

**FACULTY OF PHILOLOGY
AND
FACULTY OF GEOGRAPHY AND HISTORY**

CONTEMPORARY HISPANIC STUDIES

First and Second Semester

FACULTY OF GEOGRAPHY AND HISTORY

GS-01	SPAIN'S CLASSICAL HERITAGE: BETWEEN HISTORY AND MYTHOLOGY
GS-02	CONTEMPORARY SPAIN: ECONOMY, SOCIETY AND ENVIRONMENT
GS-03	GREAT MASTERS AND THE MAJOR ARTISTIC TRENDS IN SPAIN DURING THE TWENTIETH CENTURY
GS-04	US-EUROPEAN RELATIONS SINCE WORLD WAR II
GS-05	INTERNATIONAL MARKETING
GS-06	SPANISH CUISINE, SPANISH CUISINES
GS-07	PHOTOGRAPHY: THEORY AND TECHNIQUES
GS-09	POLITICS ON THE BIG SCREEN: FILM AS PROPAGANDA THROUGHOUT HISTORY

FIRST SEMESTER – TIMETABLE

TIME	MONDAYS / WEDNESDAYS	TUESDAYS / THURSDAYS	Room
9 A 11	CONTEMPORARY SPAIN: ECONOMY, SOCIETY AND ENVIRONMENT Pablo Fraile Jurado		XV
11 A 13	INTERNATIONAL MARKETING Borja Sanz Altamira /Luis López Bonilla	GREAT MASTERS AND THE MAJOR ARTISTIC TENDENCIES IN SPAIN DURING THE XX CENTURY Luis Méndez Rofríguez	XV
13 A 15	PHOTOGRAPHY: THEORY AND TECHNIQUES Pablo Martínez Cousinou	SPAIN'S CLASSICAL HERITAGE: BETWEEN HISTORY AND MYTHOLOGY Fernando Lozano Gómez	XV
15 A 17	US-EUROPEAN RELATIONS SINCE WORLD WAR II Carolina García Sanz	POLITICS ON THE BIG SCREEN Carolina García Sanz	XVII
19 A 21	SPANISH CUISINE, SPANISH CUISINES Luis Laplaza/Eduardo Jordá		XXVIII

SECOND SEMESTER – TIMETABLE

TIME	MONDAYS/ WEDNESDAYS	TUESDAYS / THURSDAYS	Room
9 A 11	PHOTOGRAPHY: THEORY AND TECHNIQUES Pablo Martinez Cousinou	GREAT MASTERS AND THE MAJOR ARTISTIC TENDENCIES IN SPAIN DURING THE XX CENTURY Luis Méndez Rodríguez	XV
11 A 13		INTERNATIONAL MARKETING Borja Sanz Altamira /Luis López Bonilla	XV
13 A 15	US-EUROPEAN RELATIONS SINCE WORLD WAR II Santiago Navarro	CONTEMPORARY SPAIN: ECONOMY, SOCIETY AND ENVIRONMENT Arsenio Villar/ Mónica Aguilar	XV
15 A 17	POLITICS ON THE BIG SCREEN Santiago Navarro	SPAIN'S CLASSICAL HERITAGE: BETWEEN HISTORY AND MYTHOLOGY Fernando Lozano Gómez	AULA XVII
17 A 19			XIV
19 A 21	SPANISH CUISINE, SPANISH CUISINES Luis Laplaza		207

Course GS-01 SPAIN'S CLASSICAL HERITAGE: BETWEEN HISTORY AND MYTHOLOGY
(45 contact hours)

Prof. Dr. Fernando Lozano Gómez (flozanogomez@us.es)

Substitute Lecturer: Dr. Salvador Ordóñez (sagulla@us.es)

Program

The main goal of this course is to give students an overview of Spain's Classical heritage. The course pays special attention to Phoenician, Greek and Roman presence in Spain, not only from a historical point of view, but also taking into account the mythological construction of Spain's past and key cultural traditions. The course also explores Spain's religious background, mainly the long process of Christianization of Southern Spain.

The course is divided in classes and field trips that will be key elements in helping the student to have a clearer perception of each historical period.

The program is divided as follows:

1. - Eastern traders and warlords in Spain: Phoenicians and Carthaginians.
2. - Travelling Heroes: Greeks and their myths in Spain.
3. - The coming of Rome and the creation of Hispania: Conquest and cultural changes.
4. - Pagans and Christians: the long process of Christianization of Spain.

The classes are combined with the following field trips:

1. - Sevilla. Roman remains in Seville. The old city in the Alfalfa and Encarnación area. Pagan Temple of Calle Mármol. 4 hours.
2. - Sevilla. Roman remains in Seville. The river and the ancient port. The foundations of the Cathedral. Early Christian temples and the Iglesia del Salvador. 4 hours.
3. - Archaeological Museum of Seville. 4 hours.

Assessment:

There will be two exams, one mid-way through the course and the other at its conclusion. These two exams are 80 % of the final grade. Attendance to all activities is compulsory and it will be checked daily. Participation in class and during field trips is extremely important (up to 20 % of the final grade).

Bibliography

- Almagro Gorbea, M., Ruiz Zapatero, G. (ed.), *Los Celtas: Hispania y Europa*, Madrid 1993.
- Alvar, J., Blázquez, J.M. (ed.), *Los enigmas de Tarteso*, Madrid, Cátedra 1993.
- Aubet, M.E., *Tiro y las colonias fenicias de Occidente*, Barcelona, 1994.
- Bermejo, J., *Mitología y mitos de la España Prerromana*, Madrid 1982.
- Blázquez, J.M., Alvar, J., González Wagner, C., *Fenicios y cartagineses en el Mediterráneo Occidental*, Madrid, 1999.
- Caro Baroja, J., *Los pueblos de España*, Madrid 1976.
- Codoñer Merino, C. "Los escritores hispanos cristianos", en *Historia de España* (R. Menéndez Pidal. Dir. J.M. Jover) t. II vol. II, Madrid, 1982, pp. 523 ss.
- Chaves, F. (ed.), *Griegos en Occidente*, Sevilla 1992.
- Díaz-Andreu, M. y Keay, S., *The Archaeology of Iberia. The Dynamics of Change*, Londres, 1997.
- Domínguez Monedero, A., *Los griegos en la Península Ibérica*, Madrid, Arco-Libros. 1996.

- López Paz, P. *La ciudad romana ideal. El territorio*, Santiago de Compostela, 1994.
- Neville, A., *Mountains of Silver & Rivers of Gold. The Phoenicians in Iberia*, Oxford, 2007.
- Richardson, J. S., *Hispaniae, Spain and the Development of Roman Imperialism, 218-82 BC*, Cambridge, 1986.
- _____, *The Romans in Spain*, Oxford, 1998.
- Rodríguez Cortés, J. *Sociedad y religión clásica en la Bética romana*, Salamanca, 1991.
- , 1991.

Course GS-02 CONTEMPORARY SPAIN: ECONOMY, SOCIETY AND ENVIRONMENT (45 contact hours)

Prof. Dr. Pablo Fraile Jurado (pfraile@us.es)

Prof. Dr. Arsenio Villar Lama (arsenio@us.es)

Prof. Dr. Mónica Aguilar Alba (malba@us.es)

Brief Course Presentation

Spain is comprised of an absolutely fascinating set of diverse places, inhabited by intriguingly diverse peoples, traditions and landscapes consequence of its rich history, cultural heritage and complex geography. The focus of this course is on learning about the country, regions and the people. In a context marked by economic crisis, the pressures from sectors such as construction, tourism, transport, energy and agriculture, high densities and pressures in coastal areas and islands determines that Spain faces important challenges in economic, social and environmental issues. The teachers will try to provide an open, critical and diverse overview of contemporary Spain using press releases, videos, reports and presentations.

Objectives

The course aims to provide:

- ✓ A coherent content focused upon the ways in which relationships between people and the natural environment and patterns of spatial relationships vary across Spain.
- ✓ An understanding of how these relationships produce the distinctiveness of particular places, landscapes, and patterns of environmental and human attributes, society and identities.
- ✓ An appreciation of the characteristics of the urban, regional and rural environments of selected areas in Spain and the geographical processes which underlie their development.

Skills Outcomes:

Students will develop a knowledge and understanding of:

- ✓ Relationships between human and physical systems in Spain.
- ✓ Main demographic, economic and environmental characteristics, threats and challenges in Spain.

Students have the opportunity to develop the following skills during the course:

- ✓ To contribute to students' understanding of important issues and problems in Spain's contemporary society
- ✓ To discuss the nature of the main social, economic and environmental problems.
- ✓ To understand some of the processes and trends shaping Spain today.
- ✓ To analyze of broader environmental, social and economic threads and challenges.
- ✓ To encourage in students a sensitive awareness of peoples, places and landscapes, both in their own country and elsewhere.

Syllabus

The syllabuses are presented within 9 topics, each based on a broad theme:

TOPIC 1: SPAIN'S CULTURAL AND LINGUISTIC DIVERSITY. An exceptionally diverse country: main geographical features. Spain's strategic location. The romantic and mythologized Spain. Spanish lifestyle. Diversity of Gastronomy: From tradition to the international projection of the Spanish Cuisine. Main Popular Festivals and Religious Events around Spain.

TOPIC 2: SPAIN TODAY: POLITICAL CONTEXT. The Kingdom of Spain and Democracy: Parliamentary government under a constitutional monarchy. The country territorial divisions and political structures. Devolution processes and the Autonomous Communities' role.

TOPIC 3: THE SPANISH NATURAL AND CULTURAL HERITAGE AS ECONOMIC RESOURCE. The growth of leisure facilities and tourism in relation to the main attractions of the physical and human landscape. Environmental threats: the difficult balance between economic growth and sustainable development.

TOPIC 4: ENERGY AND NATURAL RESOURCES: A COUNTRY WITH NO PETROL. The need for energy supplies. Spain leadership in the technological and industrial development of renewable energies: "Renewables Made in Spain".

TOPIC 5: POPULATION AND SOCIAL WELFARE SYSTEM IN SPAIN. changes and trends. Migration: Push-Pull factors. Population Distribution and Demographic Dynamics. Health Care System and Public Education. The crisis and budget cuts. Privatization of public services.

TOPIC 6: SPAIN IN THE INTERNATIONAL CONTEXT. The Spanish EU Integration. Spain within the Global Context.

TOPIC 7: AGRICULTURE AND NATURAL RESOURCES. The economic and social challenges facing rural environments. Changes in traditional agriculture: organic farming *versus* the expansion of greenhouses. The role of agribusiness. Irrigated agriculture and environmental and social conflicts.

TOPIC 8: THE SPANISH FINANCIAL CRISIS. The booming housing market and construction industry severe recession. Spanish Economy Strengths and Weaknesses. Spanish unemployment. The Government measures to reduce public debt. The sparking wave of social protests.

TOPIC 9: SEVILLE: brief History of the city and its geographical context. Recent urban, metropolitan and regional controversies. *Field trip*.

Assignments: Individual/Group Project

Based on the course syllabus, the students will undertake a personal or group project focus on current issues in Spain. Topics will be presented and decided during the first lectures.

Presentations will take place on the agreed dates. Students should also hand in the presentation file for assessment.

Assessment and Grading

Assessment type	% of formal assessment
Class attendance. Reading and participation	10%
Midterm exam and presentations	30%
End of term exam and presentations	30%
Group project presentation*	30%

* Students will prepare a group project on an Autonomous Community of their choice. The results will be presented using a PowerPoint presentation which will be presented during 45 minutes each group.

Bibliography and Learning Resources

ARREBOLA, A. (Dir) (2002). *Spain: Monuments and Landscapes: a complete view*, EDARA, Córdoba.

CONSTELA, X. and MIRAMONTES, A. (2006): "A note related to the model of urbanization in Galicia: does it exist?", in *Urban changes in different scales: systems and structures*, International Geographical Union, Commission on Monitoring cities of tomorrow. Annual Meeting 2006, Santiago de Compostela, Universidade, Servizo de Publicacións e Intercambio Científico. Pag. 93-105.

EUROPEAN UNION (2010): *Investing in Europe's future. Fifth report on economic, social and territorial cohesion*. Available on:

http://ec.europa.eu/regional_policy/sources/docoffic/official/reports/cohesion5/index_en.cfm

EUROPEAN COMMISSION (2007): *Key facts and figures about Europe and the Europeans*,

http://europa.eu/abc/keyfigures/index_en.htm

EUROPEAN COMMISSION (2010): *Europe in 12 lesson*. <http://eeas.europa.eu/>

EUROPEAN COMMISSION (2013): *Key figures on Europe 2013*

http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-EI-13-001/EN/KS-EI-13-001-EN.PDF

GIL OLCINA, A. y GÓMEZ MENDOZA, J. coord. (2001): *Geografía de España*, Barcelona, Ariel Geografía.

INTERNATIONAL GEOGRAPHICAL UNION (2008): *Spain and the Mediterranean, a reflection from the Spanish Geography*, XXXI IGU Congress Tunis 2008: Spanish Contribution.

INE (2011): *Spain in figures 2011*, Instituto Nacional de Estadística, Madrid.

Available on: http://www.ine.es/en/inebmenu/mnu_sintesis_en.htm

FARRELL, M. (2001): *Spain in the EU: the road to economic convergence*. PALGRAVE, New York. [Recurso electrónico]

GREEN WORLD RESEARCH (2001). *Examples of European agri-environment schemes and livestock systems and their influence on Spanish cultural landscapes*, Wageningen : Alterra.

MACINNES, J., PÉREZ DÍAZ, J. (2009), "The reproductive revolution" *The Sociological*

Review 57 (2): 262-284.

<http://www3.interscience.wiley.com/cgi-bin/fulltext/122368561/HTMLSTART>

OECD (2009): *Rural Policy Reviews: Spain*, Organisation for Economic Co-operation and Development,

PEREZ DÍAZ, J. (2010): "Impact of Ageing for Social and Political Processes in Spain" in *Panorama: Insights into Asian and European Affairs*, Konrad-Adenauer-Stiftung's "Regional Programme Political Dialogue Asia/Singapore", Singapore.

Available at: www.kas.de/wf/doc/kas_20784-1522-2-30.pdf

SOMOZA, J. (2006): "Cultural tourism and new urban centralities. Examples from Spain", in *Urban changes in different scales: systems and structures*, International Geographical Union, Commission on Monitoring cities of tomorrow. Annual Meeting 2006, Santiago de Compostela, Universidade, Servizo de Publicacións e Intercambio Científico. Pag. 421-434.

UNITED NATIONS (2010): *World Population Ageing 2009*, Department of Economic and Social Affairs, Population Division, New York.

VALDUNCIEL, J. and VICENTE, J. (2006): "New territories and new landscapes. The morphology of micrometropolitan spaces in North East Catalonia", in *Urban changes in different scales: systems and structures*, International Geographical Union, Commission on Monitoring cities of tomorrow. Annual Meeting 2006, Santiago de Compostela, Universidade, Servizo de Publicacións e Intercambio Científico. Pag. 309-320.

WEBSITES

- Instituto Nacional de Estadística:
<http://www.ine.es>
- European Union website:
http://europa.eu/index_en.htm
- European Environmental Agency
<http://www.eea.europa.eu/>
- Instituto de Estadística y Cartografía de Andalucía:
<http://www.juntadeandalucia.es/institutodeestadisticaycartografia/index.html>
- Centro virtual Cervantes. Paisajes de España
<http://cvc.cervantes.es/actcult/paisajes/>
- Mapa interactivo de España:
<http://w3.cnice.mec.es/eos/MaterialesEducativos/mem2002/mapa/>
- Recursos didácticos de la Asociación de Geógrafos Españoles:
http://age.ieg.csic.es/recur_didacticos/index.htm
- GAPMINDER, world statistics:
<http://www.gapminder.org/>
- Blog of prof. Vinçen Navarro (Professor of Political and Social Sciences at the Pompeu Fabra University and Professor of Health and Social Policy at the Johns Hopkins University).
<http://www.vnavarro.org/>
- Online map quizzes: <http://www.lizardpoint.com/fun/geoquiz/euroquiz.html>;
<http://www.oup.co.uk/oxed/secondary/geography/atlases/quiz/europequiz/>

Course GS-03 GREAT MASTERS AND THE MAJOR ARTISTIC TENDENCIES IN SPAIN DURING THE XX CENTURY

(45 contact hours)

Prof. Dr. Luis Méndez Rodríguez (lmendez@us.es)

Substitute Lecturer: Guidera, Elisa Dwyer (eguidera@hotmail.com)

Objectives

The Course will analyze the principal trends in Spanish Art during the twentieth century. During the first half of the century, developments in Spanish Art were determined by a particular set of historical circumstances. After the arrival of democracy it will become clear that Spanish artists were more fully integrated into the worldwide art movement.

We have chosen those artists who are representative of certain developments in a key way and through whom, in general terms, Spanish art in the 20th century may be explored.

Methodology

Students will be expected to participate actively in class sessions through the study and analysis of particular works and, in addition, they will undertake an essay based on one of the artists studied.

Students will visit the Centro Andaluz de Arte Contemporáneo in the Monasterio de la Cartuja, Sevilla, as well as a number of art galleries.

Syllabus

- Developments in Spanish Architecture during the 20th Century

- * Antonio Gaudí (1852-1926)
- * Rafael Moneo (1937)
- * Santiago Calatrava (1951)

- Great Master Painters and Trends

- * Pablo Picasso (1881-1973)
- * Salvador Dalí (1904-1989)
- * Antonio López (1936)
- * Miquel Barceló (1957)

- The European Influence in Sculpture

- * Pablo Gargallo (1881-1936)
- * Eduardo Chillida (1924-2002)
- * Venancio Blanco (1931)

Bibliography

BRIGHTON, A., KLIMOWSKI, A. and APPIGNANESI, R. *Picasso for Beginners*.

Cambridge: Icon Books, 1995.

BROWING CHIPPE, H. and TUSELL, J. *Picasso's Guernica. History, Transformations, Meanings*. London: Thames and Hudson, 1988.

CALVO SERRALLER, F. *Del futuro al pasado. Vanguardia y tradición en el arte español contemporáneo*. Madrid: Alianza, 1988.

The FUNDACIÓ Antoni Tàpies, Barcelona. Barcelona: Fundació Antoni Tàpies, 2004.

GARCÍA MADARIAGA, L.I. *Panorama de la pintura española contemporánea*. Madrid,

1993.

HARRIS, D. *The Spanish Avant-Garde*. Manchester: Manchester University Press, 1994.

HERNÁNDEZ LEÓN, J.M. y M. LLIMARGAS i CASAS. *Arquitectura española contemporánea*. Barcelona: Lunwerg, 2007.

MARÍN-MEDINA, J. *La escultura española contemporánea (1800-1978). Historia y evaluación crítica*. Madrid, 1978.

MARISCAL, J. and DENT, E. *Javier Mariscal: Designing the New Spain*. New York: Rizzoli, 1991.

MODERNISMO. *Architecture and Design in Catalonia*. New York: Monacelli Press, 2003.

OSUNA LUQUE, C. *Introducción a la escultura española contemporánea*. Sevilla, 2002.

VIÑUALES, J. *Arte español del Siglo XX*. Madrid, 1998.

URRUTIA NUÑEZ, Á. *Arquitectura española contemporánea: documentos, escritos, testimonios inéditos*. Madrid: UAM Ediciones, 2002.

Assessment

Two exams will be set, one mid-way through the Course and the other at its conclusion.

Course GS-04 US-EUROPEAN RELATIONS SINCE WORLD WAR II
(45 contact hours)

Prof. Dra. Carolina García Sanz (cgarciasanz@us.es)
Prof. Dr. Santiago Navarro (snav@us.es)

Objectives

This Course will provide students with the theoretical framework necessary to help them think critically about transatlantic relations at many different, yet inter-related levels: political, military, security-based, cultural, and economic. The first part of the Course will focus on the historical context of this key network, while special emphasis will be placed on US-Spain relations. The second part of the Course will examine the institutions linked to the transatlantic agenda: of a political, security-based, and economic kind. The third part of the Course will focus on cultural issues, including public opinion and anti-Americanism. The last part of the Course will look at the future of the transatlantic relationship.

Course requirements

1. Attendance and participation: Students are expected to attend all classes in keeping with U. Sevilla's attendance policy. If there is justifiable reason for missing class, this information must be communicated to the proper authorities as required. Active participation in class discussions is expected.
2. Punctuality: Students should plan to arrive in class on time. If the door is closed, please avoid entering the classroom. Late arrivals count as absences.
3. Readings: Students will be expected to have undertaken all required readings *before* coming to class.
4. Mid-term and Final Exams: These will be taken in class, in the form of essay-based questions.
5. Essay and Presentation: Students will select a contemporary topic of interest in order to write a 10 page, double-spaced typed paper related to the transatlantic dialogue. The topic will be due for approval by the fourth week of the semester. The essay topic will outline the US and "European" perspectives regarding a current- events topic. This essay will also provide the basis for a class presentation of about 10 minutes in length. Students should provide an oral summary of their work rather than a recitation of the written paper. We will schedule the exact dates for these presentations at the beginning of the semester.
6. Academic Honesty: Students are expected to act in accordance with the University's standards of conduct concerning plagiarism and academic dishonesty.
7. Newspapers/Magazines: All students should read a daily newspaper, preferably one in Spanish if possible, as well as one from the United States. It is highly recommended that everyone begin to read THE ECONOMIST on a weekly basis. Here are some links which might be useful: www.elmundo.es; www.abc.es; www.elpais.es; www.economist.com; www.cnn.com; www.thenytimes.com; www.thewashingtonpost.com

Syllabus

I. HISTORICAL CONTEXT OF THE TRANSATLANTIC RELATIONSHIP
Course Introduction

NOTE: If you need a review on post WWII history, actors, and events, please read Stephen E. AMBROSE. *Rise to Globalism*. NY: Penguin Books, 1997, 8th ed.

Origins of the Transatlantic Relationship

Hook & Spanier, xiii-xvi, 1-23; Appendix I: U.S. Administrations since WW II;
Appendix II Chronology of Events, 378–393.

Sloan, Appendix B (Atlantic Community Chronology: 1941-2004).

In class: DVD: *45/85: America and the World*, Volume I

Documentary produced in 1985 (Ted Koppel and Peter Jennings).

Evolution of the Transatlantic Relationship

Gordon & Shapiro, Chapters 1 and 2.

Pastor, Chapter 6.

In class: DVD: *45/85: America and the World*, Volume II and III

Documentary produced in 1985 (Ted Koppel and Peter Jennings).

US-Spanish Relations: Then and Now

William Chislett, *Spain and the US: The Quest for Mutual Rediscovery*. Published by the Real Instituto Elcano (October 2005).

William Chislett, *Spain and the US: Close, Yet so Far*. Published by the Real Instituto Elcano (September 2006).

In class: DVD: Segments of *Bienvenido Mr. Marshall* (1953) directed by José Luis Berlanga.

ESSAY AND PRESENTATION TOPICS DUE

Problems in U.S.-European Relations

Layne, "America as European Hegemon," *American Foreign Policy*, 46-53.

Kagan, "Power and Weakness," in Foreign Affairs, *America and the World*.

Makins, Christopher J. "Power and Weakness" or Challenge and Response? Reflections on the Kagan Thesis," 16 February 2004.

Lieber, Chapter 4.

Sloane, Chapter 5.

Anne Applebaum, "'Old Europe' versus 'New Europe,'" Lindberg, 25-37.

In-class simulation: Prisoners' Dilemma.

II. INSTITUTIONS

NATO and European Security Institutions

Sloan, 3-11, 181-211.

Brimmer, "Seeing Blue: American Visions of the Europeans", 5-55.

Challiot paper 105, September 2007.

Transatlantic Transformation: Building a NATO-EU Security Architecture, edited by Atlantic Council, March 2006.

NATO charts and maps included in CD.

US-EU Relations

The Economist, "Fit at 50? A Special Report on the European Union," March 17,

2007.

NOTE: Review Sloan Appendix B for key historical events.

US-European Economic Relations

Quinlan, *Drifting Apart or Growing Together? The Primacy of the Transatlantic Economy*, 2003, Johns Hopkins University.

Transatlantic Leadership for a new Global Economy, edited by the Atlantic Council, April 2007.

Out-of-Area Issues: Russia

US Commission on Russia, *The Right Direction for US Policy Towards Russia*, March 2009

Legvold, "The Russia File", *Foreign Affairs*, July/August 2009.

Out-of-Area Issues: The Middle East

Congressional Quarterly, "US Policy in Iraq," February 2007.

Brookings Institute, "Which Path towards Persia?" June 2009, Introduction, Chapters 1, 2, 9 and "Conclusion".

Out-of -Area Issues: Turkey

Chislett, "The EU's Progress Report on Turkey's Accession: Derailment or Shunted into a Siding?", Elcano Document, November 2006.

Menon and Wimbush, "Is the United States losing Turkey?" Hudson Institute, March 2007.

Ruiz Jimenez, "Tackling Turkey's Image Problem in the EU," Washington Institute, April 2008

III. SOCIAL AND CULTURAL RELATIONS

Social and Cultural Relations

Lamo de Espinosa, *A Difference that Makes a Difference? The US and Europe on Values and Culture*, 2007 (Elcano document).

Graphics on authority, culture, values, survival and wellbeing.

Public Opinion and Anti-Americanism

German Marshall Foundation, "Transatlantic Trends 2008" Press release and summary.

Timothy Garton Ash, "The New Anti-Europeanism in America," Lindberg, 121-133.

The Economist, "Anti-Americanism on the Rise," January 2, 2003.

The Economist, "Against Anti-Europeanism," April 26, 2007.

"Will America's Image ever Recover in Europe," John Glenn, German Marshall Fund (2008)

Demography and Immigration

"Talking of Immigrants," *The Economist*, 1 June 2006.

"Suddenly the Old World Looks Younger," *The Economist* 14 June 2007.

IV. FUTURE AGENDA

Future of the Transatlantic Relationship

Gordon & Shapiro, 185-221.

Walter Russell Mead, "American Endurance," in Lindberg, 163-180.
Tod Lindberg, "The Atlanticist Community," in Lindberg, 215-235.
Joseph Nye, "Leadership and American Foreign Policy," conference comments.
CSCS/Elcano, May 2008.
Charles Kupcan, "The End of the West," *The Atlantic*, November 2002.

Bibliography

Required readings are indicated for each class session. Additional handouts may be distributed as the Course moves forward. Below are the complete references for the readings.

BEYOND Paradise & Power: Europe, America and the Future of a Troubled Partnership. T. Lindberg, ed. NY: Routledge, 2005.
A CENTURY'S Journey: How the Great Powers Shape the World. R. Pastor, ed. NY: Basic Books, 2000.
EAGLE Rules? Foreign Policy and American Primacy in the 21st Century. R.J. Lieber, ed. NY: Prentice-Hall; Woodrow Wilson Center, 2002.
GORDON, Philip H. and Jeremy SHAPIRO. *Allies at War: America, Europe, and the Crisis over Iraq.* New York: McGraw-Hill, 2004.
HOOK, Steven W. and John SPANIER. *American Foreign Policy since World War II.* Washington, DC: CQ Press, 2004, 16th ed.
KAGAN, Robert. *Of Paradise and Power: America and Europe in the New World Order.* NY: Vintage, 2004.
PERSPECTIVES on American Foreign Policy: Readings and Cases. B.W. Jentleson, ed. NY: Norton, 2000.
SLOAN, Stanley R. *NATO. The European Union and the Atlantic Community.* MD:Rowman & Littlefield, 2003.

Class Website

All the required readings are available on a CD. You may download and print out the readings if necessary at the photocopy store on campus. Please try to think green!!!! Additional readings and links will be added throughout the semester to keep the information as up-to-date as possible.

Some Relevant Links and Research Institutions on Transatlantic Relations:

Council On Foreign Relations: www.cfr.org

Centre for European Reform: www.cer.org

Center for Strategic and International Studies: www.ccis.org

The EU in the US: <http://www.eurunion.org>

The EU Commission's site for External Relations:
http://europa.eu.int/comm/external_relations/ and
www.ec.europa.eu/external_relations

Foreign Affairs Journal: www.foreignaffairs.org

United Nations: www.un.org

The Brookings Institute: www.brookings.edu

US International Affairs: www.state.gov/www/regions/internat.html

European Political Science resources: www.psr.keele.ac.uk/psr.htm

European Foreign Policy Unit at LSE:

www.lse.ac.uk/Depts/intrel/EFPUworkingpaperseries.html

Real Instituto Elcano: <http://www.realinstitutoelcano.org>

(You can also sign up for their bulletins and newsletters produced in Spanish and English.)

<http://www.realinstitutoelcano.org/insidespain.asp>-- This link is useful with regard to Spanish political issues and foreign policy in English.

Spanish Safe Democracy Foundation:

<http://spanish.safe-democracy.org>

Assessment

Active Participation: 20 %

Mid-term Exam: 25 %

Essay and Presentation: 25 %

Final Exam: 30 %

Course GS-05 INTERNATIONAL MARKETING

(45 contact hours)

Prof. Dr. Borja Sanz Altamira (borja@us.es)

Prof. Dr. Luis M. López Bonilla (luismi@us.es)

Objectives

The overall objective of the Course is to introduce students to the marketing decisions within an organization, from a global perspective. With this aim in mind, we will train participants to apply the basic concepts and techniques in marketing, so that they become familiar with the duties of a marketing manager. More specifically, students will be exposed to the development, evaluation, and implementation of marketing management in a global business environment.

Syllabus

This Core Course in Marketing has been structured in terms of four didactic Parts, each of them corresponding to 12 hours of class and made up of two Units. The four Parts are:

Part 1. To introduce the participant to the fundamental principles of marketing, to the basic concepts and tools used in marketing, and to the importance of building customer relations.

Part 2. To develop a marketing plan, including: the firm's operating environment (macroenvironment and microenvironment), SWOT analysis, marketing strategy elements (segmentation, targeting, and positioning), as well as marketing mix elements (product, price, place, and promotion). To this end, we will assist students in learning how to apply these concepts and to practice making decisions through in-class case analyses.

Part 3. To discuss how the international trade system, as well as economic, political-legal, and cultural environments affect a company's international decisions, to describe the key approaches to entering into international markets, to explain how companies adapt their mixes as far as international markets are concerned, and to identify the major forms of international marketing organization.

Part 4. To explain the importance of information for companies which expand their geographical market coverage, to define the international marketing information system, and to outline the steps in the marketing research process within a global environment.

PART 1. DEFINING MARKETING

Unit 1. Marketing Concepts

1.1. What Is Marketing?

1.2. Core Marketing Concepts.

1.3. Marketing Management Orientations.

Unit 2. Customer Relations Management

2.1. Customer Relations.

2.2. Consumer and Business Buyer Behavior.

2.3. The New Marketing Landscape.

PART 2. DEVELOPING A MARKETING PLAN

Unit 3. Environment and Internal Analysis

- 3.1. Executive Summary.
- 3.2. Situational Analysis.
- 3.3. SWOT Analysis.

Unit 4. Marketing Plan

- 4.1. Objectives.
- 4.2. Marketing Strategies.
- 4.3. Action Programs.
- 4.4. Implementation Controls.

PART 3. THE GLOBAL MARKETPLACE

Unit 5. To Be or Not to Be International

- 5.1. Global Marketing.
- 5.2. Looking at the Global Marketing Environment.
- 5.3. Deciding Whether to Go International and Which Markets to Enter.

Unit 6. How to Be International

- 6.1. Deciding How to Enter the Market.
- 6.2. Deciding on the Global Marketing Program.
- 6.3. Deciding on the Global Marketing Organization.

PART 4. MARKETING RESEARCH IN A GLOBAL ENVIRONMENT

Unit 7. International Marketing Research

- 7.1. Complexity of International Marketing Research.
- 7.2. Importance of Research for International Marketing Decisions.
- 7.3. The International Marketing Information System.
- 7.4. Designing International Marketing Research.

Unit 8. International Information Sources

- 8.1. Data Sources.
- 8.2. Nonsurvey Data Collection Techniques.
- 8.3. Survey Instrument Design.
- 8.4. Analysis of Multicountry Data.

Through cases and through an in-depth semester project, students will be given opportunities to perform the role of a marketing manager.

Bibliography

- ARMSTRONG, G. and KOTLER, P. *Marketing: An Introduction*. Prentice Hall (Pearson Educational International), 2005, 7th int. ed.
- CRAIG, S. and DOUGLAS, S. *International Marketing Research*. John Wiley & Sons, 2005, 3rd ed.
- BRADLEY, F. *International Marketing Strategy*. Prentice Hall (Pearson Educational), 1999, 3rd ed.
- KOTABE, M. and HELSEN, K. *International Marketing*. SAGE Publications, 2009, 1st ed.
- KOTLER, P. *Marketing Management*. Prentice Hall (Pearson Educational International), 2003, 11th int. ed.
- KOTLER, P. and ARMSTRONG, G. *Principles of Marketing*. Prentice Hall (Pearson

Educational International), 2008, 12th ed.

ONKVISIT, S. and SHAW, J. *International Marketing: Strategy and theory*. Routledge, 2009, 5th ed.

WILSON, R., C. GILLIGAN. *Strategic Marketing Management*. Elsevier, 2005, 3rd ed.

Grading System (Evaluation)

Didactic Sign-posted Examinations	50% (each Part represents 25%)
Presentation of a group paper	40% (International Marketing Plan)
Class attendance	10%

Course GS-06 SPANISH CUISINE SPANISH CUISINES
(A cultural approach to the History of food and cooking in Spain)
(45 contact hours)

Prof. D. Luis Laplaza (api@arrakis.es)

Prof. D. Eduardo Jordá (eduardojorda1@yahoo.es)

Substitute Lecturer: Dña. Montserrat Izaguirre (izaguirremon@gmail.com)

Colaboradores: Antonio Tirado Martín, enólogo y sumiller.
Ángel Custodio Ruiz Martínez, chef.

Objectives

This course is designed as an introduction to the diversity of Spain's cuisine. It is not intended to cover all aspects of Spanish cooking, but rather as an appetizer which will seduce you with its appearance, aromas and tastes, making you hungry to learn more about Spain's gastronomic achievements.

Methodology

The course will consist of two distinct parts. A theoretical part in which we will study the origins and development of some products and "processes of transformation" of food in Spain. The other part will be practical, and will consist in cooking a series of recipes that belong to the Spanish cuisine tradition and culture.

Preliminaries

Introduction: What is food? What is cooking?

Part one

- 1) Introduction to the geographic diversity of Spain and some of its unique culinary traditions and habits
- 2) Visitors and invaders
- 3) Spices from the east
- 4) The revolution came from the West: Colonial influence

Part two: From Roncesvalles to Santiago.

Eating and cooking along "El Camino de Santiago"

- 5) An starter: "Navarra, neither province nor region"
- 6) Basque Country/Basque Universe: (Where excellence and simplicity are the rule)
- 7) Galicia: "The finis Terrae"

Part three: A unique case

- 8) Hoyas y Cocidos: The ritual of the three rollovers and the Jewish influence

Part four: The excellence of Mediterranean Diet

- 9) Myth and reality of the Mediterranean Diet
- 10) Olive oil (cata /oil tasting)
- 11) Cataluña y los Países Catalanes: the flavour of the Mediterraneum.

Part five: cooking and eating in Andalucía

- 12) Cuisine during Xmas (Fall) Cuisine during lent (Spring)
- 13) Gypsy-inspired cuisine
- 14) Andalucía: From tradition to modernity

Part six: Other topics

- 15) La Mancha: cooking and eating in Don Quixote
- 16) LA MESTA: sheep, shepherds, cheeses and migas/ bread crumbs.
(cata/cheese tasting)
- 17) The Spanish miracle: “Dehesas” and the Iberian Pig.

Part seven: preserving and recycling

- 18) Introduction to the art and science of preserving and recycling
- 19) A word on salazones, ahumados, encurtidos, embotados y mermeladas
- 20) Left overs based cuisine: Migas, Croquetas, kalatrava, sopas de ajo y sopas de tomate...

Part eight: An aside

- 1) Wine: Vine, Vineyards and Wine, from the altars to the temples of gastronomy
- 2) Mushrooms

Visitas

Mercado de abastos y supermercado

Museo Arqueológico y Museo de Artes y Costumbres Populares

Escuela de Hostelería

Vocabulary the program will include a list of culinary terms, and idioms

Bibliography

Readings

We will use a list of selected readings in English

Evaluation

20% Active Participation in class/portfolio with recipes cooked in class including: ingredients, notes on how to make it and a historical perspective + report on visit to the market + visit to the museums

25% Midterm

25% Paper

10% Oral presentation

20% Final exam

Course GS-07 PHOTOGRAPHY: THEORY AND TECHNIC PHOTOGRAPHY
(45 contact hours)

Prof. D. Pablo Martínez Cousinou (pmartinez1@us.es)
Prof. D. David Montero S. (davidmontero@us.es)

Introduction:

This unit combines a theoretical and practical approach to contemporary photography, paying special attention to Spanish photography. Using slide presentations and group discussion, we will outline an itinerary throughout the main movements in the history of the medium and its evolution until today. There will be practical exercises about each of the genres discussed. The tutor will supervise and co-edit during the course every single student final project.

Aims:

- Develop technical and photographic skills.
- Foster an analytic approach to contemporary images
- Understand the possibilities of photography as a way of expression and information.
- Develop the student knowledge of photography's history.
- Improve social and workgroup skills.

Methodology

The classes are based in a participative method which fosters a proactive role among students, through activities such as debates and group analysis on a number of subjects such as history, aesthetic principles, main authors, etc...

Course Contents

1. - INTRODUCTION. THE WORLD IN PICTURES. PHOTOGRAPHY APPLICATIONS AND USES

- Revisiting the invention of photography
- Politics of representation. Photography's "true-effect"
- Information vs. communication vs. knowledge
- Telling stories through photography. Framing up reality.
- History of Photography I. From 1839 to the Brownie Cameras.
Practice: First Photo-walk (creative use of camera controls)

2. - TECNICAL FOUNDATIONS AND DIGITAL PHOTOGRAPHY I

- The eye and the camera
- The "camera obscura" and the latent picture
- Understanding light
- Differences and similarities between analogical and photography
- How does digital photography work?
- Images files (Raw, Tiff, Jpg, etc)
- Workflow
- Developing Raw archives
- Picture optimization and retouching
- Size of images
- Digital Black and White

Practice: Introduction to GIMP

3. - FORMATS AND OPTICS

- Cameras: small, medium and large format
- Different types of lenses and its meaning

Practice: Street Photography / Snapshot

Practice: Introduction to GIMP II

4. - HISTORY OF PHOTOGRAPHY (II)

- From the early 20th century to the 1960s.

Practise:

5. - PORTRAIT PHOTOGRAPHY

Practice: *Me, myself and I*

6. - LANDSCAPE AND ARCHITECTURE PHOTOGRAPHY

Practice: *Communication/ Leisure time*

7. - HISTORY OF PHOTOGRAPHY (III)

- From the 1960's to the present day.

Practice: Fiction

8. - DOCUMENTARY PHOTOGRAPHY

- Truth as appearance
- The document as witness

9. - PHOTOGRAPHY AND MEDIA

- Multimedia as an still picture based language
- Still and moving image. Photography and film language.
Case Study: Chris Marker *La Jetée*.
- Photography and Social Networks

11. - CONTEMPORARY SPANISH PHOTOGRAPHY

- From the revolts against Francoism to mass culture after the political Transition.
- Democracy and Postmodernism in Spain
- Present context

Practice: Student presentations

12. - PHOTOGRAPHIC ESSAY

- The editing process
- Final photo project

Practice: Student presentations and conclusion.

Unit Assessment

We will follow a continuous assessment based in different practical and theoretical work during the course and the realization of one final project.

There will be a midterm assessment on the theoretical contents seen up until that point. It will be based on a 10 minutes oral presentation.

The tutor will supervise and co-edit during the final project.

The student's mark will depend upon:

Participation during seminars 10 %

Practical work 30 %

Oral and slide presentation 30 %

Final project 30 %

Bibliography:

Books:

- Angeletti, Norberto (2010): TIME: The Illustrated History of the World's Most Influential Magazine. Rizzoli International Publications Inc. New York
- Beardsworth, John (2007): Advanced Digital Black and White photography. The Ilex Press Limited.
- Benjamin, Walter, 'The Work of Art in the Age of Mechanical Reproduction', in Illuminations, ed. Hannah Arendt, trans. Harry Zohn, New York: Harcourt Brace & World, 1955.
- Berger, John Ways of Seeing. London: [British Broadcasting Corporation](#) and [Penguin Books](#) (2007(2000)). Modos de ver. Barcelona, Gustavo Gili.
- (2006 (1972)). Sobre las propiedades del retrato fotográfico. Gustavo Gili. Barcelona.
- Bright, Susan (2005) Art Photography Now. Aperture. New York
- Capa, Robert (2009) Slightly out of focus. La Fábrica. Madrid.
- Cartier-Bresson, Henri (2001)The decisive moment. Aperture
- Dondis, D.A. (2002) A Premier of Visual Literacy. Gustavo Gili. Barcelona
- D'Ors, Mauricio (ed.). (2005). Pérez Siquier La Mirada. Ed. Lunwerg. Barcelona.
- Easterby, John (2010): 150 Photographic Projects for Art Students. Quarto Inc. London
- Fisher, Andrea. Let us now praise famous women: women photographers for the U.S. government, 1935 to 1944: Esther Bubley, Marjory Collins, Pauline Ehrlich, Dorothea Lange, Martha McMillan Roberts, Marion Post Wolcott, Ann Rosener, Louise Roskam. London; New York: Pandora Press, 1987. 160 p
- Foncuberta, J. (2010).La cámara de pandora. La fotografía después de la fotografía. Editorial Gustavo Gili. Barcelona.
- Freund, G. (2001(1974)). Photography and society.(La fotografía como documento social. Barcelona, Gustavo Gili)
- González, Chema (2009) Walker Evans. Cuaderno nº 37. Fundación Mapfre. Madrid.
- Hill, P. C., Thomas (2001(1979)). Diálogos con la fotografía. Barcelona, Gustavo Gili.
- Kobre, Kennteh (2004) Photojournalism: the professionals' approach. Elsevier Inc. San Diego
- Ledo Andión, M. (1998). Documentalismo Fotográfico. Madrid, Cátedra.
- Ledo Andión, M. (2005). Cine de fotógrafos. Barcelona, Gustavo Gili.
- López Mondéjar, P. (1999). 150 años de fotografía en España. Barcelona, Lunwerg Editores S.A.
- López Mondéjar, Publio: Historia de la fotografía en España. Lunwerg.Madrid, 1999.
- Mayer, Marcos (2004): John Berger y los modos de mirar. Campo de ideas. Madrid.
- España. Lunwerg. Madrid.
- Meiselas, Susan (2009): In History. International Center of Photography. STEIDL. Göttingen
- Newhall, B. (1988 (1937)). The history of photography : from 1839 to the present. Little, Brown. Boston.
- Pomés, Leopoldo (2001) Toros. Centro Andaluz de la Fotografía. Almería.

- Ribalta, Jorge (2008). El archivo universal. Texto para la exposición del mismo nombre. MACBA. Barcelona.
- Rubio, Oliva María (2007) Momentos estelares. La fotografía en el siglo XX. Círculo de Bellas Artes. Madrid.]
- Sontag, S. (2003): Regarding the pain of others. Farrar, Straus and Giroux, New York.
- Sontag, S. (1973) On Photography. Picador USA. New York
- Souguez, Marie -Loup (1994). Historia de la Fotografía. Madrid, Cátedra.
- Souguez, Marie -Loup (2007). Historia general de la fotografía. Madrid, Ediciones Cátedra (Grupo Anaya S.A.).
- VV.AA. (1996). Retrats: fotografía española, 1848 - 1995. Fundación Caixa de Catalunya. Barcelona.

MAGAZINES:

Docummentary Photography

www.ojodepez.org - Ojo de Pez Magazine - Barcelona

www.privatephotoreview.com

www.7punto7.net - 7 Punto 7 Magazine. Madrid

www.bjp-online.com - British Journal Of Photography - London

Camera Internacional

www.photovision.es -Revista Photovision - Sevilla

www.ingentaconnect.com (Photography and culture) Photography And Culture Magazine

Art

www.exitmedia.net (Exit Book y Exit Express)

www.camera-austria.at Camera Austria Magazine

Tecnique:

<http://foto.difo.uah.es/curso/index.html>

Other:

Centro Virtual Instituto Cervantes

<http://cvc.cervantes.es/artes/fotografia/default.htm>

Analysis of artistic photography. Castellón University (Jaume I)

http://www.analisisfotografia.uji.es/root2/intr_ingl.html

Films:

CONTACTS Idea by William Klein

ROBERT FRANK FILMOGRAPHY

LIFE THROGH A LENS Annie Leibovitz

WAR PHOTOGRAPHER James Natchwey

BLOW UP Michelangelo Antonioni

HOCKNEY (David) - On Photography

SUMO- Helmut Newton

THE GENIUS OF PHOTOGRAPHY - BBC

Additional reading

Students can get hold a number of articles and texts at Faculty Copy Center. Some of these will also be made available by the unit coordinator on line.

Activities

Visits to exhibitions, museums, institutions and cultural heritage places:

Photo walks: Knowing the city. Technical basis.

- Camera Oscura (Cádiz) - Torre de los perdigones (Seville)

Visiting exhibitions:

- CAAC Andalusian Center for Contemporary Art (Seville)

- Forestier Historical Garden. University of Seville (Seville)

- Guadalquivir River and its surroundings

- Museo de la Autonomía de Andalucía, etc...

**Course GS-09 POLITICS ON THE BIG SCREEN: FILM AS PROPAGANDA
THROUGHOUT HISTORY (45 contact hours)**

Prof. Dr. Carolina García Sanz (cgarciasanz@us.es)

Prof. Santiago Navarro de la Fuente (snav@us.es)

Objectives

This course presents an introduction to the use of cinema throughout history as a medium for the transmission of political ideas, values, and attitudes. It follows a chronological approach, taking students from the beginning of the 20th century to modern-day film with a threefold objective. First, to introduce students to the concept of propaganda, the theoretical models regarding its methods and effectiveness, and its applications in audio-visual media. In the second place, to approach the History of the last century through case studies, by analysing each film screened in its specific historical context and by understanding movies both as products and as contributors of the culture surrounding them. Lastly, to foster critical analysis regarding the role of cinema in transmitting ideas and attitudes, as well as the ability to identify underlying messages in filmic production.

Specific goals:

- Students will become familiar with the origins of political propaganda, its techniques and its historical evolution.
- Students will be introduced to the exploitation of cognitive biases underlying the successful use of propaganda.
- Students will be provided with the analytical tools to identify the differences between information and propaganda, as well as propaganda techniques at work in past and current mass media.
- Students will become familiar with the propaganda of distinct historical contexts throughout the twentieth century.
- Students will be able to understand how film language can be used for propaganda purposes.
- Students will be invited to analyse and evaluate the role of film propaganda as a means for transmitting political values, attitudes, ideas or convictions and to discuss the extent of its effectiveness.
- Students will be able to understand and analyse film as inseparable from the historic context in which it is produced.
- Students will acquire the ability to critically analyse films in order to detect underlying messages in their plot, characterization, and technique.
- Students will be provided with an awareness of the enduring use of cinema for propaganda purposes after and beyond their intensive use by totalitarian regimes.

Methodology

Each week, the course will combine theoretical lectures (including powerpoint presentations), in-class activities, the screening of films as case studies, and active discussion of the use of propaganda in specific historical contexts. Typically, one in-class screening will take place per topic. Light reading assignments will be used as preparation for class discussion.

Syllabus

1. Introduction. What is propaganda and how does it work? Cognitive biases and

propaganda. The evolution of propaganda throughout history. Cinema as propaganda.

2. Early propaganda films.

3. The importance of propaganda in “total war”: propaganda films of World War I.

4. Revolution and totalitarianism on the big screen: propaganda films in the Soviet Union.

5. National Socialist film propaganda: the use of cinema by the Third Reich

6. The war front and the home front: propaganda in Allied documentary films of World War II.

7. Hollywood and World War II: commercial hits and wartime propaganda.

8. The Cold War, McCarthyism, science fiction and propaganda.

9. Current-day cinema (I): propaganda in the new “comic documentary”

10. Current-day cinema (II): social realism or propaganda?

Bibliography

Given the structure of a course centered on case studies, students will be provided with specific readings for each topic. Nevertheless, the following is valuable as a general reference:

Reeves, N.: *The Power of Film Propaganda: Myth or Reality?* London: Cassell, 1999.

Assessment

20%: Continued attendance and participation in class activities and discussion

25%: Mandatory final essay (topic must be submitted for approval)

25%: Mid-term exam

30%: Final exam