

INTRODUCTION TO SPAIN (SPA 112/212/312)

Study area: Spanish language and culture

Subjects: Spanish History and Culture, Grammar, Literature, and Conversation

Language of instruction: Spanish

Level: Beginner to Advanced, according to prior language training and skills (100 to 300)

Credits: 3

Duration: eight-day intensive, plus additional sessions throughout the semester

Academic hours in the classroom: 32 class hours distributed in 4 sessions a day, for 8 days.

Academic hours outside the classroom: 51 hours for instructional excursions, distributed throughout the semester in afternoon sessions, a weekend day, or a full weekend, according to the attached calendar.

Class schedule inside the classroom (during the 8-day intensive period):

- Weekdays from 9:30 a.m. to 1:30 p.m.

Class schedule outside the classroom:

- INSTRUCTIONAL EXCURSIONS: carried out throughout the semester according to the attached calendar.

Academic tutoring schedule (office hours): Tuesday 8:30-9:30 (by appointment)

Instructors:

Contact and email address for submissions:

LEARNING OBJECTIVES

The main objectives of this course are to:

- Learn fundamental distinguishing characteristics of Spanish society and culture through **classroom sessions** and **academic excursions**.
- Attain communication skills necessary to function satisfactorily in your host-family and city environments: **"survival Spanish."**
 - This course is not a substitute for a full-semester Spanish language course offered by the Spanish Institute.
- Utilize communication skills and develop intercultural competence sufficient for a sensitive entrée to the life and culture of Seville and Spain.

The course is designed to facilitate rapid immersion in host-family activities, the academic and social cultures of the local universities in which you might be taking classes, and the daily life of your surroundings in Seville and Spain.

Spanish Institute for Global Education

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OUTCOMES

- Through the front-loaded “survival Spanish” component of the course, students with beginner’s or no prior Spanish training will be able to handle basic urban logistics and to meet basic practical and consumer needs. Students with higher levels of Spanish will refresh such vocabulary and grammar and be able to conduct themselves with nuance and sophistication appropriate to their language level.
- Students will be able to contextualize their experience of Seville and interactions with Spaniards with reference to an outline understanding of Spanish history and culture.
- Students will understand the historical, political, and social place of Seville in the broader context of historic and contemporary Andalusia and Spain.
- Students will improve conversational and written Spanish throughout the semester commensurate with their starting level.

METHODOLOGY

The Introduction to Spain course integrates the standards of the CEFR (Common European Framework of Reference for Languages), as well as the National Standards for Foreign Language Education of the American Council for the Teaching of Foreign Languages (ACTFL). The ACTFL “Five C’s” (Communication, Cultures, Connections, Comparisons, Communities) inform the linguistic, communicative and cultural perspective of this course. Methodological approach and didactic techniques are adapted as appropriate to each of the four modules that comprise the course, as described below.

COURSE PLANNING

The Introduction to Spain course is made up of three types of activities:

1. Classroom instruction.
2. Practical classes outside the classroom during instructional excursions.
3. Meetings for coordination, announcements and talks.

Classroom sessions are 50 minutes in duration and are divided into four modules:

- Spanish History and Culture
- Grammar
- Literature
- Conversation.

Each of the modules follows a different progression, although the communication objectives, the general requirements, and the evaluation criteria are consistent across the modules.

Exercises are assigned each classroom session, to be completed by the next. Homework is corrected at the beginning of each class. Workbooks are collected and evaluated periodically and randomly to ensure adequate progress is being made.

Prompts will be provided for an essay of 150 to 200 words for the excursions to Itálica, Alcázar, Archivo de Indias, Flamenco Show and Cathedral. The essays must be submitted by email along with three relevant photos taken during the excursions.

In addition, you must prepare a journal consisting of 6 essays, with prompts to be provided, on the excursions to Aracena, Carmona, Ronda, Granada, Córdoba, and Cádiz, to be submitted on [date tba].

All assignments may be subject to modification with due notice, depending on the progress and needs of the class.

PLANNING OF INDIVIDUAL WORK

In order for you to obtain the maximum academic benefit from the Introduction to Spain Course, it is expected that you dedicate at least two hours of study or writing for each teaching hour at the Spanish Institute.

Academic advising is available from the teaching staff, whom you can consult on class days, by email, or during the weekly office hours. Individualized activities may be designed according to your needs to reinforce or expand the content covered in class. Information regarding special needs or accommodations was requested at the time of application to the Spanish Institute. Please discuss such needs and accommodations with your instructors on the first day of class, to assure relevant accommodations are in place.

EVALUATION

Evaluation criteria and tools for each course module are outlined in the relevant sections below. At all times, you are expected to show a positive and supportive attitude to both the instructor and classmates, engaging with the development of the class and becoming involved and contributing actively and responsibly to the learning process.

Correspondence between the Spanish Institute grading scales and the U.S. scale is presented in the following table.

Correspondence and rating scale			
Rating	U.S. Correspondence	Scale (numerical)	Scale (percentages)
Sobresaliente	A+	9.70 - 10.00	97.0 - 100%
	A	9.40 - 9.69	94.0 - 96.9%
	A-	9.00 - 9.39	90.0 - 93.9%

Notable	B+	8.70 – 8.99	87.0 – 89.9%
	B	8.40 – 8.69	84.0 – 86.9%
	B-	8.00 – 8.39	80.0 – 83.9%
	C+	7.70 – 7.99	77.0 – 79.9%
	C	7.40 – 7.69	74.0 – 76.9%
	C-	7.00 – 7.39	70.0 – 73.9%
Aprobado	D	6.00 – 6.99	60.0 – 69.9%
Aprobado	D-	5.00 – 5.99	50.0 – 5.99%
Suspense	F	0.00-4.99	0.0 – 4.99%
No presentado	W	Withdrawal	Withdrawal
No presentado	INC	Incomplete	Incomplete

ATTENDANCE

Attendance at academic sessions inside and outside the classroom is mandatory. Punctuality is of great importance, which is why non-punctuality will have a negative impact on the final grade. You must attend all classes to receive appropriate credit. Each absence is penalized with 5% less on the final grade. Four unexcused absences will result in failure of the course. In addition, lateness or early departure of two sessions is equivalent to an absence. You are responsible for being informed about class content, announcements, tests or assignments missed due to absence.

TEACHING MATERIALS AND BIBLIOGRAPHY

Apart from the recommended bibliography for each module, you will work throughout the course with the manual received on the first day of class, and questionnaires and exercises distributed as needed.

GRAMMAR

1. OBJECTIVES

- Deepen understanding of the main features of the syntax of Spanish. The focus on those phenomena that can pose the greatest difficulty to English mother-tongue speakers (gender of the noun, being / being the article, distinctions of the temporal forms of the past, the subjunctive, etc.).
- Attain a logical and solid use of the language and its most common structures through the knowledge of all its elements, their morphology and syntactic functions.
- Be familiar with the appropriate grammatical terminology.
- Know and recognize in practice the different elements of Spanish and be able to use verb tenses and sentence structures correctly, and determine the syntactic function of the constituent phrases.

2. METHODOLOGY

An inductive methodology is applied. The class goes beyond a mere theoretical explanation, but rather engages a series of real and practical examples of the use of the language towards a more general understanding of grammar and linguistic analysis of Spanish. Theoretical content is delivered in an applied way. Grammar is inferred from concrete situations and structures based on the daily use of language, and what has been learned is verified with practical exercises. Class participation plays an essential role and we start from the level of your knowledge to “discover” rules and exceptions. The Grammar and Conversation modules are coordinated so that the grammatical knowledge presented in the Grammar class is used and reinforced in the corresponding Conversation class.

3. CONTENTS

- **Uses of Ser y Estar**
 - Contrasts. Adjectives
 - Equivalences:
 - Price
 - Material
 - Dates
 - Expressions and collocations.
- **Spanish verb modes and uses of the different tenses:**
 - INDICATIVE
 - Present: values and meanings.
 - Past: uses and contrasts:
 - Pretérito Imperfecto vs. Pretérito Perfecto Simple
 - Pretérito Imperfecto: special uses
 - Pretérito Perfecto Simple vs. Preterito Perfecto Compuesto

- Pretérito Pluscuamperfecto
 - Future and Conditional
 - Future Simple vs. Perfect future
 - Simple Conditional vs. Conditional Compound Contrasts
 - Special uses: Expression of probability. The concessive value
 - SUBJUNCTIVE
 - The different tenses of the subjunctive:
 - Present
 - Pretérito Imperfecto
 - Pretérito Pluscuamperfecto
 - THE IMPERATIVE
 - Structure
 - Uses
 - Pronoun changes
 - Affirmative imperative
 - Negative imperative
- **Impersonality**
 - Third person plural
 - Be + third person
- **The pronouns**
 - Personal pronouns (tonic / unstressed)
 - Complement pronouns direct and indirect with imperative, gerund and infinitive.
- **Prepositions**
 - Specific use of the different prepositions
 - Time: exact time, approximate time, periods of time, expressions.
 - Space: exact location, approximate location, expressions, direction of movement, distance
 - Contrast POR and PARA
 - Prepositional phrases
- **Communicative functions in everyday situations**
 - Use of the future and the conditional: Doing, accepting and rejecting an invitation. Looking for a language exchange
 - Impersonality: Placing and interpreting advertisements
 - Past tenses: Talking about yesterday's football match
 - Expressing agreement and disagreement. use of the present indicative/subjunctive
 - Complaints and claims: Imperfect subjunctive
 - In the bank. The language of business. Use of the subjunctive.
 - In the airport. Imperfect subjunctive.
 - At the hotel. Checking in, room and staff. Use of the subjunctive. Show preferences.

- Use of the imperative. Giving advice to be happy.
- Shopping. The clothes, sizes and numbers. Present, imperative and conditional.
- In the restaurant: Ordering food. Imperative and conditional.
- Dismantling topics

4. EVALUATION CRITERIA

Class participation and daily work are essential for you to demonstrate progress in the acquisition of grammatical knowledge and skills. Hence, participation and daily work are 50% of the overall mark. Participation will be evaluated by the degree and quality of involvement in class discussion, by the ability to introduce ideas and thoughts related to the oral and written texts engaged in and out of class, as well as by the ability to use language as an instrument for exposition and constructive argumentation through informed, pertinent, meaningful, and critical verbal acts. The proper preparation and presentation of assignments and rigorous academic work, either individually or cooperatively, will also be evaluated. There will be a final written exam that counts for 50% of the final grade.

5. BIBLIOGRAPHY

- Compulsory (will be provided to you in class)
 - Manual prepared by the instructor.
- Recommended
 - Grammars
 - RAE. New grammar of the Spanish language. Handbook. Madrid: Espasa-Calpe, 2010.
 - GÓMEZ TORREGO, L. Speak and write correctly. Normative grammar of Spanish. Madrid: Arco Libros, 2006.
 - SÁNCHEZ, A. Y SARMIENTO, R. Practical grammar of current Spanish: Spanish for foreigners. Madrid: SGEL, 2008, 2nd ed.
- Dictionaries
 - Key. Dictionary of current Spanish usage, accessible online at <http://clave.smdictionaries.com/app.php>
 - Dictionary of the Royal Spanish Academy, accessible online at <http://lema.rae.es/drae/>
 - Pan-Hispanic Dictionary of Doubts, accessible online at <http://lema.rae.es/dpd/>
 - Spanish-English and English-Spanish WordReference dictionaries, accessible online at <http://www.wordreference.com/>

CONVERSATION

1. OBJECTIVES

- Gain confidence in speaking skills in Spanish.

- Obtain relevant information about the city, the population, habits, and other aspects of daily life mediated through linguistic and cultural immersion.

2. METHODOLOGY

The dynamics of the module are based on the learning of relevant vocabulary and useful structures. Topics are chosen according to the communication environments that you encounter during your stay in Spain.

Visual, graphic and auditory resources are utilized to reinforce communicative competence gained through grammar and conversation. The different registers – formal, colloquial, and vulgar – will also be examined in oral and written form.

Conversation module content may be adapted to the language needs and concerns expressed by the class. At the conclusion of the course, you will make a 5-minute oral presentation on a topic that was covered during the course.

3. CONTENTS

- Starting point: Losing the fear of being wrong; losing the fear of speaking. The mistakes. What is communicating? Objectives and functions of communication.
- The city: neighborhoods, means of transport, day and night life in Seville.
- Spanish society today: family, individual, relationships.
- The Spanish University. Academic life. The best-trained generation.
- Seville traditions: Bullfights, Holy Week and Flamenco and the April Fair.
 - Holy Week: Presentation and analysis of the importance of this religious celebration in Spain and Andalusia. Religion in Spain and Andalusia. Study of the specific vocabulary related to Holy Week.
 - Flamenco and the April fair in Seville: Approach to the origins of flamenco, its different modalities and the most representative artists.
 - Bullfighting: Culture, tradition, art, torture?
- Racism in Spain? Gypsies and payos. Crisis and racism.
- Immigration and emigration.
- Gender relations. Orientation and gender identity. Women-men and social change.
- The Spanish in the world. The Andalusian linguistic variety.
- Andalusian gastronomy and the tradition of the diet of the Mediterranean countries: what do we eat and where? The social function of bars in Spain. Time zones. Useful vocabulary related to drinks and food.

4. EVALUATION

The following two aspects will be taken into account:

- a) The individual oral presentation of the last session (50%), which must conform to the following scheme:
 - i) Summary of the topic.
 - ii) Contribution of own ideas: personal or group opinion.
- b) Daily and germaine participation in class (50%).

5. BIBLIOGRAPHY

- Mandatory (will be provided to you in class)
 - Manual prepared by the instructor.
- Recommended
 - Grammars
 - RAE. New grammar of the Spanish language. Handbook. Madrid: Espasa-Calpe, 2010.
 - GÓMEZ TORREGO, L. Speak and write correctly. Normative grammar of Spanish. Madrid: Arco Libros, 2006.
 - SÁNCHEZ, A. Y SARMIENTO, R. Practical grammar of current Spanish: Spanish for foreigners. Madrid: SGEL, 2008, 2nd ed.
 - Dictionaries
 - Key. Dictionary of current Spanish usage, accessible online at <http://clave.smdictionaries.com/app.php>
 - Dictionary of the Royal Spanish Academy, accessible online at <http://lema.rae.es/drae/>
 - Pan-Hispanic Dictionary of Doubts, accessible online at <http://lema.rae.es/dpd/>
 - Spanish-English and English-Spanish WordReference dictionaries, accessible online at <http://www.wordreference.com/>

SPANISH HISTORY AND CULTURE

1. OBJECTIVES

- Learn Spain's role in major world events.
- Obtain historical and cultural preparation for the instructional excursions. This prior knowledge of the sites facilitates autonomous discovery on-site, which helps to synthesize the historical and cultural context of the site.

2. METHODOLOGY

Your experiences outside of class are fundamental to stimulating discussion and participation relevant to Spanish history and culture.

Preparation for the excursions, as well as the subsequent review of the assignments, are integral with your attainment of module objectives. Classwork and readings are supplemented with visual materials. After each instructional excursion, you must write an essay of between 150-200 words describing and commenting on aspects of the experience according to prompts given prior to the excursions. This essay must be submitted by email accompanied by 3 relevant photographs taken during the excursions.

The standard heading for all written work submitted during the course is as follows:

Student's Name	Essay #
Course Name/Instructor Name	No. # of words
Composition title	Date

Throughout the course, you must prepare a journal to be submitted to the instructor on [date tba]. This journal will consist of 6 long essays (200-250 words) on the excursions that take place outside the Orientation period (Aracena, Carmona, Ronda, Granada, Córdoba and Cádiz), and their relevance to the historical and/or literary moment of which each are characteristic. Essays must be delivered double-spaced and typewritten, with the standard heading as described above.

The works must be original written assignments and not a copy or plagiarism of other authors. In the event that verbatim citations are used, they must be clearly indicated as such. Plagiarism is considered a serious irregularity that entails automatic failure. Essays must be submitted on the due-date, and will not be accepted after that date without penalty. Portfolios submitted one day late are penalized by 5%. Those submitted two to five days late are penalized 10%. Those submitted after five days are suspended (failed).

3. CONTENTS

The most important political and sociological figures, events and phenomena are highlighted, for example: Romanization, Islamic Spain, discoveries, relations with America, the monarchical restoration in the 19th century, dictatorships, and the democratic rebirth. Topics that show the unique characteristics of our country, traditions, customs, beliefs, and ways of understanding life are also included.

- Geography: Study of Spanish geography on a map of the country. Analysis of the division of Spain into autonomous communities. Description of the most significant provinces in Spain or those that arouse the most interest for you.
- Romanization. Italic: Analysis of the meaning and importance of Romanization for our current culture. Study of Itálica: first Roman city of Andalusia.
- Islamic culture. Introduction and development of the importance of Islamic culture in the history of Spain. Creation of the Kingdom of Granada and the Caliphate of Córdoba.
- The Mudéjar and the Reales Alcázares de Sevilla: Study of the architectural style of the building and its transformation throughout history, ending with the mixture of Christian and Muslim called the Mudéjar style.
- Jewish life in Spain. Andalusian center of gravity; cycles of immigration, prosperity, expulsion; interaction with Muslim and Christian powers; echoes of the Jewish past in modern Spain.
- The Gothic through the Cathedral of Seville: Study of the history and architectural style of the building.
- Carmona and the Baroque: The excursion to Carmona is a complete history lesson from the first centuries of our history to the Andalusian Baroque of the 17th century.
- Archivo de Indias: Historical introduction about one of the most decisive events in the History of Humanity, the discovery of America. The antecedents and consequences will be analyzed.
- The Spanish civil war. Study of the political-social situation in Spain just before the start of the civil war through the viewing of various scenes from the movie "The Language of the Butterflies." Later study through images of the main episodes that occurred during the Spanish civil war.
- Transition to Democracy and the Spanish royal family. Viewing of the video of the 23F coup attempt as a starting point to analyze the long road from dictatorship to democracy. Presentation of the Spanish royal family through a genealogical tree of images. Actuality of the Spanish Royal family.

4. EVALUATION

Daily work, class attendance, as well as attendance at excursions comprise 50% of the grade.

Participation grades will be given by the degree and quality of the involvement in the discussions in class, by the ability to introduce ideas and thoughts related to the oral and written texts engaged in and out of class, and in exercises throughout the course and during the excursions, as well as the ability to use language as an instrument for exposition and constructive argumentation through informed, relevant, meaningful and critical verbal acts. The proper preparation and presentation of assignments and rigorous academic work, either individually or cooperatively, will also be evaluated.

The other 50% corresponds to a final essay of 300-350 words dealing with one of the course topics. The essay shall be submitted to the instructor by email over the standard heading as described above.

6. BIBLIOGRAPHY

- Compulsory (will be provided to you in class)
 - Manual prepared by the instructor.
- Recommended
 - AL-ANDALUS and the Middle East: past and present of a common heritage. Ed. F. Roldán. Seville: El Monte Foundation, 2006.
 - The INHERITANCE of al-Andalus. Ed. F. Roldán. Seville: El Monte Foundation, 2007.
 - JUNCO, José Álvarez; SHUBERT, Adrian (ed.). Nueva historia de la España contemporánea (1808-2018). Madrid: Galaxia Gutenberg, 2018.
 - ALONSO, Francisco Javier Paredes; JIMÉNEZ, Alberto Buitrago. Historia de España contemporánea. Sello Editorial, 2009.
 - GARCÍA DELGADO, José Luis, et al. Economía Española de la Transición y la Democracia, 1973-1986/Carlos Abad...[et al.]; director José Luis García Delgado. Madrid: Centro de Investigaciones Sociológicas., 1990., 2009.
 - MONEDERO, Juan Carlos. La transición contada a nuestros padres: nocturno de la democracia española. Los libros de la catarata, 2021.
 - SÁNCHEZ-CUENCA, Ignacio. La impotencia democrática: Sobre la crisis política de España. Los Libros de la Catarata, 2020.
 - ROZENBERG, Danielle. La España contemporánea y la cuestión judía: retejiendo los hilos de la memoria y de la historia. Marcial Pons Historia, 2010.
 - MARZO, Jorge Luis; MAYAYO, Patricia. Arte en España (1939-2015): ideas, prácticas, políticas. Madrid: Cátedra, 2015.
 - AAVV: Col. Contemporary Spanish Artists. Ministry of Education and Science. Painters series. Sculptors series. Architects series.
 - VVAA: Picasso. Madrid: Mapfre Vida Cultural Foundation, 2003.
 - CORTÉS ALONSO, V. Municipal Archives Manual. Madrid, 1989.
 - Archives of Spain and America: materials for a manual. Madrid, 1979.

- MESA, Enrique Soria. Los últimos moriscos: pervivencias de la población de origen islámico en el reino de Granada (siglos XVII-XVIII). Universitat de València, 2014.
- REINARES, Fernando; GARCÍA-CALVO, Carola. Estado islámico en España. Madrid, Spain: Real Instituto Elcano, 2016.
- Archives and archives: supports, buildings and organization. Carmona, Seville: Association of Archivists of Andalusia, 1995, 2nd ed., 3rd ed. 1997.
- ORTEGA SÁNCHEZ, Delfín, et al. Fuentes documentales del Archivo General de Indias (Sevilla) para la historia de la mujer española en la América colonial. 2011.
- "The General Archive of the Indies: access to documentary sources on Andalusia and America in the 16th century". Proceedings of the II Conference of Andalusia and America. Seville, 1983, v. 1, 455-488.
- "Archivo de Indias, the second discovery". Spanish Pavilion at the Universal Exhibition, 2 (1992), 6 p.
- "Guide to the" Government "Section (Audience and Viceroyalty of Santa Fe) of the General Archive of the Indies". Historiografía y Bibliografía Americanistas, XXVIII (1984), 22 p.
- "Organization and description of the roles of Government in the Indian Administration. Contribution to current archival works ". Documentation and Archives of the Spanish Colonization, Madrid: Ministerio de Cultura, 1980, vol. 2, 169-195.
- BORROW, G.H. 1999: Los Zíncali: the gypsies of Spain. Madrid. Turner.
- COUNCIL OF TOURISM AND SPORTS. 2002. Andalusian Flamenco Guide. Seville, Junta de Andalucía. Includes 2 CDs.
- CRUCES ROLDÁN, C. 2004/2002: Beyond Music: Anthropology and Flamenco (I) and (II). Editions Signature. Seville.
- CRUCES ROLDÁN, C. 2001: Flamenco and Heritage. Bienal de Flamenco de Sevilla. Seville.
- GRANDE, F. 1979. Memory of flamenco. II Vols. Scarce Calpe, Madrid.
- INFANTE, B. 1990: Origins of flamenco and the secret of cante jondo. Ministry of Culture, Junta de Andalucía. Seville.
- LARREA, A. 2004 [1974]. Flamenco at its roots. Signature Editions, Seville.
- LEBLON, B. 1991: Flamenco singing: between gypsy music and Andalusian traditions. Madrid, Ed. Cinterco.
- Web resources:
 - <http://www.flamencoentusmanos.es/> [requires free registration]
 - <http://www.andalucia.org/flamenco/>

LITERATURE

1. OBJECTIVES

- Obtain a panoramic knowledge of Spanish literature from a historical perspective.
- Address works and authors of maximum relevance to Spanish cultural heritage, in the context of their particular historical moments and literary movements.
- Acquire theoretical-practical bases for a better understanding of university subjects related to literature.

2. METHODOLOGY

The contents are introduced through the reading and critical analysis of the text selections included in the student manual. This material is complemented with audiovisual resources and with the contributions made in class by you and your classmates. Readings are keyed to the cultural site excursions and help inform essays written on the site excursions.

3. CONTENTS

- Medieval literature: Basic introduction: the anonymous woman, the Castilian hero, the romancero. Types of medieval literature. Reading and analysis of two fragments of the Book of Good Love. Analysis of the presence in current Spanish of words of medieval origin.
- The Renaissance. Prose: the rogue and the bawd: social and literary prototypes. Presentation of La Celestina, El Lazarillo de Tormes. Debate on corruption (and picaresque) in Spain.
- Baroque. The theater of the Golden Age: Los corrales de comedia. Lope de Vega. Analysis of the Teatro del Siglo de Oro, the comedy corrales, etc. from a sequence from the Spanish film "Lope."
- Cervantes and his work. Don Quixote and Sancho Panza: figures of universal significance. Don Quixote, the first modern novel. Cervantes's relationship with the city of Seville.
- Illustration. Main ideas of this period. José Cadalso and G.M. of Jovellanos. The neoclassical theater: L. F. De Moratín. Personal reflection: does art have to have a social and educational mission or just an aesthetic one? Art for art's sake or should it be something else? Is social literature less art for this reason?
- Literature of the 19th century. Romanticism and post-romanticism. Bécquer and Zorrilla. The repercussion of the figure of Don Juan in literature and universal art. In the footsteps of Don Juan in Seville.
- 20th century literature. 20th century Spanish theater: Valle Inclán's grotesque. The generation of '98: the Sevillian poet A. Machado.
- 20th century literature. The generation of '27. Granada and F.G. Lorca. Cádiz with Rafael Alberti.

- Poetry of the civil war and the postwar period. Miguel Hernandez. Analysis of the poem Andalusians from Jaen (Version sung by the Jarcha group).
- Overview of current literary production. Reading and discussion of contemporary women writers in Spain.

4. EVALUATION

Active participation in the classes, completion of daily exercises, and submission of excursion essays comprise 50% of the grade.

The other 50% corresponds to a final essay of 300-350 words dealing with one of the topics discussed in class to be submitted by email. The essay must include the standard heading, as described above.

5. BIBLIOGRAPHY

- Compulsory (will be provided to you in class)
 - Material compiled by the instructor.
- Recommended
 - CHABÁS, Juan; VALCÁRCEL, Carmen. Literatura española contemporánea (1898-1950). Verbum Editorial, 2001.
 - MORÁN, José Manuel Martín. Cervantes y el "Quijote" hacia la novela moderna. Centro Estudios Cervantinos, 2009.
 - DEL MAR LÓPEZ-CABRALES, María. Palabras de mujeres: escritoras españolas contemporáneas. Narcea Ediciones, 2000.
 - QUILES-FAZ, Desamparados, et al. Mujeres escritoras: entre la aguja y la pluma. 2010.
 - RAMOS, Julio. Desencuentros de la modernidad en América Latina: literatura y política en el siglo XIX. Editorial cuarto propio, 2003.
 - FREIRE, Ana María. Entre la Ilustración y el Romanticismo: la huella de la Guerra de la Independencia en la literatura española. Entre la Ilustración y el Romanticismo, 2010, p. 1-263.
 - CRUZ GIRÁLDEZ, Miguel. La contribución de Sevilla a la generación del 27. Revista de Humanidades, 0 (17), 59-74., 2010.
 - GILJÓN, Mario Martín. La poesía durante la Guerra Civil española en el frente y la retaguardia de la zona republicana. Notas para una revisión. Monteagudo. Revista de Literatura Española, Hispanoamericana y Teoría de la Literatura, 2011, no 16, p. 181-201.
 - A. Barroso, A. Berlanga, M.D. González Cantos, M.C. Hernández Jiménez, J. Toboso. Introduction to Spanish literature through texts. From the origins to the seventeenth century. Madrid, Isthmus, 1995.

- A. Barroso, A. Berlanga, M.D. González Cantos, M.C. Hernández Jiménez, J. Toboso. Introduction to Spanish literature through texts. 18th and 19th centuries. Madrid, Isthmus, 1995.
- A. Barroso, A. Berlanga, M.D. González Cantos, M.C. Hernández Jiménez, J. Toboso. Introduction to Spanish literature through texts. The 20th century from the generation of 27 to the present day. Madrid, Isthmus, 1995.
- SANTOS SANZ VILLANUEVA, History of Spanish literature. Current literature. Twentieth century. Barcelona, Ariel, 1984.
- MARÍAS, J. Cervantes, Spanish harpsichord. Madrid, Alliance, 1990.
- MIGUEL DE UNAMUNO, Life of Don Quixote and Sancho. Madrid, Alliance, 1987.

INSTRUCTIONAL EXCURSIONS

Connected with the Spanish History and Culture and Literature modules, excursions are included as a complement to classroom instruction. In short, these are practical classes "in situ" outside the classroom and therefore the excursions within and outside Seville during and following the Orientation period are attended by the same instructor who teaches the Culture and Literature modules in the classroom. The instructor prepares you for the excursions, conducts the excursions, and follows up with your reflection on the excursions.

- You are introduced to Seville, which will be your home for a semester, through an organized tour of the city.
- The **Ruins of Itálica** and the **Necropolis of Carmona** are central to understanding Romanization.
 - Visiting the ruins of the Roman city of **Italica** means immersing yourself in and understanding the meaning of Romanization for our current culture and society.
 - The excursion to **Carmona** is a complete history lesson from the first centuries of our history to the Andalusian baroque of the 17th century. Crucial sites are:
 - The archaeological complex of the **Roman Necropolis**.
 - The **Alcázar de la Puerta de Sevilla** (a building that has been transformed throughout history since the times of Carthaginian domination, passing through the Romans and culminating in the Muslim period).
 - The **Church of Santa María** (the main church of Carmona, built on an old mosque, of Gothic construction with Renaissance and Baroque decoration, showing additions and changes throughout the centuries).
 - Strolling through the streets of Carmona is one of the attractions of this excursion.
- **Giralda of Seville** and the remains of the old mosque that existed before the construction of the Cathedral of Seville puts us in contact with the Muslim culture and at the same time shows us the Gothic architectural style.
- **Córdoba** and **Granada** show us Islamic culture at different times in the history of Spain. The great **Mosque of Córdoba** is the most emblematic Muslim building of ancient Al-Andalus, the name that Spain took during the Caliphate of Córdoba. The **Alhambra in Granada** is emblematic of the Nasrid Kingdom of Granada, the last bastion of Muslim rule in Spain. Córdoba is the birthplace of the medieval Jewish sage, Maimonides, and an epicenter of a golden age of Jewish life under the protection of the caliphate. A beautiful 14th century synagogue still stands in the **Jewish quarter**, close to the Mosque.
- In relation to post-Muslim Spain, visit the Alcázar of Seville.
- The **Cathedral of Seville** is a showpiece of late Gothic culture. In the Cathedral there is a large gallery and many works of art.
- **Ronda** is characteristic of the Pueblos Blancos, the white-washed villages in the Malaga and Cadiz mountains. Settlement here goes back to the Neolithic and it has witnessed a

presence of nearly every culture to seek influence in the region, such as the Romans, Visigoths, Muslims. The Islamic period stands out for its transcendence and for the cultural legacy it left behind, which is still perceptible in many of its manifestations (urban planning, gastronomy, traditions, farming systems, etc). Ronda even became an independent kingdom (the so-called Taifa kingdoms) after the dismantling of the Cordovan caliphate.

- **Aracena** is associated with the thirteenth-century Knights Templar whose castle incorporates an earlier Almohad Muslim fortress. The cultural syncretism that characterizes Andalusia is evident, for example, in both Sufi and Gothic architectural elements. Below the castle is the Cave of Wonders, one of the largest in Spain and an extraordinary example of limestone karst geology.
- **Cadiz** is one of the oldest cities in Spain, founded by the Phoenicians and a key port on the Mediterranean throughout history. It is famed for watchtowers and fortifications related to nautical trade and conquest and became one of Spain's most cosmopolitan cities. Surrounded by the sea, there will be time for lunch at the beach.
- The **Archive of the Indies** documents the consequential European discovery of America.
- To savor first-hand one of the most representative shows of Andalusia, you attend a **flamenco show** in one of the most famous venues in Seville. Flamenco is included in UNESCO's "Representative List of the Intangible Cultural Heritage of Humanity." This unique cultural manifestation is a symbol of Andalusian identity and represents it artistically throughout the world. Flamenco was born on the banks of the Guadalquivir, the product of the Arab, Jewish, Gypsy, and Andalusian cultures that have been in contact in the region for centuries.