

# **Beginner Level Course Descriptions**

**Fall 2005**

**Universitat Pompeu Fabra, Barcelona**

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## *Spanish Language, Beginner 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.

**Professors:** Mercé Pujol            [mercepujol@wanadoo.es](mailto:mercepujol@wanadoo.es)  
Sergi Torner                    [sergi.torner@upf.edu](mailto:sergi.torner@upf.edu)  
María Delia Castro           [castro@esade.edu](mailto:castro@esade.edu)

### **I. Communicative Skills**

- Students will learn to understand common sentences, phrases, and expressions that are frequently used and are relevant to the students' experiences. This involves basic information about oneself and one's family, shopping, places of interest, occupations, etc.
- Students will learn how to communicate in order to carry out simple, everyday tasks, such as simple and direct exchanges of information about well-known, habitual matters.
- Students will learn how to describe, in simple terms, aspects of their own past and own surroundings, such as matters related to students' own immediate needs.

### **II. Linguistic Skills**

- Students will have a repertoire of basic linguistic elements that will allow them to handle everyday situations of predictable content, even though generally they will still need to negotiate or translate the message and look for the necessary words to express it.
- Students will have enough vocabulary to cope with habitual activities and everyday transactions that involve well-known situations and topics.
- Students will be able to correctly use simple grammatical structures, so that eventually the presence of grammatical errors does not obscure the meaning of the message the student wishes to express.
- Students will be able to generally pronounce words in Spanish clearly and comprehensibly, even though the student's foreign accent may be evident and even though the listener may have to ask the student to repeat him/herself once in a while.

### **III. Content: Ideas and Functions**

- Identify and describe people, places, objects, and states of being
- Give information about professional activities by referring to actions and situations of the past

- Refer to plans and projections/intentions
- Make an appointment, give and ask for opinions about someone or something
- Express and ask about 1) agreement and disagreement, 2) the possibility or impossibility of doing something, 3) preferences and tastes, 4) sensations and physical and psychological states
- Suggest activities and react to suggestions
- Ask a favor – invite, offer, accept, and reject
- Offer, ask, accept, and reject help; how to greet someone and say goodbye
- How to introduce someone and how to respond when student is being introduced
- How to ask forgiveness, give thanks, congratulate, and respond appropriately to these situations

#### IV. Grammar: Morphology

- Introduction to the basic morphology of the Spanish Language:
  1. Inflection: of gender, number, and person
  2. Forms and parts of the basic paradigms
    - a. Articles
    - b. Personal pronouns
    - c. Demonstratives
    - d. Possessives
    - e. Indefinite and quantitative
    - f. Interrogatives
    - g. Numerals
- The verb: morphology of the most frequently used regular and irregular forms of the following tenses; contrasts of their most general uses:
  1. Present indicative (*Presente de indicativo*)
  2. Present Perfect (*Pretérito perfecto de indicativo*)
  3. Imperfect past (*Pretérito imperfecto de indicativo*)
  4. Preterit past (*Pretérito indefinido*)
  5. Future (*Futuro imperfecto*)
  6. Commands/imperatives (*Imperativo*)
  7. Present subjunctive (*Presente de subjuntivo*)
  8. Conditional (*Condicional simple*)
  9. Infinitives, gerunds, and participles (*Formas no personales: infinitivo, gerundio, participio*)

#### V. Syntax

- The basic syntactic relations: agreements
- Basic syntactic structures: noun clause, verb clause, simple sentence, coordination, introduction to subordinate clauses. Frequently used prepositions and conjunctions.

- Affirmative, negative, interrogative, and exclamatory clauses: syntax and rules for pronunciation and accentuation
- Verbs with special rules (i.e. *gustar*, *doler*)
- Introduction to *Ir + a + infinitivo*; *poder + infinitivo*
- Reflexive verbs
- Unstressed pronouns
- Impersonality
- Comparative
- Prepositions

## **VI. Vocabulary**

- The classroom
- The home
- Marital status
- Nationalities
- Clothing
- The human body
- Character and personality
- Occupations
- Means of communication
- Housing
- The city
- The stages of life
- The family

## **Barcelona: the City, its People and its History, Beginner Level**

**3 credits (45 contact hours)**

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

**Professor:** Antoni Luna  
[antoni.luna@upf.edu](mailto:antoni.luna@upf.edu)  
Office: 20-257  
Office hours: Monday & Wednesday, noon – 1 pm

### **Description:**

Barcelona is nowadays a very cosmopolitan city with a great international projection. This course is an introduction to the city of Barcelona by studying its past and analyzing its present. This course will review the most important moments in the urban development of Barcelona focusing in the ways these events can be seen in the present layout of the city. We will also analyze the expressions of Catalan and Mediterranean identity in its buildings and traditions.

### **Methodology:**

This course will use a combination of lectures and students presentations with field visits and some field work.

Students will be required to attend the field trips and visits organized for this course and maintain, extend and update the information in a field-study journal. The teacher will evaluate this journal throughout the course. Some of the sessions in the classroom will be used for discussion and other for lectures either by the teacher or by some relevant guest speakers. Attendance to the class and visits is mandatory.

### **Class Requirements and Assessment:**

This course will have some short assignments (field trip reports) and a term research paper (including a class presentation of this paper) besides a mid term exam and a final comprehensive exam. The students will have a series of field trips some of them teacher guided and other self guided. At the end they will need to present a journal with a summary of all those field trips and visits.

The topic of the term paper will be discussed with the instructor before starting the work. Students will choose the topic of the paper from a set of suggestions offered by the instructor or any other topic that might better fit their interests. One of the possibilities is to write a paper and a class presentation about one of the neighborhoods of the city

focusing in any aspect or a combination of them, such as: tourism, history, economy, politics, etc.

The final grade will be based on the following distribution:

Class Participation and Oral presentations: 20%

Field Study Journals: 10%

Mid Term Exam: 20%

Term Paper: 20%

Final Exam: 30%

**Required readings:**

Robert Hughes 1993. *Barcelona*. New York: First Vintage Books Edition

Class Reader (a selection from the list of recommended readings)

**Recommended Readings:**

AINAUD, Josep Maria et ali. 1996, *Barcelona contemporánea - Contemporary Barcelona*, Barcelona, Centre de Cultura Contemporánea.

AMELANG James S. et ali. 1992 *Twelve walks through Barcelona's past Guidebook Barcelona*: Ajuntament de Barcelona

CASTELLS, Manuel i Jordi Borja, 2000, *Local and global*. New York: Blackwell

CIRICI I PELLICER, Alexandre 1992, *Barcelona step by step, Barcelona*: Teide, 5<sup>a</sup> edición.

FERNANDEZ ARMESTO Felipe 1992 *Barcelona. A thousand Years of the City's Past* Oxford: Oxford University Press

GALERA, Montserrat i altres 1986 *Atlas de Barcelona. Siglos XVI-XX*, Barcelona, Publicaciones del Colegio Oficial de Arquitectos de Cataluña y Baaleares.

LALAGUNA Juan 1994 *A traveller's history of Spain*. New York: Interlink Books

McNEILL, Donald 1999, *Urban Change and the European Left Tales from the new Barcelona*, London, Routledge- SCHEWEID, Richard 1994, Barcelona. Jews, Transvestites, and an Olympic Season, Berkeley, Berkeley University Press.

SCOBIE H.M. 1998 *The Spanish Economy in the 1990s* London: Routledge

SOBRER Josep Miquel ed. *Catalonia a self portrait* Bloomington. Indiana University Press

TAMAMES Ramón 1985 *The Spanish Economy. An Introduction* London: C.Hurst and Company

HELEN GRAHAM AND JO LABANYI eds. *1995 Spanish Cultural Studies* Oxford, UK.: Oxford University Press

TOIBIN, Colm, 1990 *Homage to Barcelona*, London, Simon & Schuster.

VAZQUEZ MONTALBÁN, 1987, *Barcelonas*, Barcelona, Empúries.

## **Contemporary Spanish Art and Artists, Beginner Level**

**3 credits (45 contact hours)**

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

Students will be divided into two groups; each group with one teacher. The first day of class both teachers will be in room 40.246, at which time the students will find out which group they are in.

**Professors:** Anna Pujadas (Group 1)  
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Eduard Cairol (Group 2)  
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Office hours: TBA

### **Description:**

The focus of this course will be exploring Spanish art through the Barcelona Art Collections.

This is an introduction course for students who:

- Desire to obtain a broad overview of Spanish art
- Have the necessity of a survey of the cultural background of Barcelona
- Wish to have a live approach to Barcelona's art works

Students do not need to have any specific background in Spanish art or in art history to take this course.

### **In-Class, Out-Class**

This course is primarily a lecture course, presented in module form, supplemented with discussion, films, and online materials. There are classes outside of the University building: visits to the Museums. These visits are made during the class time and they are equivalent to a usual in-class, with the exception of Dalí's Museum, which is a non-compulsory visit. In any case, students should understand that during an out-class occasional events may occur.

### **Content:**

The course proposes to complement a theoretical overview of Spanish art with a practical approach to the works of art. Barcelona has a great art variety and richness, but there are some artists who have their main museum in the city, and who have an international prestige. These artists are: Gaudí, Picasso, Miró, Dalí and Tàpies. They are the main subjects of this course.

### **1. Antoni Gaudí**

Organicism and Gaudinism. The European Art Nouveau architecture. The Art Nouveau in Barcelona. The new middleclass society. Eusebi Güell, the best client of Gaudí. The new architecture. The new geometry. The searching for the artistic form. The nature as inspiration. The "mozárabe" influence. The new Gaudinian style. The Mediterranean in his works. His collaboration with Jujol

**Visit to the Sagrada Família and to the Pedrera**

### **2. Pablo Picasso**

Picasso & Barcelona. The works of adolescence. The first trip to Paris. The works of "feelings". Painting without eyes. Living in France. The nudes of Fernande. The formal experiments. Geometry. The "Démoiselles d'Avignon". Pre-cubism in Horta d'Ebre. Braque and the cubism. Abstraction. The "great" Picasso and the "Meninas" series.

**Visit to the Picasso Museum**

### **3. Joan Miró**

His studies and his first works. The meaning of Montroig in his paintings. "La masia" and the beginning of the Mironian universe. The first trip to Paris and the first contacts with the vanguard. The surrealism and the "painting-poetry". The searching for a spontaneous style. Primitivism and childhood. The European wars. The exile in Mallorca. The Mediterranean root. The universe of Miró. Textile works and sculpture.

**Visit to the Miró Foundation**

### **4. Salvador Dalí**

The childhood in Figueres and Cadaqués. The Academy of Fine Arts and the University Residence of Madrid. Meeting Lorca and Buñuel. Lorquian style. Freud and narcissism. The films with Buñuel. Trip to Paris and contact with the surrealism. Reality and surreality. Gala is there. Living in France and breaking with Surrealist Group. Exile in U. S. A.. Fame and success. The new physics and the philosophy of truth. The intuitive and spiritual world. Religion and Metaphysics.

**Visit to the Dalí Museum in Figueres**

### **5. Antoni Tàpies**

The beginnings and his long illness. The first drawings. Meeting "Blau" art group and publishing "Dau al set " review. Joan Brossa and the poetry. The influence of surrealism.

The magical style. Sign and symbol. The sacred art. The "materico" style. The informalism. The textile and the prints. The wall. The common objects. The "povera" arts. Epiphany.

### **Visit to the Tàpies Foundation**

### **Bibliography:**

Antoni Gaudí

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

DALASI, Ricardo, Gaudí furniture & objects, Woodbury, New York, 1980

MOWER, David, Gaudí, London, 1977

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

Pablo Picasso

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

V. V. A. A. Picasso, Paisages 1890-1912, Ajuntament de Barcelona, 1995 (English translation at the end of the book)

V. V. A. A., Picasso 1905-1906, Ajuntament de Barcelona, Barcelona, 1992 (English translation at the end of the book)

V. V. A. A., Pablo Picasso: sculpture, ceramics, graphic work; Tate Gallery, London, 1967

Warncke, Carsten-Peter, Pablo Picasso 1881-1973, Taschen, 1995

Joan Miró

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 (English translation at the end of the book)

V. V. A. A., Klee, Tanguy, Miró, Fundació Miró, Barcelona, 2000 (English translation at the end of the book)

PENROSE, Roland, Miró, London Thames and Hudson cop. 1985

Salvador Dalí

DALÍ, Salvador, The Secret life of Salvador Dalí, New York Dover, 1993

DESCHARNES, Robert, Salvador Dalí, New York Harry N. Abrams, 1985

GÉRARD, Max, Dalí--Dalí-Dalí, Atlantis cop., 1985

Antoni Tàpies

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

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

## **Literature: Chicano and Latino Cultures in the U.S., Beginner Level**

**3 credits (45 contact hours)**

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

**Professor:** María Antonia Oliver  
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### **Description:**

This course provides an introduction to the social and cultural reality of Latinos in the United States with a particular emphasis on the largest demographic group: the population of Mexican descent. The concept of the borderlands will be an analytical prism throughout the course that will allow us to look at Latino/a cultural identities within the United States as the product of complex negotiations both inside and outside the country's geographical borders. Although we will mainly focus on the cultural production by Latinos and Latinas in 20th century and the beginnings of the 21st, the course will also examine some of the early responses in American letters to the cultural encounters between Spaniards and Native Americans, and between Spanish-speaking peoples and Anglos. Course materials will mainly consist of literary texts, autobiographies, and chronicles by major and minor authors, but music and visual arts will also be used as documents testifying to the diverse backgrounds and experiences of Latinos in the United States.

### **Methodology:**

The course will be taught in English and will consist of lectures, discussions, student presentations, and film and documentary screenings. The readings and films will be in English, although some of the texts may be bilingual or incorporate code switching.

### **Grading:**

The final grade will be broken down into the following components; student participation worth 20%, a term paper to be presented in class worth 30% and a final exam worth 50%.

### **Course contents:**

#### 1. Early encounters.

The Spanish colonial borderlands: Alvar Núñez Cabeza de Vaca.

Racial conflict and early images of Mexicans in American literature: corridos, Richard Henry Dana, James Fenimore Cooper, Harvey Ferguson.

2. Spain in the Southwest: stereotype, fantasy and heritage.  
 “Spanish” California and New Mexico: Bret Harte, Nina Otero-Warren, Cleofas Jaramillo, and Fabiola Cabeza de Vaca.
3. Cuban and Puerto Rican borderlands.  
 Memoirs of Bernardo Vega, José Martí’s “Our America.”
4. The border as metaphor: fear, desire, and transformation.  
 Film: Orson Welles’s Touch of Evil. Gloria Anzaldúa’s Borderlands.
5. Crossing into America: the experience of immigration.  
 Tomás Rivera, Piri Thomas, Sandra Cisneros. Film: Born in East L.A. or Border Incident.
6. Race, gender, ethnicity, and memory.  
 Richard Rodríguez, Rudolfo Anaya, Gloria Anzaldúa, Cherríe Moraga, and Cristina García. Film: Lone Star.
7. Linguistic borderlands.  
 Spanglish and bilingual education. Works and extracts by Tato Laviera, Gloria Anzaldúa, and Sandra Cisneros. Chicano rap.
8. Global borderlands.  
 Mobile geopolitical borders: Helena Viramontes, The New World Border (documentary), and Rubén Martínez.  
 The critique of corporate multiculturalism: Guillermo Gómez-Peña.

**Required readings:**

- Fabiola Cabeza de Vaca. *We Fed Them Cactus* (1954)
- Richard Rodríguez, *Hunger of Memory* (1981)
- Gloria Anzaldúa, *Borderlands/La Frontera* (1987)
- Course reader

**Bibliography:**

- Anzaldúa, Gloria. *Borderlands: La Frontera*. S. Francisco: Spinsters/aunt lute, 1987.
- Bannon, John Francis. *The Spanish Borderlands Frontier 1513-1821*. Albuquerque: University of New Mexico Press, 1973.
- Cooper Alarcón, Daniel. *The Aztec Palimpsest: Mexico in the Modern Imagination*. Tucson: The University of Arizona Press, 1997.
- Baron, Dennis. *The English-Only Question: An Official Language for Americans*. New Haven: Yale UP, 1990.
- Bhabha, Homi K. *The Location of Culture*. London: Routledge, 1994.
- Calderón, Héctor, and José David Saldívar, eds. *Criticism in the Borderlands: Studies on*

- Chicano Literature, Culture, and Ideology. Durham, N. C.: Duke University Press, 1991.
- Cisneros, Sandra. *Woman Hollering Creek and Other Stories*. New York: Vintage, 1991.
- Cantú, Norma Elia. *Canícula: Snapshots of a girlhood en la Frontera*. Albuquerque: University of Mexico Press, 1995.
- Elliott, Emory, Louis Freitas Caton, and Jeffrey Rhyne, eds. *Aesthetics in a Multicultural Age*. Oxford; New York: Oxford UP, 2002.
- Flores, Juan ed. *Divided Borders: Essays on Puerto Rican Identity*. Houston: Arte Público Pres, 1992.
- García, Cristina. *Dreaming in Cuban*. New York: Ballantine, 1992.
- García Canclini, Néstor. *Consumers and Citizens: Globalization and Cultural Conflict*. Minneapolis: U of Minnesota P, 1995.
- Gómez-Peña, Guillermo. "The Multicultural Paradigm: An Open Letter to the National Arts Community." In *Negotiating Performance: Gender, Sexuality and Theatricality in Latin/o America*, edited by Diana Taylor and Juan Villegas, 17-29. Durham: Duke UP, 1994.
- Gómez-Peña, Guillermo. *The New World Border*. San Francisco: City Lights, 1996.
- Gómez-Peña, Guillermo. *Dangerous Border Crossers: The Artist Talks Back*. London: Routledge, 2000.
- González, Juan. *Harvest of Empire: A History of Latinos in America*. London: Penguin, 2000.
- Fregoso, Rosa Linda. *The Bronze Screen: Chicano and Chicana Film Culture*. Minneapolis: U of Minnesota P, 1993.
- Fregoso, Rosa Linda. *MeXicana Encounters: The Making of Social Identities in the Borderlands*. Berkeley: U of California P, 2003.
- Hall, Stuart. "Ethnicity, Identity and Difference." *Radical America* 23, no. 4 (1995): 9-20.
- Hall, Stuart, and Paul du Gay, eds. *Questions of Cultural Identity*. London: Sage, 1996.
- Cabeza de Baca, Fabiola. *We Fed them Cactus (1954)*. Albuquerque: University of New Mexico Press, 1994.
- Kaplan, Amy, and Donald E. Pease, eds. *Cultures of United States Imperialism*. Durham and London: Duke University Press, 1993.
- Kolodny, Annette. "Letting Go Our Grand Obsessions: Notes Toward a New Literary History of the American Frontiers." *American Literature* 64, no. March 1992 (1992): 1-18.
- Laviera, Tato. *American*. Houston: Arte Público Press, 1984.
- Martínez, Rubén. *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Metropolitan Books, 2001.
- Moraga, Cherríe. *The Last Generation*. Boston, MA: South End Press, 1992.
- Moraga, Cherríe. *Loving in the War Years: Lo que nunca pasó por sus labios*. First ed. Boston, MA: South End Press, 1983.
- Moraga, Cherríe and Gloria Anzaldúa, ed. *This Bridge Called my Back: Writings by Radical Women of Color*. Watertown, Massachusetts: Persephone Press, 1983.
- Oboler, Suzanne. *Ethnic Labels, Latino Lives: Identity and the Politics of (Re)Presentation in the United States*. Minneapolis: University of Minnesota Press,

- 1995.
- Paredes, Américo. "With His Pistol in His Hand:" A Border Ballad and Its Hero. Austin, Texas: University of Texas Press, 1958.
- Robinson, Cecil. With the Ears of Strangers: The Mexican in American Literature. Tucson: U of Arizona P, 1963.
- Said, Edward W. Culture and Imperialism. London: Chatto & Windus, 1993.
- Saldívar, José David. Border Matters: Remapping American Cultural Studies. Berkeley: California UP, 1997.
- Saldívar-Hull, Sonia. Feminism on the Border: Chicana Gender Politics and Literature. Berkeley/ Los Angeles/ London: University of California Press, 2000.
- Schlesinger, Arthur. The Disuniting of America. New York and London: W.W. Norton & Company, 1992.
- Sollors, Werner. Beyond Ethnicity: Consent and Descent in American Culture. New York: Oxford UP, 1986.
- Stavans, Ilan. Spanglish: The Making of a New American Language. New York: RAYO, 2003.
- Suro, Roberto. Strangers Among Us: Latino Lives in a Changing America. New York: Vintage, 1998.
- Thomas, Piri. Down These Mean Streets. New York: Vintage Books, 1975.
- Todorov, Tzvetan. The Conquest of America. New York: Harper and Row, 1985.
- Viramontes, Helena. The Moths and Other Stories. Second ed. Houston: Arte Publico Press, 1985.

## ***Between Tolerance and Conflict: Muslims, Jews, and Christians in the Iberian Peninsula, Beginner Level***

*3 credits (45 contact hours)*

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

**Professor:** Victor Farias Zurita  
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Presentation

### **Description:**

- The course seeks to introduce Spanish history as a history of a space and time in which three monotheistic religions have coexisted for centuries. This is a unique case in the history of the Western world, in which both tolerance and religious conflict has determined history until today.
- Spanish history and its political, economic, social, cultural and religious aspects will be considered through an interdisciplinary approach, in order to understand the different religious identities as well as to grasp the images constructed by themselves and each other
- The course will try to highlight relevance not only for our knowledge of an European country, but for contemporary problems and conflicts. The course thus will deal with issues of identity that require the consideration of such research agendas as cultural studies and cultural history.

### **Methodology:**

This course will use a combination of lectures and student presentations, along with field trips. Classroom sessions will be used for discussions and other for lectures either by the teacher or by some relevant guest speakers. Attendance to the class and field trips is mandatory.

### **Field Trips:**

- Lleida: A Medieval Muslim Capital
- Girona: A Medieval Jewish Call
- Barcelona: the New Muslim Barcelona Immigrants (Barrios and Sites)

## **Grading:**

This course requires a term research paper (including a class presentation of this paper). In addition, there will be a mid-term exam and a final comprehensive exam. The topic of the term paper will be discussed with the instructor in due time. Students will choose the topic of the paper from a set of suggestions offered by the teacher, or they can choose any other topic that might better fit their interests. The final grade will be determined by class participation and oral presentations worth 25%, a mid term exam worth 25%, a final exam worth 25% and a term paper worth 25%.

## **Content:**

Introduction

Spain: a Polemic Case

Americo Castro versus Claudio Sánchez Albornóz

I. The sons and daughters of Abraham

An Introduction to Judaism, Christianity and Islam

A. Judaism

1. The Chosen People: Origins of Judaism
2. Jews, Greeks and Romans
3. The Diaspora

B. Christianity

1. The followers of Jesus of Nazareth: Origins of Christianity
2. Conversion of the Romans: Origins of the Christian Church. The Christianization of the West.
3. The Foundation of the Papal Church

C. Islam

1. Mohammed and the Origins of Islam
2. The Conquests of Islam
3. The Early Empires: From the Abbasids to the Umayyads

II. Tolerance

Spain in the Middle Ages

A. The Islamic Presence

1. Hispania, the Islamic Conquest and the Emirate (711-929)
2. The Caliphate of Córdoba (929-1031)
3. The Rise of Christian Kingdoms
4. The Taifa Kingdoms (1031-1130)
5. The Holy War
- Idea of the Holy War. Christian Rigor. Islamic Rigor: Almoravids and Beyond.
6. The Triumph of the Cross

The Christian Conquests. The Crusaders. The Fall of Granada (1492)

B. Christians, Jews and Muslims as Minorities

1. Christians in a Muslim Society

The Mozarabs.

2. Jews in a Muslim Society

3. Muslims in a Christian Society

The Moriscos. Muslim Communities. Muslims and the King. Muslim Slaves.

4. Jews in a Christian Society

The Jewish Aljamas. Jews and Economic life. Jews and the King.

C. The Patterns of Coexistence

1. Exchanges

Early Contacts. Moslem and Jewish Thought. The Aristotelian Challenge.

2. A Christian Civilization

Christian Reception. New Sciences. Literature. The Arts.

3. Prohibitions

Eating. Healing. Sexual intercourse.

III. Conflict. Christians, Jews and Muslims in Modern and Contemporary Spain

A. A Persecuting Society

1. Persecution

Defamation. The First Pogroms. The End of Tolerance

2. Conversion and Expulsion

Forced Conversion. Expulsion of the Jews. Expulsion of the Moriscos. Conversos.

The Spanish Inquisition

B. The Long Struggle

1. Christians and Turks. From War to Commerce

2. A Peaceful Interludium (1767-1791)

3. Colonialism

The Wars of Africa. Africa: an Image of Death.

4. The Construction of a New Tolerance

C. From religion to race

Images of the other

1. The Moor

2. The Jew

3. Christian identity

4. New Images of the Other

**Readings:**

A. CASTRO, *The Spaniards. An Introduction to their History*, Berkeley 1971

M. R. COHEN, *Under Crescent and Cross. The Jews in the Middle Ages*, Princeton 1994

- C. ERDMANN, *The Origin of the Idea of Crusade*, Princeton 1977
- R. A. FLETCHER, *Moorish Spain*, New York 1992
- R. A. FLETCHER, *The Cross and the Crescent. Christianity and Islam from Muhammad to the Reformation*, New York 2004
- D. GOFFMAN, *The Ottoman Empire and Early Modern Europe*, Cambridge 2002
- H. A. F. KAMEN, *The Spanish Inquisition. An Historical Revision*, London 1997
- E. MARTÍN CORRALES, *La imagen del magrebí en España. Una perspectiva histórica, siglos XVI-XX*, Barcelona 2002
- J. MORERAS PALENZUELA, *Musulmanes en Barcelona espacios y dinámicas comunitarias*, Barcelona 1999
- D. NIRENBERG, *Communities of Violence. Persecution of Minorities in the Middle Ages*, Princeton 1996
- Spain and the Jews. The Sephardi Experience 1492 and After*, ed. E. KEDOURIE, London 1992
- D. WASSERSTEIN, *The Caliphate in the West. An Islamic Political Institution in the Iberian Peninsula*, Oxford 1993
- The World of Islam. Faith, People, Culture*, ed. B. LEWIS, London 1992

## **Introduction to the Practice of Statistics, Beginner Level**

**3 credits (45 contact hours)**

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

**Professor:** Albert Satorra Brucart  
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Office: 20-201

### **Description:**

This is a beginning but serious introduction to modern statistics for general college audiences. The course is for beginners with regard to the level of mathematics required and the statistical procedures presented. It is serious because the aim is to teach students how to think about data and how to use statistical methods, while gaining an understanding of what they are doing. Statistics is interesting and useful because it is a means of using data to gain insight into real problems. As the continuing revolution in computing relieves the burden of calculating and graphing, the emphasis on statistical concepts and on insight from data becomes both more important and practical. This course will adhere to this modern view of statistics.

### **Grading:**

Evaluation: Will be on the bases of three components: Participation in class (20%), Assignments each week (20%), Final comprehensive exam (60 %)

### **Content:**

1. Examining Distributions
2. Examining Relationships
3. Producing Data
4. Probability Theory
5. Random Variables
6. Sampling Distributions
7. Introduction to Inference
8. Inference for means and proportions

9. Chi-square goodness of fit test

10. Inference for Regression

**Basic Reference:**

Moore, D. S. "The Basic Practice of Statistics" (2nd Edition), Freeman and Company