERATURE AND CINEMA
FS-06	INTRODUCTION TO SPANISH CULTURAL STUDIES
FS-07	THE ARAB WORLD TODAY. CONTEMPORARY HISTORY AND INTERNATIONAL RELATIONS
FS-08	MUSIC AND SOCIETY: THEORY AND PRACTICE OF FLAMENCO

TIMETABLE

* These Courses will be taught through the medium of English. If requested by a group of students, they can also be taught through the medium of Spanish

9:00-11:00	Conversation and Composition in Spanish <i>Manuel Padilla</i> Lecture room 112	The Basic Principles of Spanish Grammar <i>F. Javier Tamayo</i> Lecture room 112
11:00-13:00	The Arab World Today. Contemporary History and International Relations <i>Ana Torres</i> Lecture room 112	Introduction to Spanish Cultural Studies <i>Ricardo Navarrete</i> Lecture room 112
13:00-15:00	Keys to Spanish Vocabulary <i>Jerry Johnson</i> Lecture room 112	Gender Views in Contemporary Spanish Literature and Cinema <i>Carolina Sánchez Palencia</i> Lecture room 112
17:00-19:00	Music and Society: Theory and Practice of Flamenco <i>Clara Mora Chinoy</i> Lecture room 112	Spanish Language Reinforcement For Specific Academic Purposes <i>Jesús Díaz Vidal</i> Lecture room 112

Curso FS-01 **THE BASIC PRINCIPLES OF SPANISH GRAMMAR FOR ENGLISH-SPEAKING STUDENTS**

Prof. Dr. Fco. Javier Tamayo Morillo (ftamayo@us.es)

Substitute Lecturer Dr. Manuel Padilla (mpadillacruz@us.es)

Objectives

This Course is designed for students from abroad who aim to acquire sufficient knowledge of the Spanish language whereby commonplace situations in everyday life become manageable for them. While the thorniest aspects of the grammar of Spanish will be dealt with, the main objective of the Course is to familiarize students with the basic rules of how the language functions so that they become adept at using them in a competent way in keeping with their level of linguistic competence.

Methodology

The subject-matter and technicalities of the grammar of Spanish will be explained from a communicative standpoint and syllabus content will be investigated on a step-by-step basis in terms of the working level established. Teaching will be of a practical kind: using specific exercises as a point of departure, explanations will be provided of those aspects of the Spanish language which tend to raise problems for students. As part of the Course, additional activities will include: (a) dictations; (b) listening comprehension activities; (c) reading comprehensions; (d) written exercises; (e) vocabulary exercises.

Syllabus

1. Orthography. Accentuation.
2. Basic Sentence Structure in Spanish.
 - 2.1. The Sentence and its Constituents.
 - 2.2. The Structure of the Sentence: Identifying Subject and Object.
 - 2.3. Sentence Classification according to Communicative Use.
 - 2.4. Word Order.
3. The Noun Phrase:
 - 3.1. Substantives: Gender and Number.
 - 3.2. Definite and Indefinite Articles and their Use.
 - 3.3. Demonstratives and their Use.
 - 3.4. Adjectives and their Use.
 - 3.5. The Possessive Case and Ways of Expressing Possession in Spanish..
 - 3.6. Agreement in Gender and Number of Articles, Demonstratives, Possessives, and Adjectives, with Nouns.
4. The Verb Phrase:
 - 4.1. The Paradigm of Verb Forms in Spanish.
 - 4.2. The Use of Verb Forms in Spanish:
 - 4.2.1. Uses of the Present Tense.
 - 4.2.2. Uses of the Past Simple and the Imperfect Tenses.
 - 4.2.3. Uses of the Past Simple and the Present Perfect / Pluperfect Tenses.
 - 4.2.4. Uses of the Future Tense.
 - 4.2.5. The Conditional.

- 4.2.6. The Subjunctive.
- 4.3. Uses of the verbs 'ser' and 'estar'.
- 4.4. Auxiliary Verbs and Modal Periphrasis.
- 5. Relational Elements: Prepositions.
 - 5.1. Uses and Basic Meanings.
 - 5.2. Constructions that depend on Prepositions

Bibliography

(i) Handbooks:

- ALONSO, R., *et al.* *Gramática básica del estudiante de español*. Barcelona: Difusión, 2005.
- BUESO, I. y R. VÁZQUEZ. *Gramática básica del español*. Madrid: Edinumen, 1999.
- DOMÍNGUEZ, P. y P. BAZO. *Claves del español. Gramática práctica*. Madrid: Santillana, 1994.
- GÓMEZ TORREGO, L. *Gramática didáctica del español*. Madrid: SM, 1997.
- HERNÁNDEZ ALONSO, C. *Gramática Funcional del Español*. Madrid: Gredos, 1996.
- HILL, S. y W. BRADFORD. *Bilingual Grammar of English-Spanish Syntax*. Lanham: University Press of America, 1997.
- MATTE BON, F. *Gramática comunicativa del español. Tomo I*. Madrid: Difusión, 1992.
- SECO, M. *Diccionario Breve de Dudas y Dificultades de la Lengua Española. Guía Práctica del Español Actual*. Madrid: Espasa-Calpe, 2005.

(ii) Teaching and Learning Material:

- CASTRO, F. *Uso de la gramática española: Elemental*. Madrid: Edelsa, 1996.
- . *Uso de la gramática española: Intermedio*. Madrid: Edelsa, 1997.
- GONZÁLEZ, A, J.R. CUENOT y M. SÁNCHEZ. *Curso práctico: Gramática de español lengua extranjera*. Madrid: Edelsa, 1996.
- MARTÍN GARCÍA, J. *Ejercicios de Gramática. Nivel Inicial*. Madrid: Anaya, 2001.
- MARTÍN PERIS, E., P. MARTÍNEZ GILA, N.S. BAULENAS. *Gente 1. Libro Trabajo y Resumen Gramatical*. Barcelona: Difusion, 2000.
- MARTÍNEZ MENÉNDEZ, P. *Ejercicios de léxico. Niveles Inicial e Intermedio*. Madrid: Anaya, 2001.

(iii) Dictionaries:

LAROUSSE

- COLLINS diccionario español-inglés, inglés-español = Collins Spanish-English, English-Spanish Dictionary*. Barcelona: Grijalbo; Glasgow: HarperCollins, 2001.

Assessment

Students will participate in an on-going system of assessment which will involve their performance in classroom sessions and their assimilation of communicative skills in Spanish. Moreover, students will be expected to sit two exams, one mid-way through the Course and the other at its conclusion. Final Grades will be based as follows:

- attendance at sessions and active class participation: 20 %

-class presentation of an assignment on a current topic of interest: 20 %
-mid-term and final exam (2): 60%
Grading Scale: FAIL (0 - 4,9); PASS (5 - 6,9); VERY GOOD (7 - 8,9);
EXCELLENT (9); EXCELLENT, WITH DISTINCTION(10)

CONVERSATION AND COMPOSITION IN SPANISH FOR AMERICAN STUDENTS

Prof. Dr. Manuel Padilla Cruz (mpadillacruz@us.es)

Substitute Lecturer Dra. Teresa López Soto (teresals@us.es)

Objectives

This Course is geared toward students who speak American English and who have no prior knowledge of Spanish. Its overall objective is to develop students' capacity to express themselves orally and in written form, within routine sociolinguistic contexts, so that they can come to terms with them and cope adequately with them, the contrast with their mother tongue acting as a point of reference. Our endeavor is to enable students to initiate and keep up a conversation using limited vocabulary content, to produce phrases and basic conversational routines in a spontaneous way, to narrate and describe routine social situations, as well as to draft basic written forms, while keeping in mind orthographic, lexical and syntactic correctness, as well as pragmatic appositeness. Likewise, students will be provided with the chance to develop their comprehension skills in Spanish, becoming thereby adept at understanding real-life oral discourse adjusted to their level.

Methodology

This Course will have as its basis a communicative approach so as to favor the active participation of students, while encouraging the practical application of information and skills as they are being acquired in real time. With this in mind, class sessions will be structured in terms of lecturers' explanations which will be backed up by involvement in practical activities in pairs and groups (role-play, written drafts, games, debates, etc.).

Syllabus

1. Greeting and Bidding Farewell. Introducing Yourself and Introducing Others. Seeking and Providing Information about People (Name, Age, Profession, Nationality, etc.)
2. Describing Oneself and Others: Height, Complexion, Skin, Hair, and Eye Color, Ways of Dressing, Types of Person. Expressing Tastes and Preferences. Talking and Writing about Habits.
3. Requesting and Giving Basic Information about: Directions to Take and the Reaching of Places; Purchases (tickets, shopping zones); Accommodation; Markets. The Expression of Routine Temporal and Spatial Notions.
4. Expressing Gratitude and Excusing Oneself. Expressing Mood, State of Mind, and Physical Condition (pain, weariness, joy, sorrow, indifference, boredom, etc.).
5. Time: Dates, Clock Time, Specific Moments during the Day and the Week, etc. Recounting, in a basic way, events from the Past (childhood; bygone days, weeks, and months) or with reference to the Future (the next day; days, weeks, months, and years ahead; future plans, etc.)
6. Making an Appointment and Getting the Details Clear. Clarifying Doubts and Explaining Hitches. Apologizing.
7. Getting By in Commercial Establishments (restaurants, cafeterias, markets, supermarkets, shops of different kinds, etc.). Requesting

- different kinds of Products or Ordering what to Eat and Drink. Making Payment.
8. Drafting an Informal Letter, or Message, to a Friend or Relative.
 9. Giving Advice about What, or What Not, to Do.
 10. Providing Information about Recipes and How to Cook specific Foods.
 11. Obtaining Information about Renting Accommodation, about Lay-Outs, about Furnishings and Room Content.

Bibliography

a) Manuals

- ÁLVAREZ, A.I. *Escribir en español*. Madrid: Castalia, 2000.
- ÁLVAREZ, M. *Tipos de escrito I: narración y descripción*. Madrid: Arco Libros, 2003.
- *Tipos de escrito II: exposición y argumentación*. Madrid: Arco Libros, 1999.
- *Tipos de escrito III: epistolar, administrativo y jurídico*. Madrid: Arco Libros, 2002.
- *Tipos de escrito IV: escritos comerciales*. Madrid: Arco Libros, 1997.
- BUITRAGO JIMÉNEZ, A. y J.A. TORIJANO PÉREZ. *Guía para escribir y hablar correctamente en español*. Madrid: Espasa-Calpe, 2000.
- GARCÍA, S., A. MEILÁN y H. MARTÍNEZ. *Construir bien en español. La forma de las palabras*. Oviedo: Ediciones Nobel, 2005.
- GERRARD, L. y S. LONG. *Redacción y revisión: estrategias para la composición en español*. Columbus, OH: McGraw-Hill Higher Education, 1993.
- GÓMEZ TORREGO, L. *Hablar y escribir correctamente. Tomo II. Gramática normativa del español*. Madrid: Arco Libros, 2006.
- HERNÁNDEZ GUERRERO, J.A. *El arte de escribir*. Barcelona: Ariel, 2005.
- y M.C. GARCÍA TEJERA. *El arte de hablar*. Barcelona: Ariel, 2004.
- MARTÍN VIVALDI, G. *Curso de redacción: teoría y práctica del estilo*. Madrid: Thompson Learning Ibero, 2000.
- MARTÍN GARCÍA, M.E. et al. *Curso de redacción. Teoría y práctica de la composición y del estilo*. Madrid: Thompson Learning Ibero, 2007.
- MARTÍNEZ, H. *Construir bien en español. La corrección sintáctica*. Oviedo: Ediciones Nobel, 2003.
- MARTÍNEZ, J.A. *Escribir sin faltas: manual básico de ortografía*. Oviedo: Ediciones Nobel, 2004.
- REYES, G. *Cómo escribir bien en español. Manual de redacción*. Madrid: Arco Libros, 2003.

b) Grammars

- BUTT, J. y C. BENJAMÍN. *A New Reference Grammar of Modern Spanish*. Londres: Edward Arnold, 1989.
- GONZÁLEZ HERMOSO, et al. *Gramática de español lengua extranjera*. Madrid: Edelsa, 1994.
- *Español lengua extranjera. Curso práctico. Nivel 2*. Madrid: Edelsa, 1994.
- SÁNCHEZ, A., E. MARTÍN y J.A. MATILLA. *Gramática práctica del español para extranjeros*. Madrid: SGEL, 1995.

c) Single-Language Dictionaries

- DICCIONARIO de frases hechas de la lengua española*. Barcelona: Larousse,

1999.

GUTIÉRREZ CUADRADO, J. *et al. Diccionario Salamanca de la lengua española*. Madrid: Santillana; Salamanca: Universidad de Salamanca, 1996.

REAL ACADEMIA ESPAÑOLA. *Diccionario de la lengua española*. Madrid: Espasa, 2001.

d) Books of Verbs

ALONSO MORO, J. *Verbos españoles*. Madrid: Difusión, 1998.

CONJUGACIÓN verbal de la lengua española. Barcelona: Larousse, 2000.

Assessment

A) Final Assessment:

Two oral and written examinations will be set, one mid-way through the Course and the other at its conclusion, their aim being to gauge oral and written skills.

B) On-going Assessment:

Account will be taken of written assignments – composition work and the production of texts of different kinds - which students will hand in on a weekly basis, while active participation in class sessions will also be valued positively.

C) Final Assessment and Grading Criteria

Final grades will be based on the total derived from both the following areas:

- The two oral and written examinations will cover 75% of the final grade. Regular attendance and active participation in oral activities during class sessions will cover the remaining 25% of the final grade.

Objectives

The aim of the Course is to empower participants with an understanding of the nature of words in Spanish, as well as with the ability to take full advantage of them in spoken and written usage.

As students of Spanish we know that the greatest drawback we face is a lack of vocabulary. The audio-oral approach to language acquisition gives emphasis to phonetics and syntax, but it is less useful in helping us build a word-power that enables us to say interesting things at the right moment. We also know that the memorization of words is a poor method for learning vocabulary.

In *Keys to Spanish Vocabulary* it is the *recall* of what we do know that constitutes our approach to solid vocabulary growth.

The aim of this Course is to ensure that students return home having acquired a really sophisticated skill in using vocabulary in speech and in controlled contexts where composition is required.

Language knowledge is like an iceberg: 20% of it is above water. When students understand, they recall, and when they recall, they can really make use of that same language.

Methodology

The following outline will focus constantly on the issue of understanding for recall, retention, and the use of vocabulary in practical oral and written contexts.

Syllabus

- 1) Applied linguistics for understanding and using words in Spanish.
 - Etymology
 - Phonetics
 - Morphology
 - Semantics (general<> regional)
- 2) The nature of the word: perfect<> imperfect
 - The root word or *lexeme*
 - Root word variables
- 3) The affix or *afijo*
 - The suffix/el sufijo
 - The prefix/el prefijo
 - The infix/el infijo
- 4) The linking vowel or *vocal tónica*
- 5) Introduction to etymology
- 6) Semantic issues as related to cognates
- 7) Levels of communication: learned and popular usages: spoken and written language
- 8) Precision in communication: are there really synonyms?

- 9) How words in a sentence influence one another as to their meaning
- 10) Verbal morphemes or suffixes and verbal action within the time spectrum
- 11) Idiomatic uses of words
- 12) The dictionary as a source of word power

At all times during our study of the nature of words, emphasis will be placed on the understanding of theory for the purpose of using those same words in conversation and composition.

Bibliography

The instructor will provide students with hand-outs on issues concerning applied linguistics, as well as daily worksheets dealing with the particulars of word formation that correspond to in-class activities.

Assessment

The grade will be based on in-class activity (30%), quizzes in which students are encouraged to experiment (30%), and on individual and controlled research projects involving the use of resources such as the dictionary. As the course moves forward, it will become increasingly bilingual and students will be invited to use Spanish more and more in our activities.

Curso FS-04 **SPANISH LANGUAGE REINFORCEMENT FOR SPECIFIC ACADEMIC PURPOSES**

Prof. Dr. Jesús Díaz Vidal (Jesus.DiazVidal@gowithcea.com)

Substitute Lecturer Dr. Ester Brenes Peña (ebrenes@us.es)

Objectives

This course targets students studying abroad in Spain who are in need of additional grammatical and vocabulary reinforcement in cultural, business, artistic, administrative and daily usage areas. It is a Course which will benefit those students requiring specific help with regard to other courses offered by the University of Seville, especially for those within this Course group itself. Even though the Course targets the four language skills, reading and writing, listening and speaking, the use of English will also allow for a contrastive approach to language learning.

Methodology

The main core of the Course methodology will involve a task-based approach to language teaching, organizing all Course topics around several areas related to daily life in Spain, including the academic usage of language during students' stay at the University of Seville. Student participation is essential to the successful implementation of this methodological approach: the traditional approach to language teaching will be kept to a minimum. Each semantic field covered will be analyzed through its specific terminology, through the aspects of grammar most relevant to it, and through the most frequently required verbal and communicative strategies linked with it.

Syllabus

List of topics:

- Daily use of language in verbal communication.
- Body language differences: US vs Spain.
- Spanish vs American English in Business Language.
- Typical Pronunciation errors in speaking Spanish.
- Typical grammatical mistakes made by US students in Spanish.
- Artistic language reinforcement.
- Folklore in Spain and its terminology.
- The Spanish Administration.
- University life across the Atlantic.
- Spanish Sports.
- Politics and recent History.
- People your age in Seville: leisure time.
- Geography and its terminology.
- Others.

Bibliography

CASTRO, Francisca. *Uso de la gramática española. Nivel intermedio*. Madrid: Edelsa, 1996.

HOOVER, John. *The New Spaniards*. London: Penguin Books, 2006.

WATTLE-AMES, Helen. *Spain is different*. Boston; London: Intercultural Press, 1999.

Instructors will prepare additional readings which can be picked up at the

University's copy-shop. These will include texts based on the different semantic fields discussed in class throughout the semester.

Assessment

- Attendance and participation 20%
- Mid-term exam 25%
- Final exam 25%
- Oral interview 15%
- Written assignment (3) 15%

Curso FS-05 **GENDER VIEWS IN CONTEMPORARY SPANISH
LITERATURE AND CINEMA**

Prof. Dra. Carolina Sánchez-Palencia Carazo

(csanchez@us.es)

Substitute Lecturer Dra. María Isabel Porcel (porcel@us.es)

Objectives

This course explores gender representations (ranging from feminist perspectives, gender performances, or the theory and practice of female writing, to questions of sexual identity, patterns of masculinity and queer theory) within the Spanish literature and cinema produced during the last three decades. Besides analyzing a selection of works by the most representative authors who form part of the contemporary literary panorama in Spain, students will also examine the different critical paradigms and theories within the field of gender and sexuality studies and how they are formulated within a range of cultural texts and contexts.

Methodology

Sessions will combine lectures with the in-class discussion of readings from the books and films included in the syllabus. Students will be expected to participate actively in class sessions in order to carry out presentations of their different assignments.

Syllabus

- I. The theoretical paradigm of Gender Studies: Feminist criticism and female writing.
- II. Re-writing history. The public and the private: Mercè Rodoreda, Carmen Martín Gaité, Marina Mayoral.
- III. Desire and the writing of the body: Ana Rossetti, Cristina Peri Rossi.
- IV. The fantastic imaginary. From the Gothic to Magic Realism: Adelaida García Morales, Cristina Fernández Cubas, Isabel Allende, Laura Esquivel.
- V. Gender and Dissidence. Queer Theory and the articulation of Homosexuality: Esther Tusquets, Juan Goytisolo, Terenci Moix, Eduardo Mendicutti.

Readings:

- *The Back Room / El cuarto de atrás* (1978), Carmen Martín Gaité.
- *The South / El Sur* (1982), Adelaida García Morales.
- *The Same Sea as Every Summer / El mismo mar de todos los veranos* (1978), Esther Tusquets.
- Selected stories by Cristina Fernández Cubas and Isabel Allende.
- Selected poems by Ana Rossetti and Cristina Peri Rossi.

Movies:

- *La Regenta* (1995). Dir. Fernando Méndez-Leite.
- *Calle Mayor* (1956). Dir. Juan Antonio Bardem.
- *La Plaza del Diamante* (1982). Dir. Francesc Betriú.
- *Libertarias* (1996). Dir. Vicente Aranda.
- *Solas* (1999). Dir. Benito Zambrano.

- *El laberinto del fauno* (2006). Dir. Guillermo del Toro.
- *Mi querida señorita* (1971). Dir. Jaime de Armiñán.
- *La mala educación* (2004). Dir. Pedro Almodóvar.

Bibliography

ALBERDI, Isabel, e Inés Alberdi. "Mujer y educación: Un largo camino hacia la igualdad de oportunidades". *Revista de Educación e Investigación*, 275 (1984), 5-18.

ALIAGA, Juan V., y José M. Cortés. *Identidad y diferencia. Sobre la cultura gay en España*. Barcelona: Egales, 1997.

ANÁLISIS feministas de la literatura. *De las teorías a las prácticas literarias*. B. Sánchez y M^a.J. Porro, coords. Córdoba: Universidad de Córdoba, 2008.

BAIGORRI, Artemio. *El hombre perplejo. Adaptación y cambio de actitudes de los hombres frente al ascenso social de las mujeres*. Badajoz: Dirección General de la Mujer de la Junta de Andalucía, 1995.

BARRERA, Trinidad. "La narrativa femenina: balance de un siglo". *Anales de Literatura Española*, 16 (1995), 101-108.

BENERÍA, Lourdes. *Mujer, economía y patriarcado durante la España franquista*. Barcelona: Anagrama, 1977.

BORREGUERO, Concha, et al. *La mujer española. De la tradición a la modernidad (1960- 1980)*. Madrid: Tecnos, 1986.

BUXÁN, Xosé. *Conciencia de un singular deseo. Estudios lesbianos y gays en el estado español*. Barcelona: Laertes, 1997.

DAVIES, Catherine. *Contemporary Feminist Fiction in Spain*. Oxford: Berg Pub, 1994.

ENCINAR, Ángeles. *Cuentos de este siglo. Treinta narradoras españolas contemporáneas*. Barcelona: Lumen, 1996.

ESCARIO, Pilar, Inés Alberdi y Ana I. López-Accotto. *Lo personal es político. El movimiento feminista en la transición*. Madrid: Instituto de la Mujer, 1996.

FALCÓN, Lidia. *El varón español a la búsqueda de su identidad*. Barcelona: Plaza & Janés, 1986.

FEMINISMS in development. *Contradictions, contestations and challenges*. A. Cornwall, E. Harrison, A. Whitehead, eds. London: Zed Books, 2007.

FOLGUERA, Pilar. *El feminismo en España. Dos siglos de historia*. Madrid: Fundación Pablo Iglesias, 1988.

FREIXAS, Laura. *Literatura y mujeres*. Barcelona: Destino, 2000.

GUASH, Óscar. *La crisis de la heterosexualidad*. Barcelona: Laertes, 2000.

JIMÉNEZ, Zoé. *El fantástico femenino en España y América: Martín Gaité, Rodoreda, Garro y Peri Rossi*. San Juan, Puerto Rico: Universidad de Puerto Rico, 2001.

KAPLAN, Gisela. *Contemporary Western European Feminism*. London: UCL Press and Allen & Unwin, 1992.

LÓPEZ-CABRALES, M^a del Mar. *Palabras de mujeres. Escritoras españolas contemporáneas*. Madrid: Narcea, 2000.

LLAMAS, Ricardo. *Teoría torcida. Prejuicios y discursos en torno a la homosexualidad*. Madrid: Siglo XXI, 1998.

MARTÍNEZ-EXPÓSITO, Alfredo. *Los escribas furiosos. Configuraciones homoeróticas en la narrativa española actual*. New Orleans: University Press of the South, 1998.

NICHOLS, Geraldine. *Descifrar la diferencia. Narrativa femenina de la España*

- contemporánea*. Madrid: Siglo XXI, 1998.
- NIEVA de la Paz, Pilar. *Narradoras españolas en la transición política*. Madrid: Fundamentos, 2004.
- OSBORNE, Raquel. *La violencia contra las mujeres*. Madrid: Universidad Nacional de Educación a Distancia, 2001.
- PÉREZ, Janet. *Contemporary Women Writers of Spain*. Boston, MA: Twayne Pub., 1988.
- PINEDA, Empar. "Algunas reflexiones sobre el estado actual del feminismo en España". *Género y Sociedad*, 3 (1995), 95-116.
- QUEROL Sanz, José Manuel y M^a. Victoria Rayzábal Rodríguez. *La mirada del otro. Textos para trabajar la educación intercultural y la diferencia de género*. Madrid: La Muralla, 2008.
- REGUEIRO Salgado, B. y Ana Rodríguez. *Lo real imaginado, soñado, creado. Realidad y literatura en las letras hispánicas*. Madrid: Aleph, 2009.
- SMITH, Paul J. *Cinema, Literature and Sexuality in Spain and Cuba, 1983-93*. London: Verso, 1996.
- . *Las leyes del deseo. La homosexualidad en la literatura y el cine español, 1960-1990*. Barcelona: La Tempestad, 1998.
- VILLALBA, Marina. *Mujeres novelistas en el panorama literario del siglo XX*. Cuenca: Universidad de Castilla-La Mancha, 2000.
- VIÑUALES, Olga. *Identidades lésbicas. Discursos y prácticas*. Barcelona: Bellaterra, 2000.
- ZAVALA, Iris M. *Breve historia feminista de la literatura española. Vol.5: La literatura escrita por mujer del s. XIX a la actualidad*. Barcelona: Anthropos, 1998.

Assessment

- Class attendance and participation 30%
- 2 mid-term exams (papers) 30%
- Final exam 40%

Curso FS-06 **INTRODUCTION TO SPANISH CULTURAL STUDIES**

Prof. Dr. Juan Ignacio Guijarro González (jiguizarro@us.es)

Substitute Lecturer Dr. Ricardo Navarrete (rnavarrete@us.es)

Objectives

The main goal of this Course is to give students a core familiarity with Spanish history and culture. They are expected to come away from classes with a broad sense of the tensions and turning-points that have shaped the Spanish past and which help us to understand its present.

Methodology

Classes will combine lectures with the in-class discussion of readings from books or course-pack materials. Students will give brief oral presentations in class. Sessions will be backed up with audio-visual materials related to the readings. Extra-curricular activities will include field trips to various local monuments, as well as movie screenings.

Syllabus

Contemporary Spain: An Introduction.

Cultural Life in Seville.

Spanish Landmarks: From Antiquity to the Golden Age.

Spanish Landmarks: From the Golden Age to the Present.

Seville: A Historical Outline I.

Seville: A Historical Outline II.

Classics of Spanish Culture I.

Classics of Spanish Culture II.

Spain Seen Through the Eyes of European Writers.

Spain Seen Through the Eyes of American Writers.

Spain Through Popular Culture: Music I.

Spain Through Popular Culture: Music II.

Spain in Movies I.

Spain in Movies II.

The Press.

Radio and Television.

Spanish Cuisine.

Spain through Popular Culture: Myths linked with the World of Bullfighting.

Religion in Spain.

Popular Festivities and Traditions.

Sporting Activities.

Education and the University System in Spain.

Bibliography

Specific Bibliography will be provided as the Course moves forward. The following are recommended basic readings:

BRENAN, Gerald. *The Spanish Labyrinth*. (Library)

CASEY, James. *Early Modern Spain: A Social History*. E-brary.

HOOPER, John. *The Spaniards: A Portrait of the New Spain*.

RODGERS, Eamonn, ed. *Encyclopedia of Contemporary Spanish Culture*. E-brary.

SHUBERT, Adrian. *A Social History of Modern Spain*. E-brary.

Assessment

Grades will be based on the following:

- Class Participation: 30%
- Class Assignments: 30%
- Final Exam: 40%

Curso FS-07 **THE ARAB WORLD TODAY. CONTEMPORARY HISTORY
AND INTERNATIONAL RELATIONS**

Prof. Ana Torres García (torresga@us.es)

Substitute Lecturer Gracia López Anguita
(glopezanguita@us.es)

Objectives

This Course will introduce students to the contemporary history of the Arab world and its international relations during the 20th and 21st centuries. It will describe the major events in the history of the Eastern (*Mashreq*) and Western (*Maghreb*) Arab states during this period and of the development of their relations with Europe and the United States. Special attention will be paid to Spain's relations with the Maghreb region, particularly with Morocco.

Methodology

Classes will involve lectures, but student active participation will be encouraged through the discussion of assigned readings, through the screening of movies, as well as through student assignment presentations.

Syllabus

1. Who are the Arabs? What is Islam? The geography of the Arab world.
2. The legacy of the First World War and European Colonialism in the Mashreq region. The rise of the Arab Nation-States. The origins of the Arab-Israeli conflict.
3. The Cold War and Arab nationalism. The Suez Crisis. The United States and the decolonisation of North Africa.
4. The legacy of European Colonialism in the Maghreb region. Spanish and French relations with the Maghreb. The Maghrebi Cold War and the Arab-Maghreb Union.
5. The development of United States policy toward the Arab-Israeli conflict.
6. The Western Sahara conflict and its international dimension.
7. The Gulf War and its aftermath.
8. The Algerian crisis.
9. Arab emigrants in Europe and the United States and their impact on Arab foreign policies.

Bibliography

- AYUBI, Nazih N. M. *Distant Neighbours. The Political Economy of Relations between Europe and the Middle East-North Africa*. Reading: Ithaca Press, 1995.
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- EMERSON, Michael, *et al.* *Political Islam and European Foreign Policy. Perspectives from Muslim Democrats of the Mediterranean*. Brussels: Centre for European Policy Studies, 2007.
- INTERNATIONAL Dimensions of the Western Sahara Conflict*. Y.H. Zoubir and D.V., eds. Westport: Praeger publishers, 1993.
- JANKOWSKI, James P. *Nasser's Egypt, Arab Nationalism, and the United Arab Republic*. Boulder, Colo.: Lynne Rienner Publishers, 2002.

- LESCH, David W. *The Middle East and the United States. A Historical and Political Reassessment*. Boulder: Westview Press, 2007.
- PARKER, Richard. *Uncle Sam in Barbary. A Diplomatic History*. Gainesville: University Press of Florida, 2004.
- PENNELL, C. R. *Morocco since 1830. A History*. London: Hurst & Company, 2000.
- ZOUBIR, Yahia H. y Haizam Amirah Fernández. *North Africa. Politics, Region, and the Limits of Transformation*. New York: Routledge, 2007.

Movies:

The Battle of Algiers. Gillo Pontecorvo (dir.), 1964.

Nasser 56. Mohamed Fadel (dir.), 1996.

Assessment

20% Active Participation in class

20% Movie Review

20% Oral Presentation

40% Final examination

Curso FS-08 **MUSIC AND SOCIETY: THEORY AND PRACTICE OF FLAMENCO**

Prof. Clara Mora Chinoy (claramorachinoy@gmail.com)

Substitute Lecturer D. David Serva

Objectives

Broadly defined, Flamenco is a complex performative art which includes song (*cante*), dance (*baile*) and guitar music (*toque*), originally embedded in a particular lifestyle and world view. Tracing its origins to approximately the mid-nineteenth century, Flamenco has been associated with Spanish Gypsies (*gitanos*), a community instrumental in its development and who represent the majority of its practitioners, and with the culture of Andalusia in Southern Spain. The exoticization of Spain during the 19th century stimulated Flamenco's broader development and popularity until it eventually grew to become a powerful national icon, while it continues to be regarded as a quintessential expression of Spanish culture.

Our emphasis is on acquiring an aural, visual, and theoretical understanding of Flamenco, of the streams of culture which created it, and of its role within Spanish culture, and on using the study of Flamenco as a vehicle to explore the relationship between art and culture, music and society, and the ways in which we think, talk and learn about Flamenco.

The intention of the practical part of the Course, the Flamenco dance class, is not to train future Flamenco dancers, although I have had many students go on to further study. Rather, it is designed to give students an understanding of the mechanics, aesthetics, and basic canons of an art form that is so often described as being purely spontaneous and free. The dance class centers on learning the basic postures and steps of the Flamenco vocabulary and the techniques of footwork. We also study the "compás" (rhythmic cycle) and learn to play "palmas" (rhythmic handclapping). Above all, we try to understand how Flamenco dance is structured and the essential relationship that links dancer, guitarist and singer.

At the end of the Course, students will perform the simple choreography they have learned, accompanied by a professional singer and guitarist. This tends to give them an entirely new appreciation of the complexity of both the dance form and the culture in which it is embedded. Evaluation in this part of the class sessions is based on attendance, effort and improvement, each student performing at his or her own level; ability or prior dance training is not necessary.

Requirements: The pre-requisites for this Course are an interest in Cultural Studies and a love of music and/or dance.

Methodology

The class meets twice a week. Each class is divided approximately into one half dedicated to lecture time and the other half to the dance class, although this may vary from session to session. Video screenings, listening sessions, and live performances are an important complement to the theoretical studies offered. Students' personal responses to these sessions are an important part of developing an understanding of the art form.

The basic text material to be used during the Course is drawn from a variety of sources, ranging from the Romantic travel writers to the biography of

the great Gypsy flamenco dancer, Carmen Amaya, whose career spanned most of the modern history of Flamenco and intersected with all the important figures of the time. Students will also choose one out of three short books written about an individual's personal experiences in the Flamenco world of the 1950s and 1960s, and will be expected to present a "book report" on his or her chosen text.

Syllabus

UNIT 1 INTRODUCTION: What is Flamenco?

Video: Flamenco, by Carlos Saura, class discussion.

ASSIGNMENT: Write a critique of the video concerned; try to define what **you** think Flamenco is.

Resources; What do we know and how do we know it?

ASSIGNMENT: *El Cante*, Paul Shalmy.

UNIT 2 The Flamenco Repertory –

El cante.

ASSIGNMENT: listening online; www.pflamenca.es (Flamenco *cantes*)
Write down what you listened to (*palo, cantaor, etc.*) and any comments or questions you might have.

El toque.

ASSIGNMENT: *Flamenco: An Overview*, Brook Zern.

LECTURE DEMONSTRATION of guitar and *cante*.

El baile – Videos.

UNIT 3 Pre-flamenco

Spanish folk music, *seguidillas, fandangos* and *romances*.

ASSIGNMENT: excerpts from Isabel Fonseca, *Bury Me Standing*, and Bernard Leblon, *Gypsies and Flamenco*

UNIT 4 The Gypsies

Gypsies of the world; Gypsies of Spain.

ASSIGNMENT: Volland, *Bulerías: Form and Context of a Gitano Music-Dance Genre*, pages 152-155.

The Flamenco Fiesta – **Videos**.

ASSIGNMENT: Mitchell, *Travellers in Spain*, Ch. IV and V.

UNIT 5 The Beginnings of Flamenco

18th and 19th century travellers: the Foreign eye and the Romantic aesthetic.

ASSIGNMENT: Excerpts: *From Gautier to Hurok; The International Public and Notions of Authenticity in Flamenco* (paper presented by Meira Goldberg at the *II Flamenco History Conference*, University of New Mexico, Albuquerque 1998)

bailes de candil, tavernas, salones, academias.

UNIT 6 Flamenco's "Golden Age"

Cafés Cantantes

ASSIGNMENT: *Queen of the Gypsies*, Paco Sevilla, p.18-24, *Lives and Legends of Flamenco*, D.E. Pohren, pp.210-215.

The *cuadro flamenco*; development of a format and a repertory – **Videos**.
ASSIGNMENT: Ortega y Gasset, *Invertebrate Spain* Ch. IV, “A Theory of Andalusia”.

VISIT TO A TABLAO 1

UNIT 7 Intellectuals and Flamenco

The Generation of '98, Antiflamenquismo,
ASSIGNMENT: Lorca, *Play and Theory of the Duende*.
Lorca, Falla and the Concurso / Competition of 1922.
ASSIGNMENT: *Queen of the Gypsies*, Paco Sevilla, Ch. 7 “America”.

UNIT 8 Flamenco in the Theater

The Opera Flamenca, “Spanish Ballets”, and the beginnings of theatrical Flamenco.
ASSIGNMENT: *Queen of the Gypsies*, Paco Sevilla, Ch. 8 pp. 262-267.
Development of theatrical Flamenco and Flamenco styles abroad – **Videos**.
ASSIGNMENT: *Lives and Legends of Flamenco*, D.E. Pohren, pp. 141-146, “Antonio Mairena”.

UNIT 9 The Flamenco Renaissance

Antonio Mairena and the New Purism.
ASSIGNMENT: excerpts from *Queen of the Gypsies*, Paco Sevilla.
The Tablao Flamenco.
The “Boom” and Tourism in Spain.
Franco and the Marketing of Spain.
ASSIGNMENT: www.flamencoproject.com Examine photos, read whatever you wish of the writings offered.

UNIT 10 Modern Flamenco

Andalucía 1950 - 1970; “Rock Andaluz”, Morón de la Frontera, etc.

VISIT TO A TABLAO 2

ASSIGNMENT: Comparison of tablaos.
The roots of today’s dance.
New theatrical concepts; Mario Maya and Antonio Gades. Videos.
ASSIGNMENT: *The New Spaniards*, John Hooper pp. 29-44.
The Transition; Paco de Lucía, Camarón de la Isla.
Baile Gitano, cante gitano; Flamenco as a marker of Gypsy identity.

VISIT TO THEATER PERFORMANCE (depending on availability)

New training grounds; Flamenco de Tablao, Flamenco de Academia – **Videos**.
Stretching the limits; Flamenco Fusion.
ASSIGNMENT: Washabaugh, *Flamenco; Passion, Politics and Popular Culture*, preface, pp. vii-x.

TEMA 11 The New Flamencology

FINAL PERFORMANCE

Bibliography

Course reader (selected readings from a range of sources). Choice of one out of three:

1. Gerald HOWSON. *The Flamencos of Cadiz Bay* (Cádiz in the 1950s).
2. Paul HECHT. *The Wind Cried* (Granada in the 1960s).
3. Donn POHREN. *A Way of Life* (Morón de la Frontera in the 1970s).

Assessment

Weekly readings, short written assignments;

1. Written Assignment: Your personal opinion (1-2 pages) on *Flamenco*. Movie by Carlos Saura.
2. Book report on a title chosen from among three (see above).
3. Written commentary on visits to Flamenco tablaos and theatrical performances.
4. Mid-term exam ("test" on flamenco repertory and terminology).
5. Final paper; 3-5 pages. Essay on a specific topic of particular interest to each student.
6. Final exam

Evaluation:

Attendance and class participation (in both academic and dance sessions) 20 %

Written assignments 15%

Mid-term exam 15%

Final paper 20%

Final exam 30%

**FACULTY OF PHILOLOGY
AND
FACULTY OF GEOGRAPHY AND HISTORY**

COURSES OF STUDY IN ENGLISH*

FACULTY OF GEOGRAPHY AND HISTORY

GS-01 THE CLASSICAL HERITAGE OF SPAIN. BETWEEN HISTORY AND MITHOLOGY

GS-02 CONTEMPORARY SPAIN. ECONOMY, SOCIETY AND ENVIRONMENT

GS-03 GREAT MASTERS AND THE MAJOR ARTISTIC TENDENCIES IN SPAIN DURING THE XX CENTURY

GS-04 US-EUROPEAN RELATIONS SINCE WORLD WAR II

GS-05 INTERNATIONAL MARKETING

GS-06 SPANISH CUISINE SPANISH CUISINES

TIMETABLE

* These Courses will be taught through the medium of English. If requested by a group of students, they can also be taught through the medium of Spanish

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)

TIME	MONDAYS / WEDNESDAYS	TUESDAYS / THURSDAYS
9:00-11:00	Great Masters and the Major Artistic Trends in Spain during the Twentieth Century Fátima Halcón / Álvaro Recio Lecture room XV	International Marketing Borja Sanz-Altamira / Luis M. López Lecture room XV
11:00-13:00		Contemporary Spain. Economy, Society and Environment Mónica Aguilar Alba Lecture room XV
13:00-15:00	US-European Relations since World War II Maritheresa Frain Lecture room XV	Spain's Classical Heritage. Between History and Mythology Fernando Lozano Gómez Lecture room XV
17:00-19:00	Spanish Cuisine, Spanish Cuisines Luis Laplaza Hernández-Franch Lecture room XV	

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 (Bolonía). 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)

Substitute Lecturer 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/espmapi/>
- 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)

Substitute Lecturer Dr. Álvaro Recio Mir (alvarorecio@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 CHIPP, 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 Antoni 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. Maritheresa Frain (mfrain@cjee.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.

HOOKE, 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)

Substitute Lecturer 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**
Lecturer Dr. Luis Laplaza (api@arrakis.es)
Substitute Lecturer Dr. Kepa Izaguirre
(kepa.seville@academicintl.com)

Objectives

This Course is designed as an introduction to the diversity of Spain's cuisines. It is not intended to deal with every aspect of Spanish cuisine, but does aim to open a small window so students may become seduced by the view, the aromas and tastes of Spain's gastronomic achievements.

Syllabus

Part one

- 1) Introduction to the geographic diversity of Spain and some of its unique culinary traditions and habits.
- 2) The excellence of the Mediterranean Diet.
- 3) Visitors and invaders.
- 4) Spices from the Orient.
- 5) The revolution came from the West: colonial influences.
- 6) Vines, Vineyards and Wine: from the altars to the temples of gastronomy.
- 7) Olive oil.
- 8) Every day some cheese, one cheese every year.

Part two: Cooking in Andalusia

- 9) Andalusia from tradition to modernity.
- 10) Arabic and Oriental inputs.
- 11) Cuisine during Lent.
- 12) Gypsy-inspired cuisine.

Part three: Regional cuisines

- 13) La Mancha: cooking and eating in *Don Quixote*.
- 14) Navarra: neither province nor region.
- 15) The Basque Country: where excellence and simplicity are the rule.
- 16) Galicia: *grellos*, *catxelos*, *empanadas* and seafood.
- 17) Levante: *paellas* and *fideuas*.
- 18) Cataluña y los Países Catalanes: the flavour of the 'Mediterráneo'.

Part four: Further Topics

- 19) LA MESTA: sheep, shepherds, cheeses and migas (crumbed bread).
- 20) Eating and cooking along "El Camino de Santiago".
- 21) The Spanish miracle: "Dehesas" and the Iberian Porker.

Part five: A unique case

- 22) Ollas y Cocidos: The ritual of the three rollovers and the Jewish influence.

Part six: Cereals, flours, bread and desserts

- 23) Cereals, Flours and bread types.
- 24) Desserts.

Part seven: Chocolate, Coffee, and Tea

Vocabulary. The program will include a list of culinary terms and idioms.

Bibliography

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

Assessment

20% Active Participation in class.

20% Review of three recipes from a bar or restaurant.

30% Oral Presentation.

30% Final examination.