

Superior Level Course Descriptions

Fall 2005

Universitat Pompeu Fabra, Barcelona

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Lengua española (Spanish Language), Superior Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered as a month-long intensive course that takes place before the regular semester courses begin. It is also offered during the regular semester. This course earns students 3 credits (45 contact hours) during either session.

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Description:

Communicative Skills

- Students will be able to understand the main ideas of complex texts that have to do with both concrete and abstract topics—even matters of a theoretical nature.
- Students will be able to relate to native speakers with a sufficient grade of fluency and spontaneity, in such a way that communication becomes effortless on the part of the listener.
- Students will be able to produce clear and detailed texts about different subjects, as well as defend their point of view on general subjects, indicating the pros and cons of the different options.

Linguistic Skills

- Students will be able to express themselves with clarity and without needing to limit the content of their message. They will have enough linguistic elements as to make clear descriptions, express points of view, and develop arguments, using complex sentences and not needing to look up words in order to construct the message.
- Students will be able to have a wide vocabulary about both specific and general subjects. They will be able to vary the form of their message in order to avoid frequent repetition, even though lexical deficiencies could produce variances in expression.
- Students will have a generally high lexical precision, despite the occasional errors on word selection, which even still will not hinder communication.
- Students will have good grammatical control, despite the occasional presence of small errors in sentence structure. These will be infrequent and most likely corrected retrospectively by the student.
- Students will be able to pronounce Spanish words with clarity and spontaneity.

Content: Ideas and Functions

- Express that you remember something or someone

- Express doubt or reservation
- React to new information
- Express different levels of probability
- Express prohibitions
- Ask for and give permission under certain conditions
- Express longing, shock, disinterest, boredom, sympathy, and fear
- Complain and lament
- Express annoyance, disillusion, relief, irritation, indignation, rejection, regret, nostalgia, and impatience
- Demand and protest, react to a protest or demand
- Encourage or calm someone down
- Recommend or ask for recommendation
- Giving the right to choose to the listener
- Volunteering for something
- Excusing someone from doing something

Grammar: Morphology

- Strengthen knowledge of the pronominal system and determinants; master alternative resources and special cases:
 - Personals: stressed, unstressed (CD and CI), uses of “*se*” (substitute for “*le*”, uses for expressing impersonality, uses for expressing that something is involuntary)
 - Demonstratives: master forms and contrast grades of proximity
 - Possessives: form and use of the possessive pronoun preceded by an article
 - Relatives and interrogatives: with and without a preposition
- Strengthen knowledge of quantifiers, indefinites, and expressions of comparison: *poco / un poco; cualquier(a); todo* (singular/plural . . .)
- Composition and derivation of nouns, adjectives, verbs, and adverbs:
 - Characteristics of prefixes, suffixes, and their composition in the Spanish language
 - Rules of inflection of gender and number
- The adjective and its varieties: position in a sentence and options of comparison
- Expressions/idioms of the Spanish language (nouns, adjectives, verbs, adverbs)
- The verb: strengthen knowledge of its morphology of the different tenses and moods, and the uses and contrasts of these. Special cases.
- The phrase: different forms and values.

Syntax

- Mastering of syntactic structures (nominal clause, simple sentence, compound sentence); special cases; less common conjunctions with special values
 - Interrogative structures: total and partial, direct and indirect

- Comparative structures and structures of impersonality: *se/uno, tú impersonal, tercera persona plural*
- Substantival compound sentences with an infinitive and with “*que*”: *quiero que, me apetece que, me doy cuenta de que, la idea de que, fijarse en que*
- Relative compound sentences: “*que*” with or without a preposition
- Concessive compound sentences: *sin embargo, a pesar de que*, etc.
- Causal compound sentences: *porque, ya que*, etc.
- Conditional sentences: *con tal de que, siempre que*, etc.
- Other connectors: *además, incluso, entonces, de todas maneras, en cualquier caso*, etc.
- The preposition: verb and adjective rules

Vocabulary

- Character, likes, affinities, manias
- Feelings, sensations, states of mind
- Human communication and the learning of languages
- Attitudes and assessments
- Places, activities of leisure, shows
- Health: illnesses, accidents, parts of the body
- Objects, apparatus, or tools of everyday use (materials, forms, etc.)
- Establishments, products and services
- Foods and beverages
- Society, technology, environment
- Personal relationships and kinships
- Invitations, requests, and congratulations
- Geography, economy, customs, and history

**Literatura española contemporánea (Contemporary Spanish Literature),
Superior Level**

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered during the regular semester only and not as an intensive course.

Objective:

The objective of this course is to give North American students an understanding of Spanish literature of the 20th 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 20th 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*

Técnicas de expresión escrita: Seminario de tipología textual y composición (Techniques of Written Expression: Seminar on Composition of Texts), Superior Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered during the regular semester only and not as an intensive course.

Professor: Josep Maria Castellà
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Objectives:

Students will develop and consolidate their competencies of writing in Spanish at an advanced level of Spanish language, in functional spheres (academic, commercial, and business discourse) as well as in creative texts.

Methodology:

Students will write texts, in class and outside of class, and will correct and re-write them retrospectively in groups as well as on an individual basis. Composition proposals will deal with functional and literary genres specified in the syllabus, starting from the reading or the hearing of texts, and with the support of creativity techniques. Special attention will be paid to the use of Internet resources, and to the difference in composition styles of the Spanish and English languages.

Contents:

1. Spanish composition (paying special attention to the different aspects of Spanish and English).
 - 1.1 The use of punctuation marks.
 - 1.2 Sentence length and use of subordinates.
 - 1.3 Connectors: meaning and discursive role.
 - 1.4 Lexical repetition, synonymity and style.
 - 1.5 Positioning and use of the adjective and the adverb.
 - 1.6 Orthographic and grammatical correction: resources and reference books.

2. Creative texts.

2.1 Description: objective and tone, adjectival use, comparison and metaphor.

2.2 Brief narration: the short story, structure and narrative tenses.

2.3 Dramatic dialogue: colloquialism and condensation.

2.4 Journalistic argumentation: the column and the opinion article.

3. Academic discourse.

3.1 Academic research paper; the definition, the summary, and the review.

3.2 Technical and scientific terminology: repertoires in Spanish according to fields of specialization.

4. Commercial and business language.

4.1 The formal letter, the complaint, the report, and the meeting minutes.

4.2 New technologies: communication by email in the professional ground.

Grading:

The grade will be formative (correction activities in class), summative (presentation of a dossier with all written and rewritten papers, with the “Diario de viaje: Barcelona paso a paso”, and with an anthology of learning mistakes). There will also be a final exam (composition of a text in an exam situation). The respective percentages for each section will be the following:

Dossier of written papers (10 papers, 1 per week) 30%

“Diario de viaje: Barcelona paso a paso” (due: 1 chapter per week) 30%

Learning mistakes anthology 10%

Final exam 30%

The length of each written assignment, which is shown on the following daily plan, is a suggestion and can vary depending on the level of the student.

1. Objectives and Content: Course presentation and mutual introduction.

Recognition of one’s own writing abilities and difficulties.

Class Activities: Teacher explanation and presentation. Students’ presentations (identity and interests). Individual and group exercises. “La escritura y yo.”

Homework: Write an introduction of oneself (150 words).

2. Objectives and Content: Know and use punctuation marks in Spanish (comma and period).
Class Activities: Group correction of the composition on oneself introduction. Punctuation exercises (comma and period).
Homework: Begin the “Diario de viaje: Barcelona, paso a paso” (150-250 words every weekly chapter).
3. Objectives and Content: Description: objective and tone, comparison and metaphor.
Class Activities: Teacher explanation. Reading exercises, analysis and commentary on descriptions. Composition of a brief description.
Homework: Write a description of the city or the country of origin. (150-200 words).
4. Objectives and Content: Know and use various sentence and discursive connectors.
Class Activities: Correction on transparencies of the city or country description. Exercises on use of connectors.
Homework: Write a new chapter of “Diario de viaje: Barcelona, paso a paso”.
5. Objectives and Content: Short story: structure and narrative tenses in Spanish.
Class Activities: Teacher explanation. Reading exercises, analysis and commentary on short stories.
Homework: Write a brief short story set in Barcelona, or a brief narration about an anecdote of one’s own childhood (150-200 words).
6. Objectives and Content: Know the particularities of sentence length in Spanish, and apply them.
Class Activities: Correction in groups of the short stories or the brief narrations. Write a new chapter of “Diario de viaje: Barcelona, paso a paso”.
Homework: Write a new chapter of the “Diario de viaje: Barcelona, paso a paso”.
7. Objectives and Content: Know the mechanisms of the definition, and practice them.
Class Activities: Teacher explanation. Reading exercises, analysis and definitions commentary. Comparison of the Spanish and English definitions. Composition of definitions.
Homework: Translate common and technical definitions (of one’s own study) from English to Spanish (200 word).
8. Objectives and Content: Know the particularities of the positioning and use of the adjective and the adverb in Spanish.
Class Activities: Correction on transparencies of the translations. Exercises on the positioning and use of the adjective and the adverb.
Homework: Write a new chapter of the “Diario de viaje: Barcelona, paso a paso”.
9. Objectives and Content: The summary and the meeting minutes.

- Class Activities: Teacher explanation. Reading exercises, analysis and summaries commentary. Practice of brief summaries.
- Homework: Write the summary of an audiovisual documentary (200-250 words).
10. Objectives and Content: Know and apply the use of punctuation marks in Spanish (colon, semicolon and others).
- Class Activities: Correction in groups of the audiovisual summaries. Punctuation exercises (colon, semi-colon and others).
- Homework: Write a new chapter of “Diario de viaje: Barcelona, paso a paso”.
11. Objectives and Content: Dramatic dialogue and colloquial style.
- Class Activities: Teacher explanation. Reading exercises, analysis and novel and theatre dialogues commentary.
- Homework: Write a brief dramatic dialogue (200-250 words).
12. Objectives and Content: Know and work with orthographic and grammatical reference books in the library and in the Internet.
- Class Activities: Correction on transparencies of the dramatic dialogues. Practical exercises of looking up in books and in Internet.
- Homework: Write a new chapter of “Diario de viaje: Barcelona, paso a paso”.
13. Objectives and Content: The formal letter and the complaint. The email.
- Class Activites: Teacher explanation. Reading exercises, analysis and formal letters and commentary on emails.
- Homework: Write a formal request letter (200-250 words).
14. Objectives and Content: Know advanced aspects of the subordinate sentences. (Part 1)
- Class Activites: Correction on transparencies of the formal letters. Exercises on subordinate sentences.
- Homework: Write a new chapter of “Diario de viaje: Barcelona, paso a paso”.
15. Objectives and Content: Journalistic argumentation: the column and the opinion article.
- Class Activites: Teacher explanation. Reading exercises, analysis and commentary on argumentation. Composition of brief argumentations.
- Homework: Write an opinion article with the style of a journalistic column. (250-300 words)
16. Objectives and Content: Know advanced aspects of the subordinate sentences. (Part 2)
- Class Activites: Correction in groups of the opinion articles. Exercises on subordinate sentences.
- Homework: Write a new chapter of “Diario de viaje: Barcelona, paso a paso”.
17. Objectives and Content: Technical and scientific language. The report, the review and the critique.

- Class Activites: Teacher explanation, reading exercises, analysis and reviews commentary.
- Homework: Write a review or a critique of a book on each student's own studies in Spanish (300-400 words, due 04/20).
18. Objectives and Content: Know and apply the typographical conventions in Spanish.
Class Activites: Correction in groups of the reviews and the critiques. Exercises on typographical conventions.
Homework: Write a new chapter of "Diario de viaje: Barcelona, paso a paso".
19. Objectives and Content: The academic paper.
Class Activites: Teacher explanation. Writing exercises on objectives, paper planning, quoting, taking notes, etc.
Homework: Write the index, the objectives and the planning of an academic paper. (250-300 words)
20. Objectives and Content: Know some of the conventions on synonymity, repetition, and style in Spanish.
Class Activites: Correction in transparencies of the academic paper indexes, objectives and plannings. Exercises on synonymity, repetition and style.
Homework: Conclude the "Diario de viaje: Barcelona, paso a paso".
21. Objectives and Content: Carry out the final evaluation of the students' progress.
Class Activites: Students will take the final exam in class.
Homework: Present the "Diario de viaje: Barcelona, paso a paso".
22. Objectives and Content: Carry out the final evaluation of the students' progress.
Class Activites: Presentation and commentary on the course dossier of the "Diario de viaje: Barcelona, paso a paso" and the learning mistakes anthology. Commentary on the exam results and discussion about the exercises and the grades.
Homework: Write a small farewell text (free length).
23. Objectives and Content: Summary final evaluation of the students' progress.
Class Activites: Evaluation group activity. Presentation of the prospects after the course. Out loud reading of the farewell texts.

Bibliography:

- CASSANY, Daniel (1995): La cocina de la escritura. Barcelona: Anagrama.
- CERVERA, Ángel (1999): Guía para la redacción y el comentario de texto. Madrid: Espasa.
- COROMINA, Eusebi y RUBIO, Carme (1989): Técnicas de escritura. Barcelona: Teide.
- El gran libro de la moderna correspondencia comercial (1988). Barcelona: De Vecchi.

- GÓMEZ TORREGO, Leonardo (1989): Manual de español correcto - I y II. Madrid:
Arco Libros.
- MATTE BON, Francisco (1992): Gramática comunicativa del español. Madrid: Difusión.
- MONTOLÍO, Estrella (coord.); FIGUERAS, Carolina; GARACHANA, Mar y
SANTIAGO, Marisa (1999-2000): Manual de escritura académica - I, II y III. Barcelona:
Ariel.
- REYES, Graciela (1998). Cómo escribir bien en español. Manual de redacción. Madrid:
Arco Libros.

Cultura científica en la España del siglo XX: la ciencia, la cultura y la sociedad española contemporáneas (Scientific Culture in 20th Century Spain: Science, Culture, and Contemporary Spanish Society), Superior Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered during the regular semester only and not as an intensive course.

Professor: Albert Presas I Puig
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Objectives:

- Analyze the role of science in the cultural and intellectual traditions of Spain during the 20th century.
- Using the Spanish example, determine which elements (cultural, political, economic, etc.) have had an influence in the generation, transformation, and establishment of cultural, scientific, and technical traditions in modern societies, as well as its influence in current debates.

Methodology:

- Read and comment from original sources and from secondary texts. The students will receive the texts in question in advance, and they have to prepare and discuss them later in class.
- Class visits from well-known specialists or testimonies from the period.

Grading:

Attendance to the course sessions is mandatory and it can only be excused in particular cases, by mutual agreement with the teacher. The final grade will consider participation during the course sessions as a 40% of the grade (reading and commenting of the texts), and the other 60% will be graded from a paper on one of the subjects of the course (approx. 4.000 words, without counting bibliography). Students can choose to present the paper aloud in class (max. 30 minutes). Prior agreement with the teacher, the presentation and redaction of the paper should be done in Spanish.

Description:

All through its history, the relation of Spanish society with science, and, by extent, with culture in general, has always been a polemic issue, when pointing the reasons of its backwardness in different periods according to neighboring countries, as well as determining policies and strategies in order to make up for that backwardness. The debate

fed the so-called “Controversy of Spanish Science.” Even today, current policies on research and science, and the role given to culture in the formation of modern society, still carry remains of that same polemic. With it, the scientific and cultural development, and the role of science within Spanish culture, still are accepted as one of the unfinished businesses to settle in current Spain.

The analysis of the historical course shows us that, when some advanced European countries lived their thinking revolutions to the full, Spain was involved in bloody struggles meant to subjugate any dissident. Even though, showing once again the very little capacity of peaceful coexistence between rigid generalizations, a detailed analysis shows that, even if in 20th century Spain the forces contrary to modernization were frequently a huge obstacle, there was a way to get on with the initiatives that the cultural and scientific trends generated in certain flourishing moments, and with meritorious results.

The study of the Spanish case, by its historical particularities, offers an excellent opportunity to understand the mechanisms that determine the introduction or generation of science and culture in particular societies and traditions, its stabilization and subsequent scientific and cultural development, as well as the role developed by different factors that play a relevant role. The course will dedicate special attention to the social, political, economic mechanisms, etc., that play a fundamental role in the scientific development. The course’s interest is not only on the history of science, but also to those interested in contemporary history, in the economy and the politics of Spain during the 20th century.

Content:

- 1) The Spanish Scientific tradition from the Golden Age to the Enlightenment.
- 2) The disaster of '98. The “Junta de Ampliación de Estudios” (JAE).
- 3) On the borderline between the centuries: Santiago Ramón y Cajal, culture and science.
- 4) The scientific and cultural project of the “Mancomunitat de Catalunya”.
- 5) The first projects of modernization: telephone, railroads, and electrification of the territory.
- 6) The Civil War (1936-39) and the break-off of the scientific tradition. The interior and exterior exile.
- 7) Science and ideology of Franco’s Regime: the “Consejo Superior de Investigaciones Científicas” (CSIC).
- 8) Economic development and technique for the Regime: the “Instituto Nacional de Industria”(INI) and its function, the “Instituto Nacional de Técnica Aeronáutica” (INTA) and the “Junta de Energía Nuclear” (JEN).

9) Spanish science in the international context of the Cold War: in the European periphery and under American influence.

10) The recuperation of democracy: the role of science, culture, and the concept of economic and social development, in the formation of the new Spanish society.

Field Trips:

Visit to the “Institut d'Estudis Catalans” (Barcelona) and to different headquarters of the scientific work of the “Mancomunitat”.

Recommended Bibliography:

- García Camarero, E./García Camarero, E. (Eds.), 1970. La polémica de la ciencia española. Madrid: Alianza.
- Giral, F., 1994. Ciencia española en el exilio (1939-1989). Barcelona: Anthropos.
- Glick, Th.F., 1986. Einstein y los españoles: ciencia y sociedad en la España de entreguerras. Madrid: Alianza
- Laín Entralgo, P., 1977. Descargo de Consciencia. Barcelona: Seix Barral.
- López Piñero, J.M., 1979. Ciencia y técnica en la sociedad española de los siglos XVI y XVII. Barcelona: Labor.
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- Presas i Puig, A., 2003. "España en 1952 vista por un constructor de barcos de guerra alemán": los programas de modernización de la flota de submarinos del primer franquismo y los especialistas alemanes. (Texto de trabajo).
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- Roca Rosell, A., Sánchez Ron, J.M., 1990. Esteban Terradas (1883-1950). Ciencia y técnica en la España contemporánea. Barcelona: El Serbal/NTA
- Sánchez Ron, J.M., (Ed.), 1988. 1907-1987. La Junta para Ampliación de Estudios e Investigaciones Científicas. Madrid: CSIC.
- Sánchez Ron, J. M., 1999. Cincel, Martillo y Piedra: Historia de la ciencia en España (siglos XIX y XX). Barcelona: Taurus.
- Ten, A.E., 1991. Historia de la ciencia y de la técnica. La Física Ilustrada. Madrid: Akal.

- V.V.A.A., 1990. Ciencia y cambio tecnológico en España. Madrid: Fundación 1º de Mayo.
 - V.V.A.A., 1991. La universidad española bajo el régimen de Franco (1939-1975). Zaragoza: Institución Fernando el Católico.
 - V.V.A.A., 1994. Historia de la educación en España. Diez años de investigación (1983-1993). Madrid: Ministerio de Educación y Ciencia.
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- Fontana, J. (ed.) 1986. España bajo el franquismo. Barcelona: Crítica.
 - Preston, P., 1994. Franco, caudillo de España, Barcelona, Grijalbo.
 - Portero, F., Pardo, R., 1996. "La política exterior del régimen de Franco". En Carr, R. (Coord.), 1996. Historia de España. Menéndez Pidal. La época de Franco (1939-1975). tomo XLI, vol. I, Madrid, págs. 293-299.
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Economía en la España contemporánea (Economy of Contemporary Spain), Superior Level

3 credits (45 contact hours)

*This course is taught in Spanish. It is offered during the regular semester only and not as an intensive course.

Professor: Anna Aubanell Jubany
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Objectives:

The objective of this course is to offer an introduction to the development of the Spanish economy from the end of the 19th century to the present. We will analyze the economic evolution of Spain in the context of the European economy. Students will learn about the keys to the process of the economic modernization of Spain, along with the factors that have hindered this process.

Methodology:

Each class session will be 2 hours with a break in the middle. The course is based mainly on lecture from the professor and class participation in discussions.

Grading:

Attendance is obligatory and will count toward the final grade (15%). Students will take a mid-term written exam (35%) and a final written exam (50%).

Syllabus:

1. Spain's modern economic growth: overview and long term trends.

- 1.1. Population growth.
- 1.2. GDP and GDP p.c. growth.
- 1.3. Money and price trends.
- 1.4. Regional patterns.

2. The protectionist turn (1891-1914).

- 2.1. Transport revolution and agrarian depression.
- 2.2. The race to high tariffs.
- 2.3. The loss of Cuba and public finance.
- 2.4. The beginning of big business.

3. The silver years of the Spanish economy (1914-1936).

- 3.1. A neutral economy during the First World War.

- 3.2. Social conflict and the distribution of the war profits.
- 3.3. Growth and structural change during Primo de Rivera dictatorship.
- 3.4. Great depression.

4. The isolation from the international economy: civil war and autarky (1936-1951).

- 4.1. War economy and finance and social revolution.
- 4.2. Franco and the new institutional framework.
- 4.3. Stagnation and misery during early Francoism.
- 4.4. Market intervention: black market and rationing.

5. Import substituting industrialization (1951-1959).

- 5.1. Cold War and American Aid
- 5.2. From autarky to import substituting industrialization.
- 5.3. The State as entrepreneur. State Business
- 5.4. The exhaustion of the autarkic strategy. The Stabilization Plan.

6. The golden years. Back to the international economy (1960-1973).

- 6.1. Economic liberalisation.
- 6.2. The foreign foundations of an economic miracle.
- 6.3. A fully industrialized country.
- 6.4. A new interventionism.

7. Political transition and economic crisis (1974-1985).

- 7.1. World oil shocks and Spanish Political Transition.
- 7.2. Adjustment policies and social agreements.
- 7.3. Mass unemployment and industrial crisis.
- 7.4. The rise of the Welfare State.

8. From full integration in the European economy to the euro (1986-2003).

- 8.1. The integration into the EEC: the stages.
- 8.2. Nominal and real effects of integration.
- 8.3. The new challenge: monetary unification.
- 8.4. Spanish integration in the European economy: an assessment.

9. Conclusion: long term growth factors.

- 9.1. Welfare, economic growth and structural change.
- 9.2. Growth factors
- 9.3. The barriers of economic development.

Required Readings:

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