

## ESCOLA DE POSTGRAU

### PROPOSTA DE L'ESTUDI

Les dades que us demanem a continuació serviran per fer l'aprovació acadèmica del vostre programa i també la promoció al web, així com en altres suports de comunicació i promoció. **Si us plau, empleu aquest formulari amb cura tenint en compte que serà la informació que veuran els vostres estudiants potencials.**

CODI/S ACADÈMIC/S

**TIPUS DE PROGRAMA:**

MÀSTER: ☐

DIPLOMATURA DE POSTGRAU: ☐

**FORMACIÓ CONTÍNUA:**

CURSOS D'ESPECIALITZACIÓ: **X**

### 1. DADES GENERALS

NOU ☐

RENOVACIÓ ☐

RENOVACIÓ AMB CANVIS **X**

NÚMERO D'EDICIÓ: **2**

CURS ACADÈMIC: **2018-2019**

#### 1.1. NOM DEL PROGRAMA

CATALÀ: **UAB BARCELONA SUMMER SCHOOL**

CASTELLÀ: **UAB BARCELONA SUMMER SCHOOL**

ANGLÈS: **UAB BARCELONA SUMMER SCHOOL**

**1.2. COORDINACIÓ DEL PROGRAMA.** Com a mínim ha d'haver-hi un docent de la UAB encarregat de signar les actes. Indiqueu per a cada persona coordinadora (màxim dues persones) el departament, l'adreça electrònica, el telèfon de contacte i l'adreça postal (preferentment de correu intern):

Graham Mortyn  
Professor agregat laboral  
Àrea de Geografia Física  
Tel: +34 93 581 4218 i +34 93 586 8780  
Graham.Mortyn@uab.cat

Montserrat Alegre Mena  
Tècnica de relacions institucionals  
Àrea de Relacions Internacionals  
Tel: +34 93 581 4252  
internacional.pr@uab.cat

#### 1.3. CENTRES O DEPARTAMENTS

**RESPONSABLES DE LA UAB.** Indiqueu-ne el telèfon i l'adreça electrònica:

Vicerectorat de Relacions Internacionals  
Tel: +345811439  
[Vr.rel.internacionals@uab.cat](mailto:Vr.rel.internacionals@uab.cat)

**1.4. UNIVERSITATS PARTICIPANTS.** Només cal emplenar-ho si és un títol interuniversitari, i s'ha d'indicar quina és la universitat gestora:

<b>CENTRES, DEPARTAMENTS O INSTITUCIONS COL·LABORADORS.</b> Indiqueu-ne el telèfon i l'adreça electrònica:	<b>TIPUS DE TÍTOL:</b> <input type="checkbox"/> Títol conjunt <input checked="" type="checkbox"/> Títol múltiple
<b>1.5. TÍTOLS O CERTIFICATS QUE PERMET OBTENIR EL PROGRAMA:</b>  <b>EN CATALÀ:</b>  CERTIFICAT ACADÈMIC PERSONAL DE LA UAB BARCELONA SUMMER SCHOOL  <b>EN CASTELLÀ:</b>  CERTIFICADO ACADÉMICO PERSONAL DE LA UAB BARCELONA SUMMER SCHOOL  <b>EN ANGLÈS</b> (NOMÉS EN CAS QUE EL PROGRAMA PERMETI OBTENIR UN TÍTOL EN ANGLÈS):  TRANSCRIPT OF RECORDS OF THE UAB BARCELONA SUMMER SCHOOL	<b>1.6. CARACTERÍSTIQUES DEL PROGRAMA:</b>  <b>ORIENTACIÓ:</b> <input type="checkbox"/> Professional <input checked="" type="checkbox"/> Acadèmica <input type="checkbox"/> De recerca  <b>MODALITAT:</b> <input checked="" type="checkbox"/> Presencial <input type="checkbox"/> Semipresencial <input type="checkbox"/> En línia  <div style="border: 1px solid black; padding: 5px;"> <b>NOMBRE DE CRÈDITS ECTS:</b> 1 curs 2 crèdits i la resta d'assignatures de 6 crèdits         </div> <b>DISTRIBUCIÓ:</b> Crèdits que s'ofereixen:  La distribució és diferent en funció de cada assignatura.

1.7. ÀMBIT ACADÈMIC: DIVERSOS ÀMBITS		
<b>Àrea de coneixement</b> Marqueu només una categoria:  <input type="checkbox"/> Ciències experimentals <input type="checkbox"/> Tecnologies <input type="checkbox"/> Ciències de la salut <input type="checkbox"/> Ciències socials <input type="checkbox"/> Ciències humanes	<b>Àmbit d'interès 1</b> Per a la publicació al web i al catàleg en paper. Marqueu només una categoria:  <input type="checkbox"/> Agroalimentació <input type="checkbox"/> Biociències <input type="checkbox"/> Ciències i ciències ambientals <input type="checkbox"/> Comunicació i periodisme <input type="checkbox"/> Dret <input type="checkbox"/> Economia i empresa <input type="checkbox"/> Educació <input type="checkbox"/> Enginyeria i tecnologia <input type="checkbox"/> Història, filosofia i art <input type="checkbox"/> Infermeria i fisioteràpia <input type="checkbox"/> Llengua, literatura i traducció <input type="checkbox"/> Medicina <input type="checkbox"/> Política i societat <input type="checkbox"/> Psicologia i logopèdia <input type="checkbox"/> Seguretat i prevenció <input type="checkbox"/> Turisme i hostaleria <input type="checkbox"/> Veterinària	<b>Àmbit d'interès 2</b> Opcional: per a la publicació al web i al catàleg en paper. Només cal marcar-lo si voleu aparèixer en dues categories.  <input type="checkbox"/> Agroalimentació <input type="checkbox"/> Biociències <input type="checkbox"/> Ciències i ciències ambientals <input type="checkbox"/> Comunicació i periodisme <input type="checkbox"/> Dret <input type="checkbox"/> Economia i empresa <input type="checkbox"/> Educació <input type="checkbox"/> Enginyeria i tecnologia <input type="checkbox"/> Història, filosofia i art <input type="checkbox"/> Infermeria i fisioteràpia <input type="checkbox"/> Llengua, literatura i traducció <input type="checkbox"/> Medicina <input type="checkbox"/> Política i societat <input type="checkbox"/> Psicologia i logopèdia <input type="checkbox"/> Seguretat i prevenció <input type="checkbox"/> Turisme i hostaleria <input type="checkbox"/> Veterinària

<b>1.8. CALENDARI DEL PROGRAMA:</b>	
Data d'inici    25 / 06 / 2019	Data de finalització    2 / 08 / 2019
<b>1.9. Idiomes.</b> Indiqueu el percentatge previst de cadascun:  Anglès	<b>1.10. PERCENTATGE DE DOCÈNCIA IMPARTIDA PER PROFESSORAT AMB GRAU DE DOCTORAT:</b> (Segons la normativa, un mínim d'un 70 % en programes de màster.)  No s'especifica.  <b>PERCENTATGE DE DOCÈNCIA IMPARTIDA PER PERSONAL DOCENT DE LA UAB:</b> (Segons la normativa, un mínim d'un 30 % en màster i diplomatures i d'un 20 % en cursos.)
<b>1.11. CENTRE ON S'IMPARTEIX.</b> Indiqueu-ne també l'adreça:  Cada centre imparteix les assignatures del seu àmbit.	<b>1.12. HORARI DE LES CLASSES:</b>  Dilluns a divendres, de 15:00 a 17:00 hores (el curs de 2 crèdits)  Dilluns a divendres, de 9:00 a 13:00 hores (els cursos de 6 crèdits)
<b>1.13. PREU TOTAL DE MATRÍCULA:</b>  <b>280 EUROS PEL CURS DE TARDA DE 2 CRÈDITS.</b>  <b>840 EUROS PER UNA ASSIGNATURA DE 6 CRÈDITS.</b>  <b>PREU ESPECIAL.</b> Especifiqueu el col·lectiu, acreditable, a qui s'aplica:  <b>20% DE DESCOMPTE EN LA TARIFA D'INSCRIPCIÓ PER A ESTUDIANTS DE LA XARXA YERUN I EL CONSORCI ECIU.</b>  <b>EL PREU PER ALS ESTUDIANTS UNIVERSITARIS DE LA UAB ÉS DE 200 EUROS PER UNA ASSIGNATURA DE 6 CRÈDITS.</b>  <b>PAGAMENT FRACCIONAT:</b> (El preu vigent del crèdit del programa no pot ser inferior al preu mínim aprovat pel Consell Social.)	
<b>1.14. PLACES</b> (El nombre mínim d'alumnes ha de coincidir amb el nombre d'alumnes del pressupost.) Mínim: <b>10</b> Màxim: <b>30</b>	
<b>1.15. BEQUES I AJUTS:</b>	
<b>1.16. PERSONA DE CONTACTE AMB L'ESCOLA DE POSTGRAU</b> (responsable de gestió):  ÀREA DE RELACIONS INTERNACIONALS <a href="mailto:internacional.pr@uab.cat">internacional.pr@uab.cat</a>	<b>1.17. PERSONA DE CONTACTE AMB L'ALUMNAT:</b>  INSTITUT DE CIÈNCIES DE L'EDUCACIÓ <a href="mailto:summer@uab.cat">summer@uab.cat</a>
<b>WEB DEL PROGRAMA:</b> <a href="https://www.uab.cat/barcelona-summer-school/">HTTPS://WWW.UAB.CAT/BARCELONA-SUMMER-SCHOOL/</a>	
<b>1.18. ACORDS O CONVENIS AMB EMPRESES I/O ALTRES ORGANISMES:</b>	
<b>NOM DE L'EMPRESA O ORGANISME:</b>	<b>OBJECTIU DEL CONVENI:</b>

## 2. PRESENTACIÓ I JUSTIFICACIÓ PER A LA CREACIÓ DEL PROGRAMA

### 2.1. PRESENTACIÓ

LA UAB SUMMMER SCHOOL ÉS UNA PROPOSTA ACADÈMICA ADREÇADA A ESTUDIANTS INTERNACIONALS, QUE TÉ COM A OBJECTIU FORMAR-SE EN DIFERENTS DISCIPLINES MENTRE ES GAUDEIX DE L'EXPERIÈNCIA D'UN CAMPUS INTERNACIONAL, VERD I DINÀMIC, I TAMBÉ DE LA POSSIBILITAT DE DESCOBRIR BARCELONA.

LA UAB SUMMER SCHOOL OFEREIX ASSIGNATURES DE 6 ECTS DE TOTS ELS ÀMBITS, TRANSFERIBLES EN FUNCIÓ DE LA NORMATIVA DE LA UNIVERSITAT DE DESTINACIÓ. ELS CURSOS S'IMPARTEIXEN UN 100% EN ANGLÈS DURANT DOS PERÍODES DE TRES SETMANES DES DE FINALS DE JUNY FINS A PRINCIPIS D'AGOST.

### 2.2. JUSTIFICACIÓ PER A LA CREACIÓ DEL PROGRAMA

L'ESTIU DE 2016 LA UAB VA ORGANITZAR PER PRIMERA VEGADA EL SUMMER TERM, UNA OFERTA D'ASSIGNATURES EN ANGLÈS ESPECIALMENT DISSENYADES PER A ESTUDIANTS INTERNACIONALS EN DOS MÒDULS DE TRES SETMANES CADASCUN, COMENÇANT EL 20 DE JUNY I ACABANT A FINALS DE JULIOL. EN AQUESTA PRIMERA EDICIÓ DE L'ESTIU DE 2016, MÉS DE 50 ESTUDIANTS DE 15 PAÏSOS DE TOT EL MÓN VAN VENIR A LA NOSTRA UNIVERSITAT A CURSAR ASSIGNATURES ORGANITZADES PER PROFESSORAT DE LES FACULTATS DE DRET, ENGINYERIA, ECONÒMIQUES, CIÈNCIES DE L'EDUCACIÓ, I L'ESCOLA EINA.

EL CURS 2016 – 2017 ES POTENCIA I S'AMPLIA AQUESTA INICIATIVA COM A ESTRATÈGIA D'INTERNACIONALITZACIÓ I ATRACCIÓ D'ESTUDIANTS INTERNACIONALS A LA NOSTRA UNIVERSITAT. ES FA UNA CRIDA A TOT EL CAMPUS I ES SELECCIONEN 13 DE 32 PROPOSTES. FINALMENT, S'IMPARTEIXEN 12 ASSIGNATURES. EN L'EDICIÓ DEL 16/17, EL PROGRAMA HA COMPTAT AMB MÉS DE 100 ESTUDIANTS DE MÉS DE 10 PAÏSOS.

EL CURS 2017 – 2018 ES VA CONSOLIDAR EL PROGRAMA, EL QUAL TAMBÉ CONSTITUEIX UNA OFERTA ATRACTIVA PER A ESTUDIANTS LOCALS QUE PODRIEN COMPLETAR LA SEVA FORMACIÓ AMB TOTAL RECONeixEMENT ACADÈMIC DE L'ACTIVITAT EN UN ENTORN INTERNACIONAL DINS DE LA UAB.

EL VICERECTORAT DE RELACIONS INTERNACIONALS FA LA PROPOSTA PER AL CURS ACADÈMIC 2018-2019 I, ATÈS L'ÈXIT I LA DEMANDA DE L'EDICIÓ ANTERIOR, AMPLIA L'OFERTA AMB CURSOS D'APRENENTATGE DE LLENGUA.

### 3. PERFIL DELS ESTUDIANTS

#### 3.1. REQUISITS D'ACCÉS

LA SUMMER SCHOOL DE LA UAB BARCELONA ESTÀ OBERTA A ESTUDIANTS DE GRAU I POSTGRAU, TANT LOCALS COM INTERNACIONALS. ELS ESTUDIANTS DE GRAU HAN D'Haver SUPERAT COM A MÍNIM LA MEITAT DEL PRIMER CURS. TAMBÉ HAN DE TENIR UN BON CONEIXEMENT DEL LLENGUATGE DE TREBALL.

ELS ESTUDIANTS UNIVERSITARIS DE LA UAB PODEN MATRICULAR-SE A UN TOTAL DE 12 CRÈDITS ECTS: L'EQUIVALENT A DOS CURSOS -UN PER A CADA PERÍODE- QUE ES PODEN CONSIDERAR COM A CRÈDITS OPTATIU EN LA SEVA TITULACIÓ. NO ES PODEN CURSAR LES MATÈRIES QUE ES TROBEN EN EL PROGRAMA D'ESTUDIS DE LA TITULACIÓ QUE S'ESTÀ SEGUINT.

**3.2. CRITERIS DE SELECCIÓ.** Expliqueu els criteris per fer la selecció d'estudiants en cas d'haver-hi més sol·licituds que places disponibles.

**NO N'HI HA**

**3.3. DOCUMENTACIÓ REQUERIDA.** Us recordem que obligatòriament tots els estudiants han de portar DNI o passaport, títol universitari i expedient acadèmic.

**4. PROCEDIMENT D'INSCRIPCIÓ I MATRÍCULA.** Es fa en línia en els programes gestionats per la UAB. La validació de la documentació aportada depèn, en **darrera instància**, de l'Escola de Postgrau.

**INSCRIPCIÓ I ADMISSIÓ:**

**SI ES COMPLEIXEN ELS REQUISITS D'ACCÉS ELS I LES ESTUDIANTS PODRAN FER LA INSCRIPCIÓ A LA PÀGINA WEB DEL PROGRAMA.**

#### 4.1. OPCIONS DE MATRÍCULA DEL PROGRAMA

**LA MATRÍCULA S'HA DE FER A LA PÀGINA WEB DEL PROGRAMA.**

## 5. APROVACIÓ DE LA FACULTAT O ESCOLA, L'ESCOLA DE POSTGRAU, DEPARTAMENT, INSTITUT O CENTRE DE RECERCA DE LA UAB

AQUEST PROGRAMA VA SER APROVAT A LA COMISSIÓ DE RELACIONS INTERNACIONALS I DE POLÍTICA LINGÜÍSTICA A LES SESSIONS SEGÜENTS:

- **08-10-2018: ES VA APROVAR LA PROPOSTA D'ASSIGNATURES DE LA UAB SUMMER SCHOOL 2019.**
- **21-03-2019: ES VA APROVAR LA INCORPORACIÓ D'UNA ASSIGNATURA AL PROGRAMA UAB SUMER SCHOOL 2019: ECOLOGICAL ECONOMICS AND DEGROWTH PRINCIPLES.**

## 6. LLISTAT D'ASSIGNATURES

PRIMER PERÍODE - del 25-06-2019 al 12-07-2019:

- Bioethics
- Discovering the Fascinating World of Nanoscience and Nanotechnology
- Ecological Economics and Degrowth Principles
- Español como Lengua Extranjera (A2 MCER) / Spanish as a Foreign Language (level A2 CEFR) (not offered to UAB students)
- Fundamentals of Psychobiology
- Geography of Global Change
- Leadership, Negotiation Techniques
- Psychological First Aid
- Curso Complementario de Español Básico (A1 MCER) / Complementary Spanish Basic (level A1 CEFR) (not offered to UAB students) (AFTERNOON COURSE)

SEGON PERÍODE - del 15-07-2019 al 2-08-2019:

- Behavioral Neuroscience
- Career Development for the Common Good
- Critical Thinking
- Español como Lengua Extranjera (B1 MCER) / Spanish as a Foreign Language (level B1 CEFR) (not offered to UAB students)
- European Economic Integration
- History of Asia
- How Cities Bounce Back from a Terror Attack: Barcelona (Spain) as an Experience
- Theory and Techniques of Journalism Genres
- Visiones de la España Contemporánea a Través del Cine / Contemporary Spain Through the Eye of the Movie Camera



# Bioethics

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>25 June to 12 July</b>
Professor:	<b>Noelia Igareda</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

## PROFESSORS BIO INFORMATION

**Noelia Igareda** is a lecturer Serra Hunter in Philosophy of Law (UAB) accredited with a PhD in Law (UAB), a Master in Gender Equality (UAB), a BA in Law and a Diploma of specialisation in economics (University of Deusto). She has been a Lecturer of Philosophy of Law since 2006, as well as a researcher in competitive projects on the field of bioethics, gender, law and gender violence. She has teaching experience in subjects as Bioethics and Gender and Law in English (Law Degree). Moreover, she has teaching experience also in Spanish and Catalan in subjects as Bioethics, Health Legislation, Gender and Law, Introduction to Law, Theory of Law, Philosophy of Law and others.

## ACADEMIC GUIDE

### Contents overview

This course requires intellectual interest and discursive and critical ability to analyze new challenges posed by the scientific advances in the fields of life sciences and biomedicine.

The aims of the course are:

- Analysis of the historical and scientific context in which "Bioethics" is born.
- Identification of the new problems and current debates generated by the new advances in the field of life sciences and biomedicine.
- Understanding of the plurality of ideas and values around these issues in today's democratic societies.
- Create an appropriate space of debate to facilitate the adoption of personal positions based on possible consensus, to evaluate the legal regulations, existing social conventions and moral convictions.

## Contents

### Week 1

- Bioethics: Origins; science and technology during the twentieth century
- Bioethics: Gender; Moral pluralism; Cultural diversity
- Bioethics and Law: International norms and national legislation and public policies
- Health care: The rights of the patient; The confidentiality of the medical history and the new information technologies



### Week 2

- Sexual and reproductive rights: Sexual education and contraceptive methods; Abortion; Conscientious objection of health professionals
- Assisted Reproduction I: Techniques of Assisted Reproduction; The legal status of embryos; Donation of gametes and anonymity
- Assisted Reproduction II: Surrogacy; Reproductive cloning; Individual freedom, contract and the market

### Week 3

- Human Genetics: Preimplantation genetic diagnosis; Gene therapy; Genetics and Eugenics
- End of life: rejection of health treatment; Palliative care and terminal sedation; Euthanasia
- Justice and Health: Assignment of health resources; Equality and health; Obligations towards future generations

## Teaching / Learning activities

### Week 1

- Presentation by the lecturer
- Debate in class
- Analysis of a case

### Week 2

- Presentation by the lecturer
- Debate in class
- Analysis of a case

### Week 3

- Presentation by the lecturer
- Debate in class
- Analysis of a case

## Evaluation

Analysis of two cases relating to the topics addressed during the course (to be chosen by the students among a limited list of cases given by the lecturer)

- 1st case (to be submitted the 1st July)
- 2nd case (to be submitted the 8th July)





# Discovering the Fascinating World of Nanoscience and Nanotechnology

Number of ECTS: **6 ECTS**  
Teaching Language: **English**  
Price: **840€**  
Place: **UAB Campus**  
Teaching Period: **25 June to 12 July**  
Professor: **Maria Jose Esplndiu and Xavier Borrisé**  
Contact: **summer@uab.cat ; internacional.pr@uab.cat**

## PROFESSORS BIO INFORMATION

**María José Esplandiu** is a CSIC tenured Scientist at the Catalan Institute of Nanoscience and Nanotechnology and adjunct professor at UAB. Her research focuses on surface (electro) chemistry, surface nanoengineering, and interfacial phenomena for applications in carbon based nanoelectronics, sensors, and micro/nanomotors.

**Dr. Xavier Borrisé** is the responsible for the Nanolithography Laboratory of the Largest Clean-Room in Spain (IMB-CNM) for nanofabrication purposes. His research work includes Nanofabrication of Nanoelectromechanical, Nanoelectrodes and Nanoelectronics Devices, as well as lithography developments with other Clean-Room Facilities.

## ACADEMIC GUIDE

### Contents overview

This course aims at introducing the student into the world of nanoscience and nanotechnology as emerging scientific disciplines with the potential of revolutionizing and changing human's way of life. The course will be divided into three sections to help the student to discover and grasp the great power of the small.

The first one has the objective to introduce the student in the concept of nanoscale, in the ingredients that drove the birth of such fields together with the impact that can have in our society and more importantly in the fundamentals behind the emerging of new phenomena and properties at the nanoscale inconceivable in the macroscopic world.

The second section will introduce the student to the synthesis, properties and applications of nanomaterials. Special attention will be paid on nanomaterials with novel capabilities that can be exploited for applications in sustainable energy, health, environmental remediation and information and communication technology.

The last section will provide the student with the tools for approaching the nanoworld for its visualization, characterization and modification. The student will acquire theoretical and practical knowledge in the main steps of nanofabrication of functional nanosystems.

### Contents

#### Week 1 – Fundamental concepts

- Concept of nanoscience and nanotechnology



- Impact of the nanotechnology in the society. Ethical, social, economic and environmental implications
- Nanotechnology in the history and in nature. Bioinspiration
- Size dependent physical and chemical properties. Surface and quantum effects

### Week 2 - Nanomaterials

- Graphene and carbon nanotubes: synthesis, properties and applications
- Metal, semiconductor and magnetic nanoparticles: synthesis, properties and applications
- Micro/nanomotors for biomedicine and environmental remediation
- Smart organic nanomaterials

### Week 3 – Characterization and Nanofabrication techniques

- Unit 5: Advanced Routing
- Unit 6: Security Considerations, and beyond Computer Networks
- Lab project 3: Network Programming

## Teaching / Learning activities

### Week 1

- Daily lectures
- Powerpoint presentations of specific topics by students (Nanotech products in our society and Nanotech in Nature)
- Debate on “The ethics and societal impact of Nanotechnology”
- Homework problems related to size dependent physical and chemical properties

### Week 2

- Daily lectures
- Practice: Synthesis of carbon Nanotubes
- Practice: Synthesis of Graphene
- Practice: Synthesis of gold nanoparticles

### Week 3

- Daily lectures
- Practice: Electron Microscopies
- Practice: Nanofabrication by Electron Beam Lithography
- Visit of laboratories at the Catalan Institute of Nanotechnology and the National Center of Microelectronics

## Evaluation

Exams: One exam of the concepts taught in class with an overall weight of 80%. Problems and work: delivery of solved problems and / or powerpoint presentations with an overall weight of 20%.



## Planet Earth

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>25 June to 12 July</b>
Professor:	<b>Claudio Cattaneo</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

### PROFESSORS BIO INFORMATION

**Claudio Cattaneo** holds a PhD in environmental science is associate professor of ecological economics at UAB and director of the ICTA-UAB master in Political Ecology Degrowth and Environmental Justice. He is a member of Research and Degrowth and of the Can Masdeu eco-community, in the hills of Barcelona. His research interests are related to social metabolism, agroecology, energy-landscape integrated analysis and analysis of the squatters movement. He his author of several papers in peer-reviewed journals, book chapters and editor of the book "The Squatters Movement in Europe, Pluto Press". He has a 15 year teaching experience in ecological economics.

### ACADEMIC GUIDE

#### Contents overview

The conventional economic model is based on the hypothesis of infinite monetary growth, made of virtual bank money. Nonetheless it also requires considerable inputs of energy and materials, which are not infinite and have an impact on our planet. Environmental signals show us we are on the edge of a crisis and the uncertainty about our future environment relates to the development of a new discipline: ecological economics.

**The course aims at presenting a new perspective in the economic field by relating it to the environment.** It will consider the possibility of green economic growth, the main dilemmas and implications for the environment; students will be able to contrast two economic visions, that of growth-based economics and of ecological economics and the real-world implications of each one: the trade-off between economic growth (and job creation) and environmental protection and social justice. As well it aims to re-embed economic analysis with social and human dimensions.

The course will adopt Team-Based Learning a novel teaching method in which the students have to read compulsory material prior to the class, and will be evaluated with a closed-answer quiz at the start of each class, first to be answered alone, then with the team. The rest of the class will consist of a short traditional lecture (magistral class), watching a documentary related to the topic of the day, team work analysing the documentary, a presentation to the class by a team randomly selected and a class discussion based on the video presentation and the theory exposed. Homework assignments will be reading the material for the next day and, in the third week when all groups will have already presented, the writing of a report based on the video presentation and the feed-back obtained in class. The final mark will be based on the results of the closed-answer tests and the written report. In the last three days there will be two visits to real-life projects related to the topics of the course and, for the last day, an overall evaluation and take-home insights.





### Contents

#### Week 1

##### Foundations of Ecological Economics

- **Monday:** presentation of the course.
- **Tuesday to Friday:** compulsory home readings, quiz, short class, video watching, team work, class presentation and discussion.

#### Week 2

##### Applications in Ecological Economics

- Compulsory home readings, quiz, short class, video watching, team work, class presentation and discussion.

#### Week 3

##### Degrowth principles, field visits

- **Monday and Tuesday:** compulsory home readings, quiz, short class, video watching, team work, class presentation and discussion.
- **Wednesday and Thursday:** field visits.
- **Friday:** evaluation and closing of the course

### Evaluation

From day 2 to day 12 of the course: 11 closed-answer quizzes at the beginning of each class, based on the compulsory readings in preparation to the class. [Contributing to 50% of the final mark]

From day 2 to day 12 of the course: 11 video presentations –depending on the size of the team and the number of enrolled students, it is likely that each team will present more than once in class. [Contributing to 25% of the final mark]

By the end of week 2 [and after the completion of the first round of class presentations by the teams] handling a 2000-word report based on the video that has been presented, its relation to the theory learnt in class and the feedback received during the presentation. [Contributing to 25% of the final mark]

It is expected by the end of the class on day 12 (Tuesday of week 3) the student performance will have been completely evaluated and communicated.



# SPANISH AS A FOREIGN LANGUAGE (LEVEL A2 CEFRL)

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>25 June to 12 July</b>
Professor:	<b>Sergi Robles, Carlos Borrego and M. Carmen de Toro</b>
Contact:	<b>summer@uab.cat ; internacional.pr@uab.cat</b>

## PROFESSORS BIO INFORMATION

**Lucía Márquez Carbajo** has a degree in Spanish from Barcelona University, specialising in Literature (1989). She earned a master's degree in Training of Teachers of Spanish as a Foreign Language (FPELE) from Barcelona University, with a dissertation on Reading and Use of Literary Texts in the Spanish Class for foreigners (1998). Since 1992, she has been a Spanish teacher at the UAB Language Service to students from many different countries. From 1993 to 2003, she was coordinator of the Spanish section at the Language Service.

## ACADEMIC GUIDE

### Contents overview

The course is aimed at foreign students with a basic level of Spanish (level A1 of the Common European Framework of Reference for Languages/CEFRL) who want to reach a level of communicative competence equivalent to level A2 of the CEFRL. This effectively means the ability to deal with simple, straightforward information and to express oneself in a limited manner in most common situations in daily life.

This course places an emphasis on classroom activity. Classroom hours cover the basic objectives of the course syllabus. Students work both under their teacher's supervision and independently; when not supervised, they will use the resources provided by the teacher or the online resources of UAB Idiomes Campus.

### Contents

#### Week 1

- Communicative and Lexical Resources
  - Talking about habits, difficulties, motivations and feelings concerning language learning
  - Identifying and describing people's looks and character
  - Talking about family, relationships and similarities among people
  - Coping in 'set' situations: saying hello, saying goodbye, arranging to meet
- Grammatical Resources
  - Regular and irregular present tense, reflexive verbs
  - Para/por/porque
  - Demonstratives
  - Possessives
  - Estar +gerund



### Week 2

- Communicative and Lexical Resources
  - Speaking about leisure-time activities, timetables and place descriptions
  - Narrating past experiences
  - Speaking about intentions and projects for the future
  - Expressing tastes and preferences, comparing
  - Describing a house, objects and their spatial location
- Grammatical Resources
  - The past perfect
  - Ir a + the infinitive
  - Querer/pensar + the infinitive
  - Indefinite pronouns (something, nothing, someone, no-one...)
  - The uses of ser and estar
  - The verbs gustar, encantar, preferir

### Week 3

- Communicative and Lexical Resources
  - Talking about the beginning and the end of an activity
  - Narrating and evaluating past experiences and events
  - Talking about eating habits
  - Describing pain, irritations and symptoms
- Grammatical Resources
  - The past perfect
  - The indefinite past
  - Exclamations (¡Qué pena!)
  - Desde/Desde que/ desde hace
  - The verb doler

### Teaching / Learning activities

Classes are highly practical and encourage cooperative learning and students' effective participation, individually, in pairs or in groups. Classroom activities are aimed at improving communication skills: oral and written comprehension/oral and written expression. Classroom activities include, for example, reading distinct text types to foster comprehension, locating specific information, reworking this content; participating in spontaneous conversations; participating in debates and discussions; expressing opinions and arguments in a fluent and structured manner; giving oral presentations on prepared topics, writing distinct text types depending on level.

### Evaluation

The course has a system of continuous assessment made up of different activities evaluating the four language skills (reading comprehension, listening comprehension, written production and oral production) carried out during the course. There is also a final test on course content, which assesses the four skills.

The continuous assessment activities represent 40% of the overall grade and the final examination counts for 60%. Students need a minimum mark of 50% to pass the course.

- Week 1: Final Unit Activity (integrated skills) – 27 June; Composition – 28 June
- Week 2: Final Unit Activity (integrated skills) – 3 July; Oral Presentation – 4 July; Composition – 5 July; Final Unit Activity (integrated skills) – 5 July
- Week 3: Final Test (60%) (Reading, listening, writing, speaking): 9 July





# Fundamentals Psychobiology

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>25 June to 12 July</b>
Professor:	<b>Elena Martín and Raúl Andero</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

## PROFESSOR BIO INFORMATION

Since 2012 **Elena Martín** is a senior researcher at Universitat Pompeu Fabra in Barcelona. She is also an Associate Professor of behavioral genetics at the UAB since 2011. Her research interests consist in the study of the neurobiological basis of addiction and related disorders, including obesity. She has 40 scientific publications in peer-reviewed journals related to Neuroscience.

**Raúl Andero** received his PhD in Neuroscience from the UAB studying neuropharmacology of stress and memory. Then, he moved to Emory University (USA) for his postdoc to work on translational mechanisms of fear memories. Afterwards he joined Harvard Medical School as Faculty. Here at UAB he has his own lab and teaches Psychobiology.

## ACADEMIC GUIDE

### Contents overview

Psychology is an incredibly rich discipline, and includes health, social, educational, judicial, and other aspects. Knowledge of behavior and the mind requires, among others, understanding the biological bases that support them. This is the goal of Psychobiology. In order to be able to understand the biological substrate of behavior and mental processes, it is necessary to know the components and functioning of the nervous system.

The subject intends to provide the necessary knowledge of neuron and neurochemical physiology to study the relationships between the different behavioral processes and their biological substrate. We propose that upon completion of the course the student is able to understand and to use correctly the subject terminology and to demonstrate knowledge of:

- The main characteristics of neurons and glial cells
- The characteristics of the nervous impulse and its conduction
- The characteristics of the synaptic transmission and of the most well-known transmitter Systems

Aims and the type of work the student is expected to do:

- Develop autonomous learning strategies.
- Identify, describe and relate the biology of human behavior and psychological functions.
- Teamwork.
- Use the different information and communication technologies for different purposes.



- Describe the main components of the nervous tissue and explain the basic characteristics structural, ultrastructural and molecular structures of the nerve cells and the different types of synapses.
- Develop autonomous learning strategies.
- Explain the characteristics of the nervous impulse and the driving of it.
- Explain the main characteristics of the synaptic transmission and of the systems of substances best-known transmitters.
- Explain what psychobiology is and what is in relationship with the rest of psychology.
- Use the different information and communication technologies for different purposes.

### Contents

#### Week 1

- What is Psychobiology? (class 1).
- The cells of the nervous system (classes 2-5).
- Synaptic transmission (classes 3-4)

#### Week 2

- Macroscopic anatomy of the central and peripheral nervous system (classes 6-7).
- Neurotransmitters (classes 7-9)

#### Week 3

- Neurotransmitters (classes 11-13)

### Teaching / Learning activities

#### Week 1

Monday to Thursday (classes 1-4):

- 9.00-11.00: Theoretical class.
- 11.00-11.30: Break.
- 11.30-13.00: Practical class.
  - Learning through scientific papers.
  - Class discussions.
  - Experiential exercises.
  - Technical notes and readings.
  - Questionnaires.
  - Teamwork.
  - Documentary.
  - Working on the final course presentation.

Friday (class 5):

- 9.00-10.00: Evidence of learning 1. Short questions exam.
- 10.00-11:30: Film related to psychobiological contents.
- 11.30-12.00: Break.
- 12.00-13.00: Discussion and exercises based on the film.





### Week 2

Monday to Thursday (classes 6-9):

- 9.00-11.00: Theoretical class.
- 11.00-11.30: Break.
- 11.30-13.00: Practical class.
  - Learning through scientific papers.
  - Class discussions.
  - Experiential exercises.
  - Technical notes and readings.
  - Questionnaires.
  - Teamwork.
  - Documentary.
  - Working on the final course presentation.

Friday (class 10)

- 9.00-10.00: Evidence of learning 2: Multiple choice questions exam.
- 10.00-11.30: Film related to psychobiological contents.
- 11.30-12.00: Break.
- 12.00-13.00: Discussion and exercises based on the film.

### Week 3

Monday to Thursday (classes 11-13)

- 9.00-11.00: Theoretical class.
- 11.00-11.30: Break.
- 11.30-13.00: Practical class.
  - Learning through scientific papers.
  - Class discussions.
  - Experiential exercises.
  - Technical notes and readings.
  - Questionnaires.
  - Teamwork.
  - Documentary.
  - Working on the final course presentation.

Thursday (class 14)

- 9.00-13.00: Evidence of learning 3: Final course presentations. Day 14.

Friday (class 15): Closing day

### Evaluation

The evaluation The evaluation of the subject is continuous and will be carried out by means of the realization of 3 evidences of learning or exams. The learning evidences are and will be written or oral, individual or in group and face-to-face during the assessment weeks envisaged in the summer term 2018 calendar. The contents evaluated in these tests will be cumulative, thus, each test will evaluate aspects of the subject already evaluated in the previous tests. The final mark of



the continuous evaluation of the subject will be obtained from the weighted average of the assessment activities carried out.

The relative weight of each of the learning evidences or exams is specified below:

1. Evidence of learning 1: EV1: 30% (Short questions exam: open questions about the definition of psychobiology and the nervous system cells. Unit 1 and 2, class 1 to 4).
2. Evidence of learning 2, EV2: 30% (Multiple choice questions exam: questions about the basic knowledge test of all the following contents of the subject. Unit 1, 2, 3, 4 and part of 5, class 1 to 9).
3. Evidence of learning 3, EV3: 40% (Oral group presentation: final oral presentation of a project that has been worked throughout the course. Unit 5).
  - Characteristics of the Final course project
  - Groups of 3 students.
  - Presentation (15').
  - Each group must select a different mental disorder to investigate and present in which a neurotransmission system is mainly altered from the following list:
    - Excitatory Amino Acids: Glutamate and Aspartate.
    - Amino acids Inhibitors: GABA and Glycine.
    - Acetylcholine.
    - Catecholamines: Noradrenaline, Dopamine and Adrenaline.
    - Serotonin.
    - Neuropeptides: opioids and non-opioids.
    - Other types of neurotransmitters: nitric oxide, purines and endocannabinoids.

The grades will be from 0 to 10. To pass the course it is necessary to obtain more than 5 points. There is no possibility of re-evaluation. Class attendance must be at least 80%.



# Geography of Global Change

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>25 June to 12 July</b>
Professor:	<b>Graham Mortyn</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

## PROFESSOR BIO INFORMATION

**Graham Mortyn** earned BS and MS degrees in Earth Science and a PhD in Oceanography from Scripps Institution of Oceanography (University of California at San Diego, UCSD). Prior to academia he worked as a hydrogeologist. He was an Assistant Professor in California (California State University, Fresno, CSUF) before UAB arrival in 2004, joining the Department of Geography and ICTA.

## ACADEMIC GUIDE

### Contents overview

The main objective of the course is to explore causes, processes and consequences of global environmental change in the world today, with particular emphasis on human influence. Despite being global in extent, this change may manifest itself uniquely and differently depending on the temporal and spatial scales examined. The course considers the Earth as a system, and bases everything on the concepts of Earth System Science. Despite global-scale influences, more local-scale manifestations of such processes will also be explored and examined. Global environmental change is partly driven by human activities, with sometimes unexpected and indirect consequences. Some of these global change processes have become the subject of international attention and agreements, with the aim of minimizing negative impacts.

With regard to more specific objectives, the course will be subdivided into introductory concepts and distinctions, and followed by distinct environmental spheres of impact, including the atmosphere, the oceans, and the land surfaces. With these distinctions in mind, constant exploration of more focused elements will occur, considering human population growth, urbanization, water and land use, transportation, energy and other resource consumption, pollution, and more.

### Contents

#### Week 1

##### **Block 1: Introduction to Global Change**

- The Earth as a System.
- Spatial and temporal scales (e.g. human, geologic, and all in between).



- Global change vs. climate change, similarities and distinctions.

### Block 2: The Atmosphere

- Defining the structure and composition (baseline for change).
- Greenhouse gases.
- Industrial pollution

### Week 2:

### Block 3: The Oceans

- Role in global and climate change.
- Non-climatic global changes (e.g. fisheries, pollution, exotic species invasions)
- Specific global change issues (monsoons, ENSO, hurricanes, etc.). Concrete look at the 2017 Atlantic hurricane events

### Week 3:

### Block 4: Terrestrial Impacts

- The nature of land surfaces
- Specific terrestrial-based concerns (e.g. biosphere)
- Causes for concern and likely futuristic developments

## Teaching / Learning activities

### Week 1/2:

- Lecture presentations
- Readings of relevant articles, and book content
- Both individual and small group activity and discussion of concepts
- Question and answer / critical dialog

### Week 3:

- Lecture presentations
- Readings of relevant articles and book content
- Both individual and small group activity and discussion of concepts
- Question and answer / critical dialog
- Field trip to Plaza Espanya and Montjuïc areas of Barcelona to explore any themes of urban global change

## Evaluation

Block 1 Thematic Question Answers, due Wednesday of Week 1.

Block 2 Thematic Question Answers, due Friday of Week 1.

Block 3 Thematic Question Answers, due Wednesday of Week 2.





**UAB Barcelona Summer School**

**Make the best of your summer**

Block 4 Thematic Question Answers, due Monday of Week 3.  
Final Exam Tuesday of Week 3.

With respect to the final mark, the thematic questions will be worth 50% (e.g. 12.5% each) and the exam will be worth 50%.



# Leadership, Negotiation Techniques

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>25 June to 12 July</b>
Professor:	<b>Arantza Danés Vilallonga</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

## PROFESSOR BIO INFORMATION

**Arantza Danés** is an experienced Public Relations Communications Consultant with a demonstrated history working for Vueling Airlines, Futbol Club Barcelona, Generalitat de Catalunya, Barcelona City Hall, and Qatar Airways, among others. She holds a Master in Integrated Marketing Communications from Emerson College (Boston). She was recently appointed as Coordinator for the Advertising and Public Relations Degree at the Communications Faculty at UAB. She is a communication professional skilled in Leadership, Negotiation, Crisis Communications and Community Management.

## ACADEMIC GUIDE

### Contents overview

Great leaders are great negotiators. As the world becomes a more uncertain environment, the requirement for professional leadership and management throughout organisations is at a premium. This subject will benefit those who desire to learn practical leadership and negotiation techniques to maximize their effectiveness and contribution at work. Achieve strategic management skills to effectively manage teams. Demonstrate team-working capacity, as well as problem-solving abilities. Learn different types of negotiations, develop basic bargaining skills, discover strategies for mutual gain. Through a series of group exercises, you will learn how to become a better manager, refine your personal negotiating style, and improve your ability to bargain successfully and ethically by taking part in Win-Win negotiation scenarios alongside a diverse group of students. The classes are very dynamic with participatory debate, exercises and little theoretical content.

### Contents

#### Week 1

- Introduction to Leadership. Types and styles.
- The Leader in the organisation. Sources of power.
- Motivation. Maslow and Herzberg factors.
- Delegation and team work. Team and personality roles.

#### Week 2

- Values and communication in the organisation. Internal communication.
- Introduction to Negotiation. Types of conflict.
- Negotiation Interests and Positions. Criteria and attitudes to negotiate.



### Week 3

- Walton and McKersie, a behavioral theory of labor negotiations. Negotiation's strategies and tactics
- Steps at Negotiation Interests.
- The bargaining space. Closing deals. The agreement.

### Teaching / Learning activities

#### Week 1

- Identify different types of leaders. The role of the leader in the organization. Recognize leader's characteristics.
- Understand what motivates employees.
- Distinguish teamwork phases and roles.

#### Week 2

- Benefits of a good communication within the organization.
- Conflict as an opportunity. Negotiation's types and attitudes.
- Build positive, productive relationships with all parties at the table.

#### Week 3

- Recognize negotiation's strategies and tactics.
- Know the key steps to negotiate.
- Understand how to be prepared for a negotiation and how to achieve an agreement.
- Negotiate your salary

### Evaluation

Practical exercises – 80%

Participation – 20%

Practical exercises:

- Identify different types of leaders
- Sources of power in organisations
- Motivation case study
- Identify personality roles and team work roles
- Analyze communication
- Negotiation Position case study
- Types of Negotiation case study
- Negotiation of rental apartment case study
- Negotiation of a new time schedule case study
- The bargaining space case study

All exercises will be done and delivered in class. Each exercise has the same value.



# Psychological First Aid

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>25 June to 12 July</b>
Professor:	<b>Ingeborg Porcar, Alicia Álvarez and other professionals from the Public Health System and the Crisis Response Teams</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

## PROFESSORS BIO INFORMATION

**Ingeborg Porcar** is the Technical Director at the UAB's Crisis and Conflict Center. This is a specialized unit dedicated to the care provision, training and research for critical situations, and devoted to society, public administration, professionals, social agents and companies, who are or can be affected by a crisis, disasters and/or conflict. In this role she participated in the response to the terrorist attack in Barcelona in 2017. She is also Associate Professor at the UAB.

**Alicia Álvarez** has a PhD in Clinical Psychology, Certified as a crisis and disaster psychologist specialized on trauma, PTSD and ASD. Care & Research Coordinator at UTCCB, the Crisis Center at the Autonomous University of Barcelona (UAB). She is a Psychologist at Barcelona Council working at assessment and recovery of abused & neglected children. As well as a Clinical Psychology Lecturer at University Oberta de Catalunya. Member of the Spanish network of psychological response after a terrorist attack.

## ACADEMIC GUIDE

### Contents overview

As it is known, Psychological First Aid (PFA) is an evidence-informed approach for assisting all the population in the aftermath of a critical event. PFA ameliorates symptoms of Acute Stress Disorder (ASD) and prevents Post-traumatic stress disorder (PTSD). In this course you will be trained in the application of PFA on both massive and daily emergencies. You will become a community health worker prepared to cope with highly stressful situations everywhere.

### Contents

#### Week 1

- Definition of Acute and Post-traumatic Stress and Psychological First Aid.
- Aims and application of PFA.
- Patterns of response in the aftermath of a critical event.

#### Week 2

- PFA for children.
- PFA for teenagers and adults.
- Risk factors.





- Protective factors.
- PFA as part of preventive monitoring.

### Week 3

- Psycho-education skills.
- Group techniques.
- Self-care techniques for responders.
- The importance of a correct triage process.
- Other considerations applying PFA.

## Teaching / Learning activities

### Week 1

- Video teaching.
- Clinical discussion.
- Role-playing.
- Problem solving.
- Team-work.

### Week 2

- Video teaching.
- Clinical discussion.
- Role-playing.
- Problem solving.
- Team-work.

### Week 3

- Video teaching.
- Clinical discussion.
- Role-playing.
- Problem solving.
- Team-work.
- Final seminar on intervention design.

## Evaluation

1. Every morning we will first do **a short test** to help us to check if we should revisit certain concepts. The average grade of these tests makes **30% of the final grade**.
2. Class attendance and Moodle discussion will make **20% of the final grade**.
3. During the course, the students will apply the proposed competencies to an incident of multiple victims of his/her interest, based on real situations proposed by the professors. The **final evaluation** will consist of the **complete design of the best possible intervention** in that crisis and the presentation of that design before the group of colleagues of the same course in a final seminar. This is a **group work** and will account for **50% of the final grade**.



# SPANISH AS A FOREIGN LANGUAGE (A1 level)

Number of ECTS:	<b>2 ECTS</b>
Teaching Language:	<b>English-Spanish</b>
Price:	<b>280€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>First and Second Period</b>
Professor:	<b>Belén garí</b>
Contact:	<b>summer@uab.cat ; internacional.pr@uab.cat</b>

## PROFESSORS BIO INFORMATION

**Belén Garí Aguilera** received her degree in Spanish from Barcelona University in 1986, specialising in Literature. She subsequently entered the field of teaching Spanish as a foreign language. In this context she has taught Spanish to North-African immigrants in Barcelona, as well as running a teacher-training seminar for volunteers. She earned a master's degree in Training of Teachers of Spanish as a Foreign Language (FPELE) from Barcelona University in 1994, with a dissertation on Learning Strategies. From 2001 to the present, she has been teaching Spanish at the UAB Language Service to students from many different countries.

## ACADEMIC GUIDE

### Contents overview

This course is aimed at students taking Summer School subjects who want to start learning Spanish as a foreign language at a basic level. The aim is to reach level A1 of the Common European Framework of Reference for Languages (CEFRL). This effectively means understanding and using familiar everyday expressions and very basic phrases for highly specific objectives.

This course places an emphasis on classroom activity. Classroom hours cover the basic objectives of the course syllabus. Students work both under their teacher's supervision and independently; when not supervised, they will use the resources provided by the teacher or the online resources of UAB Idiomes Campus.

### Contents

#### Week 1

- Communicative and Lexical Resources
  - giving and receiving personal information
  - greeting and responding
  - asking about words and meaning
  - describing and situating places.
  - giving and receiving information on places.
  - nationalities
  - professions
  - Numbers
  - Hobbies
  - Geography
  - Places of Interest
- Grammatical Resources
  - three conjugations



- gender of nouns and adjectives
- articles
- present tense indicative
- *Hay/estar/ser*

### Week 2

- Communicative and Lexical Resources
  - talking about looks and character
  - expressing tastes and interests
  - unwinding in bars and restaurants
  - asking and giving information about food
  - family relationships
  - musical tastes
  - sports
  - gastronomy
- Grammatical Resources
  - verbs such as *gustar*
  - possessive adjectives
  - *también/tampoco*
  - direct and indirect object pronouns

### Week 3

- Communicative and Lexical Resources
  - speaking about the 'usual'
  - expressing frequency
  - asking for and giving the time.
  - speaking about timetables
  - speaking about plans for the future
  - daily activities
  - parts of the day
  - climate
  - holidays
- Grammatical Resources
  - regular and irregular present tense
  - reflexive verbs
  - the compound future

### Teaching / Learning activities

- Contextualization and comprehension activities; introduction to the topic.
- Activities for reflecting and exploring resources.
- Practice and communication activities
- Final task (integrated skills)

### Evaluation

The course has a system of continuous assessment made up of different activities evaluating the four language skills (reading comprehension, listening comprehension, written production and oral production) carried out during the course. There is also a final test on course content, which assesses the four skills.

The continuous assessment activities represent 40% of the overall grade and the final examination counts for 60%. Students need a minimum mark of 50% to pass the course.





## Behavioral Neuroscience

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>15 July to 2 August</b>
Professor:	<b>Marta Portero Tresserra; Gemma Guillazo; Margarita Martí Nicolovius; Anna Vale-Martínez</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

### PROFESSOR BIO INFORMATION

**Marta Portero-Tresserra** is Ph.D. in Neuroscience from the UAB. She is researcher in the Neurobiology of Learning and Memory group from the Institute of Neurosciences of the UAB. She is Associated Lecturer at UAB teaching courses of Psychobiology, Physiological Psychology and Neurobiology. She has published several articles in national and international specialized journals. Co-author of the book: "10 ideas clave Neurociencia y Educación" (Editorial Graó).

**Gemma Guillazo-Blanch** is a Tenured Lecturer of the Department of Psychobiology and Methodology at the UAB. She is the principal investigator of a research group, belonging to the Institute of Neurosciences of the UAB, that has as its main objective the evaluation of different treatments that could fundamentally enhance attention and memory processes in animal models of cognitive impairment.

**Margarita Martí Nicolovius** is Professor at the UAB and teaches courses of Psychobiology, Physiological Psychology and Neurobiology. Currently, she is the dean of the Faculty of Psychology, an ordinary member of the Spanish Society of Neuroscience (SENC), and coordinates a group of experimental research on caloric restriction, aging and memory.

**Anna Vale-Martínez** research has mainly focused on memory modulation, and specifically on memory enhancement through various treatments, such as electrical and chemical brain stimulation. In 2002, she obtained a permanent position as a tenured professor in the psychobiology Department at the UAB. In 2005, she continued my training as a researcher at the Laboratory of Psychobiology of the Open University (UNED).

### ACADEMIC GUIDE

#### Contents overview

Behavioral Neuroscience has a multidisciplinary character since it requires the knowledge of many sciences, mainly Psychology, Biology and Chemistry. The general objective of this interesting subject is to **understand and explore the information of the neurobiological bases of some human behaviors**, specifically, the sleep-wake cycle, the motivated behaviors, the addiction process, the emotions and learning and memory processes.

At the end of the course, the student will be able to:



- Know and explain the neurobiological bases and functions of sleep and waking
- Comprehend the specific mechanisms of drugs of abuse and the addiction process
- Describe the neural and hormonal control of different motivated behaviours, such as ingestive behavior and sexual and parental behaviors
- Understand and explain the biological bases of emotions and identify and analyze their implications for health
- Know the biological bases of the learning and memory processes, as well as the mechanisms of neural brain plasticity

Knowledge, skills and competences the student will acquire:

- To identify, describe and relate the biology of human behavior and psychological functions
- To analyze scientific texts written in the English language
- To develop autonomous learning strategies
- To develop a critical thinking and know how to communicate effectively
- Teamwork
- Use of different information sources and communication technologies for diverse purposes

## Contents

### Week 1

- Introduction to Behavioral Neuroscience: Breaking down myths about the brain (Class 1)
- Sleep and biological rhythms (Classes 2-5). What is sleep. Why do we sleep. Physiological Mechanisms.

### Week 2

- Reward and addiction (Class 6). Brain and reinforcement. Substance abuse.
- Ingestive Behavior (Classes 7-9). What is metabolism? Signals to start and to stop a meal.
- Reproductive Behavior (Classes 9-10). Sexual development. Hormonal and neural control of sexual behavior.

### Week 3

- Emotion (Classes 11-12). Fear, aggression, feelings and emotions, stress.
- Learning and memory (Classes 13-15). Types of learning and memory. Brain plasticity.

## Teaching / Learning activities

### Week 1

#### Monday to Thursday:

- Individual assessment on previous knowledge about the contents of the programme and of the course interests
- Class discussions and mapping exercise
- Lecture (theoretical class)
- Self-assessment exercise



- Completion of practical exercises and problem solving
- Planning for the oral presentation

### Friday:

- Workshop and problem-based learning (PBL case).
- Students' oral presentations (Evidence of learning 3).

### Week 2:

#### Monday to Thursday:

- Class discussions and mapping exercise.
- Lecture (theoretical class).
- Self-assessment exercise.
- Completion of practical exercises and problem solving.
- Planning for the oral presentation

### Friday:

- Workshop and problem-based learning (PBL case).
- Short questions exam (Evidence of learning 1).
- Students' oral presentations (Evidence 3).

### Week 3:

#### Monday to Thursday:

- Class discussions and mapping exercise.
- Lecture (theoretical class).
- Self-assessment exercise.
- Completion of practical exercises and problem solving.
- Planning for the oral presentation.

### Friday:

- Workshop and problem-based learning (PBL case).
- Short questions exam (Evidence of learning 2).
- Students' oral presentations (Evidence 3).

### Evaluation

The evaluation of the subject is continuous and will be achieved with 3 learning evidences:

- Evidence of learning 1: EV1: 30%. Short questions exam: open questions about the sleep and biological rhythms, reward and addiction and Ingestive behavior. (Friday – 2nd Week).
- Evidence of learning 2, EV2: 30%. Short questions exam: open questions about the reproductive behavior, emotions and learning and memory. (Friday – 3rd Week).
- Evidence of learning 3, EV3: 40%. Oral group presentation. Each Friday students will perform a short oral presentation (15 min + discussion) about selected topics. Presentation will be in groups of 2 or 3 students.





## Career Development for the Common Good

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>15 July to 2 August</b>
Professor:	<b>Carmen Martínez-Roca</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

### PROFESSOR BIO INFORMATION

**Carme Martínez-Roca** is Founder of AD INFINITUM Employability, a social business; Associate Professor at the UAB; Member of the UNESCO Chair for Education about Sustainable Lifestyles (Innland University, Norway); and Director of an awarded career guidance programme in Adult Education Centres. She worked in South Africa and Denmark for 10 years as an International Education and Guidance consultant.

### ACADEMIC GUIDE

#### Contents overview

Career development has been traditionally based on an individualistic search-and-matching labour market model. The Skills Commission's Inquiry into information, advice and guidance indicated in 2008 that the matching model is 100 years out of date. However, when conditions offered by the labour market are becoming increasingly precarious and inequality is on the rise, the reasons that brought about the birth of career development are fully in force. Career development links its beginnings to a social movement that saw as a moral imperative to contribute so "workers in the burgeoning economy of the early twentieth century were not seen as the chattels of employers, not as property to be consumed and cast aside, but rather as persons of dignity with a right to determine their own future" (Herr, 2001, p. 198). How does one pursue a career development process for the 21st century that accomplishes the same purposes, and yet adds the alignment of individual achievement and social justice?

This subject will benefit those who, regardless of the career path they are interested in, want to explore and carry out career development strategies aimed at fostering their own and also collective well-being. Through a combination of individual and group activities, you will learn to identify your strengths and improvement areas, to analyse the interpersonal and contextual risk and protection factors that may hinder or foster a fulfilling and socially fair career path, and to define action plans aimed at reducing the risk factors and enhancing the identified protection factors. The learning sessions will be dynamic, participatory and practice-oriented, with your enhanced career development as their main outcome.



### Contents

#### Week 1

"What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others what will determine the significance of the life we lead", N. Mandela.

- Definition of career development and its aims:
  - Adjustment
  - Transformation
  - Adjustment and transformation
  - Neither adjustment nor transformation
  - Are there other options?
- Career development models: Matching model; social justice model.
- Inspiring careers: People who contributed to the common good through their profession.
- Analysis of intrapersonal and interpersonal risk and protective factors for fulfilling and socially fair career development.
- Analysis of contextual risk and protective factors for socially fair career development.

#### Week 2

"It is one of the most beautiful compensations in life that no person can sincerely try to help another without helping him or herself", R. W. Emerson.

- Analysis of contextual risk and protective factors for socially fair career development
- Strategies to plan career paths for the common good: socio-dynamic counselling; solution focused strategies; planned happenstance
- Inspiring organisations: Description and outcomes of organisations that fight against discrimination and unfair practices in the labour market

#### Week 3

"Are you [taking yourself] into this cloud-cuckoo land of wealth, prosperity, happiness for the individual at the expense of the masses? [...] Individual achievement so-called and social justice [can] be juxtaposed", N. Alexander.

- Monitoring and evaluating progress in career development for the common good
- Competence development to respond to discrimination during job search.
- Inspiring career plans for the common good: career maps developed by the students during the course.

### Teaching / Learning activities

#### Week 1

- Individual assessment on previous knowledge about the contents of the programme and on career interests.
- Critical reading and debate: 4 teams representing 4 viewpoints.
- Lecture.
- Students' individual presentations using the elevator pitch.
- Lecture
- Lecture and group exercise





### Week 2

- Lecture and career mapping exercise.
- Students' presentations, comparative analysis and self-assessment exercise.
- Group exercise

### Week 3

- Lecture and career mapping exercises
- Case studies.
- Students' individual presentations.

### Evaluation

- Individual presentations:
  - Inspiring careers – elevator pitch (10%). **July 17th**
- Self-assessment and Career mapping exercise (40%). **July 29th**
- Group presentations:
  - Analysis of contextual risk and protective factors for socially fair career development (10%). **July 23rd**
- Exam (40%). **July 31st**



## Critical Thinking

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>720€ approx.</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>15 July to 2 August</b>
Professor:	<b>Jordi Vallverdú and Pillar Dellunde</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

### PROFESSOR BIO INFORMATION

**Jordi Vallverdú**, Ph.D., M.Sci., B.Mus, B.Phil is Professor of Philosophy of Sciences, Computing & AI. As an expert in Cognitive Sciences, his research on natural and artificial reasoning integrates several disciplines and topics, being focused into emotions as well as (culturally laden) multi-heuristics. His true passion is robotics, besides enjoying haiku poetry and jazz music.

**Pilar Dellunde Clavé** (Barcelona, 1965), Professor of Logic at the Philosophy Department of the UAB, and adjunct Scientist at the Artificial Intelligence Research Institute since 2001. From 2012 to 2016, she was Vice-chancellor for Research of the UAB. At present she is the principal investigator of the RECERCAIXA 2018 project APPhil (jointly with Dr. Nardine Osman), and local coordinator of the Horizon 2020 European Project SYSMICS.

### ACADEMIC GUIDE

#### Contents overview

Do you want to improve your critical thinking skills? In everyday life we are constantly giving reasons to believe things and take decisions. In this introductory course you will learn how to identify arguments, how to evaluate them, and how to avoid fallacies, thinking mistakes that lead to the formation of bad beliefs. Critical argumentation is a practical skill that needs to be learned, from the very beginning, through the use of real examples of arguments. The real arguments we will analyze in the course will give practice in putting the desired skills to work. The methods presented are based on the latest state-of-the-art techniques developed in argumentation theory and informal logic.

During the course we will organize an Argument Writing Workshop where the students could put into practice the different learned skills. There are no prerequisites to this course.



### Contents

- **Week 1**
  - The nature of arguments and the “evidence”
  - Rethorics and diferent types of arguments
  - Deductive and inductive arguments
  - Abductive arguments
- **Week 2**
  - Fallacies
  - Post-truth and fake news
  - Intro the Reasoner’s minds
  - Generalizations, analogies, methapores and causal arguments
- **Week 3**
  - Visual aspects of arguments
  - Numbers, data, and statistics in argumentation
  - General rules for composing arguments
  - Possible counter-argument techniques

### Teaching / Learning activities

- **Week 1**
  - Analysis of arguments.
  - Analysis of deductive and inductive arguments.
- **Week 2**
  - Identification of fallacies.
  - Contemporary challenges case studies: climate change, cancer, AIDS, current politics.
  - Argument Writing Workshop: argumentative essays and argument diagramming.
- **Week 3**
  - Multimodal arguments analysis.
  - Identification of misleading numeric aspects of arguments.

### Evaluation

The course will be evaluated on the basis of Participation In Class (PIC) with daily exercises and on the qualifications of 3 weekly Assignments (A):

- A1. Exercises on deductive and inductive arguments
- A2. Identification of fallacies in an argument
- A3. Writing a short argument.

The grading formula is: PIC (22%) + A1/A2/A3 (26% each one).



# SPANISH AS A FOREIGN LANGUAGE (LEVEL B1.1 CEFRL)

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>15 July to 2 August</b>
Professor:	<b>Sergi Robles, Carlos Borrego and M. Carmen de Toro</b>
Contact:	<b>summer@uab.cat ; internacional.pr@uab.cat</b>

## PROFESSORS BIO INFORMATION

**Maria del Pilar Utrero Hernández** has a degree in Spanish from Barcelona University, specialising in Literature (1989). She earned a master's degree in Training of Teachers of Spanish as a Foreign Language (FPELE) from Barcelona University (1996). From 2000, Pilar has been a Spanish teacher at the UAB Language Service to students from many different countries (2000 to present). From 2013 to the present, she has been coordinator of the Spanish section at the Language Service, where she is also coordinator of the multilevel Spanish examination project (2017 to present).

## ACADEMIC GUIDE

### Contents overview

This course is aimed at foreign students with an elementary level of Spanish (level A2 of the Common European Framework of Reference for Languages/CEFRL) who want to reach a level of communicative competence within the range of level B1 of the CEFR. This effectively means the ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information.

This course places an emphasis on classroom activity. Classroom hours cover the basic objectives of the course syllabus. Students work both under their teacher's supervision and independently; when not supervised, they will use the resources provided by the teacher or the online resources of UAB Idiomes Campus.

### Contents

#### Week 1

- Communicative and Lexical Resources
  - Expressing prohibition, obligation and impersonality
  - Talking about habits and customs
  - Social customs
  - Talking about the beginning and the end of an action
  - Locating an action in time
  - Talking about habits in the present
  - A person's real-life facts
- Grammatical Resources
  - Soler + the infinitive
  - Quantifiers
  - Es obligatorio/ Está prohibido





- Lo normal/ habitual/ raro es + the infinitive
- The impersonal "se" pronoun
- Verbal collocations
- Desde/desde que/ desde hace
- The past perfect/indefinite

### Week 2

- Communicative and Lexical Resources
  - Placing actions in the past and in the present
  - Talking about habits, customs and circumstances in the past
  - Arguing and debating
  - Stages of life
  - Inventions
  - Historical periods and events
  - Reporting in the past
  - Sequencing actions
  - Expressing emotions
- Grammatical Resources
  - The past imperfect
  - Time markers for the past and the present
  - *Ya no/Todavía*
  - The indefinite past
  - Contrasting the imperfect and indefinite past.
  - Time markers for narrating

### Week 3

- Communicative and Lexical Resources
  - Advertising: values, media, elements of an advertisement
  - Recommending and advising
  - Giving instructions
  - Describing an advertisement
  - Predicting the future (personal and about the planet)
  - Talking about future actions and situations
  - Expressing conditions
  - Forming hypotheses about the future
- Grammatical Resources
  - The negative and affirmative imperative
  - Collocating reflexive and direct/indirect object pronouns
  - Forms and uses of the future imperfect
  - Time markers for talking about the future
  - Si + present indicative + future
  - Dependes de / depende de si...
  - Seguramente/seguro que/supongo que + future

### Teaching / Learning activities

Classes are highly practical and encourage cooperative learning and students' effective participation, individually, in pairs or in groups. Classroom activities are aimed at improving communication skills: oral and written comprehension/oral and written expression. Classroom activities include, for example, reading distinct text types to foster comprehension, locating specific information, reworking this content; participating in spontaneous conversations; participating in debates and discussions; expressing opinions and arguments in a fluent and structured manner; giving oral presentations on prepared topics, writing distinct text types depending on level.



### Evaluation

The course has a system of continuous assessment made up of different activities evaluating the four language skills (reading comprehension, listening comprehension, written production and oral production) carried out during the course. There is also a final test on course content, which assesses the four skills.

The continuous assessment activities represent 40% of the overall grade and the final examination counts for 60%. Students need a minimum mark of 50% to pass the course.

- Week 1: Final Unit Activity (integrated skills) – 17 July; Composition – 18th July
- Final Unit Activity (integrated skills) – 19 July
- Week 2: Final Unit Activity (integrated skills) – 24 July; Oral presentation – 25 July; Composition – 26 July
- Week 3: Final Test (60%) (Reading, listening, writing, speaking): 30 July



# European Economic Integration

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>15 July to 2 August</b>
Professor:	<b>Ferran Brunet</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

## PROFESSOR BIO INFORMATION

**Ferran Brunet** (Barcelona, 1953), is Ph.D. in Economics (1985) and Associated Professor of Applied Economics. He teaches and researches on European Integration. He has researched on European Economy, Economic Policy, Public Finance, Urban Renewal, and Economic Dynamics. He has published 40 papers and 12 books, among them a reference textbook (Curso de Integración Europea, Madrid, Alianza, 2nd ed. 2010) as well as a classic on the Olympics (Economy of the Barcelona Olympic Games, Lausanne, International Olympic Committee, 1994). Currently he is working on the new European Economic Governance, Regulatory Quality, Competition Deficit, Imbalances, Competitiveness, Structural Reforms, and the European Model.

## ACADEMIC GUIDE

### Contents overview

This Course attempts to teach about the European Union, its politics, economics and challenges. The objectives of the Course are:

- To understand the fundamentals of the European integration process.
- To comprehend the forms and dynamics of the institutional system of the European Union.
- To analyse competition, trade, monetary, agricultural, internal, regional and social European policies.
- To learn and debate on the characteristics, capabilities, limitations and challenges of the European Union.
- To understand the relationship between deepening policies and enlargements, and between competitiveness and solidarity in Europe.
- To analyse the European integration in a context of globalization.
- To manage the European Union sources.

This Course favours a high student participation. For this, participants will have all the learning materials at the UAB Campus Virtual – Moodle.



### Contents

#### Week 1

##### Europe & the European Union

- A Course Overview
- Elements of European Integration
- The Dynamics of the European Communities
- The European Union System
- The Economic Liberties & the European Policies

#### Week 2

##### The European Union Policies

- The Competition Policy
- The Internal & Agricultural Policies
- The Economic and Monetary Union
- The Regional and Cohesion Policy
- The European Social Policy & the European Welfare

#### Week 3

##### The European Union Economic Policies and Challenges

- The Euro Crisis
- The European Economic Governance
- The European Challenges I: From Unemployment to Institutional System
- The European Challenges II: Brexit, Neighborhoods, US and Global
- A Course Summary

### Teaching / Learning activities

- Presentation & Complementary Source
- Reading & Statement
- Proof: one each week

### Evaluation

This Course is based on a high level of student participation. For this, participants will receive all the materials and indications needed.

The final grade will be composed by: 60 % from 3 week brief proofs + 25 % from 14 one-page daily statements + 10 % from one Course presentation + 5 % from Course attendance and participation.





# History of Asia

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>15 July to 2 August</b>
Professor:	<b>Chiao-In Chen</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

## PROFESSOR BIO INFORMATION

**Chiao-in Chen**, PhD in Comparative, Political and Social History from the UAB; Associate Professor in the Department of Modern History and Contemporary of the UAB. She is specialized in contemporary political history, with special emphasis on Chinese nationalism and fascism of the interwar period, as well as Chinese and Taiwanese political, social and economic history of the 19th and 20th centuries. She is also specialized on the political history of the Nationalist Party of China (Kuomintang).

## ACADEMIC GUIDE

### Contents overview

This subject is part of the UAB's East Asian Studies bachelor's degree programme and is worth 6 ECTS credits. It focuses on historical and cultural interaction between Europe and Asia and the main social and cultural processes derived therefrom.

Subject content: 1) Asia? Europe? The relativity and history of the geographical and political concepts; 2) Great Asian cultures and civilizations before the awakening of Europe; 3) The European assault on Asia: colonialism and imperialism (18th-19th centuries); 4) Asian resistance to assimilation (19th and 20th centuries); 5) Reviewing the 20th century: today's Asia.

Students' work will mainly consist of reading and discussing academic papers, participating in class discussions and carrying out assignments.

### Contents

#### Week 1

- Introduction: Asia, A definition.
- Ancient and Classic: China.
- Ancient and Classic: India.
- The Silk Road and culture exchange.
- Ancient Asian traditions and religions



### Week 2

- The Mongols: The First Eurasia Empire.
- How Asia Trades: Spice Trade
- Oceanic Economic and Colonial Societies: European Maritime Empires in Asia.
- The Gunpowder Empires
- Modern Colonialism and Asia: British Raj.

### Week 3

- China: Ming and Qing Dynasty.
- Modern colonialism Intensified: British India and Opium War.
- A new Empire: Modern Japan.
- New China: Born of a Republic and its struggle.

## Teaching / Learning activities

### Week 1

- Class attendance.
- Discuss: Asia in Maps, Ancient Asia: religion and philosophic influence in Asia, Empire and commerce.
- 1st Quiz and course reading.

### Week 2

- Class attendance.
- Discuss: Mongol Empire and Pax Mongolica, Oceanic Power in Asia, Great Divergence, European Colonialism in Asia.
- Course reading.

### Week 3

- Class attendance.
- Discuss: Chinese Modern Empire and its failings, Mughal Empire and British India, Chinese and Japanese nationalism construction. .
- 2nd Quiz.

## Evaluation

Lecture Attendance	30%
Moodle Discussion Participation	30%
Quizzes (two total, equally weighted)	40%

Class attendance: Students are expected to attend all this course's lectures. Attendance will be registered and will account for 30% of the overall course grade. Students are also expected to participate in all classroom-based and Moodle discussion activities, arrive on time, bring a notebook and the weekly reading material to class, ask questions and contribute to discussions, listen attentively to others, and help generate a positive atmosphere in which everyone can contribute.



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**Moodle discussion participation:** The lecturer will create a Moodle discussion forum accessible to all students. Discussion in the forum is the course's main activity and students are encouraged to participate every day after studying the relevant reading material. Topics for discussion will be proposed at the end of each unit. Participation will account for 30% of the overall course grade.

**Quizzes:** Students will take two short quizzes (one in class and one at home), which will account for 40% of the overall course grade. The quizzes will cover subject matter dealt with in lectures, reading/viewing material and discussions. Students will be allowed to refer to all material, books, notebooks and class notes when taking the quizzes.



## How Cities Bounce Back from a Terror Attack: Barcelona (Spain) as an Experience

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>16 July to 2 August</b>
Professor:	<b>Ingeborg Porcar, Alicia Álvarez and other professionals from the Public Health System and the Crisis Response Teams</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

### PROFESSOR BIO INFORMATION

**Ingeborg Porcar** is the Technical Director at the UAB's Crisis and Conflict Center. This is a specialized unit dedicated to the care provision, training and research for critical situations, and devoted to society, public administration, professionals, social agents and companies, who are or can be affected by a crisis, disasters and/or conflict. In this role she participated in the response to the terrorist attack in Barcelona in 2017. She is also Associate Professor at the UAB.

**Alicia Álvarez** is a PhD in Clinical Psychology, Certified as a crisis and disaster psychologist specialized on trauma, PTSD and ASD. Care & Research Coordinator at UTCCB, the Crisis Center at the Autonomous University of Barcelona (UAB). Psychologist at Barcelona Council working at assessment and recovery of abused & neglected children. Clinical Psychology Lecturer at University Oberta de Catalunya. Member of the Spanish network of psychological response after a terrorist attack.

### ACADEMIC GUIDE

#### Contents overview

Cities are the new frontline of terrorism, especially those which are important touristic destinations. The main purpose of today's terrorists is not only to target civilians and spread fear, but also to turn city residents against each other and to negatively impact on the economy of the city. The first massive attacks in New York (2001), Madrid (2004), and Tunis (2015) generated confusion and doubts in the way of responding to terror. Cities were "unprepared" and had little experience in recovering from such sad experiences. However, at least after the terrorist attack in Bataclan (Paris, 2015) during a concert we know that terrorist attacks are very diverse in terms of location, impact and the perpetrators. Furthermore, we can learn further on the ways a city recovers from such terror.

This course defends two theses. The first claims that terrorist attacks against civilian targets in very touristy cities have become a fearsome reality that has an impact not only on emotional well-being, but also on economy and social cohesion. The second thesis claims that the way in which a city recovers from a terrorist attack depends directly on how it has prepared itself for these types of incidents and on a multidisciplinary approach to the recovery process, including the citizens of the attacked city themselves. In this course you will be trained on an integrative model that will





allow you to prepare your city or community to manage a future event involving multiple victims, and to understand the keys to a good recovery if this incident finally happens.

### Contents

#### Week 1

- **The new kind of terror attack:**
  - Characteristics.
  - Targets.
  - Impact on the economy and tourism, medical and mental health, identity and coexistence of different cultures.
- **Patterns and models of response in the aftermath of a critical event:**
  - During the attack.
  - During the first month after.
  - During the recovery phase (6 months).
  - Natural Resilience and Empowerment.

#### Week 2

- **How can cities prepare for a terror attack**
  - Planning the sanitary response during the attack.
  - Security plans.
  - Psychosocial support.
  - Communication plans.
  - Taking care of the first responders.
  - Taking care of political and other civil managers.

#### Week 3

- **Lessons learned from Barcelona 2017 terror attack:**
  - Medical services.
  - Psychosocial support.
  - City support for commerce and stores.
  - The role of consulates and other representatives of foreign countries.
  - City support for foreign communities, especially those involved in the attack.
  - Media.
- **A proposal for a multidisciplinary response model:**
  - Crisis preparedness.
  - During the impact.
  - After the impact.
  - Towards a real recovery for the city.



### Teaching / Learning activities

#### Week 1

- Video teaching.
- Case studies.
- Discussions.
- Problem solving.
- Team work.

#### Week 2

- Video teaching.
- Case studies.
- Discussions.
- Problem solving.
- Team work.

#### Week 3

- Video teaching.
- Case studies.
- Discussions.
- Problem solving.
- Team work.
- Final seminar on intervention design.

### Evaluation

- Every morning we will first do a short test to help us to check if we should revisit certain concepts. The average grade of these tests makes 30% of the final grade.
- Class attendance and Moodle discussion will make 20% of the final grade.
- During the course, the students will apply the proposed competencies to an incident of multiple victims of his/her interest, based on real situations proposed by the professors. The final evaluation will consist of the complete design of the best possible intervention in that crisis and the presentation of that design before the group of colleagues of the same course in a final seminar. This is a group work and will account for 50% of the final grade.



# Theory and Technique of Journalism Genres

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>15 July to 2 August</b>
Professor:	<b>Ezequiel Ramon Pinat</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

## PROFESSORS BIO INFORMATION

**Ezequiel Ramon** is a professor at the Faculty of Communication Studies in the UAB. He teaches Communication Theories, among others subjects, and supervises Bachelor degree projects. He is interested in the role of journalism in modern society, new journalistic formats against traditional ones, and in the development of new narratives articulated in new technologies. His research topics are Social Media, Journalism and citizenry mobilization.

## ACADEMIC GUIDE

### Contents overview

During the past century, new practices of journalistic styles in the press had arisen, at the same time that the role of media in the society was reconfigured. This subject analyses the course of journalism through its various genres, interviews, chronicles, and reports.

By reading prominent texts in class, the aim will be to understand the structure that articulates them. What were the intentions of those who conceived them? Which effects do they have on the audiences? We will also work with resources that can be used in order to optimize writing, by polishing it, brightening it, and making it more effective.

We will also explore the new digital narratives evolution, from an analytical and descriptive perspective, avoiding normative parameters and catalogs. A social perspective will be considered too. What do we talk about when referring to 'quality journalism'? What is its contribution to a critical democratic society?

Students are expected, after the course, to be able to identify the different genres, their main features, and to understand what strategies the authors have used and which effects they sought to provoke in the audience.



### Contents

#### Week 1

- Introduction to journalism as a discipline. Importance and function
- The Interview: typologies, aims and tips.

#### Week 2

- The myth of 'objectivity' and the positivist paradigm
- The Linguistic turn and the journalist role as 'relator constructor'
- Chronicles: the importance of the writer and time

#### Week 3

- The 'watchdog' paradigm vs. 'journalist as echo'.
- Report: framing, a good starting and a better ending.

### Teaching / learning activities

#### Week 1

- Identify different journalistic articles, similarities and differences
- Printed press, radio, television and social media.

#### Week 2

- Writing precisely, but also clearly and directly at the same time
- Distinguish different strategies of communication in front of the support (printed vs. audiovisual)

#### Week 3

- The New Journalism: Tom Wolfe, Truman Capote, Gay Talese readings
- Recognize rhetoric/linguistic resources in order to achieve an effect on the audience

### Evaluation

Daily evaluation: following the professor explanation, journalistic articles (interviews, chronicles or reports) will be given to groups of three students in relation to the topic. After that, a general discussion will take place within the full class.

The evaluation will be: 30% interviews analysis, 30% chronicles analysis, 30% reports analysis, and 10% class participation.





# Contemporary Spain through the Eye of the Movie Camera

Number of ECTS:	<b>6 ECTS</b>
Teaching Language:	<b>English</b>
Price:	<b>840€</b>
Place:	<b>UAB Campus</b>
Teaching Period:	<b>15 July to 2 August</b>
Professor:	<b>Rosa Gutiérrez Herranz and Ludovico Longhi</b>
Contact:	<b>summer@uab.cat; internacional.pr@uab.cat</b>

## PROFESSORS BIO INFORMATION

**Rosa Gutiérrez Herranz** is Associate Professor at the Department of Art and Musicology UAB, where she teaches Art History and Cinema. She works as an art and film critic and is member of the International Association of Art Critics. Her main research lines focused in the field of visual culture and cross-cultural and comparative studies.

**Ludovico Longhi** holds a PhD in Audiovisual Communication and he is Associate Professor of Film History and Cinematographic Direction at the Department of Audiovisual Communication and Advertising UAB. His main research line focused on popular film genres, like comedy of manners, euro western and crime. He is a researcher of the Research Group P.C.E. (UB), which studies the cinematographic theory in Spain.

## ACADEMIC GUIDE

### Contents overview

The course offers a general approach to Spanish contemporary culture and history through its cinematographic self-representation in some exemplary films of the national production from the post-war period until now. The selection of movies and directors analysed in the classes intends to be representative of recent Spanish history over various periods and cover the main social, political, economic and cultural aspects of country's reality. In the same way, this selection tries to attend to the variety of the Spanish cinema over that period, integrating both auteur and commercial or genre films, B movies, experimental and documentary. This allows us to achieve our main goal: offering a more inclusive, extensive and complex vision of the cultural and national diversity.

Our methodological approach is based on the multidisciplinary perspective (that includes disciplines as history, literature, communication, philosophy and art) of the comparative and intermedia studies that focus on visual culture. This kind of approach permits a deeper and comprehensive understanding of the contemporary world and has become indispensable in the field of Humanities and Communication studies.



Our main learning goal in this course is to analyse, review and criticize the role that these cinematographic representations have had in the construction of identity, and to contrast it with the personal experience of foreign students.

### Contents

#### Week 1

- Marginal visions of Spain: documental and experimental films. Val del Omar's *Tríptico Elemental de España*
- In the name of the Father: patriarchy and religion in Buñuel's films
- Remains of a feudal world: the Spain of the *latifundio* in *Los santos inocentes*
- Scraps of life in a provincial town: Bardem's *Calle mayor* and Picasso's *La tía Tula*

#### Week 2

- The long post-war mourning: Erice's *El espíritu de la colmena* and Saura's *La caza*
- The tradition of the *costumbrismo* in Berlanga's comedies
- Struggle for modernity in the Spain of Developmentalism: Ferreri's comedies
- Committed cinema: the films of the Spanish Transition
- Genre film and B movie

#### Week 3

- Filmmakers at the margins: Llobet-Gràcia and Fernán Gómez
- Postmodern Spain: Almodovar's films of the 80's
- Magical realism in the films of J.L. Cuerda
- Parody, pastiche and *esperpento* in A. de la Iglesia's films
- Spanish cinema in a global world: the new generations

### Teaching / learning activities

- Lectures
- Film projections, analyses and debates
- Group presentation (Friday)

### Evaluation

Evaluation consists of three sections: lecture attendance (30%), participation and discussion in the debates (30%), work in group of 3/5 students about an aspect of Spanish contemporary history (40%)