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AmeriSpan Academic Programs Buenos Aires, Argentina and Santiago, Chile

Objective:

To provide the student with all necessary tools to perform in beginner, intermediate or advanced level in the Spanish language. To accomplish this objective, we qualify the student in grammar, vocabulary, reading and pronunciation.

Beginner	Intermediate	Advanced	Upper advanced
1A, 40 hrs 1B, 40 hrs 2A, 40 hrs 2B, 40 hrs	1A, 40 hrs 1B, 40 hrs 2A, 40 hrs 2B, 40 hrs	1, 40 hrs 2, 40 hrs	40, 60, 80, 100 & 120 hrs

Complementary Spanish courses:
Class hours may vary between 20-100 hrs
1.- Advanced Spanish with major in MEDICINE
2.- Advanced Spanish with major in LITERATURE
3.- Advanced Spanish with major in COMPOSITION AND ESSAY
4.- Advanced Spanish with major in LATIN AMERICAN CULTURE
5.- Advanced Spanish with major in BUSINESS AND ECONOMICS
6.- Advanced Spanish with major in LAW

Essential requirements to pass courses:

Final examination grade: 75%
 Attendance: 75%

“Beginner 1A” Curriculum

LESSON 1: At the school
 Alphabet
 Vocabulary: the school
 Personal pronouns
 Verbs “SER” and “ESTAR” (conjugation and differences)
 Useful expressions for class

“Beginner 1A” Curriculum (continued)

LESSON 2: Shopping

Verb “TENER”

Vocabulary: calendar

“Cuánto, cuánta, cuántos, cuántas” (how many – how much)

Indefinite articles

LESSON 3: Materials

Possessive adjectives

Number

Vocabulary: materials

Questions with “de qué / de quién / de dónde”

LESSON 4: Numbers

Numbers

Numeral expressions

Dates

Hours

LESSON 5: Argentina

Regular conjugation

Irregular verbs

Frequency expressions

Interrogative adverbs

LESSON 6: The Mayas

Adjective

Adjectives with and without feminine

Adjectives of religion, politics

Opposite adjectives

“También / tampoco”

LESSON 7: Professions

Vocabulary: professions

Adjective grades

Irregular comparatives

Expressions with the verb “tener”

Expressions for locations

“Beginner 1B” Curriculum

LESSON 1: A journey to the past

Situations using simple past (preterit)

Preterit conjugations (regular and irregular)

Situations using imperfect

Imperfect conjugations (regular and irregular)

“JUGAR”, “PONER”, “TOCAR”

LESSON 2: Chile

Practice of past tenses

Role play based on present tense and both past tenses

Prepositions “PARA”, “POR”

Practice of prepositions

Text: Chile

“Beginner 1B” Curriculum (continued)

LESSON 3: Venezuela
Vocabulary: fruits and vegetables
Verbs “PEDIR” and “PREGUNTAR”
Role play on teacher’s choice

LESSON 4: The weather
Third person verbs
Revision of past tenses
Brief text and conversation on teacher’s choice

LESSON 5: At the restaurant
Demonstrative adjectives
Demonstrative pronouns
Vocabulary: food
Restaurant expressions
Text: Food in Latin America

LESSON 6: Carnival in Río
Expressions to ask permission
Correlative conjunctions
Text: Carnival in Río
Practice of prepositions

LESSON 7: The Aztecs
Listening comprehension
“PERO”, “SINO”, “EXCEPTO”
Text: (depending on teacher’s choice)
Conversation: (depending on students’ choice)

“Beginner 2A” Curriculum

LESSON 1: Legends
Text: Legends
Definite article
“Hay que”

LESSON 2: Mexico
Reflexive verbs
Verb + preposition + noun
Using “TÚ”, “USTED”

LESSON 3: Time machine
Formal future
Future tense for irregular verbs
Informal future
Role play for practicing future tense
Present tense as a future

“Beginner 2A” Curriculum (continued)

LESSON 4: The World
Impersonal “SE”
Vocabulary: nationality
Role play: (interview – the world) or role play: (the store)
Vocabulary: clothes
Rumor expressions
Expressions used on the telephone

LESSON 5: Looking for a job
The résumé
Prepositions “PARA”, “POR”
Text: Vacations in Latin America
Role play: interview for getting a job

LESSON 6: The human body
Vocabulary: the human body
Reciprocal “SE”
Reciprocal expressions

LESSON 7: The family
Third person verbs
Vocabulary: the family
Adverbs
Expressions for shopping
Role play: difficult situations

“Beginner 2B” Curriculum

LESSON 1: Mapuches
Present continuous
Past continuous
Past inside past tense
Expressions for opinion
Text: the mapuches

LESSON 2: The horoscope
The horoscope
Verbs “SABER”, “CONOCER”
Role play: tarot

LESSON 3: The house
Vocabulary: the house
Indefinite adjectives and pronouns
Listening comprehension (brief video or song on teacher’s choice)
Courtesy expressions

LESSON 4: The city
Vocabulary: the city
Prepositional phrases and connectors
Composition (topic on student’s choice)
Using prepositions “PARA” and “POR”

“Beginner 2B” Curriculum (continued)

LESSON 5: Easter Island

Text: Rapa Nui

Reading comprehension

Adverbial phrases with preposition “A”

Adverbial phrases with preposition “DE”

Adverbial phrases with prepositions “EN” y “POR”

LESSON 6: Difficult situations

Conditional tense (use)

Conditional tense, conjugation (regular and irregular verbs)

Role play: difficult situations

Similar words: paronym, homonym, homograph, etc.

LESSON 7: The Chupacabras

Text: the Chupacabras

Diacritic accent

Verb + preposition + infinitive verb

Revision of prepositions

Revision of all tenses (present, both past tenses, continuous and conditional tenses)

Text for practicing tenses

Presentation of any topic, prepared by students the day before

“Intermediate 1A” curriculum

LESSON 1:

Conjugation for imperfect tense

Imperfect tense for “ser”, “ir” y “ver”

Using the imperfect

Regular conjugation for preterit

Using the preterit

LESSON 2:

Preterit tense for irregular verbs

Verbs with the same root

Latin American culture: Text about Uruguay

“Hay”, “había” and “hubo”

LESSON 3:

Possessive adjectives

Possessive pronouns

Demonstrative adjectives

Demonstrative pronouns

Neuter pronouns

Latin American culture: The Incas

LESSON 4:

Using “Lo”:

“Lo que”

“Lo” + adjective

“Lo” + adverbs

“Intermediate 1A” curriculum (continued)

LESSON 5:

Reflexive verbs:

Usual activities

Reflexives with different meaning

Reflexives indicating physical, emotional and social changes

LESSON 6:

Prepositions indicating the location of objects

Prepositional phrases

Prepositions of location

“Para” and “por”

LESSON 7:

Subjunctive in present tense (regular conjugation)

Subjunctive in present tense (irregular conjugation)

Special cases for the conjugation

“Intermediate 1B” curriculum

LESSON 1:

Using subjunctive:

Wishes, doubts and negative, needs

Subjunctive with emotion expressions

Subjunctive and negatives

Subjunctive with other expressions

“Ojalá”

Impersonal form of subjunctive

Subjunctive with unknown antecedent

LESSON 2:

Expressions requiring subjunctive:

Way or measure

Time

End

Condition

With the idea of future

LESSON 3:

Imperative

Formal and informal mandates

Formal and informal irregular mandates

Latin American culture: Cookery recipes

Negative mandates

LESSON 4:

Complements and pronouns:

Direct object

Pronominal objects

Indirect object

Pronominal objects

Using “Le” and “Les”

“Intermediate 1B” curriculum (continued)

LESSON 5:

Equality comparatives
Inequality comparatives
Adverb

LESSON 6:

“Pero”
“Sino”, “Sino que”
“Aunque”
Conjunctions “y”, “ni” and “o”
“Excepto”, “salvo” and “sin embargo”

LESSON 7:

Apocopated form
Placing the nouns
Using infinitive inside a phrase
Intransitive verbs

“Intermediate 2A” curriculum

LESSON 1:

Imperfect tense of subjunctive (conjugation)
Connection between past tenses using imperfect tense of subjunctive
Special cases

LESSON 2:

Using the imperfect tense of subjunctive:
Connection between past tenses and influence verbs
Imperfect subjunctive with emotion expressions
Imperfect subjunctive with negatives
Imperfect subjunctive with impersonal expressions
Imperfect subjunctive in expressions with “dar”
“Ojalá”
Imperfect subjunctive with other expressions

LESSON 3:

Expression for hypothesis in present tense
Phrases with the imperfect of subjunctive and simple conditional
Courtesy expressions with the imperfect of subjunctive and conditional

LESSON 4:

Present perfect indicative:
Conjugation and use
Reflexive in the present perfect
Regular participle
Irregular participle
Participles for different uses

“Intermediate 2A” curriculum (continued)

LESSON 5:

Present perfect subjunctive
Expressions for the present perfect subjunctive
Impersonal forms
Past perfect indicative
Latin American Personages: Fidel Castro

LESSON 6:

Expressions requiring subjunctive
Latin American Personages: Augusto Pinochet, Coup d'état and military government

“Intermediate 2B” curriculum

LESSON 1:

Passive voice
Temporal expression using passive voice
Using passive voice

LESSON 2:

Prepositions when using verbs:
“A”, “CON”, “DE”, “EN”, “POR”:
Verbs with multiple meanings

LESSON 3:

Logical connectors:
Addition
Opposition
Causality
Temporality
Explanation

LESSON 4:

Expression for the possibility
Using “Si”
Correlation between present and present in a phrase
Correlation between present and future in a phrase
Future perfect

LESSON 5:

Expression for hypothesis in past tense
Past perfect subjunctive and conditional perfect in a phrase

LESSON 6:

The correct use of “ser” and “estar”
Real, imaginary and conditional time
Using gerund
Using “haber”
Using “hacer”
Using “que”
Using “sino” and “si no”

“Advanced 1” curriculum

LESSON 1: SCIENCE / ARTS

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 2: SINGLE / MARRIAGE / DIVORCE

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 3: MALE CHAUVINISM – FEMINISM

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 4: RELIGION

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 5: ASTROLOGY / SUPERSTITION

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 6: ABORTION

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 7: EUTHANASIA

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

“Advanced 2” curriculum

LESSON 1: AS THEY SEE YOU, THEY TREAT YOU

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 2: CENSORSHIP

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 3: ENVIRONMENTAL ISSUES

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 4: PETS

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 5: HOW AM I?

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 6: SUICIDE

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

LESSON 7: EDUCATION AND HEALTH IN LATIN AMERICA

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice

“Upper Advanced” curriculum

LESSON 1: TOTALITARIAN REGIMES IN LATIN AMERICA

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 2: HUMAN RIGHTS

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 3: DISCRIMINATION

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 4: THE MEDIA

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 5: POLITICS AND ECONOMY IN LATIN AMERICA

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 6: DEATH PENALTY

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

“Upper Advanced” curriculum (continued)

LESSON 7: LATIN AMERICAN CULTURE

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 8: HERITAGE AND THE ENVIRONMENT

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 9: LATIN AMERICAN POETRY

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 10: THE FOURTH POWER

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 11: PROSTITUTION

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 12: LATIN AMERICAN PERSONAGES

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

“Upper Advanced” curriculum (continued)

LESSON 13: THE ADVERTISING MESSAGE

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 14: THE CINEMA AND ITS SYMBOLS

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

LESSON 15: COMICS

Revision of grammar
Vocabulary based on the subject
Reading comprehension
News reading
Oral practice
Written expression

INTERMEDIATE – ADVANCED SPANISH CURRICULUM WITH MAJOR IN MEDICINE

This curriculum is intended to provide the student with all the basic tools to perform well in this area in conversations with Spanish speakers. Therefore, it consists of practical materials only.

Unit 1: Doctor’s appointment

- "Tú", “usted”
- Personal details: name, address, age, family, etc.
- Simple orders
- Verbs “tener”, “ser”, “estar”
- The Health system in Latin America
- How to describe the way a person feels: verb “doler”
- Family
- Physical description

Unit 2: The human body

- Body parts
- Reflexive verbs
- Verbs related to the human body

Unit 3: Food and nutrition

- Food and nutrition
- Related verbs
- Latin American food
- “Hace” + “que”
- Prescription of medicaments
- Telling time. Expressions
- “Antes de”, “después de”

Unit 4: **Contagious diseases**

- Vaccination / Injection
- Verb "Poder"
- Related verbs

Unit 5: **At the Emergency room**

- Emergencies
- Symptoms
- Related verbs

Unit 6: **Drug problem and alcoholism**

- Drugs and alcohol
- Related verbs

Unit 7: **Maternity**

- Pregnancy
- Contraception methods
- Related verbs

Unit 8: **Chronic diseases**

- Cancer
- AIDS and other sexually transmitted diseases
- Related verbs

INTERMEDIATE – ADVANCED SPANISH CURRICULUM WITH MAJOR IN COMPOSITION

This curriculum is intended to provide the student with all the necessary tools to accomplish the following objectives:

- 1-To obtain competencies in order to write texts in Spanish
- 2-To know the rules for using the morphological categories of Spanish and their syntactic connections in depth
- 3-To deepen the notions for the different literary genres
- 4- To obtain competencies for write non-literary texts of all kinds

DEVELOPMENT

Unidad 1: Morphological categories. Connections

A- Concordance

- Gender and number
- Subject and verb
- Tacit subject
- Impersonal sentences: "Hacer" y "haber" with no subject
- Sentences using passive voice
- Ellipsis
- Non-verbal predicates

B- Verbal correlations

- Indicative mode: correct use, most frequent mistakes
- Subjunctive mode: correct use, most frequent mistakes
- Conditional mode: correct use, its connection with subjunctive. Conditional clause
- Tenses in the context
- Internal consistency of verb tenses
- Direct and indirect style

Unidad 2: Coherence and consistency

A- Pronoun

- Definition
- Classification
- Importance of occasional meaning
- Personal pronoun and its importance for narration
- Relative pronoun as a relation form

B- Connectors

- Definition
- Classification
- Logical connectors
- Role of integration for connectors in textual dynamics

C- Coherence

- Grammatical coherence: most important cases
- Lexical coherence: most important cases
- Correction of the most frequent mistakes

D- Consistency

- Truth and validity
- Conflicting judgments and contradictory judgments
- Line of argument
- Deductive and inductive logics: textual examples

Unidad 3: Literary and non-literary texts

A- The language

- Communication elements
- Levels of language
- Connotative and denotative language
- Functions of language

B- Types of text

- Superstructure: all the five classes
- Organization of a written text
- Preparation of a monograph
- The epistolary text
- A family letter
- Formal letter: introduction
- The work letter
- Frequent mistakes in the presentation
- Rewriting work

C- Literary genres

- Narrative
- Novel and tales
- Structure
- Characters
- The narrator's position: point of view
- The essay
- Poetry

- Verse and prose
- Style resources
- Rhyme and free poem
- The theater: elements for a drama
- Tragedy
- Comedy
- Drama
- The monologue

D- Composition

- Creativity: techniques
- The value of the aesthetics
- The description
- The narration
- The dialogue

IMPORTANT: the program is intended to accomplish the following ratio: 30% of theory, 70% of practice.

EVALUATION: the students must have a record with the practical exercises for each of the theoretical points in the curriculum.

These requirements are mandatory to pass the course:

- The full record must be presented. All of the works in it must be previously approved.
- A final piece of work based on a subject inside the program on the student's choice. The teacher in charge will correct and review the grammar and style of this piece of work.

INTERMEDIATE – ADVANCED SPANISH CURRICULUM WITH MAJOR IN LITERATURE IN SPANISH LANGUAGE

OBJECTIVES:

This course was designed to provide the student with general knowledge about literature in the Spanish language, especially Spanish American and Chilean in the XX Century. With this course, the student must be able to:

- 1- Identify the most important contemporary literary tendencies for the Spanish language and its Spanish American and Chilean representatives
- 2- Appreciate stylistic and thematic contributions of the written literature in Spanish language, as well as the geographical, cultural and social contexts for its production
- 3- Enhance the ability for the reading comprehension in Spanish language
- 4- Enhance the ability for making interpretative analysis and aesthetic appraisal of all the readings

DURATION

Three weeks of classes (60 hours)

DEVELOPMENT

Unidad 1: Historical and literary background

1. - Approximation to “El Quijote de La Mancha”
 - a. Sociocultural context of its writings
 - b. Main characteristics
 - c. Repercussion throughout the literature of the Spanish language

2. – Modernism
 - a. The first Spanish American literary movement
 - b. Rubén Darío
3. - Contemporary Spanish American literature
 - a. Features: novel, tales, poetry, essay

Unidad 2: Spanish American and Chilean literature

1. - Narrative:
 - a. Tales and microtales:
Typology, characteristics, main topics
Authors: Julio Cortázar, Jorge Luis Borges, Marco Denevi, Alejandro Jodorowsky, Poli Délano
 - b. Novel: Historical context, style, main topics
Authors: Gabriel García Márquez, Mario Vargas Llosa, José Donoso, Francisco Coloane, Luis Sepúlveda, Isabel Allende
2. - Poetry:
 - Historical context, characterization, main topics
 - Main exponents in Latin America: César Vallejo, Octavio Paz, Mario Benedetti
 - Main exponents in Chile: Gabriela Mistral, Pablo Neruda, Vicente Huidobro, Pablo de Rokha, Juan Guzmán Cruchaga, Gonzalo Rojas, Jorge Teillier, Nicanor Parra

EVALUATIONS

- Personal readings class after class
- Individual and group interpretative analysis. Comments and opinions
- A weekly guide for the reading comprehension 70%
- Written exam 30%

INTERMEDIATE – ADVANCED SPANISH CURRICULUM WITH MAJOR IN LATIN AMERICAN CULTURE

OBJECTIVES

- a- To know and to add the cultural vocabulary in Spanish
- b- To approach the Latin American culture in a general perspective and especially to South America
- c- To express fluent in Spanish in a specific cultural context

DEVELOPMENT

1 – Linguistic aspects

Most frequent terms used in the Latin American cultural context: literature, folklore, music, important figures, traditions, cinema.

CONTENTS

Literary movements

- Contemporary authors with a critical perspective of the social and political context in Latin America: the Boom in Latin American literature: Mario Vargas Llosa, Gabriel García Márquez, Carlos Fuentes y Octavio Paz, among others.
- Present authors: Jaime Bayle, Alberto Fuget, Roberto Bolaño
- Chilean Poetry: Pablo Neruda, Gabriela Mistral, Vicente Huidobro

Important revolutions and dictatorial regimes

- Revolutions and dictatorial regimes and its repercussion in South American culture
- Simón Bolívar, "El Che" and other key and important figures in Latin American history

Activity:

- Showing of the films "Diarios de motocicleta" and "Machuca"
- Discussion about the movements emerged in the XX Century and their consequence in culture
- Essay: a parallel between the student's country, its politics, crisis, changes, and the most appealing moment in this unit of study

Music and folklore

- A trip around the music and its legacy in this continent, its greatest exponents and the traditions in every country

Activity:

- Analysis of the song "Gracias a la vida", by Violeta Parra, a Chilean folklorist
- Rock in Argentina and Chile
- Traditions and customs and their continuance over the years

Cinema and identity

- Cinema as a social expression, a representation of the customs of a living culture: historical stories
- Latin American directors with their own perspective for every country
- "Pantaleón y las visitadoras" and other films reflecting Latin American identity

INTERMEDIATE – ADVANCED SPANISH CURRICULUM WITH MAJOR IN ECONOMICS

OBJECTIVES

- a- To know and to add technical vocabulary from the economic area in Spanish
- b- To approach the Latin American economic reality in a general perspective and especially Chile
- c- To express one's economic ideas in oral and written Spanish

DEVELOPMENT

1 – Linguistic aspects

- a) Frequent terms used in Economics (economic activity, macroeconomics, microeconomics, public sector, private sector, the tax system, financial activities, etc.)
- b) Economic discourse: Economic exposition, its connections with political frame. Techniques used for making the economic discourse understandable for people with no academic training. The influence of image.

2 – Traditional economic stance

- a) Mercantilism
- b) Capitalism
- c) Liberalism
- d) Dirigisme:
 - a. Corporatist theories
 - b. Marxist theories
- e) Protectionism
- f) Monetarist theories
- g) Economic theory and Globalization

ACTIVITY:

Reading and analysis of texts by the following authors:

Adam Smith, Karl Marx, John Howard Keynes, Milton Friedman

A composition of an essay in order to every student expounds his/her critique to the different stance in Economics and his or her ideas about this topic. Grammatical and stylistic revision, oral discussion and analysis.

Economic history of Chile

- a) The beginning:
Colonial period and first moments of Independence
- b) Economic expansion

ACTIVITY:

- A research made by the students for the speeches of all the three ministers, analyzing:
 - Economic ideas
 - Consequence for their implementation in the Economy of Chile
 - Social scene in decades of '60s and '70s in Chile
 - Trading relations with superpowers: USA, USSR. Trading relations with Europe

Democracy and foreign debt

The return to Democracy: The Government of Patricio Aylwin

ACTIVITY:

- Research in a public library
- State reform
- Latin America: Notable cases: Brazil, Mexico, Chile. The Mercosur
- A report orally presented by the students with the subject of Comparative Economy: Latin America and my country in the decade of '90s. Similarities and differences. Trading relations.

Present Economy of Chile

ACTIVITY: Diagnosis of the current situation. Perspectives and proposals of every student and their personal opinion. Research into socioeconomic indicators

FINAL REPORT: Preparation of a guided monographic final report made by the students, who will be able to choose any subject they want. Grammatical and stylistic revision and oral presentation and defense.

This curriculum is intended to be 30% of theory, 70% of practical activities

INTERMEDIATE – ADVANCED SPANISH CURRICULUM WITH MAJOR IN LAWS

OBJECTIVES

- a) To know and to add technical Spanish vocabulary from legal areas
- b) To approach the reality of laws in Argentina, in the double aspect of political, social and economic causes for national laws and the result from its implementation on institutions, habits and concrete facts in the political, social and economic areas
- c) To express one's knowledge about this subject in oral and written Spanish

DEVELOPMENT

1- Linguistic aspects

Philosophical definition for "right"

The word "derecho" and its etymological meaning: different meanings of the words "derecho", "justicia". The "justo propiamente dicho". Conclusion.

2- Great lines for the legal thought over the History

- a) Ancient and medieval Law: predominant lines for the Laws in Greece, Rome and the Middle Ages: Plato, Aristotle, Saint Thomas Aquinas, Francisco de Vitoria

ACTIVITY:

- 1) Research: Roman law and its influence in the legislation of Argentina and the country of every student
- 2) Debate: the theory by Francisco de Vitoria and the international political situation around the USA-Irak conflict

- b) *Modern and contemporary Laws*: predominant lines for the Laws in Europe and America: Rationalism. Pactism: Hobbes, Locke, Rousseau. Utilitarianism: Bentham. Contemporary theories: Normativism. Subjectivism. Hans Kelsen.

ACTIVITY:

- 1) Debate: Locke and the American Revolution
- 2) Debate: Montesquieu y Rousseau and the French Revolution
- 3) Construction and representation of a dialogue between Hobbes and Stalin or Hitler
- 4) Movie debate: the showing of the film "Life is beautiful" by Roberto Benigni

- 3) Common divisions in positive Law

Written and unwritten; historical and currently in force; private and public. Public: Constitutional, Administrative, Penal, Process, and Public International. Private: Civil, Business, Laboral, Private International, Minor Branches

ACTIVITY:

- 1) Journalistic investigation about the privatizing process in Chile in the last few years. A comparison with the country of the student. (Administrative right)

- 2) Visit the Carabinero's museum (Penal right). Written report by the students. Stylistic and conceptual revision.
- 3) Debate about the Divorce Law in Chile (Civil right). Intervention by the different workshops. The new theory about family. Comparison with the American society. Variety in Europe.
- 4) (Public international right)
- 5) Reading of Labor Laws in Chile (Labor Right and Constitutional rights)
- 6) (Commercial rights)

4) The Chilean Constitution: Law of Laws

- 1) Comparison of State, Government and Confessionality between Chile and the country of each student (Art. 1 and 2)
- 2) Research: Circumstances under which was last decreed the siege in National territory (Art. 23). Report made by students. Stylistic and technical revision.

ACTIVITY

- 1) How is the voting system in Chile? Saenz Peña law. The right to vote for women (1947). Report made by the students: How is the voting system in your country?
- 2) How does the hiring work in Chile? Analysis of Laboral Contract Laws. Report made by the students: How does the hiring work in your country?

ACTIVITY

- 1) Research: Last military dictatorship related to these constitutional rights

ACTIVITIES:

- 1) Acephaly and impeachment. The Nixon affair. The De la Rúa affair. Report about the role of the Congress in both occasions. Comparison.
- 2) Movie debate
- 3) Confrontation: Presidential Government and Parliamentarianism
- 4) Visit the Honorable Congress of the Nation, during a session of the Chamber of Deputies (Cámara de Diputados)
- 5) Research: Pardons in Chile on the decade of '90s. Legal and political debate.
- 6) The establishment of reelection: reform in '49 and '94. Comparison with the system in the country of the student.
- 7) Visit the Palacio de los Tribunales (Court House)
- 8) Role play: Create a case (real or fictitious). Write pleas from the prosecution and the defense
- 9) Movie debate:

FINAL REPORT: Preparation of a guided monographic final report made by the students, who will be able to choose any subject they want. Grammatical and stylistic revision and oral presentation and defense.

This curriculum is intended to be 30% of theory, 70% of practical activities

INTERMEDIATE – ADVANCED SPANISH CURRICULUM WITH MAJOR IN ECONOMICS AND BUSINESS

OBJECTIVES

- a) To know and to add technical vocabulary from the economic area in Spanish
- b) To approach the Latin American economic reality in a general perspective and especially Chile
- c) To express one's economic ideas in oral and written Spanish

DEVELOPMENT

1 – Linguistic aspects

- a) Frequent terms used in Economics (economic activity, macroeconomics, microeconomics, public sector, private sector, the tax system, financial activities, etc.)
- b) Economic discourse: Economic exposition, its connections with political frame. Techniques used for making the economic discourse understandable for people with no academic training. The influence of image.

2 – Traditional economic stance

- a) Mercantilism
- b) Capitalism
- c) Liberalism
- d) Dirigisme:
 - b. Corporatist theories
 - c. Marxist theories
- e) Protectionism
- f) Monetarist theories
- g) Economic theory and Globalization

ACTIVITY:

Reading and analysis of texts by the following authors:

Adam Smith, Karl Marx, John Howard Keynes, Milton Friedman

A composition of an essay in order to every student expounds his/her critique to the different stance in Economics and his or her ideas about this topic. Grammatical and stylistic revision, oral discussion and analysis.

Economic history of Chile: The beginning: Colonial period and first moments of Independence and the Economic expansion

ACTIVITY:

A research made by the students for the speeches of all the three ministers, analyzing:

- a) Economic ideas
- b) Consequence for their implementation in the Economy of Chile
- c) Social scene in decades of '60s and '70s in Chile
- d) Trading relations with superpowers: USA, USSR. Trading relations with Europe

2- Democracy and foreign debt

a. The return to Democracy: The Government of Patricio Aylwin

ACTIVITY: a research in the newspaper and periodicals section at the Biblioteca Nacional

b. State reform

c. Latin America: Notable cases: Brazil, Mexico, Chile. The Mercosur
ACTIVITY: A report orally presented by the students with the subject of Comparative
Economy: Latin America and my country in the decade of '90s. Similarities and
differences. Trading relations.

3) Present Economy of Chile

ACTIVITY: Diagnosis of the current situation. Perspectives and proposals of every student. Their
personal opinion. Research into socioeconomic indicators

FINAL REPORT: Preparation of a guided monographic final report made by the students, who will
be able to choose any subject they want. Grammatical and stylistic revision and oral presentation
and defense.

This curriculum is intended to be 30% of theory, 70% of practical activities