



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

(MT) School Languages, Literatures and Cultural  
Studies

# Department of Hispanic Studies

**JS – TSM 2019-2020**





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## TSM (JS) – Spanish at a glance

**Spanish course content:** In all years, the Department provides intensive study of the Spanish language. In Years 1-3 students study Spanish and Latin American History, Literature, and Culture through a variety of modules. Final-year students have the opportunity to select from options among several literature and culture modules taught in small-group, seminar format. Final-year Joint Honours students also write a dissertation of 8,000-10,000 words on a topic of their choosing under the supervision of one of the Department's lecturers.

**Residence in Spain:** Joint Honours students may spend their second year in Spain on an Erasmus exchange in a number of Spanish universities. Third-year students may also spend either the first semester or the entire year abroad, depending upon the approval of their other subject.

**Programme Structure:** Students take 30 ECTS in Years 1-3 and 60 ECTS in Year 4

### Year 3

[SPU33001 Spanish Grammar and Translation](#) (5 ECTS, Semester 1)

[SPU33021 Modern Spanish Novel](#) (5 ECTS, Semester 1)

[SPU33041 Cervantes: Don Quijote Part One](#) (5 ECTS, Semester 1)

[SPU33002 Spanish Grammar and Translation](#) (5 ECTS, Semester 2)

[SPU33012 Spanish Linguistics](#) (5 ECTS, Semester 2)

[SPU33061 Voicing Conflict in Latin America: Theatre and Performance as Social Practices](#) (5 ECTS, Semester 2)



Module Code	SPU33012
Module Name	SPANISH LINGUISTICS
Department name	Hispanic
ECTS weighting	5
Semester taught/Semester assessed	Semester 2
Contact Hours	2
Module Personnel	Dr Katerina Garcia
Learning Outcomes	<p>Upon completion of the module, students should be able to:</p> <ol style="list-style-type: none"><li>1. Accurately identify the main historical phases in the development of Spanish, from its Latin roots to the modern language it is today.</li><li>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.</li><li>3. Recognise the role of the Castilian dialect as the basis of Modern Spanish, and define the process of its standardization.</li><li>4. Discuss the role of Spanish as the primary medium of Spanish colonization</li></ol>
Module Learning Aims	The aim of this module is to enable students to



	<p>identify the main historical phases of the development of the Spanish language, within a historical and cultural context, in order to attain 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 21<sup>st</sup> century.</p>
Methods of Teaching and Student Learning	<p>Contact teaching: Lectures.</p> <p>Directed learning: reading assignments; continuous assessment</p>
Module Content	<p>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.</p>
Recommended Reading List	<p>PENNY, Ralph, <i>A History of the Spanish Language</i>. Cambridge: Cambridge University Press, 2002 (2nd ed.).</p> <p>CANO, Rafael (coord.), <i>Historia de la lengua española</i>. Barcelona: Ariel, 2005.</p> <p>RESNICK. M. C., HAMMOND, R. M., <i>Introducción a la historia de la lengua española</i>. Washington D. C.: Georgetown University Press, 2011 (2nd ed.).</p>



	MENÉNDEZ PIDAL, Ramón, <i>Manual de gramática histórica española</i> . Madrid: Marcial Pons, 2005.  Additional texts will be provided by the instructor.
Module Pre Requisite	
Module Co Requisite	
Assessment Details	<b>Hilary Term assessment:</b> Continuous assessment (20%) End of term essay - 2,500 words (80%)  <b>Supplemental assessment:</b> Continuous assessment (20%) End of term essay - 2,500 words (80%)
Module Website	
Academic Start Year	2019/2020

Module Code	SPU33021
Module Name	MODERN SPANISH NOVEL
Department name	Hispanic
ECTS weighting	5
Semester taught/Semester assessed	SEMESTER 1
Contact Hours	2 (1 lecture; 1 tutorial)



Module Personnel	Dr Ciara O'Hagan
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.
Module Learning Aims	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 ( <i>El amigo Manso</i> ), Miguel de Unamuno ( <i>Niebla</i> ) and José Camilo Cela ( <i>La familia de Pascual Duarte</i> ).
Methods of Teaching and Student Learning	Lectures, tutorials and guided in-class discussion.
Module 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.
Recommended Reading List	Galdós, Benito Pérez, <i>El amigo Manso</i> (Madrid: Cátedra, 2001)  Unamuno, Miguel de, <i>Niebla</i> (Madrid: Cátedra, 2004)  Cela, Camilo José, <i>La familia de Pascual Duarte</i> (any edition)
Module Pre Requisite	
Module Co Requisite	
Assessment Details	Extended essay of 2500-3000 words (80%)  In-class reading test (20%)  <b>Supplemental Assessment</b>  Extended essay of 2500-3000 words (80%)  In-class reading test (20%)
Module Website	
Academic Start Year	2019/2020



Module Code	SPU33041
Module Name	DON QUIJOTE PART ONE
Department name	Hispanic
ECTS weighting	5
Semester taught/Semester assessed	SEMESTER 1
Contact Hours	2
Module Personnel	Dr Brian Brewer
Learning Outcomes	In this module, students will learn to situate Cervantes's <i>Don Quijote</i> 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.
Module Learning Aims	This module consists of a close reading of Miguel de Cervantes's novel <i>Don Quijote de la Mancha</i> , 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.
Module Content	This module consists of a close reading of Miguel de Cervantes's novel <i>Don Quijote de la Mancha</i> , 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.
Recommended Reading List	<i>Don Quijote de la Mancha</i> (Miguel de Cervantes)
Module Pre Requisite	
Module Co Requisite	
Assessment Details	Essay (100%) 2500 words in English
Module Website	
Academic Start Year	2019/2020



Module Code	SPU33001
Module Name	Spanish Grammar and Translation
Department name	Hispanic
ECTS weighting	5
Semester taught/Semester assessed	Semester 1
Contact Hours	3
Module Personnel	Core:  Dr Katerina Garcia  Dr Paul Rankin  Orals:  Ms Virginia Segura
Learning Outcomes	Upon completion of this module you students should be able to:  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 wide 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
Module Learning Aims	This module aims to enable students to further develop accuracy their linguistic competency, with emphasis on both receptive (reading comprehension, text analysis) and productive (essay writing, translation) language skills
Methods of Teaching and Student Learning	Contact teaching: Lectures Directed learning: Fortnightly homework assignments.
Module Content	A variety of texts and integrated grammar tasks; materials for text analysis.
Recommended Reading List	Selected texts provided by the instructors.
Module Pre Requisite	
Module Co Requisite	
Assessment Details	<b>Michaelmas Term assessment:</b> Oral exam (20%) Continuous assessment (10%) Written exam – 2 hours (70%)  <b>Supplemental assessment:</b> Oral exam (20%) Continuous assessment (10%) Written exam – 2 hours (70%)
Module Website	
Academic Start Year	2019/2020



Module Code	SPU33002
Module Name	SPANISH GRAMMAR AND TRANSLATION (TSM)
Department name	Hispanic
ECTS weighting	5
Semester taught/Semester assessed	Semester 2
Contact Hours	3
Module Personnel	Core:  Dr Katerina Garcia  Dr Paul Rankin  Orals:  Ms Carmen San Julián
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 oral Spanish  3. Display knowledge of a considerable body of vocabulary belonging to a wide range of lexical areas and use it accurately in diverse contexts  4. Communicate effectively and adequately within



	variety of language registers
Module Learning Aims	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.
Methods of Teaching and Student Learning	Contact teaching: Lectures Directed learning: Fortnightly homework assignments
Module Content	A variety of texts and integrated grammar tasks; materials for text analysis; materials for guided oral discussion.
Recommended Reading List	Selected texts provided by the instructors
Module Pre Requisite	
Module Co Requisite	
Assessment Details	<b>Hilary Term assessment:</b> Oral exam (20%) Continuous assessment (10%) Written exam – 2 hours (70%)  <b>Supplemental assessment:</b> Oral exam (20%) Continuous assessment (10%) Written exam – 2 hours (70%)
Module Website	
Academic Start Year	2019/2020



Module Code	SPU33061
Module Name	Voicing Conflict in Latin America: Theatre and Performance as Social Practices
Department name	Dept. of Hispanic Studies School of Languages, Literatures and Cultural Studies
Module Short Title	Voicing Conflict in Latin America
ECTS weighting	5
Semester taught/Semester assessed	2
Contact Hours	2 hours per week
Module Personnel	Prof. Omar García
Learning Outcomes	<p>By the end of this module students will be able:</p> <ul style="list-style-type: none"><li>• To understand the historical and socio-political setting informing the twentieth- and twenty-first century texts and contexts studied across a range of Latin American countries.</li><li>• To identify specific conflicts and cultural responses in terms of theatre and performance in Latin America.</li><li>• To discuss with confidence issues of state intervention, revolution, authoritarianism, dictatorship, discrimination, marginality, subjectivity and agency in various contexts in Latin America.</li><li>• To examine critically theories and theatrical practices in relation to national and transnational contexts in Latin America.</li><li>• To differentiate between opinions and facts, and argue effectively in ideologically charged debates concerning cultural politics in Latin America.</li><li>• To analyse the effectiveness of theatre for healing, action, community building, and transforming experience into art.</li><li>• To synthesize theoretical and critical debates and present convincing arguments, both orally and in writing, in relation to the corpus studied.</li><li>• To critically appraise homogenizing practices across national boundaries to assess similarities and differences mediating power constructs in various Latin American countries.</li><li>• To evaluate critically the theatrical production of Latin America to support and challenge established scholarship.</li></ul>



Module Learning Aims	<p>The aims of this module are:</p> <ul style="list-style-type: none"><li>• To broaden the knowledge of a vast region such as Latin America through specific national case studies focusing on the unifying theme of cultural production and conflict in the region.</li><li>• To consider the relevance of theatre and performance as social practices and sites of cultural resistance in times of conflict in Latin America.</li><li>• To enable students to analyse dramatic, theatrical and cultural production at the intersection of history, law, and politics in modern Latin America through a representative selection of texts that show the relevance and potential impact of literary and cultural production for social change.</li></ul>
Module Content	<p>This module will engage with practical and theoretical questions of theatre and performance as social practices. By focusing on various theatrical outputs and their reception, paying particular attention to history, politics, national identity, justice and collective memory, this module will showcase the importance played by theatre practitioners, performers and playwrights in Latin American in terms of validating stories from subaltern groups, including indigenous communities, in relation to power. The Peruvian theatre ensemble Grupo Cultural Yuyachkani, for example, has played a key role in this respect. It accompanied the Truth and Reconciliation Commission in the Andes after the Peruvian Dirty War (1980-2000), a war which claimed the lives of some 70,000 people (most of them in Ayacucho) and led to the sterilisation of some 300,000 quechua speaking poor women, while Enrique Buenaventura and the TEC [Teatro Experimental de Cali], continued by Jacqueline Vidal, in Colombia, have been pioneers in collective efforts bringing attention to violence and the peace efforts in the region. The module will explore theatre production at the intersection of history, human rights, law and politics in Latin America, and the relevance of the arts in challenging power structures and revisiting official histories as social constructs that can be (re)written through political aesthetics and activism to subvert hegemonic narratives. At the same time, the module will also establish links through comparative and transnational representations of conflict, e.g. Argentinean representations of Peruvian author José Watanabe's version of <i>Antigone</i>. In this light, we will also explore the Greek classics and contemporary reworkings to challenge the status quo, for example in the case of <i>Electra</i> by Cuban author Virgilio Piñera and the rather ubiquitous <i>Antigone</i> in theatre practice, translating experiences into</p>



	<p>aesthetic expressions. The module will focus on a selection of key modern texts, theatre groups, playwrights and performers from a range of Latin American countries, including Argentina, Chile, Peru, Colombia, Cuba, Puerto Rico, and Mexico to examine critically specific cultural industries, intermedial engagement, and their place in popular culture. Additional documentation will be made available to students who may want to explore this further for future research involving more countries and cultural producers, in a comparative approach. This module will offer students the research tools necessary to establish independent links as they explore further this region's rich cultural outputs, expanding beyond national borders and written forms of knowledge. The module will give specific attention to cultural production and the State, engaging with social issues such as dictatorship and authoritarianism, revolution, discrimination, and various forms of violence, including state crimes, among others.</p> <p><b>Methods of student teaching and learning:</b></p> <ul style="list-style-type: none"><li>— Contact teaching: Interactive Lectures with active participation in tutorials, involving group work.</li><li>— Directed and self-directed learning: reading assignments, viewing selected stagings and performances, and engaging with the critical literature in collaborative work.</li></ul>
Recommended Reading List	<p>Rodolfo Usigli, <i>El gesticulador</i> (1938, first staged in 1947). At: <a href="http://smjegupr.net/wp-content/uploads/2012/07/Gesticulador-El.pdf">http://smjegupr.net/wp-content/uploads/2012/07/Gesticulador-El.pdf</a> <b>Critical edition: ed. Daniel Meyran (Madrid: Cátedra, 2004).</b></p> <p>Virgilio Piñera, <i>Electra Garrigó</i> [1941; first staged in 1948], in his <i>Teatro completo</i> (Havana: Editorial Letras Cubanas, 2006, pp. 1-38). [The text will be provided].</p> <p>Luis Rafael Sánchez, <i>La pasión según Antígona Pérez</i> [First published and staged in 1968]. Available at: <a href="http://smjegupr.net/newsite/index.php/sanchez-luis-rafael/">http://smjegupr.net/newsite/index.php/sanchez-luis-rafael/</a></p> <p>Griselda Gambaro, <i>Antígona furiosa</i> [First published in <i>Teatro 3</i>, 1989. First staged in 1986]. Available at: <a href="http://smjegupr.net/newsite/index.php/gambaro-griselda/">http://smjegupr.net/newsite/index.php/gambaro-griselda/</a></p> <p>José Watanabe, <i>Antígona</i> [First staged in 2000] [available at: <a href="http://smjegupr.net/newsite/index.php/watanabe-jose/">http://smjegupr.net/newsite/index.php/watanabe-jose/</a>] + Staging by Grupo Cultural Yuyachkani: <a href="http://hdl.handle.net/2333.1/31zcrjks">http://hdl.handle.net/2333.1/31zcrjks</a></p> <p>Ariel Dorfman, <i>La muerte y la doncella</i> [written in 1990, first staged in 1991; first published in 1992]. Adapted into film in 1994 by Roman Polanski (<i>Death and the Maiden</i>).</p> <p>Grupo Cultural Yuyachkani, <i>Adiós Ayacucho</i> [First staged in</p>





	<p>1990]. At: <a href="http://hdl.handle.net/2333.1/v41ns246">http://hdl.handle.net/2333.1/v41ns246</a>. Adapted for the stage based on the novella <i>Adiós, Ayacucho</i> (1986) by Julio Ortega (Lima: Fondo de Cultura Económica, 2018). <b>This recommended edition includes the script of the play.</b></p> <p>Enrique Buenaventura, <i>Los papeles del infierno y otros testimonios falsos y metódicos</i> (Cali, Colombia: Fundación Mulato; CITEB (Centro de Investigación Teatral Enrique Buenaventura); &amp; TEC (Teatro Experimental de Cali), April 2019).</p> <p>José Triana (1931-2018), <i>La noche de los asesinos</i> (1965; first staged in 1966). Available at: <a href="http://www.cervantesvirtual.com/portales/jose triana/obra-visor/la-noche-de-los-asesinos/html/">http://www.cervantesvirtual.com/portales/jose triana/obra-visor/la-noche-de-los-asesinos/html/</a></p>
Module Pre Requisite	Minimum level: Spanish B1
Module Co Requisite	
Assessment Details	2,000 – 2,500-word essay (summative assessment) Formative and ipsative assessment and feedback in tutorials.
Module Website	
Module approval date	
Approved By	
Academic Start Year	2019-20
Academic Year of Data	



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