

**Academic Handbook and Expanded Course Descriptions**

of

***SEMESTER IN SPAIN***

**A PROGRAM OF TRINITY CHRISTIAN COLLEGE**

**DESCRIPTION OF ACADEMIC REGULATIONS  
&  
COURSES OFFERED**

**IN THE SEMESTER IN SPAIN PROGRAM**

**REVISED January 2015**

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## **GENERAL INFORMATION**

Semester in Spain offers courses on four levels, which serve the needs of most students of Spanish, whether they wish to fulfill a specific course requirement, earn credits toward a degree in Spanish, or simply learn the language.

All courses consist of 56 class hours, and earn four semester hours of credit each. The distribution of these hours throughout the semester differs according to the particular course.

## **BEGINNING COURSES**

The sequence of beginning courses offers the student with little or no knowledge of Spanish the possibility of completing courses 101, 102, 201, and 202 in the four-month period. The four courses are taught consecutively.

## **INTERMEDIATE COURSES**

This sequence is meant for students above the beginning level who have completed one year of college Spanish or its equivalent. The first half of the semester reviews first-year Spanish and covers second-year material. The second half of the semester offers three advanced courses, of which students take one to further their grammar and vocabulary, and they choose a second from either a literature course or Spanish for business. Thus they earn credit for courses 251, 252, 301, and 303. These 4 courses are each 4 semester hours and are taught consecutively.

## **ADVANCED COURSES**

These courses are for students who have successfully completed two years of college Spanish or equivalent. The 300-level is intended as an introduction to work at the advanced level and includes general courses on language, history, art, and literature. The 400-level courses are essentially "monographic" and are intended for students who already have some background at the 300 level.

## **INDEPENDENT STUDY**

Independent study programs are offered at the 300 and 400-levels. They are intended for students who have already mastered the basics of Spanish and can write the language fairly fluently.

## **REGISTRATION**

Once enrolled in the program, students register by completing a COURSE REQUEST FORM. This information is used to determine the class schedule for the semester. It is thus ESSENTIAL for students to make decisions carefully concerning the courses they will take, and to have these decisions approved by the appropriate person(s) at the institution to which credit will be transferred BEFORE leaving the U.S. They should also choose two alternative courses in case their first choices are not available, and have them approved as well.

Availability of courses for each student depends on the following:

1. Scheduling conflicts make some combinations of courses impossible. This is especially true in the case of students who choose courses from both the 300 and 400 levels.
2. Courses may be cancelled due to low enrollment.
3. The Academic Director may advise students to change courses and/or levels if it is evident that they cannot handle the work at the level they have chosen.

Transfer to another course is possible only if class size permits.

## **CREDIT**

Normally credit is transferred automatically for courses completed successfully. In some cases, however, a student's home college or university may have special requirements for transferring credits from another institution. This is especially true in the case of Advanced courses and Independent Studies, although it may affect Beginning and Intermediate students also. In many cases this means that copies of papers, examinations, and other work done will have to be sent to the home institution before credit can be approved. Therefore, before leaving the U.S., students should learn the policy of their home institution and, upon arrival in Spain, inform the staff of any special requirements as soon as possible. This will help avoid undue delays in having credits transferred.

Tutorial classes are held on Fridays, when regular classes are not scheduled, for those students who are having problems with some aspect of the coursework or whose grades are averaging below a C. On Fridays the professors

schedule conferences with students, either at the professor's initiative or the student's request, to give individualized help or to discuss the student's progress.

## **BEGINNING SEQUENCE**

### **101, 102, 201, 202 -**

These very intensive courses are given in sequence over a four-month period (56 class hours for each course). They cover material equivalent to that taught in most U.S. college or university Spanish courses during the first two years, including the fundamentals of grammar, conversation, reading, writing, and vocabulary.

Beginning classes have a maximum of 10 students per section. Some students come into the course with no knowledge of Spanish, while others may have studied one or two years in high school or a semester in College. Students who have successfully completed two semesters of Spanish at the college level should normally take the Intermediate course sequence.

#### **Course objectives:**

Upon completion of this sequence of courses the student will know the Spanish necessary for communication in everyday situations such as introductions, descriptions, and talking about actions and events in the past, present, and future. The student learns the fundamentals of Spanish grammar and is able to communicate comfortably in oral and written Spanish as well as comprehend native Spanish speakers. At the end of 202 a student should be able to write informal letters, short stories, compositions and diaries. The beginning sequence prepares a student to read short novels, magazines and read books between 1,000-1,500 words, and oral comprehension includes television shows, commercials, movies, and everyday conversations.

#### **Methodology:**

This sequence of courses has a global focus so that all aspects of the language are taught together in context in a communicative approach. The classes are organized thematically, presenting linguistic situations in which to practice selected grammar constructions and vocabulary, comprehension, and conversation in the classroom for later use in real life situations. The classes are taught entirely in Spanish.

#### **CONTENT:**

##### **101 – BEGINNING SPANISH I – 4 credits**

The **tasks** covered in the lessons in 101 include learning how to:

Greet and say goodbye. Ask and give information on name and origin. Name nationalities. Spell. Express when not understanding, request repetition, ask someone to speak more slowly. Get someone's attention. Express apologies. Behave in a store. Ask and say addresses, telephone numbers, and emails. Situate objects in space. Ask and describe a vocation. Introduce a third person. Behave in a job interview. Ask and express ages. Talk about birthdays. Talk about times and schedules. Talk about daily habits. Express possession.

The **active grammar** taught in 101 includes:

Verbs in the present tense: SER and LLAMARSE. Gender of nouns. Name and number of articles. Present of regular verbs. The use of TÚ and USTED. Present of irregular verbs. Contractions AL and DEL. Present of irregular verbs. Personal pronouns. Reflexive verbs in the present. The present tense of irregular verbs. Present of ESTAR+gerund. Possessives.

##### **102 – BEGINNING SPANISH II – 4 credits**

The **tasks** covered in 102 include learning how to:

Describe a home. Identify family and describe people. Express likes and hobbies. Talk about past activities. Describe someone's life. Behave in a doctor's office. Talk about the future. Talk about the weather. Make plans and suggest activities. Express personal obligation. Describe people. Express likes, preferences and desires. Know how to reserve a hotel room. Make appointments. Know how to reserve a table in a restaurant. Know how to order food and drink. Ask for the check.

The **active grammar** covered in 102 includes:

HAY, ESTÁ(N). Demonstratives. AQUÍ, AHÍ, ALLÍ. The verb GUSTAR. TAMBIÉN, TAMPOCO. INDEFINITE PRETERITO. The verb DOLER. IR A + infinitive. TENER QUE + infinitive. MUY, MUCHO. IMPERITIVO. Uses of SER and ESTAR. Verbs GUSTAR and ENCANTAR. Adverbs, Possessives. SER and ESTAR + food. Quantifiers. Indefinites. Personal pronouns.

### **201 – INTERMEDIATE SPANISH I – 4 credits**

The **tasks** covered in the lessons in 201 include learning how to:

Learn how to buy and ask about prices. Express agreement or disagreement. Give an opinion. Talk about personal experiences. Talk about recent events. Express frequency. Apologize and make excuses. Initiate a telephone conversation. Express physical and emotional state. Talk about customary past actions. Describe people and places in the past. Ask for permission. Forbid. Ask for help or a favor. Make suggestions. Give instructions.

The **active grammar** covered in 201 includes:

Regular and irregular verbs in the present. SER and ESTAR + clothing. Comparatives. Indefinite Preterito. Prepositions and verbs of movement. COMO and PORQUE. Preterito Perfecto. Contrast between Perfect and Indefinido. The verb SOLER. Preterito Imperfecto. Contrast between Indefinido and Imperfecto. Affirmative and negative imperative. Periphrasis of obligation. Diminutives.

### **202 – INTERMEDIATE SPANISH II – 4 credits**

The **tasks** covered in the lessons in 202 include learning how to:

Talk about the future. Make predictions. Express conditions and consequences. Express impersonal obligation. Talk about relationships with other people. Describe places and situations in the past. Express the duration of an action started in the past. Talk about customary actions in the past. Express aptitude (DÁRSELE BIEN / MAL algo a alguien). Organize an excursion or trip. Understand information in a tourist brochure. Suggest or make plans. Offer help or service. Describe and express desires, hopes, ambitions. Behave in a doctor's office. Provide information in a consultation. Describe customs and behaviour. Express likes and feelings. Talk about social norms. Evaluate a movie. Understand and offer opinions and arguments for a debate. Develop arguments, reasoning and explanations of opinions, plans and actions. Express agreement or disagreement. Express courtesy.

The **active grammar** covered in 202 includes:

Simple future. Conditional sentences. Impersonals. Review of verbs in the past. Express durations. Reciprocal verbs. Present subjunctive. Express desires and hopes. OJALÁ. Offer help. Express likes and feelings. Relative clauses. Contrast between Indicative / Subjunctive. Some uses of SER and ESTAR. Conditional sentences. The neuter article LO. Express opinion.

### **Evaluation:**

Students will take two written tests per level (101, 102, 201, 202), which will include sections of written comprehension, oral comprehension, grammar, and vocabulary. They will also take an oral exam after each course in order to evaluate their ability to express themselves in Spanish. Quality and quantity of participation in class as well as daily assignments will also count as part of the final grade.

Written exams:	65%
Oral exams:	15%
Participation:	20%

### **Materials Used:**

*ECO Curso Modular de Español Lengua Extranjera.* Alfredo González Hermoso y Carlos Romero Dueñas. Editorial Edelsa, 2004.  
*Libro del Alumno ECO A1, A2, B1*  
*Cuaderno de Refuerzo ECO A1, A2, B1*  
Audio recordings. *ECO A1, A2, B1*  
*Español en Directo* audio recordings  
Comedy program DVD series *Apartamento para dos* Editorial Edelsa, 2003.

## **INTERMEDIATE SEQUENCE**

### **251, 252, 301, 303**

These courses are designed for students who have recently completed one year of college Spanish or its equivalent and are the natural sequence to follow after completing the Beginning courses. The intensive nature of the courses makes it unsuitable for some students who do not have a solid background in Spanish.

#### **Course objectives:**

The completion of this sequence prepares the student for future classes at the advanced level. In addition to the completion of the grammar and uses described below, at the end of the semester a student should be able to write formal and informal letters, and complex compositions. Students will be able to understand literary works (books of 1,500-2,000 words), the press, magazines and scientific texts, etc. The oral comprehension covers colloquial conversations as well as understanding television, radio, and cinema. In spoken Spanish students will develop their vocabulary to include specialized topics and ability to debate complex ideas.

#### **Methodology:**

This sequence of courses has a global focus so that all aspects of the language are taught together in context in a communicative approach. The classes are organized thematically presenting linguistic situations in which to practice selected grammar constructions and vocabulary, comprehension, and conversation in the classroom to be used in real life situations. The classes are taught entirely in Spanish.

## **COURSES 251 AND 252**

### **CONTENT**

#### **251 – INTERMEDIATE SPANISH GRAMMAR AND COMPOSITION I – 4 credits**

The **tasks** covered in the lessons in 251 include learning how to:

Talk about relationships with other people. Describe places and situations in the past. Express the duration of an action started in the past. Talk about customary actions in the past. Express aptitude (DÁRSELE BIEN / MAL algo a alguien). Organize an excursion or trip. Understand information in a tourist brochure. Suggest or make plans. Offer help or service. Describe and express desires, hopes, ambitions. Behave in a doctor's office. Provide information in a consultation. Describe customs and behaviour. Express likes and feelings. Talk about social norms. Evaluate a movie. Understand and offer opinions and arguments for a debate. Develop arguments, reasoning and explanations of opinions, plans and actions. Express agreement or disagreement. Express courtesy.

The **active grammar** covered in 251 includes:

Review of verbs in the past. Express durations. Reciprocal verbs. Present subjunctive. Express desires and hopes. OJALÁ. Offer help. Express likes and feelings. Relative sentences. Contrast between Indicative / Subjunctive. Some uses of SER and ESTAR. Conditional. The neuter article LO. Express opinion.

#### **252 – INTERMEDIATE SPANISH GRAMMAR AND COMPOSITION II – 4 credits**

The **tasks** covered in the lessons in 252 include learning how to:

Behave in a job interview. Understand information in a narrative text. Narrate a real or imaginary event. Relate different past actions. Know how to rent an apartment. Understand technical information relative to apartments. Understand instructions and directions. Give advice and recommendations. Interact in social situations with protocol. Describe people, relationships and feelings. Explain experiences describing feelings and reactions. Express probability. Know how to respond to feelings such as surprise, happiness, interest and indifference. Evaluate actions. Understand radio and television news programs. Relay something said to other people. Ask someone to transmit a message.

The **active grammar** covered in 252 includes:

Preterito pluscuamperfecto. Contrast of preteritos. Preterito imperfecto of estar + gerund. Preterito indefinido of estar + gerund. Review of imperative. Periphrasis of obligation. Final and conditional sentences. YO QUE TU+ conditional. Subjunctive preterito perfecto. Express hypothesis. To value. Verbs with preposition. Indirect speech: changes in words and verb transformations.

**Materials used:**

Textbooks:

(251) ECO B1 (Nivel 2) Editorial EDELSA (Units 1, 2, 3, and 4)

Accompanying exercise book, CDs and video.

(252) ECO B1 (Nivel 2) Editorial EDELSA

Accompanying exercise book, CDs and video.

*Español en Directo* (Audio recordings)

**Evaluation:**

Students will take two written tests per level (251, 252), which will include sections of written comprehension, oral comprehension, grammar and vocabulary. They will also take an oral exam after each course in order to evaluate their ability to express themselves in Spanish. Quality and quantity of class participation as well as daily assignments and vocabulary quizzes will also count as part of the final grade.

- Exams	65%
- Oral exam	15%
- Participation	20%

**301 - ADVANCED GRAMMAR AND CONVERSATION – 4 credits**

This course aims to consolidate knowledge of basic grammatical forms, to broaden vocabulary and increase fluency in its use, and to give more in-depth practice in conversation and comprehension. A major part of the course is spent teaching the use of the subjunctive.

**Course objectives:**

- To review and master the grammatical and functional elements introduced in the 100 and 200 courses
- To review, broaden, and master vocabulary
- To provide intensive practice in the use of the subjunctive
- To practice comprehension and conversation in more depth
- To provide practice in writing more complex sentences and paragraphs
- To introduce more complex grammatical concepts

**Methodology:**

The professor will provide conversation practice using the vocabulary studied and will explain the more complex grammatical structures. The student will write weekly compositions using the vocabulary studied in the lesson. The class also exposes students to a variety of media, music, movies, etc to further their familiarity with the language. Active class participation is expected and students will also be required to give oral presentations before the class.

**Course content:**

The **tasks** covered in 301 include:

Talk about the past. Situate different actions in the past. Express regret. Relate different future actions. Formulate hypotheses. Express probability in the past, present and future. Situate events in the past and future. Correct wrong information. Present orally. Give an opinion and evaluate. Point out or give importance to something. Yield the choice to the speaker. React expressing feelings such as happiness, surprise, sadness, etc. Present arguments. Indicate the moment an action occurs. Relate different moments in time. Express plans. Sequence future activities. Express finality. Express unlikely or impossible desires. Ask for something formally. Express improbable hypotheses. State conditions.

The **active grammar** covered in 301 includes:

Uses of past tenses. Verbal periphrasis. Uses of conditional and compound infinitive. Formation of opposites. Future perfect (or compound). Uses of the future to formulate hypotheses. Adverbs or expressions of probability. Expressions of opinion with indicative or subjunctive. Expressions of appraisal with indicative or subjunctive. Expressions of feeling or reaction. Formation of nouns. Temporal sentences. Verb tenses in temporal sentences. Final sentences. POR or PARA. Preterito imperfecto de subjuntivo. Uses of preterito imperfecto de subjuntivo. Conditional sentences with Si. Other conditional sentences.

**Materials used:**

-ECO B2 Nivel 3 (Unidad 2 3 4 5 y 6) Editorial EDELSA

Accompanying exercise book, CDs and video.

*Español en Directo* (Cintas de audio)

**Evaluation:**

- Exams	65%
- Oral exam	15%
-Participation	20%

**303 - SELECTED READINGS IN SPANISH LITERATURE – 4 credits**

This course provides the study and perfection of the language through a selection of readings by Spanish writers of the 19th and 20th Centuries.

**Course objectives:**

By means of the reading and discussion of literary texts, students will achieve mastery of oral and written Spanish at a level that will allow them to speak fairly fluently on abstract concepts. They will learn to write more complex sentences and paragraphs in compositions related to the reading assignments and will develop reading comprehension skills by working with texts in Spanish written at a higher level.

**Methodology:**

In class, the professor will share key information about the background of the material studied, moderate class discussions of the reading assignments, and will help the students synthesize what they have read and discussed to prepare them for the following day's assignment.

**Course content:**

Reading, comprehension, and discussion of written compositions about two novels, as well as a selection of short stories from a variety of Spain's most important authors.

**Materials used:**

- Sangre y Arena*, V. Blasco Ibáñez; 1995 edition; Edelsa
- El beso*, G. A. Bécquer; 1995 edition; Edelsa
- El casamiento engañoso*, M. Cervantes, 1995 edition; Edelsa
- El coloquio de los perros*, M. Cervantes, 1995 edition; Edelsa
- La Regenta*, L. Alas "Clarín", 2001 Edelsa

**Evaluation:**

Exam	60%
Exercises and compositions	20%
Participation	20%

**ADVANCED COURSES**

Advanced courses are offered on two levels, 300 and 400. 300-level courses are general language, literature, and reading courses, while 400-level courses are all specialized in particular fields. All classes are taught entirely in Spanish.

Students who have completed only two years of Spanish are strongly advised to take courses on the 300-level, since they offer the general background knowledge essential to understanding more specialized work.

In order to take 300-level courses a certain level of knowledge and skill is essential. No prior knowledge of literature or history is assumed, but students should be capable of understanding Spanish spoken at a normal speed and rhythm, taking notes in the language, reading and understanding connected prose, and conversing in Spanish. Some of these skills will be developed as part of the course; however, it is not within the aims of courses at these levels to teach basic Spanish grammar and conversation.

The 400-level courses require a VERY GOOD command of Spanish and previous experience in advanced classes in



Spanish. Although we recommend that students take 300-level or 400-level courses, it is possible to take some on each level when class schedules permit.

Evaluation of the advanced courses consists essentially of one or more papers, or of several examinations, or both, designed to test the student's knowledge of the material and ability to express this knowledge in GOOD Spanish, clearly and in appropriate style. Assignments, tests, and class work also make up part of the final grade. The precise weight of each of these will differ from course to course. Students will be informed at the beginning of the course what is required in each one. There is also a listing in each expanded course description as to what will be evaluated and the weighting for each category.

### **304 - SPANISH SHORT STORY – 4 credits**

This course is an in-depth study of the Spanish language through a selection of writings by some of the most significant contemporary Spanish storytellers - Unamuno, Clarín, Aldecoa, and others.

#### **Course objectives:**

- Develop a high level of written comprehension by means of the reading and discussion of literary texts
- Acquire a fluid vocabulary
- Elaborate compositions with the new vocabulary and expressions acquired
- Achieve a level of command of the language to manage abstract concepts both in written and oral communication
- Become acquainted with the themes and esthetic sensibilities of the greatest exponents of Spanish literature in the 19th and 20th Centuries

#### **Methodology:**

Students are required to read the works on their own to prepare for further group work during class time. They will participate in debates and discussions and will also be required to prepare and present oral expositions for the class throughout the semester.

#### **Course content and materials used:**

Reading, comprehension, and discussion of a selection of short stories.

#### **Materials used:**

- “Entre el cielo y el mar”, Ignacio Aldecoa,.
- “Al pasar los años”, Miguel de Unamuno
- “Adiós, Cordera, adiós”, "Clarín"
- “Los bisoños de D. Ramón”, Ignacio de Aldecoa
- “Dos madres”, Miguel de Unamuno.
- “El semejante”, Miguel de Unamuno
- “Trastornos de carácter”, Juan José Millás
- “Nada menos que todo un hombre”, Miguel de Unamuno
- “El monte de las ánimas”, Gustavo Adolfo Bécquer
- “Los Bienaventurados”, Ignacio de Aldecoa
- “El sencillo D. Rafael”, Miguel de Unamuno.
- “La muerte mientras tanto”, Ignacio Martínez Pisón.

#### **Evaluation:**

Students will be evaluated with four written tests throughout the semester, in which they are required to write compositions on themes related to the stories. The daily reading of material is monitored, and group assignments as well as presentations and class participation are also evaluated.

- |                                      |     |
|--------------------------------------|-----|
| -4 tests                             | 65% |
| -Daily preparation and presentations | 20% |
| -Participation                       | 15% |

## **306 - HISTORY OF SPANISH ART – 4 credits**

This course teaches the student to identify by style, period, and artist major works of Spanish art from its early history to the present. It also gives them a solid grounding in the backgrounds of the artists and the periods themselves.

### **Course objectives:**

After completing this course students will be able to classify a particular work of art by its style, period, and artist. They will have basic knowledge of the principal characteristics that define each one of the artistic movements studied.

### **Methodology:**

Students will be shown the various works of art to be studied in the form of slides, CDROMs, and DVDs, accompanied by the commentary of the professor. Students will have opportunity to discuss in Spanish the materials presented.

Given the historical background of Seville, where one can find examples of practically all the artistic movements throughout the history of Spanish art, students will be able to visit the main monuments and museums of the city to see first hand what they are studying. This course also includes two excursions, to Cordoba and Toledo, to give further opportunities to see works of art of different styles and artists in their original context.

### **Course content:**

- Medieval Art: Islamic, Romanesque, and Gothic styles.
- Art of the Renaissance: painting, architecture, and sculpture.
- El Greco
- Baroque art: painting, architecture, and sculpture: Zurbarán, Murillo, Velázquez.
- Goya
- Modernism: Gaudí
- Spanish Painting of the 19th Century
- Spanish Painting of the 20th Century: Picasso, Dalí, and Miró.

### **Materials used:**

- Slides
- Videos
- CD-ROM
- Books in our library collection
- Outings

### **Evaluation:**

- |                    |     |
|--------------------|-----|
| -4 tests           | 75% |
| -Oral presentation | 10% |
| - Participation    | 15% |

## **307 - MODERN SPANISH CULTURE – 1 or 2 credits**

### **Course Objectives**

This course is meant to give the student a general but thorough idea of modern-day Spain: society, mentality and customs, political organization, and relations with the rest of the world. This will be achieved in two different ways. First, there will be classes explaining the different aspects of Spanish society. Students will also be required to follow news, debates, and issues that may arise during their time in Spain and discuss these events as they are presented.

### **Methodology**

Each session is taught by a different professor and also involves guest speakers for certain topics. Active class participation is expected throughout, since these are not traditional lecture classes, but rather discussions and debates on current events.

### **Course content**

1. Democratic Spanish political system. Principal problems at the moment
2. Spanish populations. Main problems faced: birth rate, immigration, life expectancy
3. Spanish society. The Spanish family. Spanish life-style
4. Religion in present day Spain
5. Relationship of Spain with the European Union and the rest of the world
6. Holidays, sports, culture

### **Evaluation:**

- Active class participation is essential: questions, conversations...
- Attendance

## **311 - SPANISH HISTORY AND CIVILIZATION – 4 credits**

This course includes a brief introduction to the geography of Spain and a study of her history from the middle ages through Imperial Spain. Emphasis is given to the political, social, economic, and cultural aspects of the most important events of the eras studied.

### **Course objectives:**

The student will have a basic knowledge of the events of the historical periods covered and will have a broader understanding of the social, cultural, political, and economic factors involved.

### **Methodology:**

The course consists of the daily presentation and explanation of the material by the teacher, preparing students for class discussions, and two oral presentations by the students throughout the semester.

### **Course content:**

- Introduction to Visigothic Spain
- The birth of Islam. Basic principles of the Muslim religion. Political periods of medieval Islam
- The Muslim invasion of the Iberian Peninsula
- Al-Andalus: political periods. Society: Muslims, Christians and Jews. The city in Al-Andalus.
- The Christian reconquest of the Iberian Peninsula (VII-XV Centuries)
- Medieval Christian society. Nobility, privileges, classification and mentality: honor. The church. Country and city
- Jews in Spain in the middle ages.
- The Catholic kings. Internal and exterior politics.
- The Spanish Inquisition
- Charles I. The Spanish Empire: exterior politics
- Phillip II and the Spanish Empire: exterior and interior politics.
- XVII century crisis: demographic, political, military and economic.

### **Materials used:**

- Manual edited by Professor
- Maps
- Slides, videos, DVDs.
- CD ROM.

### **Evaluation:**

- |                       |     |
|-----------------------|-----|
| -4 tests and quizzes  | 65% |
| -2 Oral presentations | 20% |
| -Participation        | 15% |

## **312 – SPAIN OF THREE CULTURES: MUSLIM, JEWISH AND CHRISTIAN (8<sup>TH</sup>-15<sup>TH</sup> CENTURIES) – 4 credits**

A study of the Three Cultures in medieval Spain: cultural and artistic contribution of Muslims, Christians and Jews; their peaceful coexistence and tensions. The city of Seville is fundamental, since this was the most prosperous city in medieval 15<sup>th</sup> century Spain and important artistic examples of the Three Cultures are found here.

### **Methodology**

This is a practical course, which includes visits around Seville and other cities to study the history, culture and art of the three medieval cultures. Visits include the medieval Jewish ghettos of Seville and Cordoba, the mosque in Cordoba, a tour of Mudejar Sevillian churches, the Alcázar of Seville, the Cathedral of Seville, a tour of the main monasteries and a route searching for remains of the Inquisition.

### **Course Content:**

- Brief historical introduction to the Muslim conquest and the political dominion in Spain. The coexistence of the religious minorities in the Caliphate of Cordoba: Mozarabes and Jews (VII-XII centuries)
- Medieval Christian culture in Spain. Jewish and Mudejar minorities. Analysis of 15<sup>th</sup> century
- History of the Jews in Spain
- Anti-Semitism during 14<sup>th</sup> and 15<sup>th</sup> centuries
- Formation of the Spanish Inquisition
- Expulsion of the Jews
- Muslim minority in Christian land: Mudejars and Moriscos - 12<sup>th</sup>-16<sup>th</sup> centuries

### **Materials used:**

- Manual edited by Professor
- Slides, videos, and DVDs

### **Evaluation:**

Exam	65%
Participation and written works	35%

## **322 – SURVEY OF THE CULTURE, ART, and RELIGION OF THE SPANISH GOLDEN AGE – 4 credits**

A study of the most prolific period of Spain's history in art and literature. In order to fully understand the depth of the cultural manifestations, the religious and collective outlook of 16<sup>th</sup> & 17<sup>th</sup> century Spain will be analyzed as well.

### **Methodology**

Through class lectures, discussion, readings and excursions, the course alternates theory with experiential learning. Student will analyze texts, see images and films, and study and discuss the principle characteristics of the history, mentality, literature, art, religion and culture of the Golden Age. Site visits to architectural locations, monuments, sculptures, parks, and fine art museums, in and around Seville will be linked to discussions and readings.

### **Course Content:**

- The splendour and crisis of the Hispanic Empire
- Spanish society: Nobility and the working class
- Mentality: Honor and virtue
- Religion: The Spanish church, Catholic reformation, the inquisition
- Poetry of the Golden Age
- Narrative: Picaresque novel and Cervantes (El Quijote)
- Theater: Lope de Vega and Calderón de la Barca
- Baroque architecture
- Baroque sculpture
- Baroque painting: Zurbarán, Murillo and Velázquez
- 

### **Materials used:**

- Lectures, discussions, readings
- Excursions to local architectural and historical sites
- Excursions to nearby cities of pertinent historical significance
- Small group projects and presentations
- Slides, videos, and DVDs

### **Evaluation:**

Exam	65%
Participation and written works	35%

## SIS 325 The Literature and Legends of Seville Made Alive I: Centuries 1-17 – 4 credits

The most important and popular legends about Roman and medieval Seville, both Muslim and Christian are studied. Miguel de Cervantes' prose is studied as well as the phenomenon of the picaresque novel, in particular *Guzmán de Alfarache* by Mateo Alemán and the characteristics of Golden Age Spanish theatre, using Tirso de Molina's *Burlador de Sevilla* as an example. Along with the literary study, the streets, plazas, churches, convents and monuments of Seville will be toured in four literary itineraries: Roman Seville through its legends; Medieval (Muslim and Christian) Seville shown in stories and legends; The literary Seville of Cervantes with a guide of his texts; and Seville reflected in the picaresque novel and Golden Age Theatre.

### Learning outcomes:

1. Recognize the monuments and remains of Roman and Medieval Seville through the study and reading of literary texts and legends
2. Analyze and understand Cervantes' prose through the study and reading of *Novelas Ejemplares: Rinconete y Cortadillo* and *El celoso extremeño*
3. Identify and interpret the main characteristics of the picaresque novel, mainly *Guzmán de Alfarache*, by Mateo Alemán
4. Identify the characteristics of Golden Age theatre. Analyze the play *El Burlador de Sevilla* by Tirso de Molina and understand the meaning of the myth of don Juan
5. Recognize Roman and Medieval Seville through the itineraries and relive the legendary city via the literary texts
6. Identify the real Seville and combine it with the imaginary and literary Seville described by the Baroque authors by taking planned excursions through the Cervantine texts, Golden Age poetry, picaresque novels and theatre plays
7. Analyze and evaluate the worldviews exhibited in the literature of medieval Seville from a Christian perspective

### Course Outline:

- Phoenician and Roman Seville: *The legend of Hercules, founder of Hispalis. The legend of Santa Justa and Rufina*
- Muslim Middle-Age: poetry of Almotamid. *La leyenda de Itimid; La trágica muerte de Abenamar; La prisión y muerte de Almotamid*
- Christian Middle-age: Legends of King Pedro I, The Cruel: *La leyenda del Candilejo y Cabeza del rey don Pedro; La leyenda de la elección del juez; La leyenda de doña María Coronel; Le muerte heroica de Leonor Dávalos*
- Seville, port to America, & Cervantes: study of the novelas ejemplares *Rinconete y Cortadillo; El celoso extremeño*.
- Spanish Picaresque novel. A selection from the novel *Guzmán de Alfarache* by Mateo Alemán Spanish XVII century theatre. Reading of *El Burlador de Sevilla* by Tirso de Molina. The origin of the myth of don Juan: *La leyenda de Miguel de Mañara*

### Course Materials:

- Anthologies of various authors covered
- Slides of pertinent art works and architectural sites to be visited
- Excursions to literary sites

### Methods:

Lecture; discussion; class readings; excursions to local architectural and historic sites; excursions to nearby cities of pertinent historical importance; small group projects; short written reports; class presentations.

The course alternates theory with experiential learning and site visits. In the classroom students will study universal works of Spanish literature all related to the city of Seville. They will analyze the primary characteristics of literary movements and their authors.

The class will be taught in the classroom and throughout the city of Seville. The students' active participation is essential. The literary sessions are organized in the classroom but are complemented with visits to the streets, plazas, monuments and places in Seville that inspired poets and narrators. Whenever possible, the study and reading of the texts and works will take place in the places referenced, thus to know Seville as a literary city. Students will discover the streets and monuments described by authors and the framework that gave way to stories, novels, poetry and legends.

- Visits to the Antiquarium (ruins of Phoenician factories and roman buildings); tour of the Roman city (Mármoles, Alameda...), visits to the Archeological museum, and Itálica
- Visit to the Alcázar of Seville
- Tour of the streets where the scenes are narrated and action takes place from the various works: calle Sierpes, Hospital de la Caridad, etc.; Tour of Seville from the XVII century

### Evaluation

1. Exam – 65%    2. Class activities and visits – 20%    3. Class participation – 15%

## SIS 326 The Literature & Legends of Seville Made Alive II: Centuries 19-Present – 4 credits

A study of the characteristics of Spanish Romanticism: Gustavo Adolfo Bécquer's prose and poetry as well as Romantic theatre, in particular the works of *don Juan Tenorio* by José Espronceda and *don Álvaro y la fuerza del sino* by duque de Rivas; Antonio Machado's poetry; and a selection of poets from the Generation of '27: Federico García Lorca, Pedro Salinas, Vicente Aleixandre, Luis Cernuda. Parallel to the literary study, students will tour the streets, plazas, gardens, convents and churches of Seville in four literary itineraries: the route of Becquer's Seville; the presence of don Juan in Seville; the Seville lived by Antonio Machado; and Seville dreamt in the verses of the poets of the Generation of '27.

### Learning outcomes:

1. Identify the main characteristics of literary romanticism. Recognize the vision of the foreign romantic writers and travelers of the XIX century had of Seville. Identify the style and themes in Bécquer's poetry and prose
2. Analyze romantic theatre through analysis and study of the main works
3. Identify the characteristics of Antonio Machado's poetry in his modernist period
4. Define the meaning of the Generation of '27. Identify and know its primary members. Comprehend the meaning of these authors' poetry, their works and literary characteristics
5. Describe, through tours of the city, the stereotypical romantic images of Seville, the view that attracted foreign travelers to the city of Bécquer and the literary metropolis the author recreated in his work
6. Identify in the city the memory and trace of the romantic don Juan, the imaginary world this myth inhabited
7. Articulate the vision and personal interpretation that different poets from the Generation of '27 had of Seville, using literary texts as the compass on the walks and excursions through the city
8. Analyze & evaluate the worldviews exhibited in the literature of 19<sup>th</sup>-20<sup>th</sup> century Seville from a Christian perspective

### Course Outline:

1. Seville through its authors. The romantic vision of foreign travelers. Study of poetry and narrative by Gustavo Adolfo Becquer. *Maese Pérez el organista*. *La leyenda de la venta de los gatos* and poetry
2. Romantic theatre: the study of *don Juan Tenorio*, by José Zorrilla. Legends around don Juan Tenorio. Study of a selection of texts from *don Álvaro y la fuerza del sino* by duque de Rivas
3. The Seville of Modernism. Antonio Machado and Seville: Study of his work *Soledades*
4. Seville and its importance for the Generation of '27. Study an anthology of the poetic works of Pedro Salinas, Jorge Guillén, Gerardo Diego, Vicente Aleixandre, Federico García Lorca, Dámaso Alonso, Luis Cernuda, and Rafael Alberti

### Course Materials:

- Anthologies of various authors covered
- Slides of pertinent art works and architectural sites to be visited
- Excursions to literary sites

### Methods:

Lecture; discussion; class readings; excursions to local architectural and historic sites; excursions to nearby cities of pertinent historical importance; small group projects; short written reports; class presentations.

The course alternates theory with experiential learning and site visits. In the classroom students will study universal works of Spanish literature related to the city of Seville and analyze the primary characteristics of literary movements and their authors.

Taught in the classroom and throughout the city of Seville. The students' active participation is essential. The literary sessions are organized in the classroom but are complemented with visits to the streets, plazas, monuments and places in Seville that inspired poets and narrators. Whenever possible, the study and reading of the texts and works will take place in the places referenced, thus to know Seville as a literary city. Students will discover the streets and monuments described by authors and the framework that gave way to stories, novels, poetry and legends.

- Visit the convents and streets described in Becquer's work, the Glorieta de Becquer in Maria Luisa Park, and his tomb
- Visit the Hosteria del Laurel where don Juan Tenorio begins, watch the play
- Visit Antonio Machado's childhood home and emblematic places
- Visit the park of the Generation of '27, routes through the streets, plazas and monuments in Seville that inspired the works of these authors
- Visit the bullring in Seville

**Evaluation:** 1. Exam – 65%                      2. Class activities and visits – 20%                      3. Class participation – 15%



## 351 - ADVANCED GRAMMAR AND COMPOSITION – 4 credits

This course is designed for students with a solid base of the Spanish language and covers vocabulary and idiomatic expressions of special difficulty for the foreign student, the more complex Spanish grammar, and composition techniques.

### Course objectives:

- To provide the student with the vocabulary needed to be able to converse fluidly about cultural themes.
- To provide the student with the idiomatic expressions typical of everyday language.
- To equip the student to use more complicated grammatical structures in speech and writing so as to construct more complex sentences and paragraphs.
- To teach the student to write more clearly and consistently on any topic.

### Methodology:

The professor will provide conversation practice using the vocabulary studied and will explain the more complex grammatical structures. The student will write weekly compositions using the vocabulary studied in the lesson. The class also exposes students to a variety of media, music, movies, etc to further their familiarity with the language. Active class participation is expected and students will also be required to give oral presentations before the class.

### Course content:

The course is organized using a variety of media such as music, videos, CDRoms, and readings. Each unit covers a series of topics on communication, culture and grammar developed through writing, listening, oral and visual fields. An orientation of the major grammatical topics covered is:

- Review of past tenses
- Different uses of futures and conditionals
- The use of the subjunctive
- Difference between Ser/Estar
- Indirect style

### Materials used:

- Textbook: *AVANCE A. Curso de Español*. Editorial SGEL, 2003.
- Internet
- Music
- Videos

### Evaluation:

-4 tests	65%
-Compositions and presentations	20%
-Participation	15%

## 355 - SPANISH LITERATURE I – 4 credits

This course is an introductory study of Spanish literature covering the principal literary movements and their authors from the 10<sup>th</sup> through the 17<sup>th</sup> Centuries. It is a very practical course, in which students work with a carefully selected series of texts in order to familiarize themselves with the differing styles covered over that time period.

### Course objectives:

The course provides a general view of Spanish literature from the XI through XVII centuries, framing the works in their historic and cultural contexts. Special attention will be paid to concepts such as eras, intellectual and literary tendencies, genres, etc. Some authors and individual works will be studied specifically to illustrate these concepts and provide more in-depth literary analysis.

### Methodology:

Reading works by each important author, listening to class lectures and participating in class discussions, the student will gain a theoretical view of the period studied. The preparation of an oral exposition will also give the student an opportunity for a more in-depth study of a certain author and literary style.

### Course content:

- Medieval literature: Origins of castellano; Mester de Juglaría, 12th Century (*El Cantar del Mío Cid*); Mester de Clerecía, 13th Century; Alfonso X el Sabio, 13th Century; Juan Ruiz, Arciprta de Hita, 14th Century (*El Libro del Buen Amor*); 15th Century poetry; 15<sup>th</sup> Century theater (Fernando de Rojas, *La Celestina*)
- Renaissance: 16th Century poetry, (Garcilaso de la Vega, Fray Luis de León); 16th Century novel, (Picaresque novel, Miguel de Cervantes). *El Quijote*
- Siglo de Oro: 17th Century theater, (Lope de Vega, Calderón de la Barca, "Tirso de Molina"), 17th Century poetry.

### Materials used:

- Textbook: *Literatura Española 1*. Carlos Arroyo, Perla Berlato y Mabel Mendoza. Ed. Oxford. 1999.

### Evaluation:

-1 paper	20%
-3 tests	55%
-Homework	10%
-Participation	15%

## 356 - SPANISH LITERATURE II – 4 credits

This course is an introduction to Spanish literature covering the most important literary movements and authors from the 19th Century to the present.

### Course objectives:

The course provides a general view of Spanish literature from the XVIII through XX centuries, framing the works in their historic and cultural contexts. Special attention will be paid to concepts such as eras, intellectual and literary tendencies, genre, etc. Some authors and individual works will be studied specifically in order to illustrate these concepts and provide more in-depth literary analysis.

### Methodology:

Reading works by each important author, listening to class lectures and participating in class discussions, the student will gain a theoretical view of the period studied. The preparation of an oral exposition will also give the student an opportunity for a more in-depth study of a certain author and literary style.

### Course content:

- General characteristics of 18-19th Century Literature
- Romanticism and pre-romanticism. General characteristics
- Romanticism: its poetry, prose and theater: (*Rimas y Leyendas* Gustavo Adolfo Bécquer, *Articulos* Larra, *Don Álvaro o la fuerza del sino*, Duque de Rivas, *Don Juan Tenorio*, José Zorrilla)
- Realism and Naturalism: The novel (Benito Pérez Galdós; Leopoldo Alas, "Clarín"; Juan Valera)
- Modernism: Its poetry, its theater (Rubén Darío, *Alma* Manuel Machado)
- Generación del 98: Valle-Inclán, Miguel de Unamuno, Antonio Machado
- La literatura anterior a la guerra (José Ortega y Gasset, Juan Ramón Jiménez)
- Generación del 27: Pedro Salinas, Dámaso Alonso, *Romancero gitano* García Lorca, Miguel Hernández
- Post-war literature (since 1939): the novel, Camilo José Cela and poetry and theater

### Materials used:

-Textbook: *Lengua Castellana y Literatura*. Ed. Oxford, 1999.

### Evaluation:

See course 355 - Spanish Literature I

## **366- LATIN AMERICAN LITERATURE II – 4 credits**

This course is an introduction to Latin American Literature of the XX century and its primary literary movements through the reading of important works of significant literary figures.

### **Course objectives:**

The course provides a global view of Latin American literature from the end of the XIX through XX centuries, framing the works in their historic and cultural contexts. Special attention will be paid to concepts such as the era, intellectual and literary tendencies, genre, etc. Some authors and individual works will be studied specifically in order to illustrate these concepts and provide a more in-depth literary analysis.

### **Methodology:**

Reading works by each important author and listening to class lectures and participating in class discussions, the student will gain a theoretical view of the period and culture studied. Each student is expected to independently complete three compositions, based on the reading and in-class lectures and discussion of three fundamental literary figures in Latin American literature, giving the student an opportunity for a more in-depth study of certain authors and literary styles.

### **Course content:**

- The poetry of Rubén Darío: Azul
- The poetry of Cesar Vallejo: Trilce
- Selected short stories of Horacio Quiroga
- The poetry of Pablo Neruda: 20 Poemas de Amor y Una Canción Desesperada
- Selected short stories of José Luis Borges, specifically El Aleph
- Alejo Carpentier: selected texts from Los Pasos Perdidos
- Juan Rulfo: Pedro Páramo
- Julio Cortázar: selected short stories
- The poetry of Octavio Paz
- The poetry of Nicolás Guillén
- Gabriel García Márquez: Crónica de Una Muerte Anunciada
- Mario Benedetti: selected short stories
- Mario Vargas Llosa: selected texts from Lituma en los Andes
- Isabel Allende: La Casa de Los Espíritus

### **Materials used:**

- Books: El Aleph, de José Luis Borges Pedro Páramo, by Juan Rulfo  
Crónica de una muerte anunciada, by Gabriel García Márquez La casa de los espíritus, by Isabel Allende
- Selected texts, poetry and Latin American short stories edited by the school
- DVDs and music related to Latin American literature

### **Evaluation:**

- Exams 55%
- Compositions 30%
- Participation 15%

## 401 – COMUNICACIÓN AVANZADA – 4 credits

This course is designed for students with a good command of the Spanish language who want to perfect their knowledge increasing and enriching vocabulary, verb forms and complexity of structures. Students will learn to speak, write, and think rather fluently in Spanish.

### Course objectives:

- By reading and studying, students will broaden their vocabulary as well as perfect their level of comprehension and capacity for oral expression.
- By means of syntactic and semantic exercises, the student will gain command of high-level grammatical elements.
- Through practice in writing compositions, the student will develop Spanish writing skills.

### Methodology:

The professor will provide conversation practice using the vocabulary studied and will explain the more complex grammatical structures. The student will write weekly compositions using the vocabulary studied in the lesson. The class also exposes students to a variety of media, music, movies, etc to further their familiarity with the language. The teacher will initiate discussion in Spanish of the materials the students have prepared in order to involve them actively in the class. Students will also be required to give oral presentations.

### Course content:

- Perfecting advanced grammar
- Understanding and study of a series of complicated texts
- Vocabulary exercises and expressions taken from the texts
- Review of the prepositions POR/PARA
- Review of the different verb tenses, contrast of the different pasts, reflexive verbs
- Verbs in the GUSTAR family
- Verbal periphrases
- Uses of subjunctive
- Grammatical particles
- SER/ESTAR in their most complex aspects
- Auditory perfection with music, movies, etc.
- Perfection of written expression: compositions
- Perfection of oral expression: presentations
- Debates
- Indirect speech

### Materials used:

*Método de español para extranjeros. Nivel Superior* Editorial Edinumen, 2001

Additional material: tapes, videos, DVDs, photocopies, etc.

### Evaluation:

- |                                  |     |
|----------------------------------|-----|
| -4 tests                         | 65% |
| -Participation                   | 15% |
| - Compositions and presentations | 20% |

## 402 - DON QUIJOTE DE LA MANCHA – 4 credits

This course studies the life, personality, and literary significance of the foremost exemplar of Spanish literature of all times: Cervantes. It analyzes the most significant chapters of the greatest work of Spanish literature: *Don Quijote de la Mancha*.

### Course objectives:

- An in-depth study of the novel *Don Quijote de La Mancha* in order to become acquainted with the key elements of the work
- To give the student more in-depth knowledge of the Spanish language, not only at the comprehension level, but also at the level of oral expression, since they will have to discuss the abstract concepts of the work in Spanish

### Methodology:

The professor introduces the political and social circumstances surrounding the origins of the work. The student prepares daily by reading and responding to a series of questions before each class in order to participate in active discussion. This will be directed and complemented by the professor offering guidance and a summary of the key points of theory and the literary, social, ideological and political aspects of the period reflected in the work. Finally, the student will be required to write a term paper incorporating the knowledge acquired throughout the course.

### Course content:

- Renaissance and Baroque in Spanish Literature of XVI and XVII Centuries
- The modern Novel
- The historical, political, social, and cultural circumstances of the era in which *El Quijote* was written
- The life and personality of Cervantes
- The structure of *El Quijote*
- The comprehension and interpretation of the most significant chapters selected from the book. Characters. Quijotization and Sanchification. Language and style
- Avellaneda's Quijote
- The significance of *Don Quijote*

### Materials used:

-*Don Quijote de la Mancha*, Miguel de Cervantes Saavedra; 1995 Edition; Biblioteca Didáctica Anaya Ed.

### Evaluation:

-3 tests	55%
-Term paper	30%
-Participation, check tests	15%

## 403 - LA GENERACIÓN DEL 98 – 4 credits

This course is a literary and historical study of the Generación del 98 as well as an analysis of the most representative works of the most outstanding authors of that period.

### Course objectives:

- To acquaint the student with one of the most important literary and historical periods in Spanish history
- To familiarize the student with the key ideologies and esthetics of the most well known literary generation of Spanish literature
- To acquaint the student with the ideas of the most representative authors of the generation by reading their most famous works

### Methodology:

The professor introduces the political and social circumstances surrounding the origins of the Generation del 98. The student prepares daily by reading and responding to a series of questions before each class in order to participate in active discussion. This will be directed and complemented by the professor offering guidance and a summary of the key points of theory and the literary, social, ideological and political aspects of the period reflected in the works. Finally, the student will be required to write a term paper incorporating the knowledge acquired throughout the course.

### Course content:

- Spain at the end of the XIX century. The historical, political, social, and cultural circumstances that gave rise to Generación del 98
- The literary characteristics of the Generación del 98.
- Analysis of the philosophy of Miguel de Unamuno as found in Niebla, his most famous work.
- Literary characteristics, themes of liberty, destiny, love and religion.
- Analysis of the thinking of Pío Baroja as found in his work *El árbol de la ciencia*, characteristics of the novel, Spain and existentialism as themes in the work
- The study of Antonio Machado and his poetry. Existentialism and Spain in *Soledades* and *Campos de Castilla*

### Materials:

- Niebla*, Miguel de Unamuno; 1990 Edition; Cátedra Ed.
- El Arbol de Ciencia*, Pío Baroja; 1998 Edition; Cátedra Ed.
- Poesías*, Antonio Machado; Anaya Ed.
- Additional material

### Evaluation:

- |                |     |
|----------------|-----|
| -4 tests       | 55% |
| -Term paper    | 30% |
| -Participation | 15% |

## 404 – EL SIGLO DE ORO – 4 credits

This course covers three works that are not only typical of their era, but also, stand as classics of Spanish literature. They also provide valuable information about, and insights into, Spanish society and culture during the Golden Age.

### Course objectives:

- To become acquainted with the characteristics of Theatrical works of the Golden Age by reading, comprehending, and analyzing three major works of the period.
- To gain an understanding of the history and mentality found in Spanish society during the 16th and 17th Centuries.

### Methodology:

- Class time will be spent analyzing the structure of the works, and studying and discussing their themes and histories.
- The teacher will assign periodic written work in the form of summaries and commentaries, which will lead to the final term paper written in Spanish.

### Course content:

- Historical introduction to the Golden Age.
- *Fuenteovejuna* by Lope de Vega. Characteristics of his theater – the New Comedy. Theater in the society of the XVII century. The theatrical arena
- The theme of honor vs. “honra” (two XVII words with different meanings during the period now considered one)
- *El burlador de Sevilla* attributed to Tirso de Molina. The Mit. Of Don Juan in Spanish literature.
- *La Vida es sueño* by Calderón de la Barca.
- Characters and themes fo the theater of the Golden Age.

### Materials used

- *El Burlador de Sevilla*, Tirso de Molina; 1994 Edition; Cátedra Ed.
- *Fuenteovejuna*, Lope de Vega; 1990 Edition; Biblioteca Didáctica Anaya Ed.
- *La Vida de Sueño*, Calderón de la Barca. 1995 Edition; Biblioteca Didáctica Anaya Ed. Additional material

### Evaluation:

-3 tests	55%
-Term paper	30%
-Participation	15%



## 405 -LA NOVELA ESPAÑOLA DEL SIGLO DE ORO: NOVELA PICARESCA Y CERVANTES – 4 credits

This course studies the Spanish novel during the Golden Age (XVI-XVII centuries). It offers an in depth study of the first novel, *Lazarillo de Tormes*, and the genre it inaugurated (Novela Picaresca) as well as a study of the short Spanish novels for which Cervantes provided the main characteristics.

### Course Objective:

To acquaint the students with the origins and main characteristics that define the novel genre in the 16<sup>th</sup> and 17<sup>th</sup> centuries. In addition to the corresponding literary study, these works will lead the student to understand the society of this period, its problems and peculiarities.

### Methodology:

The professor introduces the political and social circumstances surrounding the origins of the works. The student prepares daily by reading and responding to a series of questions before each class in order to participate in active discussion. This will be directed and complemented by the professor offering guidance and a summary of the key points of theory and the literary, social, ideological and political aspects of the period reflected in the works. Finally, the student will be required to write a term paper incorporating the knowledge acquired throughout the course.

### Course content:

- The analysis and study of *El Lazarillo de Tormes*, its structure, message, and its complexity. This novel studies the beginning of the picaresque novel in-depth. Literary problems are also analyzed.
- The study of the characteristics and content of a selection of Cervantes works called *Novelas Ejemplares*.
- A study of the society and mentality of the era, the social differences, the different judgments: honor, reputation, religion and Inquisition
- Historical outlines of the Spanish XVI and XVII centuries.

### Materials used:

- *Lazarillo de Tormes* ; Anónimo. 1995 Edition. Biblioteca Didáctica Anaya Ed.
- *Rinconete y Cortadillo*; Miguel de Cervantes. 1996 Edition. Biblioteca Didáctica Anaya Ed.
- *Novelas Ejemplares*. Miguel de Cervantes. 1990 Edition. Cátedra Ed.

### Evaluation:

-4 tests	55%
-Term paper	30%
-Participation, check tests	15%

## 406 - ROMANTICISMO – 4 credits

An introduction to the Romantic period in 19<sup>th</sup> century Spain through a selection of texts of Romantic prose, two plays, and selections of poetry. The course deals with the general characteristics of the literature and an assessment of the period through the reading and exhaustive analysis of the most representative works by the greatest exponents of Spanish Romanticism.

### Course objectives:

- The student will know the key ideologies and esthetics of one of the most representative literary movements of Spanish literature, Romanticism.
- The student will gain a deeper understanding of, and improve his oral expression in the Spanish language by reading, analyzing and discussing selected works from the period.

### Methodology:

The professor introduces the political and social circumstances surrounding the origins of Romanticism. The student prepares daily by reading and responding to a series of questions before each class in order to participate in active discussion. This will be directed and complemented by the professor offering guidance and a summary of the key points of theory and the literary, social, ideological and political aspects of the period reflected in the works. Finally, the student will be required to write a term paper incorporating the knowledge acquired throughout the course.

### Course content:

- Introduction to the historical, political, social, and cultural circumstances that gave rise to this literary period. Spanish literature in the XVIII century. *Noches lúgubres* José Cadalso.
- XIX century Spanish Literature. Literary movements. Traditional and liberal romanticism. Characteristics.
- Romantic and post-romantic poetry. Espronceda, Gustavo Adolfo Bécquer.
- *Rimas*. Gustavo Adolfo Becquer
- Romantic Spanish prose. The study of newspaper articles by Larra, This study will be preceded by information about the biography, personality, formation, ideology, political and esthetic attitude of Larra ending with an assessment of Larra and his historical importance.
- The study of a play by Zorrilla as an example of a Romantic theatrical work.
- Romantic theater. *Don Álvaro o la fuerza del sino*, Duque de Rivas.
- The study of a selection of the works of Gustavo Adolfo Bécquer, examples of poetry and poetic prose.

### Materials used:

- *D. Alvaro y la fureza del sino*, Duque de Rivas
- *Don Juan Tenorio*, José Zorrilla; 1994 Edition; Cátedra Ed.
- *Rimas y leyendas*, Gustavo Adolfo Bécquer; 1985 Edition; Edaf Ed.

### Evaluation:

- |                             |     |
|-----------------------------|-----|
| -4 tests                    | 55% |
| -Term paper                 | 30% |
| -Participation, check tests | 15% |

## 407 – TEATRO DEL SIGLO XX – 4 credits

This course is a literary study of the most important twentieth century Spanish theatrical works, their authors, and major characteristics. It is also a study of the political and social scenario of this century as well as an analysis of the most representative collective mentality of the era.

### Course objectives:

- The student will gain a global vision of the general characteristic of Spanish theater in the 20th Century.
- The student will acquire an in-depth knowledge of the works studied.
- The student will understand the social, political, and philosophical background of the works studied.
- The student will gain insight into the socio-political reality of Spain today.

### Methodology:

The professor introduces the political and social circumstances surrounding the origins of the plays. The student prepares daily by reading and responding to a series of questions before each class in order to participate in active discussion. This will be directed and complemented by the professor offering guidance and a summary of the key points of theory and the literary, social, ideological and political aspects of the period reflected in the plays. Finally, the student will be required to write a term paper incorporating the knowledge acquired throughout the course.

### Course content:

- The characteristics of twentieth century Spanish theater.
- The backgrounds of the playwrights.
- The study of three of the most important plays of the 20th century in Spain. (*Bodas de Sangre* by Federico García Lorca, *Historia de una Escalera* by Buero Vallejo and *Tres Sombreros de Copa* by A. Mihura).
- The social, political, and philosophical background of the works.

### Materials used:

- Plays:  
*Bodas de Sangre*, Federico García Lorca; 1986 Ed. Colección Didáctica Anaya  
*Historia de una Escalera*, Antonio Buero Vallejo; 1997 Edition. Espasa Calpe Ed.  
*Tres sombreros y una copa*, Miguel Mihura.
- Additional material in photocopies, videos, etc.
- Excerpts from other works by the above mentioned authors as well as others

### Evaluation:

- |                             |     |
|-----------------------------|-----|
| -3 tests                    | 55% |
| -Term paper                 | 30% |
| -Participation, check tests | 15% |

## **408 HISTORIA DE ESPAÑA EN EL SIGLO XX – 4 credits**

Starts with a brief introduction of XIX century history and continues with a study of the history and sociology of the present democratic Spain. The recent history of the country is analyzed: the most important political events (Republic, Civil War, Franco's dictatorship and democracy); the social and economic structures during the century and the development of the Spanish way of life and way of thinking.

### **Course Objectives:**

The student will acquire a clear idea of the present democratic Spain studying her recent past and the main problems and contradictions Spanish society suffered during the 20<sup>th</sup> century.

### **Methodology:**

- Presentation and explanation of the material by the teacher.
- Analysis of the most representative texts.
- Study and discussion of historical sociological subjects.
- Oral presentations by students.

### **Course Content:**

- Introduction of the most significant events that took place at the beginning of the century. Economic, social, political, military and religious situations.
- The second Republic (1931-1936): Left, Right and Frente Popular Republicas.
- The Civil War (1936-1939): causes and consequences. International intervention. Development
- Franco's dictatorship (1939-1975): Second World War, isolation, end of isolation, economic and social transformation
- Transition (1975-1978)
- Spanish democracy up to the present day; the 1978 Constitution, Socialist party (PSOE), Partido Popular (PP)
- Sociological study of Spain during the XX century

### **Materials used:**

- Maps, videos and CD-ROM.
- Historical and sociological texts.

### **Evaluation:**

-4 tests	65%
-Oral presentation	20%
-Participation	15%

## 450 ACCIÓN SOLIDARIA (SERVICE LEARNING) – 2 credits

**Course objectives:** The students in the course serve as volunteers in selected social settings and organizations in Seville. The class helps students improve their knowledge of Spanish and gives them real-life scenarios in which to practice. Students come into contact with people from other age groups and socio-economic backgrounds, offering their help.

### Course Content

There will be an introductory class to talk about social norms, slang, and daily customs in order to equip them to serve people in a different cultural context. Students will fulfill their weekly service at the same site so as to gain confidence and familiarity where they are working. They will have periodic meetings to share progress with their teacher and classmates. Students will be required to keep a journal to be handed in each week.

### Material

Selected readings from *Desafío a Servir*, Charles R. Swindoll  
Other selected readings

### Evaluation

Volunteer work and participation	65%
Written journal on experience	20%
Final project	15%

## 399, 499 INDEPENDENT STUDY 2-4 credits

Independent studies are available only for Advanced students. Topics must be selected in consultation with the Academic Director and approved by him. Students undertaking an Independent Study must have a very good knowledge of the Spanish Language.

The choice of topic and type of treatment will determine the level of the paper. Topics will normally focus on a particular literary or historical period. The paper required will, in all cases, be written in Spanish and be subject to the same criteria as term papers for other courses. They should be a minimum of 15 pages long.

Students will be assigned a supervisor and will be required to meet periodically with him or her for consultation on bibliographies, research and progress of the work. In general terms, the total time spent on the Independent Study will be approximately the same as would be spent on a regular course, although normally less time will be spent in actual contact hours with the supervisor.

There is an extra fee charge for doing an Independent Study.

## **APPENDIX I - GRADING SYSTEM**

<b>GRADE</b>	<b>GRADE POINTS</b>
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0
W	0 (authorized withdrawal)
AU	0 (audit)

Students attending Semester in Spain program are automatically assumed to be registered for four courses, for a total of 16 semester hours.

## **APPENDIX II - ACADEMIC STATUS REGULATIONS**

### **REDUCED COURSE LOAD, AUDITING, AND IRREGULARITIES:**

Some students choose to reduce their course loads, which may be done in a variety of ways, all of which require the approval of the Academic Director. If a student wishes to learn the content of the course without receiving credit, he may elect to audit. Auditing may only be done in lecture courses, not in conversation courses or any other course where a student's active oral participation is required. These courses will be designated "for credit only". The student must attend an audited class regularly and complete the necessary work necessary, such as reading assignments, to be able to follow the class, but the student need not complete any other course work such as tests or term papers. The teacher is under no obligation to correct or evaluate any written work a student may do in an audited class. Auditing students will receive a transcript entry of AU on completion of the course. Auditing students who do not attend class regularly will not be entitled to an entry of AU and will receive a W (withdrawn). Students may not change their status from Audit to Credit within the Semester in Spain course structure.

A student may also choose to withdraw from a course after consultation with and approval from the Academic Director.

### **TIME LIMITS:**

Audits may be declared during the first half of the course only. Courses may be dropped with no transcript entry during the first four weeks of the course. Precise dates will be posted on the bulletin board each semester.

### **NOTES:**

It is the responsibility of each student to initiate Audit or Withdrawal proceedings, and to receive written confirmation of academic status. Unless such written record exists, in the case of nonattendance a student will be assumed to have dropped the course without permission and will receive a grade of F.

Students with financial aid should be aware that they must be enrolled in a minimum of 12 units of credit and, if they audit or withdraw from too many courses, they may forfeit their loans.