<table>
<thead>
<tr>
<th>Trinity Module Name and course code</th>
<th>Credits(ECTS)</th>
<th>Duration and semester</th>
<th>Prerequisite Subjects</th>
<th>Course Description and Learning Outcomes</th>
<th>Assessment</th>
<th>Contact Hours</th>
<th>Contact Person</th>
</tr>
</thead>
</table>
| SPU22011 Contemporary Spanish Life and Culture I (ES) | 5             | Semester 1            | Minimum Level: Spanish B2 | **Aims:** The aim of this course is to enable students to learn about and critically discuss current events related to the politics and culture of contemporary Spain while they further develop their oral and written competence in Spanish language.  
**Content:** Contemporary history, politics and cultural studies of Spain in 1982 to the present day.  
**Learning Outcomes:**  
1. Critically discuss on the political structures and institutions of democratic Spain and compare to other countries in Europe and the world.  
2. Critically discuss the political, social and economic developments that have taken place in Spain since the death of Franco in 1975.  
3. Describe and analyse the role of different cultural manifestations in forming a national identity of Spain.  
4. Learn to successfully carry oral presentations and develop good skills in academic writing on political, social, economic and cultural related topics.  
**Method of Teaching & Student Learning:**  
Handouts prepared by the instructor. Oral presentations prepared by students in pairs. Two films to be watched in the Spanish original.  
**Bibliography:** A recommended bibliography will be distributed at the beginning of the course. | Oral Presentation (10%), an in-class exam question at the end of the term (15%) and a final term paper (75%). All of them are assessed through Spanish. | 2 pw | Katerina Garcia kgarcia@tcd.ie  
Lecturer: Ms P. Gonzalez Bermudez |
| SPU22012 | Contemporary Spanish Life and Culture II (ES) | S | Semester 2 | Minimum Level: Spanish B2 | **Aims:**  
The aim of this course is to enable students to learn about and critically discuss current events related to the politics and culture of contemporary Spain while they further develop their oral and written competence in Spanish language.  
**Content:**  
Contemporary history, politics and cultural studies of Spain in 1982 to the present day.  
**Learning Outcomes:**  
1. Critically discuss on the political structures and institutions of democratic Spain and compare to other countries in Europe and the world.  
2. Critically discuss the political, social and economic developments that have taken place in Spain since the 90s.  
3. Describe and analyse the role of different cultural manifestations in forming a national identity of Spain.  
4. Learn to successfully carry oral presentations and develop good skills in academic writing on political, social, economic and cultural related topics.  
**Method of Teaching & Student Learning:**  
Handouts prepared by the instructor.  
Oral presentations prepared by students in pairs.  
Two films to be watched in the Spanish original.  
**Bibliography:**  
A recommended bibliography will be distributed at the beginning of the course. | Oral Presentation (10%), an in-class exam question at the end of the term (15%) and a final term paper (75%). All of them are assessed through Spanish. | 2 pw | Katerina Garcia  
kgarcia@tcd.ie  
Lecturer: Ms. P. Gonzalez Bermudez |
<table>
<thead>
<tr>
<th>SPU2252Y</th>
<th>10 Semester 1 &amp; 2</th>
<th>Minimum Level: Spanish B2</th>
<th>Aim: The aim of this course is to enable students to learn about and critically discuss current events related to the politics and culture of contemporary Spain while they further develop their oral and written competence in Spanish language.</th>
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<td></td>
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<td><strong>Content:</strong> Contemporary history, politics and cultural studies of Spain in 1982 to the present day.</td>
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<td><strong>Learning Outcomes:</strong> 1. Critically discuss the political structures and institutions of democratic Spain and compare to other countries in Europe and the world. 2. Critically discuss the political, social and economic developments that have taken place in Spain since the end of Franco in 1975. 3. Describe and analyse the role of different cultural manifestations in forming a national identity of Spain. 4. Learn to successfully carry oral presentations and develop good skills in academic writing on political, social, economic and cultural related topics.</td>
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<td><strong>Method of Teaching &amp; Student Learning:</strong> Handouts prepared by the instructor. Oral presentations prepared by students in pairs. Two films to be watched in the Spanish original.</td>
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<td></td>
<td><strong>Bibliography:</strong> A recommended bibliography will be distributed at the beginning of the course.</td>
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<td><strong>Aims:</strong> Two Oral Presentations (10%), an in-class exam question at the end of each term (15%), and two term papers (75%). All of them are assessed through Spanish.</td>
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<tr>
<td></td>
<td>2 pw Katerina Garcia <a href="mailto:kgarcia@tcd.ie">kgarcia@tcd.ie</a></td>
<td>Lecturer: Ms P. Gonzalez Bermudez</td>
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</table>
This course will introduce students to some of the major currents in the prose of sixteenth- and seventeenth-century Spanish literature.

**Content:**
This module will particularly focus on the interplay of the narrative modes of romance and comedy as reflected in the Moorish and picaresque novel, the theatrical *entremés* (short farce), and the Italian-style novella. We will read each work both as an independent creative expression and as part of an intellectual and artistic continuum. To this end, we will study the formal attributes of each text, as well as the overlapping socio-economic, political, cultural and ideological contexts in which it was created. We will further consider how each text achieves character development and psychological complexity in ways that prefigure aspects of realism associated with the modern novel.

**Methods of Teaching & Student Learning:**
Lectures, assigned readings, guided in-class discussion.

**Learning Outcomes**
Upon completion of this course, students will have learned to identify some of the most important formal and thematic features of the prose fiction produced in Spain during the sixteenth and seventeenth centuries; they will be able to situate the works studied into broad cultural and historical trends within Spain; and they will have developed a vocabulary and analytical skill set with which to

| SPU22041 Introduction to Golden Age Literature | 5 | Semester 1 | Minimum level: Spanish A2; |  | 2 pw | Katerina Garcia kgarcia@tcd.ie | Lecturer: Dr Brian Brewer |

Summative Assessment: One 2-hour exam
**Reading list:**
- *El Abencerraje* (anonymous)
- *Lazarillo de Tormes* (anonymous)
- *El Viejo Celoso* (Miguel de Cervantes)
- *El celoso extremeño* (Miguel de Cervantes)

### SPU22051 The Spanish Language in Context

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
<th>Minimum Level</th>
<th>Aims:</th>
<th>Assessment</th>
<th>Lecturer:</th>
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<tr>
<td>SPU22051</td>
<td>The Spanish Language in Context</td>
<td>5</td>
<td>Semester 1</td>
<td>Spanish A2;</td>
<td>Language can serve multiple purposes in the public sphere, becoming a tool to achieve a variety of goals, beyond its primary communicative function. Throughout the term, close analysis of a wide range of diverse textual materials will be undertaken, with the aim of identifying the various verbal strategies applied by their authors, and their intended effects within the communicative act. Furthermore, the course will introduce students to the Spanish language in a broad range of communicative contexts, increasing their awareness of its contemporary registers and styles. The aim of this module is to encourage students to critically engage with textual material, focusing on its non-literal meanings such as context, communication strategies and pragmatic intention. <strong>Content:</strong> Language can serve multiple purposes in the public sphere, becoming a tool to achieve a variety of goals, beyond its primary communicative function. Close analysis of a wide range of diverse textual materials will be undertaken, with the aim of identifying the various verbal strategies applied by their authors, and their intended effects within the communicative act.</td>
<td>Oral presentation (10%) Continuous assessment (20%) Written exam – 2 hours (70%)</td>
<td>2 pw</td>
</tr>
</tbody>
</table>
and their intended effects within the communicative act. The course will also introduce students to the Spanish language in a broad range of communicative contexts, increasing their awareness of its contemporary registers and styles.

**Learning Outcomes:**
1. Accurately discern the context, style and register of contemporary Spanish texts.
2. Identify the various verbal strategies applied by authors, and their intended effects within the communicative act.
3. Recognise and be able to discuss issues regarding language and its role in contemporary Spanish society (e.g. the language of politics, the language of technology, gender and language, etc.)

**Method of Teaching & Student Learning:** Directed learning; continuous assessment; preparing of an oral presentation

**Bibliography:**
**Aims**
The principal objectives of this course are to familiarise students with the general trends in modern Spanish poetry and to provide them with the necessary critical apparatus to make discriminating and historically informed analyses of the poems studied.

**Content:**
Through a selection of representative works by some of the principal writers in Spain during the 19th and early 20th centuries, this module aims to explore the chief merits and characteristic features of modern Spanish poetry. While the broad objective of the module is to provide a sense of the range and quality of modern Spanish poetry by studying in depth the works of Gustavo Adolfo Bécquer, Antonio Machado and Federico García Lorca, it will also examine the thematic and linguistic connections that can be identified between the seemingly disparate verse of all three poets.

**Methods of Teaching & Student Learning**
- Contact teaching: Tutorials, seminars and lectures

**Learning Outcomes**
On successful completion of this module, students should be able: to 1) identify and explain the characteristic features of modern Spanish poetry through close textual reading of the works of Gustavo Adolfo Bécquer, Antonio Machado and Federico García Lorca; 2) to analyze the thematic and linguistic connections that exist between the seemingly
disparate works of the three poets studied; 3) to organize material into effective and detailed arguments both orally (presentation / class discussion) and in writing; 4) to carry out independent research; 5) to critically comment on Spanish poetry of the 19th and 20th centuries and formulate responses that are both discriminating and historically informed.

**Reading list:**
- García Lorca, F., *Poema del cante jondo; Romancero gitano* (Madrid: Cátedra, 2009)

| SPU22092 Gender in Hispanic Cinema | 5 | Semester 2 | Minimum level: Spanish A2; | Aims: To teach students different critical approaches to the analysis of Spanish and Latin American cinema; to provide students with theoretical and analytical skills to read films from a gender perspective; to allow students to engage with questions of gender and sexuality in Spanish and Latin American films. | Content: A selection of Spanish and Latin American films dealing with questions of gender and sexuality | Methods of Teaching & Student Learning: Lectures and tutorial groups | Essay (70%) 2000 word in English In-class assessment (30%) | 2 pw | Katerina Garcia kgarcia@tcd.ie Lecturer: Dr Daniel Mourenza |
Learning Outcomes:
By the end of the module, students 1) will be familiar with approaches from gender theory to film analysis; 2) will be able to analyse Spanish and Latin American films from a gender perspective; 3) will have engaged in discussions about gender and sexuality; 4) will be aware of critical debates around Spanish and Latin American film.

Reading list:
Gustavo Subero, *Queer Masculinities in Latin American*
| Course Code | Course Title                  | Level | Semester | Minimum level | Aims:                                                                 | Content:                                                                 | Methods of Teaching & Student Learning:                                                                                     | Learning Outcomes:                                                                                                                   | Reading list:                                                                                                      | Percentage | Lecturer                     |
|-------------|-------------------------------|-------|----------|---------------|----------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| SPU22001    | Spanish Grammar and Syntax    | 5     | Semester 1 | Spanish A2; please meet with module co-ordinator before enrolling | The main learning aims of this module are to enable students to develop competence in a range of language tasks, with a focus on the following essential skills in Spanish:  
  •  writing  
  •  reading  
  •  listening  
  •  speaking | A variety of texts for translation and text analysis, grammar exercises and topical resources for oral discussion.  
  **Methods of Teaching & Student Learning:**  
  •  Contact teaching: lectures, tutorials and seminars  
  •  Directed learning: Homework (weekly) | On successful completion of this module students should be able to identify and effectively deploy a range of linguistic registers, vocabulary, and grammatical and syntactical structures, to communicate effectively with native Spanish speakers in both written and oral contexts, and to translate relatively complex extracts from a variety of registers and genres from Spanish into English and from English into Spanish.  
  **Reading list:** |  |  |  | Continuous Assessment (80%); Oral Exam (20%) | 3 pw | Katerina Garcia  
krgarcia@tcd.ie  
Lecturer: Dr Ciara O’Hagan |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
<th>Minimum Level</th>
<th>Aims:</th>
<th>Content:</th>
<th>Methods of Teaching &amp; Student Learning:</th>
<th>Learning Outcomes:</th>
<th>Assessment Breakdown</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>SPU22002</td>
<td>Spanish Grammar and Syntax</td>
<td>5</td>
<td>Semester 2</td>
<td>Spanish A2; please meet with module co-ordinator before enrolling</td>
<td>The main learning aims of this module are to enable students to develop competence in a range of language tasks, with a focus on the following essential skills in Spanish: • writing • reading • listening • speaking</td>
<td>A variety of texts for translation and text analysis, grammar exercises and topical resources for oral discussion.</td>
<td>• Contact teaching: lectures Tutorials and seminars • Directed learning: Homework (weekly)</td>
<td>On successful completion of this module students should be able to identify and effectively deploy a range of linguistic registers, vocabulary, and grammatical and syntactical structures, to communicate effectively with native Spanish speakers in both written and oral contexts, and to translate relatively complex extracts from a variety of registers and genres from Spanish into English and from English into Spanish.</td>
<td>Continuous Assessment (80%); Oral Exam (20%)</td>
<td>Katerina Garcia <a href="mailto:kgarcia@tcd.ie">kgarcia@tcd.ie</a> Lecturer: Dr Ciara O’Hagan</td>
</tr>
</tbody>
</table>
**SPU33001 Spanish Grammar and Translation**

| Minimum level: Spanish B1; please meet with module co-ordinator before enrolling |

**Aims:**
This module aims to enable students to further develop their linguistic competency, with emphasis on both receptive (reading comprehension, text analysis) and productive (essay writing, translation) language skills.

**Content**
A variety of texts and integrated grammar tasks; materials for text analysis.

**Methods of Teaching & Student Learning:**
- Contact teaching: Lectures
- Directed learning: Fortnightly homework assignments

**Learning Outcomes:**
Upon completion of this module students should be able to:

1. Demonstrate accurate understanding of advanced written and spoken Spanish.
2. Express yourself in advanced, grammatically accurate written and spoken Spanish.
3. Display knowledge of a considerable body of vocabulary belonging to a range of lexical areas, and use it accurately in diverse contexts and language registers.
4. Become aware of the challenges existing in Spanish-English translation and acquire the linguistic tools to overcome them.

**Reading list:**
Selected texts provided by the instructor.

| Oral exam (20%) Continuous assessment (10%) Written exam – 2 hours (70%) |

<p>| 2 pw Kateri Garcia <a href="mailto:kgarcia@tcd.ie">kgarcia@tcd.ie</a> Lecturer: Dr Katerina Garcia Dr Paul Rankin |</p>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Semester</th>
<th>Minimum Level</th>
<th>Aims</th>
<th>Assessment</th>
<th>Learning Outcomes</th>
<th>Methods of Teaching &amp; Student Learning</th>
<th>Learning Outcomes</th>
<th>Contact Teaching</th>
<th>Continuous Assessment</th>
<th>Essay:</th>
<th>Hours</th>
<th>Lecturer</th>
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</table>
| SPU33002    | Spanish Grammar and Translation | 5     | Semester 2 | Spanish B1; please meet with module co-ordinator before enrolling | This module aims to enable students to further develop accuracy their linguistic competency, with emphasis on both receptive (reading comprehension, text analysis, aural skills) and productive (essay writing, translation, spoken communication) language skills | Oral exam (20%) Continuous assessment (10%) Written exam – 2 hours (70%) | 1. Demonstrate accurate understanding of advanced written and spoken Spanish 2. Express yourself in advanced grammatically accurate written and oral Spanish 3. Display knowledge of a considerable body of vocabulary belonging to a range of lexical areas and use it accurately in diverse contexts 4. Communicate effectively and adequately within a variety of language registers | Contact teaching: Lectures Directed learning: Fortnightly homework assignments | Continuous Assessment (20%) Essay: 2,500 words in English (80%) | 2 pw | Katerina Garcia kgarcia@tcd.ie Lecturer: Dr Katerina Garcia Dr Paul Rankin
| SPU33012    | Spanish Linguistics           | 5     | Semester 2 | Spanish B1; please meet with module co-ordinator before enrolling | The aim of this module is to enable students to identify the main historical phases of the development of the Spanish language, within a historical and cultural context, in order to attain | Continuous Assessment (20%) Essay: 2,500 words in English (80%) | | | | | |
a better understanding of the role and process of standardisation of the Spanish language from its medieval origins to its role as a global language in the 21st century.

Content
In the course of the module we will explore, in chronological order, the following historical periods: Pre-Roman Iberia and its linguistic landscape; the Roman invasion and conquest of Hispania and the Latin language; from Iberian Romance to Castilian; from Castilian to Spanish; the Spanish language in the Age of Discovery; the Real Academia Española and the establishment of contemporary standard Spanish.

Methods of Teaching and Student Learning:
Contact teaching: Lectures. Directed learning: reading assignments; continuous assessment

Learning Outcomes
1. Accurately identify the main historical phases in the development of Spanish, from its Latin roots to the modern language it is today.
2. Appreciate the influence of the different language varieties which shared, or share with Spanish the geographical space of the Iberian Peninsula, on its linguistic structures.
3. Recognise the role of the Castilian dialect as the basis of Modern Spanish and define the process of its standardization.
4. Discuss the role of Spanish as the primary medium of Spanish colonization.
### Reading list:

- CANO, Rafael (coord.), *Historia de la lengua española*. Barcelona: Ariel, 2005.

Additional texts will be provided by the instructor.

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### SPU33021 Modern Spanish Novel

**5**

**SEMESTER 1**

**Minimum level:** Spanish B1; please meet with module co-ordinator before enrolling

**Aim:**
To aim of this module is to introduce students to some of the most innovative Spanish fiction of the late nineteenth and early twentieth centuries by studying in close detail the prose fiction of Benito Pérez Galdós (*El amigo Manso*), Miguel de Unamuno (*Niebla*) and José Camilo Cela (*La familia de Pascual Duarte*).

**Content:**
The module will follow a chronological pattern and will adopt a thematic approach to the three novels studied. Particular areas of interest will include: perception and the nature of reality; chance and fatality; the novel as a vehicle for social criticism; and existential thought. The format of the module will alternate between formal lectures and seminars for group discussion.

**Assessment:**
- Extended essay (80%) in English (2500-3000 words)
- In-class reading test (20%)

**Credit Hours:** 2 pw

**Lecturer:** Dr Ciara O'Hagan
Methods of Teaching and Student Learning:
Lectures, tutorials and guided in-class discussion.

Learning Outcomes:
On successful completion of this module, students should be able to: 1) demonstrate a detailed and critical understanding of an important period in Spain’s literary history; 2) identify and explain the characteristic features of the modern Spanish novel through close textual reading of the novels of Benito Pérez Galdós, Miguel de Unamuno and José Camilo Cela; 3) organize material into effective and detailed arguments both orally (class discussion) and in writing (extended essay / reading test); 4) critically comment on the modern Spanish novel of the 19th and 20th centuries and formulate responses that are both discriminating and historically informed; 5) carry out independent research.

Reading list:
Galdós, Benito Pérez, El amigo Manso (Madrid: Cátedra, 2001)
Unamuno, Miguel de, Niebla (Madrid: Cátedra, 2004)
Cela, Camilo José, La familia de Pascual Duarte (any edition)

SPU33041 Don Quijote Part One 5 SEMESTER 1 Minimum level: Spanish B1;  
Aims: This module consists of a close reading of Miguel de Cervantes’s novel Don Quijote de la Mancha, part one, with special attention to its structure, themes and characterization within the context of contemporary literary theory and practice. It will especially
Essay (100%) 2,500 words in English 2 pw Katerina Garcia kgarcia@tcd.ie Lecturer: Dr Brian Brewer
consider the interplay of the narrative modes of comedy and heroic romance in the development of the modern novel.

**Content:**
This module consists of a close reading of Miguel de Cervantes’s novel *Don Quijote de la Mancha*, part one, with special attention to its structure, themes and characterization within the context of contemporary literary theory and practice. It will especially consider the interplay of the narrative modes of comedy and heroic romance in the development of the modern novel.

**Methods of Teaching and Student Learning:**
Lectures, readings, guided in-class discussions.

**Learning Outcomes:**
In this module, students will learn to situate Cervantes’s *Don Quijote* in its proper literary and historical context; they will learn to analyze it from a variety of perspectives in order to appreciate Cervantes’s ability to combine disparate genres, styles, tones and registers into an original work of fiction; they will refine their ability to read critically and to write analytically.

**Reading list:**
*Don Quijote de la Mancha* (Miguel de Cervantes)
| SPU44001 Spanish Grammar and Translation | S | SEMESTER 1 | Minimum level: Spanish B1/B2; please meet with module co-ordinator before enrolling | **Aims:**
This module aims to consolidate students’ existing levels of language proficiency in writing, reading comprehension, and translation from and into Spanish.

**Learning outcomes:**
On successful completion of the module, students should be able to:
1. Demonstrate an advanced knowledge and understanding of grammar structures in Spanish
2. Write a range of texts such as short narrative pieces, essays, summaries, etc.
3. Read and synthesize a wide range of text types
4.Translate general and literary texts from Spanish into English
5. Evaluate different Spanish-to-English translations of the same text(s)

**Content:**
Students will be enabled to develop their Spanish language competence through the in-class practice of class exercises and through the completion and submission of weekly homework.

**Methods of Teaching and Student Learning:**
Contact teaching: Lectures and seminars
Directed learning: homework and continuous assessment assignments.

**Reading List**
Selected materials provided by the instructors

<p>| Oral exam (20%) Continuous assessment (80%) | 3 pw | Katerina Garcia <a href="mailto:kgarcia@tcd.ie">kgarcia@tcd.ie</a> |
| Lecturer: Dr Paul Rankin | | |</p>
<table>
<thead>
<tr>
<th>Minimum level: Spanish B1/B2</th>
<th>Aims: This module aims to consolidate students' existing levels of language proficiency and enhance their ability to express themselves in advanced written and spoken Spanish.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes: On successful completion of the module, students should be able to: 1. Demonstrate an advanced knowledge and understanding of advanced written and spoken Spanish 2. Express themselves accurately in spoken Spanish in a wide range of situations. 3. Display knowledge of a considerable body of vocabulary belonging to a range of lexical areas and use it accurately in diverse contexts 4. Communicate effectively and accurately within a variety of language registers.</td>
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<tr>
<td>Content: Students will be able to practice their writing and oral skills by means of a variety of texts and integrated grammar tasks; materials for text analysis; materials for guided oral discussion.</td>
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<tr>
<td>Methods of Teaching and Student Learning: Contact teaching: Lectures and tutorials Directed learning: homework and continuous assessment assignments.</td>
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<tr>
<td>Reading List: Selected materials provided by the instructors.</td>
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<tr>
<th>Oral exam (20%)</th>
<th>Continuous assessment (80%)</th>
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<tr>
<td>3 pw</td>
<td>Katerina Garcia <a href="mailto:kgarcia@tcd.ie">kgarcia@tcd.ie</a></td>
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<tr>
<td>Lecturer: Dr Paul Rankin</td>
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<td>Course Code</td>
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<tr>
<td>SPU44051</td>
<td>The Spain of the Three Cultures</td>
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**Content:**
This module provides an insight into the complex historical, cultural and social circumstances that shaped the cultural phenomenon known as Spain of Three Cultures. Throughout the semester, selected key topics from the following thematic areas will be analysed: the Visigothic kingdom and its role in the shaping of the national awareness of Christian Spain; the Muslims in Iberia: the rise, glory and decline of Al-Andalus; the contribution of Jews to the cultural and economic development of both Muslim and Christian Iberia; the consolidation of the Christian kingdoms and the Reconquista. Particular emphasis will be placed on the intellectual and material contribution of Christians, Muslims and Jews to the cultural climate of Medieval Spain, drawing particular attention to the interaction of these three ethnic and religious groups.

**Methods of student teaching and learning:**
- Contact teaching: Lectures with accompanying tutorials
- Directed and self-directed learning (production of a critical essay)

**Learning Outcomes:**
On successful completion of this

| Essay: | 2,500-3,000 words in English (80%)
Preparation and delivery of an oral presentation on a chosen topic (20%) |
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<tr>
<td>Lecture:</td>
<td>Dr Katerina Garcia <a href="mailto:kgarcia@tcd.ie">kgarcia@tcd.ie</a></td>
</tr>
</tbody>
</table>

Katerina García
kgarcia@tcd.ie

Lecturer: Dr Katerina Garcia
module, students should be able to:
-Identify the key historical periods, and the particular socio-political and cultural circumstances which gave rise to the phenomenon known as Convivencia in the Iberian Middle Ages.
-Appreciate the mutual influences of the communities of the three monotheistic religions, and the impact of their collaboration on Western civilization.
-Recognise the geo-political and cultural links existing between Medieval Iberia and the European continent, as well as North Africa and the Middle East.
-Lead an informed discussion on the subject of Convivencia and its present-day interpretations and perceptions.

**Reading list:**

Additional reading materials will be provided by the instructor.
### Minimum level:
Spanish B1/B2

### Aims:
The aim of this module is to introduce students to the cultural, religious and linguistic diversity of Medieval Iberia, through the analysis and discussion of a selection of key historical and cultural themes.

### Content:
This module provides an insight into the complex historical, cultural and social circumstances that shaped the cultural phenomenon known as Spain of Three Cultures. Selected key topics from the following thematic areas will be analysed: the Visigothic kingdom and its role in the shaping of the national awareness of Christian Spain; the Muslims in Iberia: the rise, glory and decline of Al-Andalus; the contribution of Jews to the cultural and economic development of both Muslim and Christian Iberia; the consolidation of the Christian kingdoms and the Reconquista. Particular emphasis will be placed on the intellectual and material contribution of Christians, Muslims and Jews to the cultural climate of Medieval Spain, drawing particular attention to the interaction of these three ethnic and religious groups.

### Methods of student teaching and learning:
- Contact teaching: Lectures with accompanying tutorials
- Directed and self-directed learning (production of a critical essay)

### Learning Outcomes:
On successful completion of this module, students should be able to:

### Essay:
6,000 words in English or Spanish (80%)
Preparation and delivery of an oral presentation on a chosen topic (20%)

### Katerina Garcia
kgarcia@tcd.ie
Lecturer: Dr Katerina Garcia
Identify the key historical periods, and the particular socio-political and cultural circumstances which gave rise to the phenomenon known as Convivencia in the Iberian Middle Ages.

Appreciate the mutual influences of the communities of the three monotheistic religions, and the impact of their collaboration on Western civilization.

-Recognise the geo-political and cultural links existing between Medieval Iberia and the European continent, as well as North Africa and the Middle East.

-Lead an informed discussion on the subject of Convivencia and its present-day interpretations and perceptions.

**Reading list:**


Additional reading materials will be provided by the instructor.
Aims:
The principal aim of this module is to introduce students to one of the most representative and emblematic literary works of the late Spanish Middle Ages, *La Celestina*, by Fernando de Rojas (1499). The text will be studied in detail, with particular attention to its relevance for later Spanish literature. The module is partially thematically linked to module SPU44058 The Spain of the Three Cultures.

Content:
The module will lead students through key passages of Fernando de Rojas’ text, drawing thematic parallels with other significant works of the Spanish Middle Ages. We will explore the impact of *La Celestina* on later Spanish literature and visual arts. In the last weeks of the course, we will analyse Alfonso Sastre’s (1926) re-imagining and re-contextualising of the original Medieval text in his treatrical piece *Tragedia fantástica de la gitana Celestina* (1978).

Methods of student teaching and learning:
- Contact teaching: Lectures with accompanying tutorials
- Directed and self-directed learning: reading assignments followed by discussion; preparation of a presentation.

Learning Outcomes:
Upon successful completion of module, students should be able to:
1. Undertake a detailed analysis of background, main themes and motifs
2. Demonstrate an understanding of the concepts, issues and ideas presented in the module
3. Analyse and evaluate the text in terms of its historical, cultural and literary context
4. Critically assess the impact of *La Celestina* on later Spanish literature and visual arts

Preparation and delivery of an oral presentation on a chosen topic (20%)
Written exam (80%)
one of the most emblematic works of the Spanish Medieval period: *Celestina* (1499) by Fernando de Rojas.

2. Establish thematic and intertextual connections between Rojas’ *La Celestina* and Alfonso Sastre’s *Tragedía fantástica de la gitana Celestina* (1978).

3. Establish connections with some of the themes studied in the Michaelmas Term module SPU44058 Spain of the Three Cultures, and become aware of their manifestation in art and literature.

4. Conduct an informed debate regarding the relevance of the themes studied on the course to later Spanish literature, culture and society in general.

**Reading list:**

| SPU4407V Spanish Medieval Literature (in TT) | 10 | Semester 2 | Minimum level: Spanish B1/B2 | Aims: The principal aim of this module is to introduce students to one of the most representative and emblematic literary works of the late Spanish Middle Ages, *La Celestina*, by Fernando de Rojas (1499). The text will be studied in detail, with particular attention to its relevance for later Spanish literature. The module is partially thematically linked to module SPU44058 The Spain of the Three Cultures. | Preparation and delivery of an oral presentation on a chosen topic (20%) Essay (80%) 6,000 words in English or Spanish | 2 pw | Katerina Garcia kgarcia@tcd.ie Lecturer: Dr Katerina Garcia |
parallels with other significant works of the Spanish Middle Ages. We will explore the impact of La Celestina on later Spanish literature and visual arts. In the last weeks of the course, we will analyse Alfonso Sastre’s (1926) re-imagining and re-contextualising of the original Medieval text in his treatrical piece Tragedia fantástica de la gitana Celestina (1978).

Methods of student teaching and learning:
- Contact teaching: Lectures with accompanying tutorials
- Directed and self-directed learning: reading assignments followed by discussion; preparation of a presentation.

Learning Outcomes:
Upon successful completion of the module, students should be able to:
1. Undertake a detailed analysis of the background, main themes and motifs of one of the most emblematic works of the Spanish Medieval period: Celestina (1499) by Fernando de Rojas
2. Establish thematic and inter-textual connections between Rojas’ La Celestina and Alfonso Sastre’s Tragedia fantástica de la gitana Celestina (1978).
3. Establish connections with some of the themes studied in the Michaelmas Term module SPU44058 Spain of Three Cultures, and become aware of their manifestation in art and literature.
4. Conduct an informed debate regarding the relevance of the themes studied on the course to later Spanish literature, culture and society in general.
**Reading list:**

**SPU44081**  
Spanish on Both Sides of the Atlantic

<table>
<thead>
<tr>
<th>Code</th>
<th>Semester</th>
<th>Minimum level</th>
<th>Aims:</th>
<th>Content:</th>
<th>Methods of student teaching and learning:</th>
</tr>
</thead>
</table>
| SPU44081 | Semester 1 | Minimum level: Spanish B1/B2 | The key aim of this module is to provide students with an introduction to the geographical varieties of the Spanish language. Likewise, students will gain understanding of some of the fundamental sociolinguistic issues pertinent to the Spanish speaking world, such as diverse forms of bilingualism and language contact, minority language issues, and language planning and policy. | The Spanish language is currently spoken by 480 million native speakers and is official in 20 countries on 3 continents. In the course of this module students will gain insight into the linguistic diversity of Spain and the Americas, and into the historical and socio-cultural circumstances that shaped it. The status of the languages and dialects spoken on both sides of the Atlantic will also be discussed, with particular attention to the situation of minority language speakers within the Hispanic context. | Contact teaching: lecture and seminar  
Directed learning: reading  
Preparation and delivery of an oral presentation on a chosen topic (20%)  
Essay (80%) 2,500 - 3,000 words in English | 2 pw | Katerina Garcia  
kgarcia@tcd.ie  
Lecturer: Dr Katerina Garcia |
Learning Outcomes:
Upon completion of this module, students should be able to:
1. Identify the features that define the linguistic varieties of Spanish spoken in Spain and the Americas
2. Discuss the historical and socio-cultural circumstances that contributed to their formation and development
3. Lead an informed discussion regarding language diversity and language status across the Spanish-speaking world
4. Become aware of linguistic diversity and the situation of minority language speakers, within the Hispanic context

Reading list:

Additional reading material will be provided in the form of photocopies and scanned texts.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Semester</th>
<th>Minimum level: Spanish B1/B2</th>
<th>Aims:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPU4408V</td>
<td>10</td>
<td>Semester 1</td>
<td>Spanish B1/B2</td>
<td>The key aim of this module is to provide students with an introduction to the geographical varieties of the Spanish language. Likewise, students will gain understanding of some of the fundamental sociolinguistic issues pertinent to the Spanish speaking world, such as diverse forms of bilingualism and language contact, minority language issues, and language planning and policy.</td>
</tr>
</tbody>
</table>

**Content:**
The Spanish language is currently spoken by 480 million native speakers and is official in 20 countries on 3 continents. In the course of this module students will gain insight into the linguistic diversity of Spain and the Americas, and into the historical and socio-cultural circumstances that shaped it. The status of the languages and dialects spoken on both sides of the Atlantic will also be discussed, with particular attention to the situation of minority language speakers within the Hispanic context.

**Methods of student teaching and learning:**
Contact teaching: lecture and seminar
Directed learning: reading assignments; preparing of a presentation on a chosen subject

**Learning Outcomes:**
Upon completion of this module, students should be able to:
1. Identify the features that define linguistic varieties of Spanish spoken in Spain and the Americas.
2. Discuss the historical and sociocultural circumstances that shaped them.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and delivery of an oral presentation on a chosen topic</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Essay (80%)</td>
<td>6,000 words in English or Spanish</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Lecturer:**
Katerina Garcia  
kgarcia@tcd.ie
cultural circumstances that contributed to their formation and development.
3. Lead an informed discussion regarding language diversity and language status across the Spanish-speaking world.
4. Become aware of linguistic diversity and the situation of minority language speakers, within the Hispanic context.

Reading list:

Additional reading material will be provided in the form of photocopies and scanned texts.

<table>
<thead>
<tr>
<th>SPU44092 Screening Cuba: National and Transnational Perspectives</th>
<th>5</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum level: Spanish B1/B2; please meet with module co-ordinator before enrolling</td>
<td>Aims:</td>
<td>2,000 – 2,500-word essay (summative assessment, 100%). Formative and ipsative assessment and feedback in tutorials.</td>
</tr>
<tr>
<td></td>
<td>• To study the different issues raised by Cuba’s cultural politics after 1959.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To examine critically questions of modernity and postmodernity, sexuality, communism, revolution and counter-revolution, identity, nationalism, exile, and subjectivity versus the State.</td>
<td></td>
</tr>
<tr>
<td>2 pw +film screening</td>
<td>2 pw +film screening</td>
<td></td>
</tr>
<tr>
<td>Katerina Garcia <a href="mailto:kgarcia@tcd.ie">kgarcia@tcd.ie</a></td>
<td>Lecturer: Professor Omar Garcia</td>
<td></td>
</tr>
</tbody>
</table>
• To learn about film practice in Cuba, as a State project.

Content: This module will cover Cuban cinema since the creation of the film institute (ICAIC) in 1959. We will consider films by Cuban directors, and representations of Cuba by foreign filmmakers and Cuban filmmakers in exile, thus focusing on screenings of Cuba and Cuban topics from multiple viewpoints. Specific aesthetics will be studied to contextualize applications of Cuban theoretical texts in relation to imperfect cinema, and the viewer’s dialectics. We will explore the effects of non-chronological sequencing and distancing in film; black humour, subjectivity, and alterity; allegorical interpretations leading to censorship; the self and the State, with particular attention to gender and sexuality in relation to law; film autobiography as a genre; auteur cinema; revolution and the creation of the ‘new man’; revolutionary national identity and marginality; and diaspora, exile and inner exile, among other topics. Overall, this module will study film as a political medium across modern and postmodern contexts, using theoretical texts and key films to illustrate pivotal turning points in socio-historical contexts specific to Cuba and the impact of its 1959 revolution on all aspects of public and private life.

Learning Outcomes:

ACADEMIC CONTENT
By the end of this module students will be able to:
• show a comprehensive understanding of film
• understand key political debates through cinematic representations in Cuba.
• evaluate the role of ICAIC (Instituto Cubano de Arte e Industria Cinematográficos) in placing film as a representational form of social practices and popular culture within the post-1959 revolutionary process.

DISCIPLINARY SKILLS
By the end of this module students will be able to:
• examine critically theories such as 'for an imperfect cinema' (García Espinosa) and 'the viewer's dialectics' (Gutiérrez Alea) in relation to film as a signifying practice.
• bring different ideologically charged points of view into dialogue with each other and differentiate between opinions and facts, 'absolute' and 'relative' truths, and question issues of 'truth' and 'reality'.
• interpret theoretical knowledge in the discipline to discuss issues of identity, nationalism, communism, revolution and counter-revolution, modernity, postmodernity, gender, subjectivity and marginality in relation to film practices in Cuba.
• debate effectively and constructively in relation to the analysis of films studied in this module and beyond.
• critically appraise qualitative evidence underpinning film analyses.
• plan, organize and implement research relevant to final year of study in order to produce high quality essays.
• propose new readings based on current scholarship.
• organize concepts and present convincing arguments, articulating both orally (in classroom discussions) and in writing (1 essay) in a concise manner.
• specify and develop a corpus of critical material to support and challenge established analytical practices and established scholarship.
• argue effectively and write confidently in a professional manner.
• defend your opinions based on factual information and film analysis, paying particular attention to the role of textual interpretation.

Graduate Attributes (Students will acquire transferable skills):
• Students will be able to examine critically what they read and watch and assess the reliability of different sources of information, keeping in mind a global perspective.
• Students will be able to use information for evidence-based analysis and will develop expertise in linking ideology, film production and public opinion.
• Students will be able to adapt previous understanding to new settings.
• Students will be able to work independently and in collaboration with others, particularly when assessing
critical sources. This will be part of professional development and lifelong learning.

- Students will develop coherent and solid arguments and communicate them effectively, both orally and in writing.
- Students will be able to acquire expertise in gathering and processing of new information.
- Students will be able to respond appropriately to constructive criticism in order to improve written work.

Reading list:

Viewing List (Required Filmography):
Plaff (1988, 110’, dir. Juan Carlos Tabío)
Alicia en el pueblo de Maravillas (1990, 94’, dir. Daniel Díaz Torres)
La vida es silbar (1998, 106’, dir. Fernando Pérez)
| Course Code: SPU44112(V) | Screening Cuba: National and Transnational Perspectives | Minimum level: Spanish B1/B2; please meet with module co-ordinator before enrolling | **Aims:** 1. To study the different issues raised by Cuba’s cultural politics after 1959. 2. To examine critically questions of modernity and postmodernity, sexuality, communism, revolution and counter-revolution, identity, nationalism, exile, and subjectivity versus the State. 3. To learn about film practice in Cuba, as a State project.  
**Content:** This module will cover Cuban cinema since the creation of the film institute (ICAIC) in 1959. We will consider films by Cuban directors, and representations of Cuba by foreign filmmakers and Cuban filmmakers in exile, thus focusing on screenings of Cuba and Cuban topics from multiple viewpoints. Specific aesthetics will be studied to contextualize applications of Cuban theoretical texts in relation to imperfect cinema, and the viewer’s dialectics. We will explore the effects of non-chronological sequencing and distancing in film; black humour, subjectivity, and alterity; allegorical interpretations leading to censorship; the self and the State, with particular attention to gender and sexuality in relation to law; film autobiography as a genre; auteur cinema; revolution and the creation of the ’new man’; revolutionary national identity and marginality; and diaspora, exile. | 5,000–6,000-word essay (summative assessment, 100%). Formative and ipsative assessment and feedback in tutorials. 2 pw +film screening | Katerina Garcia  
kgarcia@tcd.ie  
Lecturer: Professor Omar Garcia |
and inner exile, among other topics. Overall, this module will study film as a political medium across modern and postmodern contexts, using theoretical texts and key films to illustrate pivotal turning points in socio-historical contexts specific to Cuba and the impact of its 1959 revolution on all aspects of public and private life.

**Learning Outcomes:**

**ACADEMIC CONTENT**
By the end of this module students will be able to:

- show a comprehensive understanding of film practices in Cuba.
- understand key political debates through cinematic representations in Cuba.
- evaluate the role of ICAIC (Instituto Cubano de Arte e Industria Cinematográficos) in placing film as a representational form of social practices and popular culture within the post-1959 revolutionary process.

**DISCIPLINARY SKILLS**
By the end of this module students will be able to:

- examine critically theories such as ‘for an imperfect cinema’ (García Espinosa) and ‘the viewer’s dialectics’ (Gutiérrez Alea) in relation to film as a signifying practice.
- bring different ideologically charged points of view into dialogue with each other and differentiate between opinions and facts, ‘absolute’ and ‘relative’ truths, and question issues of ‘truth’ and ‘reality’.
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• argue effectively and write confidently in a professional manner.
• defend your opinions based on factual information and film analysis, paying particular attention to the role of textual interpretation.

Graduate Attributes (Students will acquire transferable skills):
• Students will be able to
examine critically what they read and watch and assess the reliability of different sources of information, keeping in mind a global perspective.

- Students will be able to use information for evidence-based analysis and will develop expertise in linking ideology, film production and public opinion.
- Students will be able to adapt previous understanding to new settings.
- Students will be able to work independently and in collaboration with others, particularly when assessing critical sources. This will be part of professional development and lifelong learning.
- Students will develop coherent and solid arguments and communicate them effectively, both orally and in writing.
- Students will be able to acquire expertise in gathering and processing of new information.
- Students will be able to respond appropriately to constructive criticism in order to improve written work.

Reading list:

Viewing List (Required Filmography):
Memorias del subdesarrollo (1968, 97', dir. Tomás...
<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Duration</th>
<th>Director(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td><em>Mauvaise conduite / Conducta impropia</em></td>
<td>105'</td>
<td>Néstor Almendros and Orlando Jiménez Leal</td>
<td>Released in France on 21 March 1984</td>
</tr>
<tr>
<td>1984</td>
<td><em>Before Night Falls</em></td>
<td>133'</td>
<td>Julian Schnabel</td>
<td></td>
</tr>
<tr>
<td>1978</td>
<td><em>Los sobrevivientes</em></td>
<td>130'</td>
<td>Tomás Gutiérrez Alea</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td><em>Plaff</em></td>
<td>110'</td>
<td>Juan Carlos Tabío</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td><em>Alicia en el pueblo de Maravillas</em></td>
<td>94'</td>
<td>Daniel Díaz Torres</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td><em>La vida es silbar</em></td>
<td>106'</td>
<td>Fernando Pérez</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td><em>Fresa y chocolate</em></td>
<td>110'</td>
<td>Tomás Gutiérrez Alea and Juan Carlos Tabío</td>
<td>Cuba-Mexico-Spain co-production</td>
</tr>
<tr>
<td>1996</td>
<td><em>Azúcar amarga</em></td>
<td>105'</td>
<td>León Ichaso</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td><em>The Pérez Family</em></td>
<td>113'</td>
<td>Mira Nair</td>
<td></td>
</tr>
</tbody>
</table>