



The Florida State University
College of Medicine

Medical Spanish II Intermediate Level

MEL 6142

Spring 2013

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Instructors

Course Director

Dr. Carmen Sualdea

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Office Hours:	M-TH 1:00-2:00 and by appointment
Room:	1301
Days and Time:	Mondays 4:15-6:15 (Optional tutorial 6:15-6:45)
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Course Overview

Course Goals

Formal instruction:

The primary goal of the Medical Spanish Course, MEL 6142, is for students to refine their communicative proficiency in the use of the Spanish language in medical settings with Spanish speaking patients. Students participate in language tasks through listening, reading, writing, and conversation

Students are encouraged to use their Spanish language skills in class in situations similar to those they may encounter in a medical environment with Spanish speaking patients. There will be in-class activities, such as role-playing, brief conversations, interviewing, and history taking. Students also, expand their general Spanish vocabulary with emphasis on medical terminology. The students study Spanish grammar to enhance their ability to communicate and refine some of the more challenging concepts in this area.

This Medical Spanish Course includes:

- Group discussions through a series of conversations about specific health topics related to the Hispanic population. Each student develops one topic and leads a discussion about it in class. He/she will be the “expert” on that topic. These conversations help the students to work on their oral skills in a more personal, active and focused fashion.
- Individual medical interviews. In the middle of the semester students carry out medical interviews with Spanish native speakers to put into practice different medical activities performed in class.

Independent study via internet resources as a supplement to class instruction:

This syllabus includes a series of medical, cultural and Spanish language tutorial websites for students to practice Spanish independently outside of the classroom. They are able to engage in Spanish learning activities between class meetings. They are able to utilize these internet educational resources to fit their individual learning style to complement their in-class instruction and often their particular medical interests. This is a significant component of this course and it is critical for its success. It allows students to practice the Spanish skills they need at their own pace, managing time constraints and using time efficiently.

Learning Objectives

The primary objective of this course is to expand and refine the communicative proficiency in the use of the Spanish language learned and practiced in Medical Spanish I in medical settings with Spanish speaking patients. By the end of the course, students should be able to speak in Spanish with Hispanic patients and communicate with them referring to present past or future actions. They should be able to utilize specific medical terms and general Spanish vocabulary learned in class. Students should be able

to communicate with Spanish speaking patients by asking a variety of personal questions as well as specific questions about their health. They should be able to talk with a patient about a chief complaint as presented by a native speaker of Spanish, discuss the patient's past medical history and give advice and recommendations for that specific complaint. They should be able to conduct a physical exam in Spanish. Students should be able to read a medical history and a specific medical case in Spanish and write comments or a brief summary about it.

Policies

Americans with Disabilities Act

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's Director of Student Counseling Services and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

[The Office of Student Counseling Services](#)

Medical Science Research Building

G146

Phone: (850) 645-8256 Fax: (850) 645-9452

This syllabus and other class materials are available in an alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

97 Woodward Avenue, South

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566

TDD: (850) 644-8504

sdrc@admin.fsu.edu

<http://www.fsu.edu/~staffair/dean/StudentDisability>

Academic Honor Code

The Florida State University [Academic Honor Policy](#) outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See pages 27-29 of [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

Medical Spanish Course Specific Attendance Policy

Given the emphasis that must be placed on participation and interaction in foreign language courses, students need to attend all formal instructional classes.

Required Materials

Jarvis, Lebreo. *Basic Spanish for Medical Personnel*, Second Edition. Heinle Cengage Learning. ISBN 978-0-495-90266-9.

Jarvis, Lebreo, Mena-Ayllón. *Basic Spanish (Grammar)*, Second Edition. Heinle Cengage. ISBN 978-0-495-89704-0.

Student website to textbook

Link to Grammar book and textbook 2nd edition. To be able to use this website students need to register after the book has been purchased.

http://college.cengage.com/site_engine/#0495902616

The purchase of a good **Spanish-English, English-Spanish dictionary** for professional reasons is recommended.

***Dictionaries: Spanish-English and English-Spanish on line**

<http://www.wordreference.com/es/translation.asp?tranword=welcome>

http://www.123teachme.com/medical_dictionary

<http://traductor.cervantes.es/cgi-bin/traduccion>

<http://translate.google.com/#en|es>

Grading

Assignments and weights

The students' work is evaluated using the following criteria:

- **Preparation for and participation in in-class discussions and activities.** Participation is important because there is no better way to improve conversational skills than to practice in and outside of the class. There are homework assignments to reinforce and further practice class activities. Detailed homework assignments are posted on Blackboard weekly. Sometimes homework is completed with other students as a pair/group activity. During the semester students have the opportunity to interview Spanish speakers on health issues. Hispanic students from the Oscar Arias Hispanic Honor Society will visit to practice with the medical Spanish students on the interviews.
- **Conversations on specific topics.** Each week a student will lead the final third of the class on a discussion based on a topic of their choosing. The student will prepare in advance and supply pertinent information to the class to be prepared for such discussions. They will be the “experts” on that topic. The instructor will supply a list of health related themes for the students to choose from.
- **Report after trip to Panama, Mexico or Immokalee.** The students keep a small journal with impressions of their medical and personal experiences with Spanish speaking patients using the Spanish language. This journal is shared in class upon their return.
- **Attendance.** Given the emphasis that must be placed on participation and interaction in foreign language courses, it is necessary for the student to attend all formal instruction classes.

Pass/Fail

Class participation 40%

Attendance 60%

This course is on a Pass/Fail basis.

Note: A passing grade is 70 %.

Meeting with the Instructor: The instructor is available to meet with students during office hours and by appointment. If the students experience any difficulties with the course, they should contact the course instructor as soon as possible to discuss any issues or concerns.

Please note: Any student with a **disability** that requires academic accommodation should: 1) register with and provide documentation to the Student Disability Resource Center (SDRC); and 2) bring a letter to the instructor from the SDRC indicating that the student needs academic accommodation. This should be done during the first week of class.

Please be aware that this syllabus is a “flexible” syllabus and due to pedagogical reasons it may be necessary to modify it during the course of the semester.

Materials Covered in Class Weekly

Detailed homework assignments are posted on Blackboard

Week 1 January 7-11	Monday: Introduction to the course <u>General Review:</u> General and health related vocabulary review. Essentials of grammar review. Reading and conversational activities. Discussion of topics for conversations on specific topics: Student presentations
Week 2 January 14-18	Monday: <u>Lesson 10:</u> “En la sala de emergencia”. <i>Textbook</i> Objectives: Learn about emergency situations: General emergencies, poisoning and fractures as well as emergency care, early cancer detection, cancer prevention and various forms of cancer. Learn vocabulary related to general emergencies and accidents <i>Basic Spanish Grammar Book.</i> Discussion of the following grammatical points: Preterite of regular verbs, p. 164 http://www.studyspanish.com/lessons/pret1.htm http://www.spaleon.com/pret.php The Preterite of “ser”, “ir” and “dar”, p. 164 http://www.studyspanish.com/lessons/pret2.htm Review: Seasons and weather expressions, p. 170 http://www.spanishuno.com/vocabulary/index.asp?category=122&Spanish=Clima%20y%20estaciones%20del%20a%C3%B1o&english=Weather%20and%20Seasons Oral activities: Prepare to converse about emergency situation experiences Written activities based on “En la sala de emergencia”. Cases and situations
Week 3 January 21-25	Martin Luther King Day. No class
Week 4 January 28- February 1	Monday: Review. Lessons 6-10. <i>Textbook</i> Review of topics related to diet, family planning, physical exams, dental care and emergency situations. Oral and written practice. Presentation of cases related to these topics
Week 5 February 4-8	Monday: <u>Lesson 11:</u> “Nace un bebé”. <i>Textbook</i> Objectives: Learn about pregnancy and prenatal care, labor, having a baby and postnatal care. Advise on care of newborns. Learn vocabulary related to pregnancy, labor and baby care <i>Basic Spanish Grammar Book.</i> Discussion of the following grammatical points: Time Expressions with “hace”, p. 187 http://www.drlemon.net/Grammar/Hacer.html Irregular preterites, pp. 188 http://www.colby.edu/~bknelson/SLC/index.php http://www.trinity.edu/mstroud/grammar/pret3a.htm Preterite of stem changing verbs e>i, o>u, p. 191 http://www.studyspanish.com/lessons/pret3.htm Oral activities: Preparation to converse about familiar experiences with pregnancy, labor and baby care.

Written activities based on “*Nace un bebé*”. Cases and Situations

*Some of the activities in this lesson will be completed individually due to exams scheduled this week.

Week 6

February
11-15

Monday: Lesson 12: “*En el centro médico*”. *Textbook*

Objectives: Learning about patients’ visits to various doctors’ offices such as the urologist, ophthalmologist and dermatologist. Learn about cancer detection and different types of cancer. Learn vocabulary related to different diseases and specific problems associated to the kidneys, eyes and skin

Basic Spanish Grammar Book. Discussion of the following grammatical points:

Imperfect tense, p.202 and Preterite contrasted with the Imperfect, p. 205

http://www.cuadernoscervantes.com/ele_52_preterito.html

<http://www.languagesonline.org.uk/>

<http://www.lclark.edu/%7Ebenenati/pretemp/pretemp.html>

<http://www.colby.edu/~bknelson/SLC/index.php>

http://www.colby.edu/~bknelson/SLC/ecuador/pret_imp_reglas.html

Oral activities: Preparation to converse about the experience of having common diseases. Symptoms and treatments will be discussed

Written activities based on “*En el centro médico*”. Cases and Situations

Conversations on specific topics: “The Mediterranean diet”. Presented by the instructor

Week 7

February
18-22

Monday: Lesson 13: “*En el hospital II*”. *Textbook*

Objectives: Learning about hospital care and general hospital situations a patient may encounter. Learn vocabulary as it relates to hospital facilities, activities and services.

Basic Spanish Grammar Book. Discussion of the following grammatical points:

“Hace” meaning ‘ago’, p. 216

<http://www.drlemon.net/Grammar/Hacer.html>

http://www.123teachme.com/learn_spanish/verb_hacer

Uses of SE, p.217

<http://www.drlemon.net/Grammar/impersonal.html>

http://www.colby.edu/~bknelson/exercises/unplanned_se.html

“¿Qué?” and “¿Cuál?” with “ser”, p.218

http://www.123teachme.com/learn_spanish/grammar_que_vs_cual

Oral activities: Preparation to converse about experiences as patients in varied hospital situations

Written activities based on “*En el hospital*”. Cases and Situations

Conversations on specific topics. Individual student presentation

Week 8

February 25-
March 1

Monday: Preparation for Medical Interviews

Medical Interviews. Practice with the Hispanic students from the Oscar Arias Honor Society visiting the medical Spanish class

Conversations on specific topics. Individual student presentation

Week 9 March 4-8	<p>Monday: <u>Lesson 14:</u> “En el laboratorio y en la sala de rayos x”. Textbook</p> <p>Objectives: Learn about different diagnostic tests such as X-rays, M.R.I., colonoscopy, ultrasound and blood and urine tests. Learn vocabulary related to different screening tests and words referring to cloths and parts of the body</p> <p>Presentations on personal experience of trip to Latin America or Immokalee <i>Basic Spanish Grammar Book</i>. Discussion of the following grammatical points:</p> <p>The past participle, p. 224 http://www.123teachme.com/learn_spanish/spanish_past_participle</p> <p>The present perfect tense, p. 225 http://www.colby.edu/~bknelson/SLC/index.php http://atschool.eduweb.co.uk/rgshiwyc/school/curric/Spanish/PerfectTense/1.htm http://atschool.eduweb.co.uk/rgshiwyc/school/curric/Spanish/PerfectTense/8.htm</p> <p>The past perfect, p. 228 http://www.123teachme.com/learn_spanish/past_perfect_intro http://www.studyspanish.com/lessons/pastperfect.htm</p> <p>Oral Activities: Preparation to converse about different experiences with various diagnostic tests</p> <p>Written activities based on “En el laboratorio y en la sala de rayos x”. Cases and Situations</p> <p>Conversations on specific topics. Individual student presentation</p> <p>*Some of the activities in this lesson will be completed individually due to exams scheduled this week.</p>
Week 10 March 11-15	<p><u>Spring Break</u></p>
Week 11 March 18-22	<p>Monday: <u>Lesson 15:</u> “Enfermedades venéreas”. Textbook</p> <p>Objectives: To learn about various venereal diseases, their treatment and prevention. Information about HIV. Learn vocabulary related to different venereal diseases. <i>Basic Spanish Grammar Book</i>. Discussion of the following grammatical points:</p> <p>The imperfect future tense, p. 234 http://www.trinity.edu/mstroud/grammar/future.htm http://www.spaleon.com/fut.php http://www.123teachme.com/learn_spanish/use_of_future_tense_intro</p> <p>The imperfect conditional tense, p. 238 http://www.trinity.edu/mstroud/grammar/cond1.htm http://www.spaleon.com/cond.php</p> <p>Oral Activities: Preparation to converse about HIV</p> <p>Written activities based on “Enfermedades venéreas”. Cases and Situations</p> <p>Conversations on specific topics: Individual student presentation</p>
Week 12 March 25-29	<p>Monday: <u>Review: Lessons 11-15.</u> Textbook</p> <p>Review of topics related to infant care, specialist’s visits, diagnostic testing and HIV. Presentation of cases related to these topics. Individual student presentations</p>

Week 13
April 1-5

Monday: Lesson 16: “*Problemas de la hipertensión*”. *Textbook*

Objectives: To learn about hypertension, recommendations to avoid the problem and to lead a healthier life. Learn vocabulary related to hypertension, complications and recommendations to control this problem.

Basic Spanish Grammar Book. Discussion of the following grammatical points:

The present subjunctive, p.260

http://www.123teachme.com/learn_spanish/subjunctive_mood_1

<http://www.drlemon.net/Grammar/Subjunctive/sub-form.html>

The subjunctive with verbs of volition, p.264

http://www.indiana.edu/~call/reglas/sub_nominales.html

<http://www.studyspanish.com/lessons/subj5.htm>

The absolute superlative, p. 267

<http://www.studyspanish.com/lessons/super.htm>

Oral activities: Preparation to converse about specific instances of hypertension

Written activities based on “*Problemas de la hipertensión*”. Cases and Situations

Conversations on specific topics: Individual student presentation

Week 14
April 8-12

Monday: Lesson 17: “*En el consultorio del Dr. Gómez, clínico*”. *Textbook*

Objectives: Discussion of patient consultations on common diseases in general as well as diseases related to old age. Learn vocabulary related to general health problems and problems related to the elderly.

Basic Spanish Grammar Book. Discussion of the following grammatical points:

The subjunctive to express emotion, p.274

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.glendon.yorku.ca/hispanicstudies/hola/engfiles/subj-emocion.html>

The subjunctive with some impersonal expressions, p.277

<http://atschool.eduweb.co.uk/rgshiwyc/school/curric/Spanish/AS/Subjunctive3/index.htm>

<http://www.studyspanish.com/lessons/subj7.htm>

<http://www.drlemon.com/Grammar/Subjunctive/Imp-express.html>

Oral activities: Preparation to converse about experiences with common diseases and problems related to old age.

Written activities based on “*En el consultorio del Dr. Gómez, clínico*”. Cases and Situations

Conversations on specific topics: Individual student presentation

Week 15
April 15-19

Monday: Lesson 18: “*En la clínica de drogadictos.*” *Textbook*

Objectives: Discussion of drugs and drug addiction. Health problems related to drug use. Learn vocabulary related to different types of drugs, drug use and drug treatment
Basic Spanish Grammar Book. Discussion of the following grammatical points:

The subjunctive to express doubt, disbelief and denial,

p. 286. The subjunctive to express indefiniteness and nonexistence, p. 289

http://www.colby.edu/~bknelson/SLC/subj7_doubt.php

http://www.colby.edu/~bknelson/SLC/subj_adj1.php

http://www.123teachme.com/learn_spanish/present_subjunctive_13

Diminutive suffixes, p. 291

<http://en.wikibooks.org/wiki/Spanish/Diminutives>

<http://www.elearnspanishlanguage.com/grammar/diminutives.html>

Oral activities: Preparation to converse about different types of addiction
Written activities based on “*En la clínica de drogadictos*”. Cases and Situations.
*Some of the activities in this lesson will be completed individually due to exams being scheduled this week

Web Resources

Web sites that focus on health promotion and medical issues:

These web sites help expand the students’ Spanish medical vocabulary as well as present information about different medical issues related to the Hispanic population:

<http://www.sitiosargentina.com.ar/revistas/salud.htm>: Links to health magazines and publications from the Hispanic world (Spanish)

<http://globegate.utm.edu/spanish/salud.html>: List of sites related to health in Hispanic countries

<http://www.msc.es/organizacion/sns/home.htm> : Health Care System in Spain (Spanish)

<http://www.usalantino.net/salud/>: Latino health (English and Spanish)

<http://home.earthlink.net/~cpalma/C1926932195/>: Latino and minorities health (English)

<http://www.hispanichealth.org/>; National Alliance for Hispanic Health. (English)

<http://www.medspain.com/>: Comprehensive explanation about clinical cases and brief review of diseases. Good for vocabulary review (Spanish)

<http://www.ahcpr.gov/consumer/espanoix.htm>: Agency for Healthcare, Research and Quality. Guide to specific medical issues (English and Spanish)

<http://medlineplus.gov/esp/>: Updated health information plus general health education (Spanish)

<http://www.salud.com/>: Different medical articles (Spanish)

<http://elmundosalud.elmundo.es/elmundosalud/>: Topics on general health from Newspaper “El mundo”. (Spanish)

<http://www.chapu.net/busqueda.php?q=Revista+hispana+semanal+para+mujeres+en+Los+Angeles%2C&dir1=Salud>: Weekly Health Magazine (Spanish)

<http://www.salud.com> :Topics in general health (Spanish)

<http://www.nlm.nih.gov/medlineplus/spanish/womenshealth.html>: Topics related to women’s health issues (Spanish)

<http://www.nlm.nih.gov/medlineplus/spanish/childrenandteenagers.html> : Health information on children and teenagers (Spanish)

http://kidshealth.org/teen/en_espanol/index.html#cat20509 : Teens Health (Spanish and English)

<http://www.cuerpomente.com/index.jsp>: “Medicina natural” (Spanish)

http://www.medicinanatural.org.mx/index.php?option=com_glossary&func=display&Itemid=26&catid=15: “Medicina natural. Los alimentos y las hierbas” (Spanish)

<http://www.rice.edu/projects/HispanicHealth/Courses/mod7/mod7.html>: Folk medicine in Hispanics in the Southwestern United States (English)

<http://www.institutodemedicinaalternativa.com/sitio/medicina-alternativa/medicina-alternativa-y-complementaria/>: Alternative and complementary medicine. Definition and types (Spanish)

<http://erc.msh.org/mainpage.cfm?file=7.4.0.htm&module=provider&language=English>: Hispanics: Health Disparities Overview. (English)

Websites for individual Spanish learning and extra practice (tutorial).

They include listening, pronunciation, grammar, vocabulary, reading material and quizzes for written practice:

<http://www.medicalspanish.com/learning-resources.html> : Medical Spanish learning resources

http://www.123teachme.com/learn_spanish/medical-spanish: Medical Spanish for Health Professionals

<http://www.practicingspanish.com/>: Practice Medical Spanish

<http://medicalspanishpodcast.com/podcast>: Medical Spanish podcasts

<http://www.languagetaylor.com/medical-spanish-videos/>: Medical Spanish lessons/videos

<http://radiolingua.com/cbs-step-1/> : Coffee Break Spanish. Podcasts. Spanish step by step. Beginners

<http://radiolingua.com/members/sts-seasons-1-and-2/>: Show Time Spanish. Intermediate Spanish Course

<http://www.bbc.co.uk/languages/spanish/index.shtml>: BBC Spanish Course. For beginners: “Mi vida loca”, “Spanish Steps” and “New Look. Talk Spanish”. For intermediate students: “Reportajes”, “Sueños” and “Cool Spanish”

http://www.123teachme.com/learn_spanish/spanish_grammar_course : Beginners Grammar Course

http://www.123teachme.com/learn_spanish/tmm/n2_unidad_5: Intermediate grammar course

http://www.123teachme.com/learn_spanish/spanish_grammar_course_a Advanced grammar course

<http://www.laits.utexas.edu/spe/> : Spanish proficiency exercises. Video clips included. Good practice of listening skills

<http://www.bbc.co.uk/languages/spanish/suenos/index.shtml>: Basic activities to learn Spanish. It includes video clips. It is good for reviewing

<http://www.colby.edu/~bknelson/SLC/index.php>: Clear and well organized Spanish grammar activities and culture. There is a lot of feedback.

http://www.carla.umn.edu/strategies/sp_grammar/: Strategies for enhancing your study of Spanish Grammar

<http://www.englishnspanish.com/learn/verbs%00>: 500 most common Spanish verbs. Conjugation and quizzes

http://www.elemadrid.com/spanish_verbs.htm: Spanish verbs conjugator

<http://studyspanish.com/tutorial.htm>: Tutorial with grammar, quizzes, vocabulary and culture

http://www.indiana.edu/~call/enlaces_grama.html: Links directory for grammar study

<http://www.medicalspanish.com/medical-vocabulary.html>: Spanish Medical Vocabulary with sound

<http://www.spanish.bz/learn-spanish.htm>: Vocabulary and grammar includes quizzes for practice

<http://members.tripod.com/spanishflashcards/>: Vocabulary, pronunciation, spelling, grammar and quizzes

<http://www.lingolex.com/spanish.htm>: Vocabulary, grammar and information for Spanish learners

<http://www.languagerealm.com/spanish/spanishidioms.php>: Spanish/English idioms

<http://www.ielanguages.com/spanish.html>: Useful vocabulary, phrases, expressions and grammar

<http://www.davidreilly.com/spanish/>: Basic review

<http://www.cnnenespanol.com/>: Press in Spanish to practice reading

<http://www.prensaescrita.com/>: Press in Spanish from the Hispanic world to practice reading

<http://www.spanishnewyork.com/common-mistakes-in-spanish.html>: Typical errors and mistakes in Spanish by English speakers

<http://www.nacnet.org/assunta/cancion.htm>: Spanish songs for students of Spanish

<http://www.spanish-test.net/>: Test one's level of Spanish

<http://www.bbc.co.uk/languages/spanish/gauge/> : Test your level of Spanish

Web sites that focus on cultural issues related to the Hispanic world:

These web sites increase the students' knowledge of Hispanic culture. They are useful for their relationship with the Hispanic community in different ways, including the health arena.

<http://www.espanole.org/pais> : The Hispanic world. Explore its countries (English and Spanish)

http://cvc.cervantes.es/lengua/voces_hispanicas/: "Voces hispanas". Hispanic countries and their different way of speaking Spanish

<http://www.espanole.org/artes> : Links to the world of art (English and Spanish)

<http://spanish.about.com/od/spanishlanguageculture/>: Culture and language in the Spanish speaking world with emphasis on the Spanish language (English and Spanish)

<http://coloquio.com/famosos/alpha.html> : Famous Hispanics in the world and in history. Sections: Antiquity, Musicians, Nobel Prizes, Painters, Scientists, Sports, U.S. Military, Women and Writers. (English)

<http://college.cengage.com/languages/spanish/resources/students/links/index.html> : Multiple links to History, Culture, Music, Literature. Link "Country City Tours" can be helpful. (English and Spanish)

<http://www.indiana.edu/~call/espana.html> : Hispanic culture: literature, language and food (Spanish and English)

<http://www.doitinspain.com/Espanol/comunidades.php> : Information about Spain (English and Spanish)

<http://www.espanole.org/hist> : History and heritage. The Hispanic world (English and Spanish)

<http://www.spanishnewyork.com/spanish-movies-and-videos.html> : Titles of Spanish movies and DVD's for students of Spanish

<http://pewhispanic.org/> : Information to improve understanding of the diverse Hispanic population in the United States and to chronicle Latinos' growing impact on the nation. (English)

<http://www.donquijote.org/culture/spain/> : Spain and its culture (English and Spanish)

<http://www.studyspanish.com/comps/alamo.htm> : Culture notes on Latin America and Spain (English and Spanish)

http://www.cervantes.es/cultura_espanola/informacion.htm : Instituto Cervantes. Current cultural topics related to Spain and Latin America (Spanish)