

# **Advanced Level Course Descriptions**

**Winter 2005**

**Universitat Pompeu Fabra, Barcelona**

## Table of Contents

Lengua española (Spanish Language)

Pages 2-4

History y ciudad (Barcelona: the City and its History)

Pages 5-7

Imágenes de España en el cine contemporáneo (Images of Spain in Contemporary Film)

Pages 8-10

Español para negocios (Business Spanish)

Pages 11-12

Técnicas de expresión oral: el discurso formal, (Techniques of Oral Expression: Formal Speech)

Pages 13-14

Sociedad y política: estructura social en la España actual (Society and Politics: the Social Structure of Present-day Spain)

Pages 15-21

## **Lengua española (Spanish Language), Advanced 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:** Carmen Lopez      [carmen.lopez@upf.edu](mailto:carmen.lopez@upf.edu)  
Marta Pino                      [mpm@martapino.com](mailto:mpm@martapino.com)  
Sebastián Bonilla              [sebastian.bonilla@upf.edu](mailto:sebastian.bonilla@upf.edu)

### **Description:**

#### **I. 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.

#### **II. 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.

#### **III. 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

#### **IV. 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.

#### **V. 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

## **VI. 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

## *History y ciudad (Barcelona: the City and its History), Advanced 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 García      [albert.garcia@upf.edu](mailto:albert.garcia@upf.edu)      Office: 20-267  
Office hours: Thursdays, 11 am – 1 pm

Please note that class will meet twice a week (Tuesdays and Thursdays), and we will also have three class “field trips,” each of which lasts about three hours: a visit to the *Tibidabo*, visit to the *Ciudad Romana*, and a visit to the *Ciudad Medieval*.

### **Overview:**

The course will follow the route of Barcelona’s history from the Romans until today. The different periods will be chosen in order to combine a theoretical presentation of a particular period, and a visit to the specific part of the city that illustrates it. The grade will be based on a final paper, a final oral exam, and the attendance and participation in classes and activities.

### **Grading:**

The grade will be based on the sum of three partial grades:

- 1) Attendance and class participation (20%)
- 2) Final paper (40%)
- 3) Final oral exam (40%)

### **Course Content:**

- |         |  |
|---------|--|
| Week 1. | The city in the territory; presentation of modern Barcelona  |
| Week 2. | <i>Barcino</i> : the Roman city  |
| Week 3. | The formation of the medieval city. From the earldom of Barcelona to the crown of Aragón (9 <sup>th</sup> – 13 <sup>th</sup> centuries). Visit to the <i>Barrio de la Ribera</i> . |
| Week 4. | The expansion of the medieval city: the Golden Age of the crown of Aragón (13 <sup>th</sup> – 15 <sup>th</sup> centuries)  |
| Week 5. | Barcelona of the <i>Austrias</i> and the War of Succession (1500 - 1714).  |

- Week 6. Barcelona of the *Borbones*: between the Ciudadela and the neo-classical Rambla (1714 - 1820)
- Week 7. Liberal Barcelona and the widening of the *Ildefons Cerdà* (1820's – 1880's)
- Week 8. The new cosmopolitan city: between the Universal Exposition of 1888 and the International Exposition of 1929.
- Week 9. Defeated hopes: Republican Barcelona and Barcelona in the war (1931 – 1939)
- Week 10. Barcelona under the dictatorship of Franco: from military occupation until the great metropolitan development (1939 – 1982)
- Week 11. Recent changes: the Olympic city and the Forum 2004 (1986 – 2004)

### **Required Readings:**

The main reference for the course that students should follow regularly is *Barcelona* by Robert Hughes (1992). The professor will also give students a reading packet, created expressly for this course, that is a collection of articles and excerpts from books.

### **Other Titles/Resources of Interest:**

Josep Maria AINAUD and other authors (1996): *Barcelona Contemporànea (1856-1996)/ Contemporary Barcelona (1856-1996)* (Barcelona, Centre de Cultura Contemporània de Barcelona).

James S. AMELANG (1986): *La formación de una clase dirigente: Barcelona, 1490-1714* (Barcelona, Ariel) [original en inglés (1986): *Honored Citizens of Barcelona. Patrician Culture and Class Relations (1490-1714)* (Princeton, Princeton University Press).

James S. AMELANG, Xavier GIL y Gary W. McDONOGH (1992): *Dotze passejades per la història de Barcelona. Guia* (Barcelona, Olimpíada Cultural / Ajuntament de Barcelona / Fundació “la Caixa”).

Felipe FERNÁNDEZ-ARMESTO (1991): *Barcelona. A Thousand Years of the City's Past* (London, Sinclair-Stevenson).

Ian GIBSON (1992): *Fire in the Blood. The New Spain* (London, Faber & Faber / BBC Books).

Manuel GUÀRDIA y otros autores (1994): *Atlas Histórico de Ciudades Europeas. Península Ibérica* (Barcelona, Centre de Cultura Contemporània de Barcelona / Salvat Editores), capítulo “Barcelona” (pp. 63-93).

Michael LEITCH (1991): *Slow Walks in Barcelona. A Visitor's Companion* (London, Hodder & Stoughton).

Marilyn McCULLY (ed.) (1986): *Homage to Barcelona. The City and its Arts, 1888-1936* (Exhibition organised by the Generalitat de Catalunya, the Ajuntament de Barcelona and the Arts Council of Great Britain) (London, Thames and Hudson).

Gary W. McDONOGH (1989): *Las buenas familias de Barcelona. Historia social del poder en la era industrial* (Barcelona, Omega) [original en inglés (1986): *Good Families of Barcelona. A Social History of Power in the Industrial Era* (Princeton, Princeton University Press).

Donald McNEILL (1999): *Urban Change and the European Left. Tales from the New Barcelona* (London / New York, Routledge).

Francisco Javier MONCLÚS (1998): *La ciudad dispersa. Suburbanización y nuevas periferias* (Barcelona, Centre de Cultura Contemporània de Barcelona).

Alejandro SÁNCHEZ (ed.) (1994): *Barcelona, 1888-1929. Modernidad, ambición y conflictos de una ciudad soñada* (Madrid, Alianza Editorial).

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

Colm TÓIBÍN (1990): *Homage to Barcelona* (London, Simon & Schuster).

**Imágenes de España en el cine contemporáneo (Images of Spain in Contemporary Film), Advanced 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.

**Professors:** Camila Loew                      camila.loew@upf.edu

**Overview:**

This course offers an introduction to Spanish contemporary society through cinematographic representation. The starting point will be 1975: the year of Franco's death because it represents the beginning of a series of changes that helped create Spanish society as it is today. The course will review cultural stereotypes and the notion of "nationality" that appear in cinema. We will particularly focus on the representations of the city as a social and symbolic space, in order to understand the important changes that have transformed the Spanish society for the last 25 years. At the end of the course, the students will comprehend that cinematographic representations of a country are linked to its political, social and economic evolution. The students will also acquire basic knowledge of cinema theory and conceptual tools required to study cinematographic texts.

**Methodology:**

Classes will combine movie showings with the professor's lectures, debates, and student presentations. In addition, there will be a mandatory course syllabus and packet of required readings. We will go over the historical, social, political, cultural, and ideological background of each piece. During the cinematographic analysis, students should participate actively.

**Language:**

The course will be given in Spanish. The movies will be shown in Spanish with English subtitles. Mandatory readings will also be in Spanish, but there can be read in English by those students who prefer it.

**Grading:**

During the course, students will turn in a research paper on a subject previously agreed upon with the professor. This paper will be presented in class. The final grade will consist of: partial exam (25%), written paper (30%), final exam (30%), class participation (15%).

**Content of Each Class Session:**

- Session 1. Introduction and overview of course. Stereotypes of “the Spanish” in film. Reading: D’Lugo.
- Session 2. Brief history of Spanish film during the dictatorship. Censorship in Spain under *Franquismo*. Film against censorship: indirection as resistance. Reading: selection from Gubern and Font.
- Session 3. Introduction to the films of Pedro Almodóvar. *Mujeres al borde de un ataque de nervios* (Almodóvar, 1988). Viewing of the film and commentary.
- Session 4. Almodóvar: “La movida madrileña” the shape of new stereotypes of “the Spanish.” Reading: selection from Vidal.
- Session 5. Identification of the city with women’s liberation and the evolution of post-Franco Spain in the films of Almodóvar.
- Session 6. *Los santos inocentes* by Mario Camus (1984).
- Session 7. The “Cain syndrome:” The Spanish Civil War as a theme of permanent representation in Spanish film. Reading: Hopewell.
- Session 8. The rural genre. The myth of the two Spains and the Spanish black legend. Literary adaptations of the 1980’s. Cultural politics for the first years of the PSOE: the Miró law. Reading: Márquez-Pribitkin.
- Session 9. *Vacas* by Julio Medem.
- Session 10. The films of Julio Medem. Reading: Heredero.
- Session 11. Regionalism in Spanish film. Films of the autonomies.
- Session 12. First partial exam.
- Session 13. *El día de la bestia* by Alex de la Iglesia (1995).
- Session 14. After Almodóvar: “hybrid” film. Genre film in Spain. The myth of “the Spanish” reconfigured for a globalized Europe. Reading: Vera.
- Session 15. *Solas* (Zambrano, 1998).
- Session 16. Women in contemporary Spanish film.
- Session 17. *Barrio* (León, 1998).
- Session 18. The films of Fernando León de Aranoa. The social tradition. Reading: Ponga
- Session 19. The culture of youth in Spanish film. The city and the suburbs.
- Session 20. *En construcción* by José Luís Guerín (2000).
- Session 21. The documentary genre: new in Spain. Changes in the modern cities: the phenomenon of immigration.
- Session 22. Students hand in their papers.
- Session 23. Student presentations.
- Session 24. 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.
- Ponga, Paula et. al. *Hipótesis de realidad. El cine de Fernando León de Aranoa*. Melilla: UNED, 2002.
- Vera, Cecilia et. al. *Cómo hacer cine 2. El día de la bestia de Alex de la Iglesia*. Madrid: Fundamentos, 2002.
- Vidal, Nuria. *El cine de Pedro Almodóvar*. Madrid: Destino, 1998.

## **Español para negocios (Business Spanish), Advanced 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.

### **Overview:**

This seminar is designed for foreign university students who have a high intermediate or advanced level of Spanish and that intend to improve their command of the language in business contexts.

### **Methodology:**

This course will combine communication practice in situations where reflection and observation of the resources and linguistic phenomena is common.

### **Grading:**

In order to follow the progress of the students and their accomplishment of the course's objectives, students will be graded throughout the term based on their performance and progress shown in class. In addition, at the end of the course, there will be a final exam. The final grade will take into consideration both the student's progress (60%) and the final exam (40%).

### **Materials**

All the course material consists of a packet of required readings prepared by the professor.

### **Description:**

#### **1. Objectives**

##### **1.1. Communicative Skills**

- Be able to participate in oral and written communication activities in business spheres
- Be able to communicate with sufficient fluency and spontaneity, in such a way that communication becomes effortless on the part of the listener.
- Be able to adjust the linguistic register to the situation and to adopt the proper tone.

##### **1.2. Linguistic Skills**

- Manifest good grammar control, even if there are sporadic slip-ups, non-systematic mistakes, and small errors in the structure of the sentence, which are infrequent and retrospectively corrected.

- To have a wide vocabulary according to the business sphere's use of the language, using it at a precise, high level.
- Clear and natural pronunciation and intonation.

## **2. Content**

### **2.1. Different situations and topics in Spanish for business**

- Business and businessmen. Organization charts and jobs.
- Human resources. Contracts and insurances.
- Products and markets. Marketing, publicity, and distribution.
- The tax system. Taxes.
- Banks and finances. Financial markets. The stock market.
- Economy and international trade.
- Business travels. Receptions and fairs.

### **2.2. Texts in the business world**

- Contracts
- Agreements
- Correspondence
- Technical and economic
- Legislation and regulations
- Invoices, pro forma invoices.
- Publicity
- Packs and labels

### **2.3. Notio-functional and Grammatical Structures**

The course will work on functions and grammatical structures that appear frequently in communicative situations and in the aforementioned texts, at a degree of difficulty and of active command equivalent to those of the Advanced level of Spanish language.

**Técnicas de expresión oral: el discurso formal, (Techniques of Oral Expression: Formal Speech), Advanced 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.

**Overview:**

This seminar is designed for foreign university students who have an advanced or superior level of Spanish, who intend to improve their command of their spoken Spanish in academic or formal contexts.

**Methodology:**

This course follows a methodology that combines communication practice in situations where reflection and observation of the resources and linguistic phenomena is common.

**Grading:**

In order to follow the progress of the students and their accomplishment of the course's objectives, students will be graded throughout the term based on their performance and progress shown in class. In addition, at the end of the course, there will be a final exam. The final grade will take into consideration both the student's progress (60%) and the final exam (40%).

**Materials**

All the course material consists of a packet of required readings prepared by the professor.

**Description:**

**1. Objectives**

**1.1. Communicative Skills**

- Be able to participate in formal oral communication activities in different spheres of use—academic as well as professional.
- Be able to communicate with sufficient fluency and spontaneity, in such a way that communication becomes effortless on the part of the listener.
- Be able to intervene orally in diverse ways and scopes (presentation, description, argumentation, participation in debates), while adjusting the register to the situation and adopting the adequate tone.

**1.2. Linguistic Skills**

- Students will have enough linguistic elements in order to perform all the oral activities appropriate for this competence level, using complex sentences without needing to look up for words in order to construct the whole message.
- Students will have a wide vocabulary according to the academic sphere's use of the language (and of other professional spheres that students often use) from a generic point of view as well as issues related to more specific disciplines, while using the vocabulary at a precise, high level.
- Students will manifest good grammatical control, even if there are sporadic slip-ups, non-systematic mistakes, and small errors in the structure of the sentence, as these are infrequent and retrospectively corrected.
- Students will exhibit clear and natural pronunciation and intonation.

## **2. Content**

### **2.1. Different Situations in Formal and Academic Oral Communication**

- Presentation of a subject
- Public debate and commentaries on a subject
- Negotiation meeting and the assembly
- Interview with an authority or with someone that holds an important position
- The oral exam
- Work session in collaboration with others in equal position

### **2.2. Resources and Texts in Different Situations**

- General structure of each text type
- Discursive strategies (argumentation, exemplification, clarification, reformulation, summary)
- Most common syntactic structures
- Most common lexical and phraseological resources
- Pronunciation and prosody
- Gestures and non-verbal communication
- Polite resources and socio-cultural conventions

### **2.3. Main Communication Tone and Mood Contrasts in Spanish**

- Most frequent structures and lexis in oral Spanish as opposed to written Spanish.
- Most frequent structures and lexis in formal Spanish as opposed to colloquial Spanish.

### **2.4. Notio-functional and Grammatical Structures**

The course will work on functions and grammatical structures that appear frequently in communicative situations and in the aforementioned texts, at a degree of difficulty and of active command equivalent to those of the Advanced/Superior level of Spanish language.

***Sociedad y política: estructura social en la España actual (Society and Politics: the Social Structure of Present-day Spain), Advanced 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:** Mariano Torcal  
[Mariano.torcal@upf.edu](mailto:Mariano.torcal@upf.edu)  
Office: 20-108  
Office Hours: Martes 10:00-12:00

**Description:**

This course is fundamentally dedicated to the analysis of the existing relations between society and the principal political actors of the system. After a brief incursion into the past and its possible effect on the current system (The Second Republic, Franco's regime, and the political Transition), we will have a discussion/debate about basic aspects of political parties, the party system, labor unions, and elections in Spain. In this course, we will also analyze political culture, participation, and electoral behavior of the Spanish people—basic aspects to give students an understanding of their relation with political power and the nature of the new Spanish democracy.

**Objectives:**

The course has two objectives. One is for students to know the social and political reality in Spain of the last 28 years and to understand the existing relationship between both realities. The second objective is to establish and understanding of the larger issues of political science of recent years, from a more global perspective, relating them to the democratization and the quality of democracy.

**Methodology:**

An important number of the class sessions include readings that deal with general and specific issues on the main discussion topics. It is essential that the students read the readings beforehand, and that they actively participate in class. These required readings and other references that students can consult will be included in the syllabus. The professor will give the students a packet of required readings (course materials) prepared by the professor.

**Grading:**

70% of the final grade depends on TWO EXAMS, one partial exam (midterm) and one final exam. Each test will have two halves: a test and an essay, for which the professor

will pose a question that the student must answer in essay form. The other 30% of the final grade will depend on class participation.

**Content:**

**Session 1:** Introduction to the course

**Sessions 2 and 3:**

Topic 1. Introduction: history as past or as a prologue.

The parameters for the study of the Spanish political system. The Second Republic and the keys to its failure. The period under Franco's regime and its political legacy. The political past of Spain and the problems of legitimacy, and political and national integration.

Required Readings:

Gunther, Richard, Sani, Giacomo y Goldie Shabad, El sistema de partidos políticos en España. Génesis y evolución, Madrid, CIS, 1986, cap. 2.

Recommended Readings:

Raymond Carr y Juan Pablo Fussi, Spain dictatorship to democracy. Londres, HarperCollins, 1979; pp. 21-48.

Enrique Moradiellos, La España de Franco (1939-1975). Política y Sociedad. Madrid, Síntesis, 2000; pp. 209-225.

**Sessions 4 and 5:**

Topic 2. Modernization and social change in Spain.

Evolution of the population: demographic structure and dynamics. The transformation of the family in Spain. The labor market. Inequality and social classes. Ethno-territorial structure in Spain: diversity in the Spanish regions.

Recommended Readings:

Informe sociológico sobre la situación social en España. Foessa 1995.

**Sessions 6 and 7:**

Topic 3. Political transition and democratic consolidation.

From the crisis of Franco's regime to the short and successful road to political integration in a politically fragmented society. The stages of change: liberalization of the former regime and democratic transition and consolidation. Lessons of the Spanish example.

Required Readings:

José María Maravall y Julián Santamaría, 'Transición política y consolidación de la democracia en España', en José F. Tezanos, Ramón Cotarelo y Andrés de Blas, eds. La transición democrática española. Madrid: Editorial Sistema, 1989.

**Sessions 8 and 9:**

Topic 4. The institutions of the Spanish democracy.

The Spanish courts: Congress and Senate. Executive power: the government. And the relationship between them. The Parliament facing Presidentialism.

Required Readings:

Paloma Román, Sistema Político Español. McGrawHill, 2002, caps 9 y 10.

**Sessions 10 and 11:**

Topic 5. Political parties in Spain.

The working definition and models of the political party. Formation and evolution of partisan organizations. The dominant models: the party of the masses and its crisis. Functions of the parties today: Are the political parties in crisis? The model of party in Spain: processes of creation and characteristics of its organization, workings, and functions. Conclusions.

Required Readings:

Gunther, Richard, Sani, Giacomo y Goldie Shabad, El sistema de partidos políticos en España. Génesis y evolución, Madrid, CIS, 1986, cap. 4.

**Sessions 12 and 13:**

Topic 6. Elections in Spain.

The workings of the elections. Legislative elections in Spain: orientations of the vote, levels of competitiveness and dimensions of the vote. Stages, characteristics, and dynamics. Abstention. The regional elections in 1999.

Recommended Readings:

José Ramón Montero, 'Elecciones en España', en Rafael del Águila, ed., Manual de ciencia política. Madrid: Editorial Trotta, 1997.

**Session 14:** General review

**Session 15:** Midterm

**Sessions 16, 17 and 18:**

Topic 7: System of political parties in Spain.

Approaches for the study of party systems: genetic, special, and morphologic. Origin, evolution, tendencies and characteristics of the Spanish system. Stages of the Spanish political party system: from dynamism to stability. Factors that influence their main characteristics. Sub-systems of the Spanish political parties (brief introduction).

Required Readings:

Paloma Román, Sistema Político Español. McGrawHill, 2002, cap. 5.

Mariano Torcal y Pradeep Chhibber, "Élites, cleavages y sistema de partidos en una democracia consolidada: España (1986-1992)", Revista de Investigaciones Sociológicas, 69, 1995.

Recommended Readings:

Mariano Torcal y Lucia Media, "Ideología y voto en España 1979-2000: los procesos de reconstrucción racional de la identificación ideológica". Revista Española de Ciencia Política, 2002.

**Sessions 19 and 20:**

Topic 8: Political culture and cultural changes in Spain.

Introduction to the model of civic culture: its most prominent aspects and criticisms.

Political culture and democratization. Discussion of the Spanish model: main characteristics of the political culture of Spaniards. The subjective bases of politics: authoritarianism/democracy; legitimacy, discontent, and dissatisfaction/indifference.

Causes and evolution. Cultural characteristics of the new Spanish: post-materialism.

Required Readings:

José Ramón Montero, Richard Gunther y Mariano Torcal, "Actitudes políticas de los españoles hacia la democracia: descontento, legitimidad y desafección", Revista Española de Investigaciones Sociológicas, 83, 1998.

**Sessions 21 and 22:**

Topic 9: Labor unions, employers' organizations and other special interest groups.

Models of labor union organization: characteristics and functioning. The political role of the non-political representation groups in the Spanish political process. Labor unions in Spain: origin, evolution, and characteristics. Employers' organizations in Spain: origin, evolution, and characteristics. Models of organization and their functioning in Spain.

Consequences.

**Sessions 23 and 24:**

Topic 10: New social movements and associative life in Spain.

Main social movements in Spain. Origin, evolution, and characteristics. The concept of share capital. The political role of the new social movements. Does an authentic civil society exist? Is it a new mechanism of social and political participation?

Required Readings:

José Álvarez Junco, 'Movimientos sociales en España: del modelo tradicional a la modernidad postfranquista', en Enrique Laraña y Joseph Gusfield, Los nuevos movimientos sociales. De la ideología a la identidad. Madrid: Centro de Investigaciones Sociológicas, 1994.

Recommended Readings:

Mariano Torcal y José Ramón Montero, "La formación y consecuencias del capital social en España", Revista Española de Ciencia Política, vol. 1, 2, 2000, pp. 79-121.

**Session 25:** General review

Final Exam

Complementary bibliography:

The bibliography on the social and political Spanish system is substantial, so it is difficult to list all the most relevant books. There are, in addition, some bibliographical recompilations that achieve the objective regarding different criteria. Consequently, books and articles that appear on the following lists intend to complement the educational material already selected in the program.

### **Political Science Bibliography:**

- Juan J. Linz, 'La sociedad española: pasado, presente y futuro', en J.J. Linz, ed., España: un presente para el futuro, vol. 1, La sociedad. Madrid: Instituto de Estudios Económicos, 1984.
- Antonio Bar, 'Contenido y dinámica de la estructura gubernamental en España', en Revista de Derecho Político, 29, 1989.
- José María Maravall, 'Democracia y socialdemocracia. Quince años de política en España', en Sistema, 100, 1991.
- Ignacio Sotelo, Los socialistas en el poder. Madrid: Ediciones El País, 1986.
- Gonzalo Fernández de la Mora, Los errores del cambio. Barcelona: Plaza y Janés, 4ª ed., 1987.
- Javier Tusell y Justino Sinova, eds., La década socialista. El ocaso de Felipe González. Madrid: Espasa Calpe, 1992.
- Javier Rupérez y Carlos Moro, eds., El decenio González. Barcelona: Fundación Humanismo y Democracia/Encuentro Ediciones, 1992.
- Carlos Alonso Zaldívar y Manuel Castells, España, fin de siglo. Madrid: Alianza, 1992.
- Juan Luis Paniagua, 'El modelo parlamentario en la Constitución de 1978', en Ramón Cotarelo, ed., Transición política y consolidación democrática. España (1975-1986). Madrid: Centro de Investigaciones Sociológicas 1992.
- Jordi Solé Tura y Miguel Ángel Aparicio, Las Cortes Generales. Madrid: Tecnos, 1988.
- José Ramón Montero, 'Las dimensiones de la secularización: religiosidad y preferencias políticas en España', en Rafael Díaz-Salazar y Salvador Giner, eds., Religión y sociedad en España. Madrid: Centro de Investigaciones Sociológicas, 1993.
- Juan Jesús González, 'Clase y apoyo electoral', en Sistema, 112, 1993.
- Francesc Pallarès y Joan Font, 'Las elecciones autonómicas en Cataluña (1980-1992)', en Pilar del Castillo, ed., Comportamiento político y electoral. Madrid: Centro de Investigaciones Sociológicas, 1994.
- José R. Montero y Mariano Torcal, 'Autonomías y Comunidades Autónomas en España: preferencias, dimensiones y orientaciones políticas', en Revista de Estudios Políticos, 70, 1990.
- Juan Pablo Fusi, El País Vasco. Pluralismo y nacionalidad. Madrid: Alianza, 1984.
- Manuel García Ferrando, 'Nacionalismo y regionalismo en la España de las Autonomías', en José Vidal-Beneyto, ed., España a debate. La sociedad. Madrid: Tecnos, 1991.
- Víctor Pérez Díaz, La primacía de la sociedad civil. El proceso de formación de la España democrática. Madrid: Alianza, 1993.
- José María Maravall, La política de la transición. Madrid: Taurus, 2ª ed., 1984.
- José Ramón Montero, 'Los fracasos políticos y electorales de la derecha española:

- Alianza Popular, 1976-1987', J.F. Tezanos, R. Cotarelo y A. de Blas, eds. La transición democrática española. Madrid: Sistema, 1989.
- Jordi Roca Jusmet, 'La concertación social', en Faustino Miguélez y Carlos Prieto, eds., Las relaciones laborales en España. Madrid: Siglo XXI, 1991.
- Juan José García de la Cruz, 'Los nuevos movimientos sociales', en Salvador Giner, ed., España. Sociedad y política. Madrid: Espasa-Calpe, 1990.
- José Ramón Montero y Richard Gunther, 'Listas 'cerradas' y listas 'abiertas': sobre algunas propuestas de reforma del sistema electoral español', en J.R. Montero, R. Gunther y otros, La reforma del régimen electoral. Madrid: Centro de Estudios Constitucionales, 1994.
- Richard Gunther, 'Leyes electorales, sistemas de partidos y élites: el caso español', en Revista Española de Investigaciones Sociológicas, 47, 1989.
- Isidro Sepúlveda, 'La eclosión nacionalista: regionalismo, nacionalidades y autonomías', en Javier Tusell y Álvaro Soto, eds., Historia de la transición, 1975-1986. Madrid: Alianza Editorial, 1996.
- Manuel Mella, 'Los grupos de interés en la consolidación democrática', en Ramón Cotarelo, ed., Transición política y consolidación democrática. España (1975-1986). Madrid: Centro de Investigaciones Sociológicas 1992.
- Francesc Pallarès, 'Las elecciones autonómicas en España: 1980-1992', en Pilar del Castillo, ed., Comportamiento político y electoral. Madrid: Centro de Investigaciones Sociológicas, 1994.
- José Ramón Montero, Francisco J. Llera y Mariano Torcal, 'Sistemas electorales en España: una recapitulación', en Revista Española de Investigaciones Sociológicas, 58, 1992, pp. 7-56.
- José Ramón Montero, 'Sobre las preferencias electorales en España: fragmentación y polarización (1977-1993)', en Pilar del Castillo, ed., Comportamiento político y electoral. Madrid: Centro de Investigaciones Sociológicas, 1994.

### **Sociological Bibliography:**

- 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. Bentolia 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 autonomas 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 genero. Incluye informes anuales por países, incluido España: [www.socialwatch.org](http://www.socialwatch.org)
- Observatorio Europeo de las Relaciones Laborales: [www.eurofound.ie](http://www.eurofound.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/>