

## Universitat Pompeu Fabra Course Descriptions

### Journalism and Communication in Spain, Advanced Level

#### Description and Objectives:

This course seeks to educate students on the workings and structure of the media in Spain. For this, we will alternate between theoretical and practical sessions that reflect on the general communication system and its peculiarities, with visits to the most important media resources in Barcelona. Students will be given a historical, modern, critical, and reflective view of “el rol” that manages the media in contemporary Spanish society, and a view of the perspectives of the future, with the release of new technologies. Knowing about the workings of the media is basic for any person in present-day, modern societies.

#### Methodology:

Class sessions will combine theoretical classes with debates, analyses of journalism in the present (the influence of radio and television, critical review of daily publications, etc.), viewing of movies related to journalism and communication, visits to newspaper offices, and attending television programs.

#### Language of Instruction:

This course will be taught in Spanish. The audio-visual documents used will be in Spanish and, whenever possible, subtitled in English.

#### Content:

1. Present-day panorama of journalism and communication in Spain. General information.
2. Historical look at the media in Spain. Origins, consolidation, and abundance. “Franquismo” and the press of the Transition.
3. Vehicles of information in Spain.
4. Organization of newspaper offices in the media. General system of information sources. Informative agencies and studios of communication. Case studies.
5. Professional ethics in the media. Case studies.
6. Techniques for editing and composition for the press, radio and television. Selection and hierarchy of news. Structure of news and headlines. Case studies.
7. The position of the press in Spain (headlines, broadcasting, ideology, context, specialization, etc.)
8. Peculiarities regarding the Spanish media: the sports press and tabloids.
9. The position of radio and television in Spain (the public/private model, audience, ideology, new trends, etc.)
10. Journalistic genres in the Spanish media. Analysis of case studies.
11. Linguistic and cultural peculiarities in Spain related to its multinational state and its reflection in the media and communication. The position of Catalan, Basque and Gallego.
12. Journalism and Internet. The network as a source of information and as a new means of communication.

## Analysis and Production of Specific Texts, Advanced Level

### Syllabus:

1. The concept of specific text: delimitation and characterization.
2. Commercial and advertising texts: the business letter, advertisements, the advertising letter.
3. Journalistic texts: the article, the author's column. Press writers.
4. Academic texts: the essay, the monograph

### Objectives:

This course intends to give students the knowledge necessary for analyzing and satisfactorily producing specific texts pertaining to different fields. For this, the course will consist of class analysis of real texts, the goal being to recognize both textual and grammatical characteristics of the different types of analyzed texts. We will pay special attention to the linguistic aspects, for which the class will complete exercises that will allow the students to develop a linguistic repertory.

### Methodology:

Classes are based on attendance and participation on the part of the students, working individually and in small groups. Students will prepare homework for class in order to recognize the structure and linguistic characteristics of the different types of texts. In this way, students will understand which characteristics their work should hopefully have. After analyzing each type, students will produce a text following the model of the different varieties that were covered in class.

### Grading:

The evaluations will be based on the work completed within and outside of the classroom. We will use a learning evaluation that keeps in mind the teaching-learning process and the process of written composition. The analysis of the different types of texts includes explanations on the exact grading criteria with which the students will use to evaluate each other. In this way, the grading becomes in itself a teaching-learning activity. Regular class attendance will also be taken into account.

### Bibliography:

Alvarez, M. (1995). *Tipos de escrito III: Epistolar, administrativo y jurídico*. Madrid: Arcos Libros.

Bassols, M. & Torrent, A. (1996). *Modelos textuales. Teoría y práctica*. Vic: Eumo Editorial (1997).

Calsamiglia, H. & Tusón, A. (1999). *Las cosas del decir*. Barcelona: Ariel.

Ferraz, A. (1993). *El lenguaje de la publicidad*. Madrid: Arco Libros.

Montolío, E. (coord.) (2000). *Manual práctico de escritura académica*. Barcelona: Ariel Practicum, 3 vols.

Van Dijk, T. (1980). *La noticia como discurso*. Barcelona: Paidós, 1990.

Vázquez, G. (2001). *Guía didáctica del discurso académico escrito*. Madrid: Edinumen.

### **Sociology and Politics: Social Structure of Modern Spain, Advanced Level**

#### Part 1. Modernization and social change in Spain

Political, social, and cultural changes in Spanish society

The effects of “franquismo”, the slow separation from the past

The ethno-territorial structure in Spain: the diversity of the Spanish communities

#### Part 2. The evolution of the population: structure and demographic dynamics

Population pyramids and demographic indicators

The second demographic transition in Spain

The aging of the population and low birthrate in Spanish society

#### Part 3. Familial transformations in Spain: from the traditional family to new concepts of family homes

The family in Spain under Franco: legislation, politics, and society

Transformations of Spanish familial guidelines/rules: radiography and indicators of the diversity of Spanish homes

The new familial models in Spain from a comparative perspective

New gender roles and relations in Spanish society

#### Part 4. The job market

From an agricultural economy to the division of the economy

Unemployment and job insecurity

Education, learning and occupation

New sources of employment in Spanish society

The workers' movement and unions

#### Part 5. Inequalities and social classes: well-being and social exclusion

Transformations of the social classes in Spain: the middle class

The new markets and poverty

The feminization of poverty

Delinquency and social exclusion

Social policies and plans for well-being: Spain from a comparative perspective

#### Part 6. Migrations in Spain

The stages of migration in Spain

Internal migrations and migrations to communities outside of Spain

The profiles of immigration in Spain: dates and contexts

Migratory policies from a comparative viewpoint

Part 7. Institutions and civilian society

Religion and the church in Spain: between tradition and change

Political parties and institutions

Social movements

Civilian society and the participation of citizens

Part 8. Social and cultural values

Surveys about values in Spain

Socializing and everyday life: cultural habits, norms, and traditions

Nationalism and the identities of the Spanish communities

Part 9. Leisure and communication

Surveys about how people spend time in Spain

Communication and the mass media

New technologies in the global world

Bibliographic References:

Almeda, E. (2002). 'Les famílies monoparentals i les ruptures matrimonials'. A L. Flaquer (ed.). *Informe sobre la situació de la família a Catalunya: Un intent de diagnòstic*. Barcelona: Generalitat de Catalunya.

Almeda, E. (2003) *Mujeres encarceladas*, Barcelona: Ariel.

Adelantado, J. (coord) (2000) *Cambios en el Estado del Bienestar. Políticas sociales y desigualdades en España*, Barcelona: Icaria.

Bentolila, S, Blanchard, O. (1991) "El paro en España" en A. Bentolía y L.Toharia (eds.) *Estudios de economía del trabajo en España*, Madrid: Ministerio del Trabajo y Seguridad Social.

Carrasco, C.; Alabart, A.; Mayordomo, I. & Montagut, T. (1997) *Mujeres, trabajos y políticas sociales: una aproximación al caso español*, Madrid: Instituto de la Mujer.

De Miguel,J.M.(1998) *Estructura y cambio social en España*, Madrid: Alianza Editorial.

Flaquer, Ll. (1995) "El modelo de familia española en el contexto europeo", a S. Sarasa y L.Moreno (eds.) *El Estado del bienestar en la Europa del Sur*, Madrid: CSIC.

Fundació Jaume Bofill (1999) *Informe per a la Catalunya del 2000. Societat, economia, política, cultura*, Barcelona: Editorial Mediterrània.

Fusi, J. P. (1998) *España: 1808-1996: el desafío de la modernidad*, Madrid: Espasa Calpe.

- Giner, S. (dir) (1990) *España. Sociedad y Política*, Madrid: Espasa- Calpe.
- Giner, S; Sarasa, S. (1992) “Religión, política y modernidad en España”, *Revista Internacional de Sociología*. Tercera Epoca, núm. 1. Enero-Abril .
- Giner, S. (dir) (1998) *La societat catalana*, Barcelona: Institut d’Estadística de Catalunya.
- Iglesias de Ussel, J. (1995), "Trabajo y familia en España", *Revista Internacional de Sociología*, Tercera Epoca (11): 171-198.
- Juárez, M et al. (1995) *Informe sociológico sobre la situación social en España*, Madrid: Fundación Foessa-Cáritas.
- Martín, Eloy (2002) *La imagen del magrebí en España*, Barcelona: Edicions Bellaterra.
- Miguélez, F. & Prieto, C. (eds) (1999) *Las relaciones de empleo en España*, Madrid: siglo XXI.
- Moreno, L. (1999) “La via media´ española del régimen de bienestar mediterráneo”, Documento de Trabajo 99-05, Unidad de Políticas Comparadas, Consejo Superior de Investigaciones Científicas.
- Moreno, L. & Sarasa, S. (1993) “Génesis y desarrollo del estado del bienestar en España”, *Revista Internacional de Sociología*, Tercera Época, 6, pp.27—69.
- Pajares, M. (1999) *La inmigración en España*, Barcelona:Icaria
- Sarasa, S.; Almeda, E. & Obiols, D. (2000) “Estado, sociedad civil y rentas mínimas de inserción”, Documento de Trabajo 00-09, Unidad de Políticas Comparadas, Consejo Superior de Investigaciones Científicas, [www.iesam.csic.es](http://www.iesam.csic.es).
- Varela, R. (2000) “Las políticas de igualdad”, in: Adelantado, J. (ed) *Cambios en el Estado del Bienestar*, Barcelona: Icaria.

Websites of Interest:

- Banco de datos del Centro de Investigaciones Sociológicas: [www.cis.es](http://www.cis.es)
- Diputación de Barcelona: Facilita conexiones con todas las administraciones locales de Espanya: [www.diba.es](http://www.diba.es)
- Documentos de Trabajo de la Unidad de Políticas Comparadas del Instituto de Estudios Sociales Avanzados del Consejo Superior de Investigaciones Científicas: [www.iesam.csic.es](http://www.iesam.csic.es)

-Instituto Nacional de Estadística: Facilita conexiones con las webs estadísticas de todas las comunidades autónomas y de todos los estados del mundo: [www.ine.es](http://www.ine.es)

-Observatorio del cumplimiento de los acuerdos de las Naciones Unidas sobre desarrollo social y equidad de género. Incluye informes anuales por países, incluido España: [www.socialwatch.org](http://www.socialwatch.org)

-Observatorio Europeo de las Relaciones Laborales: [www.eiro.eroofound.ie](http://www.eiro.eroofound.ie)

-Piramides de población de España y Cataluña: [www.ced.uab.es/jperez/pags/DatosVejez.htm](http://www.ced.uab.es/jperez/pags/DatosVejez.htm)

-La renta básica en España: <http://www.redrentabasica.org/>

### **Economy of Spain and Europe, Advanced Level**

This course is about the influences that the Spanish and European economic situation has had on the opportunities of businesses and firms. We will utilize case studies, visits to businesses and a research project to grade the students. The final grade will be based on a mid-term exam (20%), final exam (30%), a small research project (30%), and class participation (20%).

Method:

Classes, discussion of cases, and presentations

Content:

Part 1. Review of the recent history of economics. The institutional framework

Part 2. The common market and monetary union

Part 3. Budget, public finances, and fiscal policy

Part 4. The strength of European labor

Part 5. Commercial and strategic relations

Part 6. The European competitiveness

Part 7. The regions: The strategic position of Catalunya

Part 8. The German model: stakeholder capitalism

Part 9. The Swedish model: the state of well-being

Part 10. The Italian model: the role of the small and medium-sized business

Bibliography:

Martín, C. España en la nueva Europa, Madrid, Alianza, 1997

Porter, M., The Competitive Advantage of Nations, London, Macmillan 1990

Swann, D., The Economics of the Common Market, Penguin, 1992

Swann, D., European Economic Integration, Edward Elgar, 1996

Tiersky, R., Europe Today, Rowmann & Littlefield Publishers, Inc., 1999

### **History of Contemporary Spain, Advanced Level**

*An international and interdisciplinary history of contemporary Spain (1778-2002)*

Course Objectives:

The principal objective of the course is to present the great themes of the social, economic, political, and cultural recent history of Spain from an international perspective. The course will show Spain's place in and relevance to recent historical processes that reach the Spanish and Hispanic world. This perspective gives a significant advantage to students from the U.S. university system: it often takes as a starting point the processes and historical episodes that are well-known by these students, given their American or international dimension, and descends later to the particularities of the "Spanish case," and to its contribution to the transnational process of history.

Part 1. The last days of the "Great Empire": expansion and extinction of the Spanish Americas (1778-1823)

Part 2. "The Orient" in Western Europe: perceptions and alien messages about Spain in the 19<sup>th</sup> century

Part 3. Havana, the first Spanish city: the contribution of the "Island Empire" to economic and social lift-off

Part 4. "A torment that draws near": cosmopolitanism and social and political crisis, or the example of Barcelona mid-century (1890-1936)

Part 5. The Spanish Civil War (1936-1939), a prologue and rehearsal of World War II?

Part 6. "The Watchtower of the West": Spain under Franco and the world during the Cold War (1945-1975)

Part 7. Toward democracy, or an “exemplary” political transition (1973-1986)

Part 8. Spain in the post-1989 world: among Brussels, Washington, and Rabat.

General Recommended Bibliography:

José ÁLVAREZ-JUNCO & Adrian SHUBERT (Eds.) (2000), *Spanish History since 1808*, London, Oxford University Press.

Sebastian BALFOUR (1997), *El fin del imperio español, 1898-1923*, Barcelona, Crítica.

Sebastian BALFOUR & Paul PRESTON (Eds.) (1999), *Spain and the Great Powers in the Twentieth Century*, London, Routledge (hay traducción castellana (2002): Barcelona, Crítica).

George R. ESENWEIN (1995), *Spain at War. The Spanish Civil War in context, 1931-1939*, London, Longman.

Clare MAR-MOLINERO & Angel SMITH (Eds.) (1996), *Nationalism and the Nation in the Iberian Peninsula. Competing and Conflicting Identities*, Oxford, Berg.

Adrian SHUBERT (1990), *A Social History of Modern Spain*, London, Unwin Hyman (hay traducción castellana (1991): Madrid, Nerea).

Angel SMITH (1996), *Historical Dictionary of Spain*, Lanham (Md.), Scarecrow.

### **Contemporary Spanish Literature, Intermediate Level**

Objectives:

The objective of this course is to give North American students an understanding of Spanish literature of the 20<sup>th</sup> century, through a selection of texts that will be the focus of lecture and commentary in detail. With the goal of contextualizing the reading, we will approach the principal literary problems that come up, such as the relation with the culture (art, history, and thought) of its era.

Methodology:

The reading of the texts will be preceded by a synthetic panorama about literary movements and authors, although the bulk of the course will fall on the reading and commentary of the chosen works, keeping in mind different critical perspectives. At the beginning of each section, the students will be given lecture guides that will point out the principal aspects that will be the object of debate in class. The lecture guides will also tell students what they will need to bring prepared for each class.

Grading:

Class participation will be fundamental (10%). The course will also require students to write a brief paper about one of the proposed readings (25%). The length of the paper

should be 3-4 pages; the theme and methodology will be chosen by each student with the permission of the professor. There will also be a mid-term exam (25%) and a final exam (40%).

Syllabus:

- I. Introduction to the 20<sup>th</sup> century. Problems of periodization.
- II. The new literary conscience.
  - a. Modernism and '98. The concept of modernism and its proposed aesthetics.
  - b. Spain and '98.
  - c. Aesthetics and ethics in the poetry of Antonio Machado.
  - d. Readings: Selection of *Poesías* by Rubén Darío and Antonio Machado.
- III. The beginning of the contemporary era. Aesthetic ideology and experimentation with new trends.
  - a. New literary trends: *novecentismo*, the avant-garde and the Generation of '27.
  - b. The Generation of '27. The poets of '27
  - c. Experimentation and theatre: Valle-Inclán
  - d. Readings: *Antología* of poetry of the Generation of '27. *Luces de bohemia* by Valle-Inclán
- IV. The Post-war Era
  - a. Social realism
  - b. New narrative tendencies: Camilo José Cela
  - c. Society and poetry. *Pervivencia* and innovations of Dámaso Alonso to José Hierro
  - d. Readings: Poetic *Antología: La familia de Pascual Duarte* by C.J. Cela
- V. The New Names (1975-1990)
  - a. Panorama of modern narrative
  - b. Readings: *Selección de cuentos*

**Barcelona: the City and its History, Intermediate Level**

Syllabus

1. The city in the territory  
Situation and location: the city in the natural environment  
Climate, natural resources, water  
Barcelona, the historic capital of Cataluña  
Barcelona in the international context  
\*\*Visit to: Torre de Collserola
2. Barcino: the Roman city  
Pre-Roman towns  
The Roman foundation of the city of Barcelona inside the Roman Empire  
The urban morphology of a Roman city  
The dichotomy between the urban world and the rural world  
The network of communications of the Roman Empire

Decadence of the Empire and the era of invasions

\*\*Visit to: Museu d'Historia de la Ciutat

3. The Expansion of the Medieval City, 11<sup>th</sup>-14<sup>th</sup> centuries

The expansion of medieval city walls

The naval power of Barcelona

The development of civil powers: Consell de Cent, the Gremios, etc.

Barcelona in the commercial context of the medieval Mediterranean

The neighborhood of la Rivera and the creation of the Raval

4. The Immobile City: 15<sup>th</sup> – 17<sup>th</sup> centuries

Economic crisis of a commercial empire

The unification of the kingdoms of Spain

The discovery of America and its effects on Barcelona

The besieged city, the War of the Succession

The neighborhood of the Barceloneta and the Ciudadela

\*\*Visit to: Barrio del Raval

5. The Pre-industrial City, 1714 – 1859

Economic recuperation and overseas trade

Densification of the city

The industrial revolution in Catalunya and its effect on Barcelona

New uses of urban space

The growth of other urban nuclei and of the Llano de Barcelona

6. The Modern City, 1850 – 1936

The height of overseas commerce

The expansion project of Idelfonso Cerdà

The rebirth of nationalist sentiment and its cultural expressions

The resurgence of a city: international expositions

Industrialization and social conflict

\*\*Visit to: Museu d'Historia de Catalunya

7. The City under the Franco Dictatorship, 1936 – 1975

The city interrupted

Urban planning of the GATEPAC during the Republic

Uncontrolled growth of the city

Projects without plans

Immigration and urban fighting

The formation of the metropolitan region of Barcelona

\*\*Visit to: Cerdanyola del Vallès

8. International projection of Barcelona, 1975 – 2000

The democratization of the city

The Olympic city

The post-Olympic city

Barcelona today: future projects of Barcelona and its area of influence  
\*\*Visit to: The Olympic Village and the Olympic Ring

9. Barcelona and its People  
Demography and immigration  
Symbols and folk traditions  
Culture and sports

### **Art and Artists of Barcelona: Gaudí, Picasso, Miró, Dalí, Intermediate Level**

The main topics covered by this course are listed below.

#### Part 1. Antoni Gaudí

*Organicismo* and *gaudinismo*. European Art Nouveau architecture. Modernism in Catalunya. The new bourgeois society. Gaudí's patron, Eusebi Güell. New architecture and regulated geometry. The search for an artistic form. The inspiration found in nature. The mozárabe influence in Gaudí's first works. The gestation of "gaudiniano" style. The Mediterranean in his later works. His collaborator, Jujol.

CIRICI I PELLICER, Alexandre, *La Sagrada Familia de Antonio Gaudí*, Omega, 1952

LAHUERTA, Antonio *Gaudí (1852-1926)*, Electa, Milano, 1992

MARTINELL, Cèsar, *Gaudí. His life, his theories, his work*, Editorial Blume, Barcelona, 1975

McCARTHY, M. J., *Catalan "Modernisme" and English Cultural Movements of the Nineteenth Century*, PhD dissertation, Cambridge University Library, Cambridge, 1973

McCULLY, Marilyn, *Els Quatre gats. Art in Barcelona around 1900*, The Art Museum Princeton University, Princeton University Press, New Jersey, 1978

RAFOLS, J. F., *Modernismo y modernistas*, Barcelona, Ediciones Destino, 1949

SWEENEY, James & SERT, Josep Lluís, *Antonio Gaudí*, Ediciones Infinito, Buenos Aires, 1961

#### Part 2. Pablo Picasso

Picasso and Barcelona. His adolescent works. His first trip to Paris. The works of emotion. Painting without eyes. Establishment in France. The nudes of Fernande. The serious experiments. Schematicism. The conquests that lead to the "Démoeiselles d'Avignon." Braque and cubism. Abstraction. The great Picasso and his series of *Las Meninas*.

CHIPP, Herschel Browning, *Picasso's Guernica history, transformations*, Berkeley University, USA, 1988

CIRICI I PELLICER, Alexandre, *Esgrafiados de Picasso en el Colegio Oficial*, Colegio Oficial de Arquitectos de Barcelona, Barcelona, 1965

CIRICI I PELLICER, Alexandre, *Picasso antes de Picasso*, Iberia – Gil, Madrid, 1946

CIRICI I PELLICER, Alexandre, *Picasso: Su vida y su obra*, Círculo de, 1981

DAIX, Pierre, *Picasso 1900-1906*, Blume, 1974  
 Palau i Fabre, Josep, *Picasso cubismo 1907-1917*, Polígrafa, 1990  
 RAMIÉ, Georges, *Cerámica de Picasso*, Polígrafa, 1984  
 SPIES, Werner, *La escultura de Picasso*, Polígrafa, 1989  
 V. V. A. A. Picasso, *Paisages 1890-1912*, Ajuntament de Barcelona, 1995  
 V. V. A. A., *Picasso 1905-1906*, Ajuntament de Barcelona, Barcelona, 1992  
 V. V. A. A., *La Obra completa de Picasso azul y rosa*, Noguer, 1976  
 V. V. A. A., *Álbum de «Les demoiselles d'Avignon»*, Polígrafa, 1988  
 Warncke, Carsten-Peter, *Pablo Picasso 1881-1973*, Taschen, 1995

### Part 3. Joan Miró

His training and his novice works. The significance of Montroig and his work. “La masía” and the beginning of the “Mironian” universe. His first trip to Paris and his contact with the avant-garde. Surrealism and the “painting-poetry.” The search for a spontaneous style. Primitivism and infantilism. The effects of the European wars. Miró’s exile in Mallorca, the Mediterranean roots, the “Mironian” universe. His textile work and sculpture.

CIRICI I PELLICER, Alexandre, *Miró and his world*, Polígrafa, Barcelona, 1985  
 CIRICI I PELLICER, Alexandre, *Miró en su obra*, Labor, Barcelona, 1970  
 ERBEN, Walter, *Joan Miró 1893-1983*, Tachen, 1988  
 V. V. A. A., *Miró escultor*, Fundació Joan Miró, Barcelona, 1987  
 V. V. A. A., *Ver Miró, la irradiación de Miró en el arte español*, Fundació "La Caixa", Barcelona, 1993  
 V. V. A. A., *Klee, Tanguy, Miró*, Fundació Miró, Barcelona, 2000

### Part 4. Salvador Dalí

His childhood in Figueres and Cadaqués. The Academy of Fine Arts and the Student Residence in Madrid. Meetings with Lorca and Buñuel. The “lorquian” phase. Freud and narcissism. Dalí’s movies with Buñuel. Trip to Paris and contact with surrealism. Reality and surrealism. The appearance of Gala. Establishment in France and rupture from the Surrealist Group. Exile in the United States. Fame and success. Physics and reflection surrounding certainty. The intuitive way, the spiritual world. Religion and metaphysics.

DALÍ, Salvador, *Vida Secreta*, Empúries, Barcelona, 1993  
 DALÍ, Salvador, *Los Cornudos del viejo arte moderno*, Tusquets, 2000  
 DALÍ, Salvador, *Diario de un genio*, Tusquets, 1983  
 DALÍ, Salvador, *El Mito trágico del Angelus de Millet*, Tusquets, 1989  
 DESCHARNES, Robert, *Dalí la obra y el hombre*, Tusquets, 1984  
 DESCHARNES, Robert, *Salvador Dalí 1904-1989*, Taschen, 1990  
 SANTOS-TORROELLA, Rafael, *La miel es más dulce que la sangre*, Seix Barral, Barcelona, 1984  
 SANTOS-TORROELLA, *"Los Putrefactos" de Dalí y Lorca*, Amigos, 1998  
 V. V. A. A., *Col·lecció completa de les escultures*, Dau al Set, 1981

## Part 5. Antoni Tàpies

His origins and his long illness. His first drawings. His meeting of “Blau” and the magazine “Dau al set.” Joan Brossa and poetry. Influence of surrealism. The magic phase. Signs and symbols. The sacred in art. *Informalismo*. The mural. Everyday objects. Epiphany.

CIRICI I PELLICER, Alexandre, *Tàpies: witness of silence*, Tudor, N. Y., 1972

CIRICI I PELLICER, Alexandre, *Tàpies 1954-1964*, Gustavo Gili, Madrid, 1964

GIMFERRER, Pere, *Antoni Tàpies y el espíritu catalán*, Polígrafa, Barcelona, 1974

TÀPIES, Antoni, *El arte contra la estética*, Ariel, Barcelona, 1978

TÀPIES, Antoni, *El arte y sus lugares*, Ciruela, Barcelona, 1999

TÀPIES, Antoni, *La práctica del arte*, Ariel, Barcelona, 1971

TÀPIES, Antoni, *Memoria personal*, Seix Barral, 1983

V. V. A. A., *Tàpies, the complete works*, Köneman, 1997

### **Images of Spain in Contemporary Film, Intermediate Level**

#### Description and Objectives:

This course offers an introduction to contemporary Spanish society through its cinematographic representation. The year 1975—the death of Franco and the end of the dictatorship—will be our starting point, since it represents the beginning of the changes that started to shape Spanish society as it is today. The course will cover cultural stereotypes and the definition of the “other”, and also the notions of “nationality” that appear in film. We will focus particularly on the representations of the city as a social and symbolic space, in order to understand the important changes that have transformed Spanish society in the last 25 years. To complete the course, the students will understand the cinematographic representation of a country and its relation to its political, social, and economic evolution. The students will also acquire basic knowledge of film theory and the conceptual tools required to study cinematographic texts.

#### Methodology:

Classes will combine film projections, lecture, debate, and student presentations. Likewise, a file of obligatory readings will be prepared. We will study the historical, social, cultural, and ideological background of each work. During the cinematographic analysis, the students should actively participate.

#### Language of Instruction:

The course will be taught in Spanish. The movies will be projected in Spanish with English subtitles. The obligatory readings will be in Spanish, but there will be alternative readings available in English if needed.

#### Grading:

During the course, the students will produce a research paper about a subject agreed upon with the professor. This will be presented in class by the student. The final grade is

based on: mid-term exam (25%), written work (30%), final exam (30%), and class participation (15%).

Content:

Part 1. Introduction and presentation of the course. Stereotypes of “the Spanish” in film. Reading: D’Lugo.

Part 2. Brief history of Spanish film during the dictatorship. Censorship in Spain under Franco. Film as a way to oppose censorship: innuendo as a way of resisting. Reading: selection from Gubern and Font.

Parts 3-5. Pedro Almodóvar: “La Movida Madrileña” and the shaping of a new stereotype of the Spanish. The identification of the city with the liberation of women in *¿Qué he hecho yo para merecer esto?* (1984). The evolution of post-Franco Spain in the movies of Almodóvar, from *Mujeres al borde de un ataque de nervios* (1988) to *Todo sobre mi madre* (1999). Reading: selection from Vidal.

Parts 6-7. The “Cain Syndrome”: The Spanish Civil War as a theme of permanent representation in Spanish film.

Parts 8-9. The rural genre. The myth of the two Spains and the Spanish black legend. *Los santos inocentes* by Mario Camus (1984). Literary adaptations from the 1980’s. The cultural politics of the first years of the PSOE: the Miró law.

Parts 10-11. Regionalism in Spanish film. Film of the Spanish autonomies, *Vacas* by Julio Medem.

Parts 12-13. After Almodóvar: “hybrid” film. The film of genre in Spain. *El día de la bestia* by Alex de la Iglesia (1995). The reconfigured myth of the Spanish for a globalized Europe.

Parts 14-15. Women in contemporary Spain. *Solas* by Beinto Zambrano (1998). Andalucía: the subversion of the unified notions of the “españolada.”

Parts 16-17. The culture of youth in Spanish film. *Barrio* by Fernando León de Aranoa. The city and its double: the suburbs.

Parts 18-19. The genre of the documentary: a new concept for Spain. *En construcción* by José Luis Guerín (2000). Changes in contemporary cities: the phenomenon of immigration. \*\*Visit to the neighborhood of Raval.

Parts 20-22. Student presentations

Part 23: Final exam

## Bibliography:

Ballesteros, Isolina. *Cine (ins)urgente. Textos fílmicos y contextos culturales de la España posfranquista*. Madrid: Fundamentos, 2001.

D'Lugo, Marvin. "Lo que se espera de España". *Academia* 15 (Julio 1996): 39-44.

Gubern, Román y Domenec Font. *Un cine para el cadalso. 40 años de censura cinematográfica en España*. Barcelona: Euros, 1975.

Herederó, Carlos. *20 nuevos directores del cine español*. Madrid: Alianza, 1999.

*Espejo de miradas. Entrevistas con nuevos directores del cine español de los noventa*. Madrid: Ed. 27 Festival de Cine de Alcalá de Henares, 1997.

Hopewell, John. *El cine español después de Franco*. Madrid: El Arquero, 1989.

Huici, Adrián. *Cine, Literatura y Propaganda. De Los santos inocentes a El día de la bestia*. Sevilla: Alfar, 1999.

Kinder, Marsha. *Blood Cinema. The Reconstruction of National Identity in Spain*. Berkeley: University of California Press, 1993.

Márquez-Pribitkin, Yvette. "Los santos inocentes visto por Mario Camus años más tarde". *Anuario de cine y literatura en Español* 1 (1995): 56-64.

Monterde, J. E. *Veinte años de cine español. Un cine bajo la paradoja. (1973-1992)*. Barcelona: Paidós, 1993.

Vidal, Nuria. *El cine de Pedro Almodóvar*. Madrid: Destino, 1998.

## **Culture in Texts, Beginner Level**

### Objectives:

1. Familiarize students with the most common cultural references in present-day Spain.
2. Develop cultural and intercultural awareness.
3. Develop awareness of learning and the application of learning strategies of language and culture.
4. Perfect your use of the Spanish language, in particular the development of listening skills.

### Content:

Selected texts for reading, analysis and commentary. These will be given to students in a file. The readings will be about the following subjects in modern Spanish culture:

1. Language and languages
2. Communication and the media
3. Political and social institutions
4. The Spanish education system
5. History
6. Geography and sociology
7. Expressive arts
8. Scenic Arts
9. Music
10. Science

Materials:

1. Written texts taken from the press, such as reports, editorials, and background articles, interviews, authors' columns, etc., compiled into a file.
2. Audio-visual documents, such as television reports and interviews on video.
3. Other textual sources:

Martínez Montón, Rosa (ed.): *Textos periodísticos de opinión 1975-1996*. Barcelona, Hermes, 1997.

Gutiérrez Carbajo, Francisco: *Artículos periodísticos. 1900.1998*. Madrid, Castalia Didáctica, 1999.

Sinova, Justino: *Un siglo en cien artículos*. Madrid, La esfera de los libros, 2002.

Methodology of Work:

Classes are to be attended and are organized such that the active participation of students is essential. Students will participate in individual and group activities of 2 types:

1. Comprehension of texts (reading and lecture), in combination with reaction papers and personal writings, and class discussion.
2. Learning from certain linguistic resources, especially those that appear in the different required readings.

Grading:

Each student will turn in the following assignments, which will be graded:

1. Two papers written during the course, following the professor's instructions.

2. A final paper written after the reading of one or several chapters from the above mentioned sources, following a guide previously established by the professor.

## **Catalan Language and Culture**

Grading will be based on class participation and a final exam.

### **Teaching System:**

The class is comprised of blocks of linguistic and socio-cultural themes of general interest to the students. We will also study basic grammatical aspects, comprehension skills, and oral and written expression.

### **Objective:**

The objective of the course is to introduce students to Catalan language with a mainly communicative focus that will give students a level of Catalan that will allow them to do two things: 1) communicate and involve themselves in Catalan society, and 2) understand university classes in Catalan. We will work on six main aspects of language: 1) phonetics, 2) orthography, 3) grammar, 4) communication, 5) vocabulary, and 6) sociology/culture.

### **Content:**

Part 1. Who am I and where am I from?

Part 2. How do I get to Plaza Catalunya? Getting around, asking for directions

Part 3. Housing: hotels, apartments, residences

Part 4. What do you do for a living?

Part 5. At home

Part 6. Going to the doctor

Part 7. The weather

Part 8. Going shopping

Part 9. Going to the zoo

Part 10. The media and communication

Part 11. Going to the movies

Part 12. Family

Part 13. Traveling/ Going on a trip

Part 14. Sports

Part 15. Slang

Part 16. In the kitchen

### Bibliography:

At the beginning of the course, students will be given the basic bibliography for their reference. The bibliography consists of different thematic aspects that the course will cover. We will select some works from the bibliography that are of interest to the students.

#### Grammar:

Badia, A. (1995) *Gramàtica de la llengua catalana*. Barcelona, Proa.

Giner, R.; Pallicer, J. (1992) *Sinopsi de Gramàtica Catalana*. Barcelona, Teide.

Xuriguera, J. (1993, 30a ed.) *Els verbs catalans conjugats*. Barcelona, Claret.

#### Dictionaries:

##### Monolingual

Enciclopèdia Catalana (1998) *Gran Diccionari de la Llengua Catalana*.

Institut d'Estudis Catalans (1995) *Diccionari de la Llengua Catalana*.

##### Bilingual

Enciclopèdia Catalana (1995, 5a ed.) *Diccionari Català-Castellà*.

Enciclopèdia Catalana (1995, 5a ed.) *Diccionari Castellà-Català*.

Enciclopèdia Catalana (1993) *Diccionari Anglès-Català, Català-Anglès*.

Enciclopèdia Catalana (1993) *Hiperdiccionari català-castellà-anglès* en CD-Rom.

#### Manuals

Castellanos, J-A. (1991, 4a ed.) *Quadern: normativa bàsica de la llengua catalana amb exercicis autocorrectius*. Barcelona, Institut de Ciències de l'Educació.

Costa, M. Sabater, M-L. (1993) *Curs de català per a estrangers Digui, digui...* Barcelona, Generalitat de Catalunya.

Fargas, A.; Guasch, O.; Tió, J. (1981) *Pont I i II. Llengua catalana per a no-catalanoparlants*. Vic, Eumo.

Puig, T; Puig, J. (2000) *Curs de català inicial*. Barcelona, UB.

#### Exercise Workbooks

Badia, D. i al. (1985) *1a Llibreta autocorrectiva de vocabulari*. Vic, Eumo.

Badia, D. i al. (1985) *2a Llibreta autocorrectiva de vocabulari*. Vic, Eumo.

Badia, D. i al. (1985) *3a Llibreta autocorrectiva de vocabulari*. Vic, Eumo.

Carreras, J.; Comes, J.; Pi, J. (1992) *Fonètica catalana*. Barcelona, Teide.

#### Other

Servei de Llengua Catalana (1998) *Guia de conversa universitària anglès-català*. Barcelona, Publicacions UB.

CD: *Divercat*. Barcelona, les Universitats Catalanes, Direcció General d'Universitats i la Direcció General de Política Lingüística de la Generalitat.

CD: *Diàleg multimèdia*. Barcelona, Consorci per a la normalització lingüística.

<http://www.upf.es/gl/>

### **Writing Workshop, Beginner Level**

#### Objectives:

The main objective of this workshop is to develop and improve the writing skills, reading comprehension, and written expression through the production of a final project. There are two other fundamental objectives: to learn to use certain grammatical structures and textual schemes, and to increase the vocabulary of students using both active and passive grammatical voices.

#### Procedures:

The final project of this writing workshop is the production of a *Travel Diary*. The professor will furnish various materials about traveling and its significance. Each student will write a 200-300-word text whose content will vary according to the session and level of the student. These texts will be corrected in class, and students will participate in activities in revision, transformation of expressions, and comprehension of texts. Together as a group, students will resolve comprehension problems orally using related linguistics and internal references from the text. We will also consider the documents' different linguistic resources provided by the professor, such as texts written by the students. All of this will culminate in a workshop for creating the Travel Diary, which will be a personal project taken on by each student on an individual basis.

#### Grading:

There will not be a final exam. In the last session, each student will present his/her final written work with all the corrections that have been made over the course of its composition. Given the character of the class sessions and the methodology of the class work, the final grade will be based on class participation, the final project, and the overall progress made by the student, as observed in class by the professor.

#### Bibliography:

GÓMEZ TORREGO, Leonardo: *Ortografía de uso del español actual*, Madrid, Ediciones SM, 2000.

MARTÍNEZ DE SOUSA, José: *Manual de estilo de la lengua española*, Gijón, Ediciones Trea, 2000.

MATTE BON, Francisco: *Gramática comunicativa del español*, Madrid, Difusión, 1992.

Real Academia Española.: *Ortografía de la lengua española*, Madrid, Editorial Espasa, 1999.

### **Film Workshop, Beginner Level**

#### Objectives:

To gain a general vision of the evolution of Spanish cinema from the 1980's to present-day. We will analyze its most outstanding representations by watching several films and through lectures by the professor on theoretical explanations.

1. The years of transition: (1977-1982): The end of censorship, the appearance of new filmmakers, realist film, social film, avant-garde film, the comedy in the beginning of the 1980's.
2. The socialist period (1982-1995): The new legislation, new visions of the war and post-war, "recuperated" and new filmmakers.

3. Film in the recent years (1995-2003): The definitive generational renovation. The consecration of Spanish cinema on an international level. Present-day situation.
4. Genres and their development in Spain: the comedy, the melodrama, social film, avant-garde film, horror film and their representative authors.
5. Cinema from the different autonomies of Spain: Catalunya, Basque Country, and others.
6. The most significant Spanish filmmakers: Pedro Almodovar
7. Other authors and their influences: Fernando Trueba.
8. Other authors: José Luís Garcí, Víctor Erice.
9. The most recent Spanish film: Alejandro Amenábar, Fernando León de Aranoa, Isabel Coixet, Alex de la Iglesia y otros.
10. The documentary in Spain: consecration and most important authors

Grading:

Students will write an analysis paper of a filmmaker's work, the subject to be chosen by the student. The paper should include a general review of his/her filmography and a detailed analysis of one of his/her films.

Brief Bibliography:

- *CUADERNOS DE LA ACADEMIA: Un siglo de cine español.*

Academia de las Artes y las ciencias cinematográficas de España, septiembre, 2000

- *Historia del cine español.*

Romà Gubern. Ed Cátedra

- *Diccionario de cine español.*

Jose Luís Borau. Ed Alianza

- *El cine español.*

Varios autores. Ed Larousse, 2003

- *Pedro Almodovar*

Antonio Holguin. Ed Cátedra

- *Victor Erice*

Carmen Arocena. Ed Cátedra

- *20 nuevos directores del cine español.*

Carlos F. Heredero. Ed Alianza

- *Hipótesis de la realidad. El cine de Fernando León de Aranoa.*

Paula Ponga, M.A. Martín, Miroto Torreiro.