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Courses taught at BCEA

AH 320 Survey of Spanish Art (in English)
Credits: 3
Instructor: Magdalena Bernaus Vidal, A.B.D., University of Barcelona
Course/Lab Fee: 75 Euro

Course Description
This course will provide a survey of some of the main periods of the art and architecture of Spain. Students will examine how shifts in Spanish society are reflected in the art and architecture produced throughout the centuries, including the cathedrals and wall paintings of the Middle Ages, and the work of artists such as Velázquez, Gaudí, Picasso, Dalí and Miró. A comparative perspective will be taken, and the relationship between the selected Spanish periods and other western - French, Italian- contemporary artistic developments will be stressed. On-site classes in museums and architectural monuments will be included.

Course Objectives
To become acquainted with styles, artists and major works of the history of Spanish art and architecture. To be able to understand why they look the way they look.

Course Topics Schedule
Session 1 - Introduction. How to look at art and architecture
Session 2 - From cave art to Roman Spain
Session 3 - The architecture of the Middle Ages: from Romanesque to Gothic.
Session 4 - Study tour: Barcelona cathedral as an example of Gothic architecture
Session 5 - The arts of the Middle Ages: painting and sculpture
Session 6 - Study tour: Museu Nacional d'Art de Catalunya (Romanesque and Gothic Art sections)
Session 7 - Muslim art in Spain
Session 8 - The Sixteenth century. Renaissance and Mannerism. El Greco
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Session 14 - Midterm exam
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Session 16 - Gaudí
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Session 18 - Avant-garde art in Europe and Spain: an introduction
Session 19 - Cubism and Picasso
Session 20 - Dada and Surrealism. Spanish Surrealist artists 1: Joan Miró
Session 21 - Spanish Surrealist artists 2: Salvador Dalí
Session 22 - The Spanish Civil War and its effect on Spanish art. Case study: Gernika, by Picasso.
Session 23 - World War 2 and its effect on the work of Spanish artists.
Session 24 - Study tour: Picasso Museum
Session 25 - Class presentations
Session 26 - Final exam

**Method of Evaluation**
Midterm exam (25%); final exam (25%); written assignment (20%); presentation in class (10%); class participation (20%)

**Bibliography**

**Textbook**
A reader will be prepared, including excerpts from the books in the list above and from other sources (one reading per session).

**Extra Activities**
- The day trips included in the syllabus will be made within class time
- Other day or week-end trips TBA (Roman Tarragona; Medieval Besalú and Girona; Museo del Prado in Madrid; Dalí Museum in Figueres)

**EN300 Creative Writing: Travel and Essay (in English)**
Credits: 3
Instructor: Camila Loew, A.B.D., University of Barcelona
Course/Lab Fee: none

**Course Description and Goals**
This course is designed for students who are interested in expressing themselves through writing and looking to give shape to their experiences of living abroad by creating pieces of creative non-fiction in a supportive workshop environment. Students will be required to produce writing on a daily basis in a writer's notebook, execute in-class writing exercises, and create full-length essays related to various themes involving their travel experiences. We will examine non-fiction works written by travellers to Spain, and focus on writing style as well as
stereotypes and cultural differences. By the end of the course, students will have gained skills in close critical reading and written expression.

**Class Methodology**

Classes will mainly consist of a workshop-style format, in which students will work with their own texts and those written by other authors, both individually and in groups. Group discussion and critical analysis of the texts will occupy the most part of the classes, although we will also work with brief lectures and oral presentations. Students will be given a dossier with a selection of required readings for the course.

**Course Topics:**
1: Course presentation and setting of tasks and goals for the semester. What is a travel journal? How do we define a traveler? Fragments of famous travelers (who didn’t go to Spain): Sebald, Chatwin.
3: Spanish stereotypes: the foreigner’s perspective.
4: Early Twentieth Century travellers to Spain: Hemingway and Orwell.
5: Genre issues: how does creation compare to fiction?
6: The notion of non-fiction writing: travel journal vs. travel guides.
7: Hughes’ Barcelona and other travel guides.
8: The do’s and don’ts of travel writing. Critical assessment of how-to guides.

**Required Readings:**

The course dossier will consist of selections from the following texts:

**Textbook**

A reader will be prepared, including excerpts from the books in the list above and from other sources.

**Grading Policy**

Evaluation Criteria
- Class participation: 35%
- Written assignments: 40%
- Exams: 25%

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**SA110 Painting and Drawing in Barcelona (in English)**

**Credits:** 3

**Instructor:** Angel González, professional artist, BA University of Barcelona

**Course/Lab Fee:** TBD for supplies

**Course Description**

The primary objective of this course is to impart to students an understanding of the fundamentals of drawing and a first impression of the mysterious world of painting – learning how one can manipulate color in order to build, harmonize and express with paint as a
medium. The course will be mainly practical (studio work) with the additional help of short lectures and stimulating examples, including slides and visits to local galleries and museums.

Objectives
To reach an understanding of the fundamentals of drawing and a first impression of what is the mysterious world of painting (how we can manipulate color in order to build, harmonise and express with paint).

Class Format
This course will be mainly practical (studio work) with the additional help of short lectures and stimulating examples (slides, visits to galleries and museums,...). Classes with the instructor will last one and a half hours, two times a week. The studio will be open certain hours a week for students to do free work.

Course Topics
1.1- First drawing. Critique. A method: Strategies to understand visual structures and light. A system to build an image. 1.2- Second drawing to practice the method.
2.1- Model. 2.2- Model.
3.1- Breaking structures. 3.2- Freeing gestures.
4.1- Model 10, 5, 1 minutes. 4.2- Model 10, 5, 1 minutes, movement.
5.1- Lecture (slides: great masters drawings) & discussion. 5.2- Free work (guided).
8.1- Second painting. 8.2- Short lecture: the logic of sessions. Work on 2nd painting.
10.1- Colour as builder. 10.2- Colour as builder.
11.1- Colour as harmony. 11.2- Colour as harmony.
12.1- Colour as _expression. 12.2- Colour as expression.

Grading Criteria
Attendance and Participation – 20% Studio Work and Critiques – 50%
Projects – 30%

SA 150 Photography: Portfolio of Spain (in English)
Credits: 3
Instructor: Rocco Ricci, Ph.D., Indiana University
Course/Lab Fee: TBD for supplies

COURSE DESCRIPTION
This course will be dedicated to the fundamentals and technique of basic 35 mm color photography. Emphasis will be placed on creative and artistic aspects and the students will use the city of Barcelona to elaborate and explore their own personal expression. The basis will be local architecture and historical elements in context and juxtaposition with its peoples and culture. Activities will include class and field work, discussions, critique sessions, slide viewing, visits to museums, photography collections, foundations and excursions in and around Barcelona. The final objective will be to advance personal skills relating to photography and aesthetic values in general and to produce an individual portfolio representing personal feelings and visual impressions of Barcelona.
Grading Policy
50% Portfolio presentation - 30% Critique - 20% Class participation.

Course Topics Schedule
1 Introductions - Presentation of course objectives. Initial questions and information concerning Barcelona. Materials necessary etc. Bring camera to the next class.
2 Revision of cameras to be used and suggestions on film choice, etc...
A brief history of the origins of photograph.
3 Camera and lenses. How the camera works. Camera formats and functions.
Demonstration of three camera formats (35mm- 2 1/4-4X5)
4 Cameras and lenses. Aesthetic concepts: lenses and their uses. Lens vs. the eye.
5 Shutter speeds. F stops-Aperture. Films Natural to artificial light. Using the controls for creativity
6 Photography as an art form and an art for everyman. Photographers 1900 to 1940.
7 & 8 Field work – Photographing Barcelona (Class Outdoors)
9 & 10 Presentation and critique of students slides and photo discussion.
11 Explaining depth of field. Creating tones, moods and effects. Visualization and composition.
12 Visit to photo collection or photo exhibition in Barcelona. Analysis of Photo Work
13 & 14 Field work – Photographing Barcelona (Class Outdoors)
15 & 16 Presentation and critique of students slides and photo discussion.
17 Great photographers 1940-1960.
18 Light and film.
19 Photography vs. Painting. Man Ray: «I paint what I cannot photograph and I photograph what I cannot paint»
20 Field work – Photographing Barcelona (Class Outdoors) - Composition.
21 Color in our lives.
22 & 23 Field work – Photographing Barcelona (Class Outdoors)
24 Portfolio Development – Themes, In-Class Work
25 Critique session of Student Work
26 Slide presentation and final portfolio presentation.
27 & 28 Final portfolio presentation.
This is the adaptable plan, subject to possible modifications depending on climatic factors and students needs and preferences

Textbook
A Class Reader will be derived from the following references:
Ansel Adams: Camera and lens - The creative approach.

MATERIALS AND SUPPLIES
Camera
A 35 mm SLR (single Lens Reflex) camera that can be manipulated manually.
(apertures and speeds).
Lenses
A 50-55mm normal.
A 28mm wide angle lens.
A 105-135mm telephoto lens.
Films
Film and its characteristics will be discussed.
35 mm slide film (E6 Process) will be used for all shooting and slide presentation of work. 100 ASA is recommendable.
Plastic sheets for slide storage
All supplies in general can easily be acquired here in Barcelona.

SO/SP 373 Spanish Culture and Society
Credits: 3
Instructor: Juan Miguel Muñoz Corbalán, Ph.D., University of Barcelona
Course/Lab Fee: 75 Euro

Course Description and Objectives
The course deals with the most significant costumes, traditions, living subjects and Spanish idiosyncrasy and the several cultures around the country, underlining the differences but also the similarities among all historical and autonomic territories in Spain. This course covers a wide variety of topics that define Spaniards and their characteristics within the European culture. The in-class lectures and several visits will allow the students to know better, first hand, the rich culture, institutions, and unique characteristics of Spain.

Objectives
By the end of the course the students will have gained a broad knowledge of the culture, traditions and gastronomy of Spain and an understanding of Spaniards’ character and customs.

Assignments
There will be a mid-term and a final exam - both of them consisting of 10 slides identification, a 20 questions test and a subject to be developed.
During the course each student must design a tourist guide-like which shows and describes the most interesting traditions, customs and gastronomy of every region. This 12 pages illustrated brochure will be supposed to be a clear booklet for any foreigner that could visit the country with no previous knowledge. It must be handed 2 weeks before the final exam. More details will be given at the beginning of the course.

Grading Policy:
Attendance – 20%
Mid-Term – 20%
Projects and Assignments – 30%
Final Exam or Project – 30%

COURSE TOPICS OUTLINE
About 26 one hour and a half sessions, 2 sessions a week. (L) means one in-class lecture. * means one visit.)
1. 17 Faces of a Country (Andalusia, Aragon, Asturias, Balearic Islands, Basque Country, Canary Islands, Cantabria, Castile-La Mancha, Castile-León, Catalonia, Extremadura, Galicia, Madrid, Murcia, Navarre, La Rioja, Valencia… plus Ceuta and Melilla). (L) x 2
2. A pilgrimage road: El Camino de Santiago. (L)
3. Easter and Processions. (L)
4. Christmas and Nativity Scene. (L)
5. Castells (Human Towers) and Castellers. *
6. Traditional Music and Dance (Flamenco, Jota, Sardana, Tuna…). (L) x 2
7. Sayings from Cervantes’s El Quixote. (L)
8. The Carnival. (L)
9. Bullfight and the Fiesta (Corrida, Sanfermines). *
10. Other Fiestas. (L) x 2
11. Other traditions, customs, games, etc. (L) x 2
12. Wine and by-products. (L) *
13. Spanish Gastronomy and Mediterranean Diet. (L) x 9

**Bibliography**
A Reader will be developed based on a selection of basic books in English and Spanish on the subjects.

**Additional material**
Important to carry a camera (photo, video or DVD).

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**EC/PS 380: Spain and the European Union**
Credits: 3
Instructor: René Nowak, MBA; class assistant: Mario Aguiló
Course/Lab Fee: TBD

**Course objectives**
This course is meant as an introduction for non-European students on the European Union, its background, history and future. A special focus will be given to the economic and political aspects of the European project.

Course Topics Schedule and Content (25 sessions of 1.5 hours + 2.5 hours guest speaker session= 40 hours).

**Part I - An Overview:**
3. An historical review of Spain and other European countries (1500 – 1950).
6. Theme introduction and presentation of Guest Speaker.
7. Mid-term exam.

**Part II - An Economic Viewpoint:**
8. Economic and monetary union. The single economic market.
9. The economic structure of Spain (I)
10. The economic structure of Spain (II)
11. The economic structure of Spain (III)
12. The economic position of Spain within the European Union.
14. Economic situation of the individual European Union members and the European Union as a whole.
15. Competition law and issues. Case discussion.
16. Relationship between the European Union, the United States of America and the rest of the world.
17. Case discussion on previous course session.
19. Mid-term exam.
Part III - Social, Cultural and Other Aspects:
20. European countries and cultures.
22. Future perspectives and for possible enlargements of the European Union.
24. Student presentation on their individual paper (10 minutes each and 15 minutes discussion).
25. Student presentation on their individual paper (10 minutes each and 15 minutes discussion).
26. Spare session to be used in any block depending on course development.

Didactical instruments:
• In either Part I or II, a guest speaker will be invited to comment on one or more economic or international trade related issues.
• In Part II a real, actual case discussion will be introduced, but general class participation will be required throughout the entire course.
• In either Part I or Part III, a related group excursion could be arranged.

Grading Criteria:
Class Attendance and Participation: 20 %
Exam I at the end of Part I: 25%
Exam at the end of Part II: 25%
Case Presentations: 10%
Written Assignment: 20%

Textbook
A Course Reader will be made for this class using a variety of relevant sources including documentation supplied by the European Union Press and individual EU Institutions, as well as actual news events and current articles from the international press and the internet.

Extra Activities
Guest speakers and relevant excursions.

AH 430 Masters and Monuments of Barcelona
Credits: 3
Instructor: Juan Miguel Muñoz Corbalán, Ph.D., University of Barcelona
Course/Lab Fee: 75 Euros for museum visits and travel

COURSE DESCRIPTION
This course offers a selected history of art and architecture in Barcelona from the Roman Age till contemporary times, focusing in the Middle Ages and 18th to 20th Centuries. The in-class lectures and several visits within the city will show the most important sites, monuments and museums of the town that made Barcelona become one of the most attractive capitals all around the world.

OBJECTIVES
By the end of the course the students will have gained a broad historical knowledge of the major monuments of Barcelona and an understanding of the developments in the architectural and visual arts of Barcelona, and have developed visual skills to allow them to recognize different styles and artistic periods. Since the course focuses on studying art and architecture in Barcelona on site, attendance is vital.

ASSIGNMENTS
There will be a mid-term and a final exam. Both of them consisting of 20 slides identification, a 10 questions test and a 2 slides comparison.
During the course each student must design a tourist guide-like which shows and describes the most interesting monuments and sites of Barcelona. This 12 pages illustrated brochure will be supposed to be a clear booklet for any foreigner that could visit the city with no previous knowledge. It must be handed 2 weeks before the final exam. More details will be given at the beginning of the course.

**COURSE TOPICS**

About 26 one hour and a half sessions, 2 sessions a week. (L) means one in-class lecture. * means one visit.)

1. Catalonia and Barcelona from Bird’s View. (L)
2. Roman Age.
   - Visit to the archeological excavations underground (Museu d’Història de la Ciutat). *
3. Romanesque and Gothic Art.
   - Visit to Museu Nacional d’Art de Catalunya, Medieval sections. *
   - Walk by the Gothic Area: Santa Maria del Mar, Sants Just i Pastor, Royal Major Palace & Santa Àgata Chapel, Cathedral, Santa Maria del Pi, Santa Creu Hospital, Santa Anna Cloister. *
   - Visit to some churches, palaces and streets from 16th to 18th Centuries: Ardiaca’s House, Generalitat Palace, Velers’ House, Montcada St., Llotja, Royal Drassanes, Ramblas, Sant Agustí Nou, Virreina’s Palace, Betlem, Moja’s Palace, Surgery College. *
   - Visit to Montjuïc Castle. *
5. 19th Century. Romanticism & Revolutions.
   - International Exhibitions: Visit to Arc de Triomf and Ciutadella Park. *
   - Iron architecture: Visit to Railway Stations, Public Markets and public monuments: North Station, Born Market, France Station, Columbus monument, Boqueria Market. *
   - Walk by the Eixample. *
   - Visit to the Museu Nacional d’Art de Catalunya, 19th-Century sections. *
   - Visit to Music Palace and Quatre Gats Restaurant. *
   - Visit to Sitges Cau Ferrat. *
   - Visit to Batlló’s House and Milà’s House (La Pedrera). *
   - Visit to Park Güell. *
   - Visit to Sagrada Familia. *
   - Visit to Montjuïc Fair, Mies Van der Rohe’s Pavilion, Spanish Village and Magic Fountain. *
10. 20th-Century Avant-gardes. From Expressionism to Abstraction and Design.
    - Picasso: Open Eyes of a Genius. (L)
    - Visit to Picasso’s Museum. *
    - Miró. A Universe of Signs: Visit to Miró’s Foundation. *
    - Dalí. The Power of Imagination. (L)
    - Tàpies. “Materic” Mind: Visit to Tàpies’s Foundation. *
   • Visit to the Olympic Ring. *
   • Visit to Tibidabo-Collserola Tower. *
   • Visit to Museu d’Art Contemporani de Barcelona and Centre de Cultura
     Contemporània de Barcelona. *
   • Visit to Olympic Village, Marina Front and Forum 2004. *

**Bibliography**
A reader will be compiled specifically for this course. In addition the library will maintain a selection of basic books in English and Spanish on the subjects covered.

**Additional material**
Important to carry a camera (photo, video or DVD).

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**BU 380 INTERNATIONAL MARKETING: An Introduction**
INTERNATIONAL MARKETING CONCEPTS AND EUROPE

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic(s) – Instructor’s Lecture and Presentation</th>
<th>Class Discussion and Practice Exercises</th>
<th>Case Study (Student Teams)</th>
<th>Reading Assignment(s) Due</th>
</tr>
</thead>
</table>
| 1         | Welcome and Introductions
           | Review of Syllabus and Expectations
           | Introduction to Global Marketing       | First session, no reading assignment |
| 2         | PART I Defining Marketing and the Marketing Process
           | Exercise #1
           | Does Porsche want to buy to everyone?  | Chapter 1, (Armstrong, Kotler) |
| 3         | Defining Marketing and the Marketing Process:
           | Exercise #3
           | How Nestle takes advantage about their product and their competitors information? | Chapter 2, (Armstrong, Kotler) |
| 4         | PART II: Understanding the Market place and Consumers
           | Exercise #2
| 5         | Understanding the Market place and Consumers
           | Case Study #1
           | Starbucks vs Span. cafeterias. Marketing Field Research* | Chapter 4, (Armstrong, Kotler) |
| 7 | Understanding the Market place and Consumers  
• Consumer and Buyer Behavior | **Exercise # 4**  
Going to Venice for 10€ Why buyers prefer in Europe Low Cost airline companies? | Chapter 5, (Armstrong, Kotler) |
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<tbody>
<tr>
<td>7</td>
<td>Mid-Term Exam</td>
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</tbody>
</table>
| 8 | PART III. Designing a Customer-Driven Marketing Strategy and Marketing Mix.  
• Segmentation, Targeting, and Positioning: Build the Right Relationships the Right Customers | **Exercise # 5**  
LVMH, or how to create luxury products in consumer’s mind? | Chapter 6, (Armstrong, Kotler) |
| 9 | Designing a Customer-Driven Marketing Strategy and Marketing Mix.  
• Product, Services, and Branding Strategy | **Case Study # 2**  
PepsiCo,” Product Differentiation in response to Emerging Consumer Behavior Trends” | Chapter 7, (Armstrong, Kotler) |
| 10 | Designing a Customer-Driven Marketing Strategy and Marketing Mix.  
• New - Product Development and Product Life-Cycle Strategies | **Exercise # 6**  
Hotels in Barcelona, is there any other way to sleep in this city? | Chapter 8, (Armstrong, Kotler) |
| 11 | Designing a Customer-Driven Marketing Strategy and Marketing Mix.  
• Pricing Considerations and Strategies | **Exercise # 7**  
Are my products cheaper? | Chapter 9, (Armstrong, Kotler) |
| 12 | Designing a Customer-Driven Marketing Strategy and Marketing Mix.  
• Marketing Channels and Supply Chain Management | **Case Study # 2**  
Ikea, are all the products manufactured in the same place? | Chapter 10, (Armstrong, Kotler) |
| 13 | Designing a Customer-Driven Marketing Strategy and Marketing Mix.  
• Retailing and Wholesaling | Exercise # 8  
From Zero to Zara. How a little local company becomes one of the giants in fashion distribution worldwide. | Chapter 11, (Armstrong, Kotler) |
| 14 | Designing a Customer-Driven Marketing Strategy and Marketing Mix.  
• Integrated Marketing Communication: Advertising, Sales promotion and Public Relations |  | Chapter 12, (Armstrong, Kotler) |
| 15 | Designing a Customer-Driven Marketing Strategy and Marketing Mix.  
• Integrating Marketing Communication: Personal Selling and Direct Marketing |  | Chapter 13, (Armstrong, Kotler) |
| 16 | PART IV: Extending Marketing Strategy and Marketing Mix.  
• Marketing in the Digital Age  
• The Global Marketplace  
• Marketing and Society | Exercise # 9  
Ebay-auctions worldwide | Chapter 14, 15 (Armstrong, Kotler) |

(3rd Choice) Terspstra, Vern & Sarathy, Ravi *International Marketing* 8th/E Dryden

- in this case study we will be visiting Starbucks coffee house in Pasg. de Gracia and 3 Spanish cafeteria, to see differences how do they market, Product, Price, Promotion, Distribution, CRM strategies.

**Learning Objectives:**
- Gain a practical understanding of global marketing concepts as they apply in European markets
- Build international marketing skills through group exercises and the case method
• Learn tools and techniques for developing marketing strategies for the European markets

Course Overview
Course content is grounded in theory and integrated with real-life business experiences. We will begin with an overview of business globalization trends and their impact on global marketing, followed by how cultural differences in Europe influence marketing strategies. Later we will focus on specific global marketing concepts such as market research, product offering, pricing, advertising, promotion, and market entry strategies. Students will work in small teams to analyze actual business cases, prepare answers to case discussion questions, and make presentations to the rest of the class.

Method of Instruction
The course is highly interactive and active student pre-class preparation and in-class participation are expected and graded. A brief lecture and presentation by the instructor will be followed by discussion questions, exercises, and case analyses. Students will be able to build and/or practice teamwork, research, and presentation skills through their participation in case studies.

Class Participation
Participation requires preparation. Students should prepare by completing prior to class all assignments due on the day of the class and by participating effectively in all class exercises and case discussions. Attendance does not mean participation. Earning points for exercises and case discussions requires more preparation and contribution than just attendance. Bring course book to class.

Assessment Points:

<table>
<thead>
<tr>
<th>Assessment Points</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation in Exercises:</td>
<td>2 points each X 10 exercises = 20 points</td>
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<tr>
<td>Case Discussions</td>
<td>5 points each X 4 cases = 20 points</td>
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<tr>
<td>Mid-Term Exam</td>
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<tr>
<td>Final Exam</td>
<td>30 points</td>
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<tr>
<td>Total</td>
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**BU 381 Organizational Behavior**

**Course Outline:**

Organizational Behavior, is designed to provide you with an understanding of the basic principles underlying workplace behavior, and to increase your ability to improve organizational effectiveness from a management perspective and to analyze issues that concern individuals and groups who work in organizations.
Course Principles:

This course is founded upon principles about managing people in the organization--

1. Everyone is to act in ethical and humanitarian ways.
2. Everyone is to contribute to establishing fairness in making decisions effecting individuals and groups within the organization. This would encompass recognizing the merits of diversity in-group membership and incorporating inclusiveness of women, people of color, and other perceived disenfranchised groups. Doing so would ensure improving both their life chances and the productivity of the organization. Minimally, such inclusiveness would be premised on equal opportunity for hiring, promotion, and the right to be listened to.
3. Everyone is to be empowered to make decisions in their areas of jurisdiction in order to become a member of the learning organization.
4. Everyone is encouraged to learn skills for the management of change and innovation.
5. Everyone is encouraged to understand and respect the customs and practices of co-workers and those with whom they interact globally.
6. Everyone is to endeavor to implement the above principles whenever and wherever possible on their own initiative.

Content Covered:

Mid term Exam Content

I. Introduction to the Field of Organizational Behaviour
II. Individual Behavior, Values, and Personality
III. Perception and Learning in Organizations
IV. Workplace Emotions and Attitudes
V. Motivation in the Workplace
VI. Applied Performance Practices
VII. Work-Related Stress and Stress Management

Post-Mid Term Content

I. Decision Making and Creativity
II. Foundations of Team Dynamics
III. High Performance Teams
IV. Communicating in Teams and Organizations
V. Power and Influence in the Workplace
VI. Conflict and Negotiation in the Workplace
VII. Leadership in Organizational Settings

Course Materials


I. Cases are in the text.
**Basis of Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Examination</td>
<td>20%</td>
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<tr>
<td>Journal Entry Assignment</td>
<td>20%</td>
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<tr>
<td>Current Topic Assignment</td>
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<td>Case Analysis Assignment</td>
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<td>Final Examination</td>
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<tr>
<td><strong>Total Marks</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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**Examinations**

1. The mid-term examination will attempt to assess the breadth and depth of your knowledge of the subject covered in the course. Items assigned in the midterm examinations may additionally include content related to class discussion and case studies. The midterm examination will consist of weighted components – essay and case questions (approximately 50% for each component).

2. An accumulation of marks of 50% or greater is required as a passing grade for successfully completing the B2301 course as specified above under "Basis of Evaluation." To obtain a passing grade, you shall be additionally required to obtain a mark of greater than 50% in each of the midterm and final examinations.

**SP 436 Cervantes and the Golden Age (taught in Spanish) (not offered)**

Credits: 3
Instructor: Gemma Márquez Fernández, M. Sc., A.B.D., University of Barcelona
Professor of Hispanic Philology - Universitat de Barcelona
Course/Lab Fee: none

**Course Description**

The course explores the specific trends of the intellectual and human proposal of Cervantes in the context of the Spanish Golden Age. Cervantes features a crucial role in the Renaissance period, among the highlighted personalities who develop their literary work from the 16th to the 17th century. Cervantine works re-examine the literary tradition and open new lines towards the future. The course pays special attention to Don Quixote—in addition to Cervantes’ theatre and “novelas ejemplares”. Don Quixote is a universal masterpiece which represents the end of a previous narrative and the beginning of a new one. Its technical and thematic challenges are still alive. The course describes the old narrative genres which are ended by Don Quixote; besides, it points the influence of this novel in the development of the modern narrative. On the other hand, an analysis of Don Quixote presence in painting, music or cinema shows the influence of the character through Western cultural History.

**Requirements**
The course development focuses on comparative guided reading of selected texts. Moreover, classes include the discussion of films, paintings and musical pieces about Don Quixote. Attendance and involvement are required for the analysis of these materials.

**Objectives**
The aim of the course is to provide a background of Spanish Golden Age period, focusing on literary production. This survey supplies a comprehensive understanding of Cervantes’ work. By the end of the course, students will have developed both historical knowledge and critical skills to recognize the different genres of the old European narrative. In the same way, they will be able to apprise the Cervantine contribution to modern novel. Furthermore, students will acknowledge the elements of the main character —Don Quixote— which have turned him into a cultural archetype.

**Assignments**
There will be a final exam consisting of two parts. The first one will demand for students acknowledge about Golden Age; the second will require the analysis of a relevant episode of Don Quixote. During the course, students must write two short essays about two main themes of the novel. Personal involvement in current classes will also be considered.

**Course Topics**
About 26 two hours sessions, 2 sessions a week.

1. The Spanish Golden Age (16th -17th centuries)
   • Spain under the Austria’s monarchy
   • Cultural trends of the Spanish Renaissance
2. Literary life in the 16th and 17th centuries
   • Introduction and development of Renaissance poetry in Spain: Garcilaso de la Vega, Fray Luis de León, Quevedo, Góngora, San Juan de la Cruz
   • The originality of the Spanish dramaturgy: Lope and La Comedia Nueva; Calderón de la Barca, Tirso de Molina
   • Narrative genres: Chivalry books
   • Nature and love in the pastoral genre
   • “Bizantino”, “morisco” and sentimental genres
   • El Lazarillo de Tormes: the beginning of Realism

3. The place of Cervantes in the Spanish Golden Age.
   • A controversial biography
   • Travels and literature: a soldier who becomes a writer
   • A privileged judge of his time
4. Don Quixote
   • A war against chivalry books? The end of Golden Age narrative in Don Quixote
   • Literature in Don Quixote: the power and dangers of reading. Fictitious authors
   • Madness and irony as central resources of the novel
   --Don Quixote and Sancho: the antagonism between the mad who speaks sanely and the sane who speaks madly
   --Cultural roots of a wise madness: Erasmo de Rotterdam and his Praise of Folly (1509)
   • The problem of Reality
   --The “molinos” adventure: audition of Burlesque de Quixotte (c. 1721) by Georg Philipp Telemann
   --Towards the construction of a multiple reality
   --Maese Pedro episode: audition of El retablo de Maese Pedro (1923) by Manuel de Falla
   • Life as a travel: the development of a Renaissance vision of the human being
--Don Quixote and Sancho Panza in route
--Los trabajos de Persiles y Sigismunda
--Artistic images of Don Quixote as a traveller: Gustave Doré, Honoré Daumier, Pablo Picasso
• The evolution towards a modern narrative: the second part of Don Quixote
• Don Quijote de Orson Welles (1955-1992), by Orson Welles and Jesús Franco
5. The "novelas ejemplares"
• A problematic definition
• Cervantes and the picaresque genre: Rinconete y Cortadillo
• A little Don Quixote: El licenciado Vidriera
6. Cervantes as a dramaturg
• A model against Lope’s "comedia nueva"
• The Tragedy: La Numancía
• The "entremeses": El retablo de las maravillas

**Bibliography**
AVALLE-ARCE, J.B., Don Quijote como forma de vida, Madrid, Castalia-Fundación Juan March, 1976
CANAVAGGIO, J. (coord.), Historia de la literatura española (vols. II y III: El siglo XVI y El siglo XVII), Barcelona, Ariel.
Concrete editions of Cervantes works will be recommended during the course.

**Spanish for Business (taught in Spanish)**
Credits: 3
Instructors: Cristina Bañó, Professor, Hispanic Studies Center, University of Barcelona, and Mireia Español, Professor, Hispanic Studies Center, University of Barcelona
Course/Lab Fee: none

**Course Description**
This course offers an introduction to the economic and business world through press reviews and other real documents which give an approach to vocabulary, grammar and pragmatic issues related to specific business topics. As such, these linguistic activities aimed at comprehension and expression prepare the student for interactive communication in actual business-related situations: debates, exhibitions, negotiations; presentations, simulations, etc. The following topics will be used as a basis for practicing business communication skills in Spanish.

**TOPICS COVERED**
1. Evolution of Spanish economy in recent decades through its social, cultural and economical diversity.
2. Economical indicators. Different levels of personal wellbeing.
   a. Income/wealth
   b. Consumption
c. Employment

3. The Economical European Union.
a. Keys for understanding such an enterprise

4. Economical sectors
a. Tourism
b. Building
c. Industry
d. Agriculture

5. Financial sectors
a. The Bank
b. The Stock Market

6. Human Resources
a. Employment applications and working world: contracts
b. Curriculum Vitae
c. Presentation letters
d. Tests types (aptitude, personality, writing, technical, intelligence, situational)
e. Preparation for an interview
f. Simulated interviews

7. Products
a. Production: products types and their fabrication
b. Buying and Selling: marketing and publicity.

8. Commercial Correspondence & Communication
a. Letters
b. Presentations

Grading Criteria:
Class Attendance and Participation: 25%
Case Presentations: 25%
Written Assignments: 50%

Textbook
A Course Reader will be made for this class.

Extra Activities
In-Class Presentations and Guest speakers

Courses taught at the University of Barcelona (UB)
(These courses are taught in English as and will include international students taking part in Erasmus and other international programs.)

SO/SP 370: Catalonia and its Culture (not offered this semester)
Credits: 4
Instructor: August Bover, Professor, The University of Barcelona

Course Description
The aim of this course is to provide students with a basic knowledge which will allow them to identify the language, history and culture of Catalonia, to become familiar with its most notable works (architecture, painting, sculpture, literature, music, popular culture, etc.), and to take advantage of this knowledge during their stay in Barcelona.
Course Topics
1. Language and territory.
2. The Middle Ages (A Mediterranean Empire between Romanesque and Gothic).
3. The Modern Age (Defeats and Survivals).
4. The 19th Century (From “Renaixença” to “Modernisme”).
5. The 20th Century (Dictatorships, Republic, War, Repression, Resistance and Autonomy).
6. Is there a place for Catalan culture in the European Union? Is there a future for Catalan culture?

Site Visits
Visits to Biblioteca de Catalunya (Catalan National Library), MNAC (Museu Nacional d’Art de Catalunya), MHCB (Museu d’Història de la Ciutat de Barcelona), Museu Marítim, and MHC (Museu d’Història de Catalunya), among other buildings and areas of interest of the city of Barcelona.

Bibliography
Bover (i Font), August. Manual de catalanística (Barcelona: Diputació de Tarragona/Publicacions de l’Abadía de Montserrat, 2003).
“Catalonia Today” (Weekly, every Thursday at the news-stands: 1 €).
Lladó, Oriol & Pujol, Jordi. bcn.youth (Barcelona: Pòrtic, 2002).
Marí Mayans, Isidor. Conocer la lengua y la cultura catalanas (Palma, Mallorca: Llull).
Federació d’Entitats Culturals dels Països Catalans, 1993).
Trueta, Josep. The Spirit of Catalonia (London/New York/Toronto: Oxford University Press, 1946) [Reprint: (Barcelona: Institut d’Estudis Catalans, 1985)].

New Trends in European Integration (not offered this semester)
Credits: 4
Instructor: TBD (University of Barcelona)
Course/Lab Fee: none
Prerequisite: none
Description
This course, offered by the School of Law, will explore the legal process of integration of the European Union and its most compelling components. Topics will include the logistics of creating a European constitution and the institutional structures that will uphold it.
Syllabus: TBA

NU 374: Nutrition Basics (not offered 2005-2006)
Credits: 4
Instructor: Professor Magda Rafecas, Department of Nutrition and Food Science, University of Barcelona
Course/Lab Fee: none
Prerequisite: none
Course Topics
Part 1. Nutrition: A relation to health
Part 2. The energy-yielding nutrients
Part 3. Vitamins, minerals and water
Part 4. Energy: balance and imbalance
Weight options. Fitness and sports.
Textbook
Activities
Activity 1: Presentation based on press releases about nutrition.
Activity 2: Developing a FAQs nutrition document from what has been learnt during the course.
Activity 3: Analyzing our own diet and calculating the ingest of the main nutrients.
Grading and Evaluation
Attendance, and Evaluation of the Oral and Written presentations.

SO 379: Bilingual Catalonia: Conflict and Compromise
Credits: 4
Instructor: Emili Boix-Fuster, Ph.D.
Professor - Department of Catalan philology (Linguistics)
Course Description and Objectives
The objectives of the course are twofold: on the one hand to introduce the current sociolinguistic situation of the Catalan-speaking territories, particularly Catalonia; on the other hand to present some theoretical and methodological foundations in order to investigate this situation from the perspective of outsiders. These foundations might be applied to other plurilingual situations in Europe and elsewhere.
Format
The course will deal with lectures in class and selected readings in English. The students are expected both to carry out some research observations, mainly in
Barcelona and its metropolitan area, and to take part in visits to some institutions of sociolinguistic interest (e.g. Institute of Sociolinguistics of the Catalan Government, Center of Andorran Studies, the public Catalan Television (TVC)). The students will be evaluated according to their active participation in class, and research papers.

**Course Topics**
2. The Catalan language: the past
   2.1. From the beginnings to 1714
   2.2. The political subordination from 1714 to 1975
   2.3. Languages in Catalonia and in the Catalan speaking lands in the democratic recovery (1975 up to now)
3. The Catalan language now: between loss and revitalization
   3.1. The knowledge of Catalan
   3.2. The use of Catalan: public and private domains. The spread of Spanish and English.
   3.3. Ideologies towards Catalan, Spanish and English
4. The linguistic legislation
   4.1. Basic legal texts (Spanish Constitution, The Statute of Catalonia)
   4.2. The Language Acts: the concept of “own language” (llengua pròpia)
   4.3. The linguistic organization of Education: the Universities
5. The social and political movements in favor of the Catalan and Spanish language
6. Examples of sociopsychological and anthropological research of plurilingualism in current Catalonia. The privileged position of the outsiders.

(5) Bibliography

**Act N. 1 of 7th January 1998 on linguistic policy**
Catalan. Language of Europe, Direcció General de Política Lingüística. Generalitat de Catalunya
Noves SL. Journal on Sociolinguistics.
Ros Garcia, Maria. i Strubell, Miquel (eds.) “Catalan Sociolinguistics”. International Journal of the Sociology of Language, 47.
Contemporary History of Catalonia and Spain (not offered 2005-2006)
Credits: 4
Instructor: TBD (University of Barcelona)

DESCRIPTION
This course will highlight the most important events in contemporary Spanish history, beginning with the invasion of Napoleon in 1808, through the consolidation of democracy, and into the post-Franco period of the 1980’s and 1990’s. The course will explore Spain’s unique and varied heritage including its linguistic and cultural diversity, regionalism, nationalism, dictatorship, and democracy, as well as other topics of historical interest.
Syllabus TBA:
Note: This course is unavailable for 2005-2006

PS 390: World Politics and Global Security: a European prospective
Credits: 4
Evaluation: active participation during the course plus a written paper.
Language: English
Department: Constitutional Law and Political Science

Syllabus
1.- The world system as a global political system: theoretical perspectives.
3.- Conflict, the use of force, cooperation, integration, interdependence. Trends towards order and disorder at the global level.
4.- The issue of global security: Security and its different meanings. From military security to comprehensive security.
5.- A European perspective: multilateralism, “soft power”, crisis management and European capabilities. The “transatlantic link” and some case studies of crisis and conflicts of contemporary world.

Bibliography and references:


Other Publications (most available at the Library of the Faculty of Law, periodicals section)

*Anuario internacional Cidob*
*American political science review*
*British journal of political science*
*European journal of political research*
*Foreign affairs*
*Global society*
*International affairs*
*International political science review*
*Journal of peace research*
*La documentation française*
*La vie internationale*
*Le monde diplomatique*
*Política exterior*
*Political quarterly*
*Political science & politics*
*Political studies*
*Political theory*
*Politique étrangère*
*Politique internationale*
*Pouvoirs*
*Relazioni internazionali*
*Revista de estudios políticos*
*Revista de instituciones europeas*
*Revista internacional de ciencias sociales*
*Revue du droit public et de la science politique*
*Revue du tiers monde*
*Revue politique et parlementaire*
*Revue française de science politique*
*Sistema*
*The political quarterly*
*The world today*
Courses at the University of Barcelona
Hispanic Studies Center (HSC)

(Spanish Language Courses)
SP 111: ELEMENTARY SPANISH
Credits: 8
Instructor: TBD (University of Barcelona)

OBJECTIVES:
1. Initiation in learning of the Spanish Language paying special attention to the specific lexicon characteristic of the daily life.
2. To get a level of linguistic competition to interact in the most habitual situations in the daily life.
3. To strengthen, mainly, oral skills (understanding and expression).

SYLLABUS:
1. To request and to give personal information. To request and to give information on the situation of people and places. Estar/haber, articles, prepositions, the imperative.
2. To express tastes and opinions. Gustar: special agreement, pronouns indirect object. Encontrar: pronouns direct object.
3. To speak of oneself and of the other ones (physical description and of the character of people).
4. Ser-estar. Tener-llevar
5. Habitual actions: morphology of the present of indicative of regular and irregular verbs, adverbs of frequency and reflexive pronouns.
6. Last experiences (I): morphology and uses of the perfect past of indicativo; morphology of the indefinite regular and most frequent irregulares.
7. Last experiences (II): morphology and uses of the imperfect past and pluperfect of indicative.
8. To make plans and projects (I): morphology of the regular and irregular future.
9. To make plans and projects (II): the present of subjunctive and the sentences with cuando.
10. To express desires and to give advice: morphology and uses of the conditional one.
11. To prohibit: morphology of the negative imperative. The present of subjunctive.

BIBLIOGRAPHY
MIÑANO J. (1992), Y, ahora, la gramática, Barcelona, Publicacions de la Universitat de Barcelona.
SP 211. INTERMEDIATE SPANISH
Credits: 8
Instructor: TBD (University of Barcelona)
OBJECTIVES:
1. Command in the ways and uses of the linguistic units and more habitual linguistic
sequences in the daily language.
2. Special attention will be paid to the learning of the basic lexicon of daily use.
3. Skills will be worked to provide fluency in the oral production, and the basic
aspects of the construction of the written text.
SYLLABUS:
1. Basic problems of pronunciation, spelling and accentuation.
2. Description of objects and people. To request and to give information. To speak of
habits and tastes. Forms and uses of the tenses of present of the indicative. Ser y
estar. Gender and number in the noun and the adjective. Adverbs and adverbial
expressions. Verbs and reflexive pronouns.
3. Personal experiences. The oral and written story (Forms and uses of the tenses of
the past of the indicative one. Objective personal pronouns. Comparison.
4. To plan and to surmise. Form and use in future tenses of the indicative.
Prepositions.
5. To Formulate courteously. To write family letters (Form and use in the
treatments.)
7. To act and to influence on others. Solicit, requests, instructions, orders, advice (Form
and uses of the imperative and present of subjunctive).
8. The expression of the subjectivity, opinions, desires, feelings and valuations (Form
and uses of subjunctive tenses).
BIBLIOGRAPHY
BALLESTER, P. (2002), Conjugando los verbos españoles, Barcelona, Publicacions
de la Universitat de Barcelona.
MIÑANO, J. (1999), Y, ahora, la gramática. Barcelona, Publicacions de la
Universitat de Barcelona.

SP311: ADVANCED-INTERMEDIATE SPANISH
Credits: 8
Instructor: TBD (University of Barcelona)
OBJECTIVES:
1. Command of the complex syntactic and morphological structures.
2. Command of the morphological level, in derivation and composition.
3. Encourage the communicative skills in the oral-conversational registration and in
the educated registration, with special emphasis in the lexicon.
4. Command of the following communicative functions: narration, description.
SYLLABUS:
1. The spelling of the letters and the words. Accentuation and punctuation.
2. Indicative: temporary opposition among the different forms.
3. The article. The personal pronouns: form unstressed and tonic. Impersonal
structures with se. Reflexive, reciprocal and pronominal verbs.

4. Ser y estar: to define and to describe. Passive of action and of result. Voice, time and aspect in some verbal periphrasis.

5. The subjunctive: temporary opposition among the different forms.

6. The prototypical sustantive subordination (temporary correlation and nexus).

7. The adjectival subordination or relative prototypical (structures and nexus).

8. The adverbial subordination: time, place and way. Conditional, concessive, causal, serial and final prototypical.

9. The indirect style. The reproduction of the other people’s speech: The prepositions: time, space and verbal régime.

10. The construction of the descriptive text, narrative and argumentative text.

BIBLIOGRAPHY:


MARSÁ, F. (1997), Nuevos modelos para ejercicio lingüístico, Barcelona, Ariel


MIQUEL, L.- SANS, N., (1990) Intercambio 2, Madrid, Difusión


SP 411: ADVANCED SPANISH

Credits: 8
Instructor: TBD (University of Barcelona)

OBJECTIVES:

In this course the communicative strategies will be worked associated mainly to the formal registration, but also to the conversational registration - structure syntactic-functional, lexical and semantic.

Also, remarks will be made in the textual production - coherence, cohesion and adaption - and the skills associated with written and oral expression will be improved, as well as listening comprehension.

SYLLABUS:

2. Oral structures (II). Temporal and modals of the verbs.
3. Oral structures (III). The modality in some verbal periphrasis.
4. Oral structures (IV). Grammatical structure of the sentences with ser, estar and other copulative verbs. Main values.
5. Oral structures (V). Value and uses of the adjective according to their position.
6. From the sentence to the text. Adverbial, prepositional and conjunctive constructions. Value and uses.
7. The narrative and descriptive structure in written texts. The sustantives sentences with verbs of double construction. Relative sentences with indefinite antecedent. The informative structure in the temporary sentences.
10. Objective text and moralized text. Procedures elativos in the level sintagmático and oracional.

BIBLIOGRAPHY:

SP511: SPANISH CONVERSATION AND COMPOSITION
Credits: 8
Instructor: TBD (University of Barcelona)

Objectives
In this course will be worked the associate communicatives strategies, mainly, to the formal registration. Also, remark will be made in the textual production - coherence, cohesion and adaptation - and the skills associated to the written expression of the formal and oral registration will be improved, that is to say, the characteristic strategies of the discussion and of the formal registration of the debate: exhibition, opinion, argumentation, contraargumentación and conclusion.

Syllabus
1. The verbal system of the indicative: right uses and dislocated uses.
2. Modal uses of the subjunctive.
3. Spanish's attributive system and the structures seudocopulativas.
4. The situational and textual deixis. The quantification. The comparison.
5. The expression of the impersonality. Structure and functions.
6. Word order and the dislocation.
7. Direct speech and referred speech: the perspective change.
8. Concept and limits of the verbal periphrrasis. Time, aspect and modalización.

Bibliography
ALARCOS LLORACH, E., (1980), Estudios de gramática funcional del español, Madrid, Gredos
(Spanish electives)
AH/SP 323/423: HISTORY OF SPANISH ART
Credits: 3
Instructor: TBD (University of Barcelona)
(This course is comprised of two separate units which must be taken simultaneously)

Unit 1: Ancient and Medieval History
OBJECTIVES
To give a general overview of the main artistic manifestations that have taken place in the Iberian Peninsula from Prehistoric to the Islamic period.
SYLLABUS
• The first artistic manifestations: cave/prehistoric art in the Iberian Peninsula.
• The art of the first colonizers: Phoenician, Greeks, Carthaginians.
• The art of the Iberian and Celts
• Roman art in Hispania.
• Visigothic Art
• Asturian Art
• Islamic Art: the Caliphate period, the period of the Taifas, the African period, Granada.
• Mozarabic Art
READING LIST
BORRÁS, G.M., La Alhambra y el Generalife, Madrid, Anaya Monografías.
POSADAS, J., (1985), La Alhambra y la contribución de la civilización árabe a la historia. La influencia de los árabes en el desarrollo histórico de España, Madrid Barcelona, Ciencia Cultura y Política
DL.YARZA, J., (1979), Arte y arquitectura en España 500-1250, Madrid, Manuales Arte Cátedra.
ASSESSMENT
At the end of the term, there will be a written test in which students write an essay from a choice of two titles.

Unit 2: Modern and Contemporary
OBJECTIVES
To give a broad overview of Spanish art from the end of the 15th to the 18th century
SYLLABUS
The architecture from the end of the 15th century: the Catholic Monarchs.
• The early Renaissance: the plateresco style.
• The architecture of Herrera.
• Renaissance sculpture
• Renaissance painting
• The Golden Age of Spanish art: architecture and baroque imagery.
• The great painters: Ribera, Zurbarán, Velázquez, Murillo, Alonso Cano, Valdes Leal.
• Eighteenth-century art architecture, sculpture and painting.
READING LIST:

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

SP345/445: TOPICS IN CONTEMPORARY SPANISH CULTURE
Credits: 3
Instructor: TBD (University of Barcelona)
(This course is comprised of two separate units which must be taken simultaneously. Students choose two of three units; Geography of Spain, Catalan Language and Culture and Spanish Cinema – Note: Spanish Cinema is not available for Fall 2005)

Unit 1: The Geography of Spain
OBJECTIVES
To introduce students to Spain’s natural environment and its relationship with Spanish society and the country’s economy.

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

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

ASSESSMENT
At the end of the term, a mid-year examination will be set based on the material presented in class.

**Unit 2: Catalan Language and Culture**

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

**LANGUAGE**
- Pronunciation and spelling
- Greetings, saying good-bye and polite forms
- Personal information
- Looking for a place to live. Accommodation
- Giving directions
- Transport
- Everyday activities. Expressing time

**CULTURE**
Historical approach to the Catalan language; basic geography; holidays and traditional customs.

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

**ASSESSMENT**
A final exam will be given at the end of the term to test students’ knowledge of Catalan language and culture acquired during the course.

**SO/SP 351/451: MODERN SPAIN: ECONOMY, SOCIETY AND INSTITUTIONS**
Credits: 3
Instructor: TBD (University of Barcelona)
(This course is comprised of two separate units which must be taken simultaneously)
Unit 1: The Spanish Economy Today

OBJECTIVES
This course focuses on the Spanish economy today and on its development in the recent past. The aim is to provide students with the information needed to understand the Spanish economy, which is analysed in class by discussing articles from the press. The course is organized in two terms. The first term will introduce the factors that define the Spanish economy in general (its main areas of activity, its weaknesses, the evolution of consumption, etc) and briefly review the economic policies implemented by the governments of the Franco era. The second term centres on the last 25 years of democracy in Spain, placing particular emphasis on aspects such as tax policy and the financing of the Autonomous Communities that remain at the forefront of economic debate.

Introduction:
• the strong points and weak points of the Spanish economy.
• the media
• banks and savings banks.
• management and trade unions.

The Franco Régime (1939-1975):
• Spain’s backwardness
• autarchy
• the “economic miracle” of the sixties.

READING LIST

ASSESSMENT
A written exam will be given at the end of the term to test students’ understanding of the course material.

Unit 2: Spain Today: Society and Institutions

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

SYLLABUS
• Present-day Spain: its socio-cultural and economic diversity.
• The political transition to democracy.
• The Spanish Constitution: The State of the Autonomies and of the institutions.

READING LIST
PICAZO, M. T., (1996), Historia de España del siglo XX, Barcelona, Crítica (Colección Nuevos Instrumentos Universitarios).
ASSESSMENT
At the end of the term, a written paper in connection to the subjects and concepts dealt with in class.

HI/SP 361/461: HISTORY OF SPAIN (Ancient to Modern)
Instructor: TBD (University of Barcelona)
Credits: 3 (This course is comprised of two separate units which must be taken simultaneously)

Unit 1: Ancient and Medieval
OBJECTIVES
To familiarize students with basic aspects of Spain’s history from Prehistoric times up until the Roman period, looking at the key eras between the Paleolithic and Romanization. Students study the historical periods known as Prehistory. Visits will be organized to the historic areas of Barcelona to introduce students to the Roman and Visigoth cities.

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

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

READING LIST
ARIÉ, R., (1982), Historia de España III. La España musulmana (s. VIII-XV), Barcelona, Labor.
IRADIEL, P. - MORETA, S. - SARASA, E., (1989), Historia Medieval de la España cristiana, Madrid,
ASSESSMENT
A written examination is set at the end of the term, based on one general theme or on four specific themes. Students are also encouraged to produce a written paper on one of the themes studied during the course, under the supervision of the teacher.

Unit 2: Modern and Contemporary
OBJECTIVES
To introduce students to the history of Spain since the unification of the peninsula under the Catholic Monarchs (end of the 15th century) until the crisis of the Ancien Régime at the end of the 18th century. During this long period Spain was ruled by two monarchies – the Habsburg and Bourbons. The course deals with interesting periods such as the Empire of Charles V, the Austrias and the Reformation of the Bourbons. Visits to the historical area of Barcelona will show students the beginnings of the modern city
SYLLABUS (first term)
• The Catholic Monarchs and the unification of the peninsula
• The Habsburgs and Spanish hegemony in the 16th century: from Charles I’s Empire to Philip II’s Spanish Empire (1516-1598)
• Decline of the Austrias and the crisis of the 17th century: from Philip III to Charles II (1598-1700)
• 18th century Bourbon Reformism: from Philip V to Charles III (1700-1788)
• The end of the century and the crisis of the absolute monarchy.

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

ASSESSMENT
A written examination is set at the end of the term, based on one general theme or on four specific themes. Students are also encouraged to produce a written paper on one of the themes studied during the course, under the supervision of the teacher.

SP381/481: SPANISH NARRATIVE PROSE AND TEXTS
Credits: 3
Instructor: TBD (University of Barcelona)
(This course is comprised of two separate units which must be taken Simultaneously)

Unit 1: Spanish Narrative Prose (Cervantes to the Present)
OBJECTIVES
To trace the development of Spanish narrative from the Golden Age (16th and 17th
centuries) and of the novel and the short story from the second half of the 19th century (Realism and Naturalism).

SYLLABUS
The background to narrative prose in the Golden Age
• The “picaresca” novel and Lazarillo de Tormes (1554)
• The novels of Cervantes and El Quijote (1605-1615)
• Outline of the novel and short story from 1870 to 1900.
• Juan Valera and Pepita Jiménez (1874)
• The novels of Benito Pérez Galdós
• Leopoldo Alas "Clarín" and La Regenta (1884-1885)
• "Clarín" and Emilia Pardo Bazán’s short stories

READING LIST
(recommended editions)
JUAN VALERA, (1991), Pepita Jiménez, Barcelona, PPU.

ASSESSMENT
At the end of the course there will be a two-hour examination. Students write an essay choosing from two topics and analyse an extract from one of the texts dealt with in class.

Unit 2: Reading Contemporary Narrative Texts
OBJECTIVES
• To improve students’ reading skills through the study of ten stories by contemporary Spanish authors.
• To introduce students to the work of some of the most representative authors of contemporary Spanish narrative.
• Via an interactive reading of the text, to find and apply strategies that aid the construction of the meaning of the text. The process includes the following stages for each text: a biographical sketch of the author, preview activities to introduce the content of the text, the reading of the story and finally, follow-up activities to complement the reading.

SYLLABUS
Reading as a process to construct meaning.
• Lexis.
  o Strategies to deduce meaning. Contexts.
  o The use of dictionaries: which ones, when, and how.
  o Lexical cohesion
• Sentences and sequence of sentences.
  o Grammatical cohesion.
  o Thematic progression.
• The text.
  o Textual cohesion.
  o Textual coherence.
Narrative text: the point of view, the narrative voices, the treatment of time.

READING LIST
BOOTH, W. C. (1978), Retórica de la ficción, Barcelona, Bosch.

ASSESSMENT
At the end of each term, students will write an essay on a story they have read previously.

SP391/491: LATIN AMERICAN LITERATURE AND SPANISH POETRY
Credits: 3
Instructor: TBD (University of Barcelona)
(This course is comprised of two separate units which must be taken simultaneously)

Unit 1: Latin American Literature
OBJECTIVES
The course studies Latin American Literature and its socio-cultural setting. The main objective is to broaden students’ knowledge and reading skills, and to help them develop the comprehension and interpretation strategies needed to understand “literary” language.

SYLLABUS
The course begins with a historical introduction to the richly varied identity of Latin America, from the legends of the pre-Hispanic civilizations to the chronicles of the Spanish conquerors of the New World. This is backed up with visual material presenting pre-Columbian art and excerpts from literary works and essays of leading authors of the modern era such as Miguel Angel Asturias, Carlos Fuentes and Arturo Uslar Pietri.

After the short historical and artistic introduction, we focus on contemporary prose, particularly on the short story, due to its central role in the rise of Latin American fiction. We analyse Juan Rulfo’s poetic prose, the historical and social context in the work of Gabriel García Márquez, and “Neo-fantastic literature” in Julio Cortázar’s short stories.

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

ASSESSMENT
As the classes have both theoretical and practical components, the assessment of the course will be based on a final exam and a series of commentaries the students are expected to hand in during the term.

**Unit 2: Spanish Poetry**

**OBJECTIVES**
The study of the poetry from Spanish Romanticism and Modernism, via an analysis and commentary of the poems of the leading authors. Particular stress will be placed on the comprehension of poetic texts, the analysis of the subject matter, poetic resources and the significance of the poem in the author’s development.

**SYLLABUS**
- Overview of the poems of the Spanish Romantic movement. Chronology, characteristics, themes and authors.
- Reading and commentary of the minor poems of José de Espronceda
- Reading and commentary of the Rimas of Bécquer
- Overview of the poems of the modernist movement. Chronology, characteristics, themes and authors.
- The poetic development of Antonio Machado via an analysis of his works.
- Reading and analysis of the works of Juan Ramón Jiménez: From modernism to poesía desnuda.

**READING LIST**
The course uses an Anthology of selected texts. Specific editions of the texts will be recommended:

**ASSESSMENT**
At the end of the course there will be a two-hour long exam: students will choose from two texts analysed in class and write a commentary.