# Joint Honours and TSM – Spanish at a Glance 2019-2020

**ACADEMIC YEAR CALENDAR 2019/20**

| Academic Calendar Week | Week beginning | 2019/20 Academic Year Calendar | Term / Semester |
|---|---|---|---|
| 1 | 26-Aug-19 | Reassessment* (Semesters 1 & 2) | ←Michaelmas Term begins/Semester 1 begins |
| 2 | 02-Sep-19 | Orientation (undergraduate); Marking/Results | |
| 3 | 09-Sep-19 | Teaching and Learning | ←Michaelmas teaching term begins |
| 4 | 16-Sep-19 | Teaching and Learning | |
| 5 | 23-Sep-19 | Teaching and Learning | |
| 6 | 30-Sep-19 | Teaching and Learning | |
| 7 | 07-Oct-19 | Teaching and Learning | |
| 8 | 14-Oct-19 | Teaching and Learning | |
| 9 | 21-Oct-19 | **Study/Review** | |
| 10 | 28-Oct-19 | Teaching and Learning  (Monday, Public Holiday) | |
| 11 | 04-Nov-19 | Teaching and Learning | |
| 12 | 11-Nov-19 | Teaching and Learning | |
| 13 | 18-Nov-19 | Teaching and Learning | |
| 14 | 25-Nov-19 | Teaching and Learning | |
| 15 | 02-Dec-19 | Revision | |
| 16 | 09-Dec-19 | Assessment* | ←Michaelmas term ends Sunday 15 December 2019/Semester 1 ends |
| 17 | 16-Dec-19 | Christmas Period  - College closed 24 December 2019 to 1 January 2020 inclusive | |
| 18 | 23-Dec-19 | | |
| 19 | 30-Dec-19 | | |
| 20 | 06-Jan-20 | Foundation Scholarship Examinations^ | |
| 21 | 13-Jan-20 | Marking/Results | ←Hilary Term begins/Semester 2 begins |
| 22 | 20-Jan-20 | Teaching and Learning | ←Hilary teaching term begins |
| 23 | 27-Jan-20 | Teaching and Learning | |
| 24 | 03-Feb-20 | Teaching and Learning | |
| 25 | 10-Feb-20 | Teaching and Learning | |
| 26 | 17-Feb-20 | Teaching and Learning | |
| 27 | 24-Feb-20 | Teaching and Learning | |
| 28 | 02-Mar-20 | **Study/Review** | |
| 29 | 09-Mar-20 | Teaching and Learning | |
| 30 | 16-Mar-20 | Teaching and Learning (Tuesday, Public Holiday) | |
| 31 | 23-Mar-20 | Teaching and Learning | |
| 32 | 30-Mar-20 | Teaching and Learning | |
| 33 | 06-Apr-20 | Teaching and Learning | |
| 34 | 13-Apr-20 | Revision (Monday, Easter Monday) | ←Hilary Term ends Sunday 19 April 2020 |
| 35 | 20-Apr-20 | **Trinity Week** | ←Trinity Term begins |
| 36 | 27-Apr-20 | Assessment* | |
| 37 | 04-May-20 | Marking/Results (Monday, Public Holiday) | |
| 38 | 11-May-20 | Marking/Results | |
| 39 | 18-May-20 | Marking/Results | |
| 40 | 25-May-20 | Research | ←Statutory (Trinity) Term ends Sunday 31 May 2020/Semester 2 ends |
| 41 | 01-Jun-20 | Research (Monday, Public Holiday) | |
| 42 | 08-Jun-20 | Research | |
| 43 | 15-Jun-20 | Research | |
| 44 | 22-Jun-20 | Research | |
| 45 | 29-Jun-20 | Research | |
| 46 | 06-Jul-20 | Research | |
| 47 | 13-Jul-20 | Research | |
| 48 | 20-Jul-20 | Research | |
| 49 | 27-Jul-20 | Research | |
| 50 | 03-Aug-20 | Research (Monday, Public Holiday) | |
| 51 | 10-Aug-20 | Research | |
| 52 | 17-Aug-20 | Research | |
| 53 | 24-Aug-20 | Research | |

\* Note: extra contingency days may be required outside of the formal assessment/reassessment weeks.

^ Note: it may be necessary to hold some exams in the preceding week.

Last checked: 8 January 2019

**A reminder that during the academic year the Department expects you to**

– read this booklet carefully - you can download another copy from the Department website

– read your Trinity emails, Blackboard announcements, and the Department Notice Board regularly

– attend all classes

– revise, read around and ahead of the topic/theme, and come prepared for each class

– set aside at least 30 hours each week for academic work outside language classes, lectures, and seminars

– hand in all homework pieces and required work by the deadline(s)

– speak to your lecturer, or Head of Department (Dr Brian Brewer), if you are in any doubt about your study program or department requirements, or to your College Tutor if you are experiencing personal difficulties.

Further information about the study program is provided by the lecturers, by Blackboard, and on the Department website: https://www.tcd.ie/Hispanic_Studies/

## STAFF INFORMATION

| Name | Phone | E-mail address | Room – Arts Building |
|------|-------|----------------|----------------------|
| Dr Brian Brewer **Head of Department** | (01) 896 1376 | brewerb@tcd.ie | 5059 |
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| Ms Patricia González | (01) 896 4268 | gonzalp@tcd.ie | 5054B |
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**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 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

# First Year - Joint Honours (JH) 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 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 1**

SPU1100Y Spanish Grammar and Syntax (Beginners) (10 ECTS, Semesters 1 & 2)

OR

SPU1101Y Spanish Grammar and Syntax (Non-Beginners) (10 ECTS, Semesters 1 & 2)

SPU1102Y Introduction to Modern Spain (10 ECTS, Semesters 1 & 2)

SPU11031 Introduction to Spanish and Latin American Cinema (5 ECTS, Semester 1)

SPU11032 Introduction to Spanish and Latin American Literature (5 ECTS, Semester 2)

| Module Code | SPU1100Y |
| --- | --- |
| Module Name | SPANISH GRAMMAR AND SYNTAX  (BEGINNERS - JH, ES) |
| Department name | Hispanic |
| ECTS weighting | 10 |
| Semester taught/Semester assessed | Semester 1 / Semester 2 |
| Contact Hours | 5 contact hours: Core: 3 / Orals: 1/ Tutorials: 1. |
| Module Personnel | Core: Ms. Patricia González Bermúdez<br><br>Orals: Ms. Nuria de Cos Lara<br><br>Tutorials: Ms. Nuria de Cos Lara |
| Learning Outcomes | On successful completion of the module, students will be able to<br><br>1. demonstrate a good general knowledge and understanding of grammar structures of the Spanish language.<br><br>2. apply their ability to write short narrative and general essays.<br><br>3. read and understand a wide range of texts from newspaper articles to short literary pieces.<br><br>4. translate sentences and short passages from English into Spanish and vice versa.<br><br>5. reach a basic level of fluency to converse on general topics.<br><br>How is the achievement of these learning outcomes |

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| | assessed?<br><br>Completion of a range of weekly written and on-line language exercises including grammar, text analysis, essay writing, and translation from and into Spanish |
| Module Learning Aims | The first-year beginners' course is designed primarily to establish and consolidate your competence in understanding and using the Spanish language. By the end of the course, students will be familiar with essential reading, writing, and speaking techniques, and able to undertake further independent study of the language. |
| Methods of Teaching and Student Learning | • Contact teaching: lectures & tutorials<br><br>• Directed learning: Homework |
| Module Content | A variety of grammar exercises, reading, sentences and short texts for translation and text analysis. |
| Recommended Reading List | None |
| Module Pre Requisite | None |
| Module Co Requisite | None |
| Assessment Details | **Annual Assessment**<br>MT Language:<br>Spanish language exam (x 1 hr.) – 15%<br><br>HT Language:<br>Spanish Language Exam (x 3hrs.) – 75%<br>Oral Exam – 10%<br><br>**Supplemental Assessment**<br><br>Spanish Language Exam I (x 3 hrs.) – 75%<br><br>Spanish Language Exam II (x 1 hr.) – 15%<br><br>Oral – 10% |
| Module Website | |
| Academic Start Year | 2019/2020 |

| Module Code | SPU11031 |
| --- | --- |
| Module Name | Introduction to Spanish and Latin American Cinema |
| Department name | Hispanic Studies |
| Module Short Title | |
| ECTS weighting | 5 |
| Semester taught/Semester assessed | SEM1 |
| Contact Hours | 1 |
| Module Personnel | Dr. Daniel Mourenza |
| Learning Outcomes | By the end of the module, students 1) will have familiarised themselves with the history of Spanish and Latin American film; 2) will have learnt different approaches to analyse film; 3) will be able to understand Spanish and Latin American films in their own social, political and historical contexts. |
| Module Learning Aims | • To introduce students to Spanish and Latin American cinema<br>• To give students analytical and critical skills to comprehend and analyse Spanish and Latin American films<br>• To make students aware of the most important debates around Spanish and Latin American cinema |
| Module Content | A selection of Spanish and Latin American films. |
| Recommended Reading List | Mark Alinson and Barry Jordan, *Spanish Cinema: A Student's Guide* (London: Hodder Arnold, 2005)<br>Stephen M. Hart, *Latin American Cinema* (London: Reaktion Books, 2015) |

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| | Jo Labanyi and Tatjana Pavlović (eds), *A Companion to Spanish Cinema* (London: Wiley-Blackwell, 2013) |
| | Michael T. Martin (ed.), *New Latin American Cinema* (Detroit: Wayne State U. P., 1997) |
| | Deborah Shaw (ed.), *Contemporary Latin American Cinema: Breaking into the Global Market* (Lenham: Rowman & Littlefield, 2007) |
| | Rob Stone, *Spanish Cinema* (Harlow: Longman, 2002) |
| Module Pre Requisite | N/A |
| Module Co Requisite | N/A |
| Assessment Details | One 2-hour final exam (100%) |
| Module Website | |
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| Module approval date | |
| Approved By | |
| Academic Start Year | |
| Academic Year of Data | |

| Module Code | SPU11032 |
|---|---|
| Module Name | Introduction to Spanish and Spanish American Literature |
| Department name | Hispanic |
| ECTS weighting | 5 |

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| Semester taught/Semester assessed | SEMESTER 2 |
| Contact Hours | 1 hr lecture |
| Module Personnel | Dr Brian Brewer, Prof Omar García and Dr Ciara O'Hagan |
| Learning Outcomes | Upon completion of this module, students should be able to:<br><br>1) critically analyze a selection of literary texts from a range of genres, including drama, poetry and prose fiction;<br><br>2) distinguish between generic literary conventions and literary movements;<br><br>3) identify the fundamental and distinguishing characteristics of literary discourse.<br><br>Graduate Attributes developed through Learning Outcomes: independent thinking, effective communication, continuous development, and responsible action. |
| Module Learning Aims | This module will introduce students to the fundamental principles of literary analysis and textual criticism through the close reading of a variety of texts drawn from the genres of poetry, prose and drama. |
| Methods of Teaching and Student Learning | Weekly lecture and guided in-class discussion. |
| Module Content | A selection of literary texts from across the Spanish-speaking world. |

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| Recommended Reading List | Cortázar, Julio, *Todos los fuegos el fuego* (Any print or digital edition)<br><br>Lorca, Federico García, *Bodas de sangre* (Any modern critical edition)<br><br>All poems studies as part of the module will be distributed by the Department of Hispanic Studies and uploaded to Blackboard in advance of the lecture. |
| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | **Annual Assessment:**<br><br>2-hour written exam (100%)<br><br>**Supplemental Assessment:**<br><br>2-hour written exam (100%) |
| Module Website | |
| Academic Start Year | 2019/2020 |

| Module Code | SPU1102Y |
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| Module Name | Introduction to Modern Spain |
| Department name | Hispanic Studies |
| Module Short Title | |
| ECTS weighting | 10 |
| Semester taught/Semester assessed | YEAR |

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| Contact Hours | 1 |
| Module Personnel | Dr. Daniel Mourenza |
| Learning Outcomes | On successful completion of the module, students will be able to: a) identify the major historical, socio-economic, political, and cultural shifts that have affected Spain in the 20th and 21st centuries; b) recognise the extent to which Spanish society is still responding to the historical experiences of the Civil War and the Franco regime; c) compare the aspirations of Spain's historical autonomous regions with the policies of the Madrid government; and d) combine the studied themes into a coherent overview of contemporary Spanish society. |
| Module Learning Aims | To familiarise students with recent and contemporary Spanish history, politics, economics and culture. |
| Module Content | The module will focus on Spanish history and society from 1898 to the present. Readings on the themes covered each week will be available on Blackboard. |
| Recommended Reading List | Álvarez Junco, José, and Adrian Shubert (eds), *Spanish History since 1808* (London: Arnold, 2000) Brenan, Gerald, *The Spanish labyrinth: An account of the social and political background of the Spanish Civil War* (Cambridge: Cambridge University Press, 2014) Carr, Raymond, *Spain 1808-1975* (Oxford: Oxford University Press, 1982) Carr, Raymond, *Modern Spain 1875-1980* (Oxford: Oxford University Press, 1980) Graham, Helen, and Jo Labanyi (eds). *Spanish Cultural Studies: An Introduction. The Struggle for Modernity* (Oxford: Oxford University Press, 1995) Graham, Helen, *The War and Its Shadow: Spain's Civil War in Europe's Long Twentieth Century* (Brighton: Sussex Academic Press, 2012) |

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| | Phillips Jr., William D. and Carla Rahn Phillips, *A Concise History of Spain* (Cambridge: Cambridge University Press, 2010)<br><br>Radcliff, Pamela, *1808 to the Present* (Hoboken: Wiley-Blackwell, 2017)<br><br>Ross, Christopher J., *Spain 1812-2004 (Modern History for Modern Languages)* (London: Arnold, 2004)<br><br>Schubert, Adrian, and José Alvarez Junco, *The History of Modern Spain: Chronologies, Themes, Individuals* (London: Bloomsbury, 2017)<br><br>Shubert, Adrian, *A Social History of Modern Spain* (Crows Nest: Unwin Hyman, 1990)<br><br>Townson, Nigel (ed), *Is Spain Different?* (Brighton: Sussex Academic, 2010) |
| Module Pre Requisite | N/A |
| Module Co Requisite | N/A |
| Assessment Details | 2-hour written examination at the end of Semester 2 (100%)<br><br>Supplemental Assessment:<br><br>2-hour written examination (100%) |
| Module Website | |
| Module approval date | |
| Approved By | |
| Academic Start Year | |
| Academic Year of Data | |

| Module Code | SPU1101Y |
|---|---|
| Module Name | SPANISH GRAMMAR AND SYNTAX  (NON BEGINNERS - JF, ES, MEELC) |
| Department name (New AR/TEP requirement) | Hispanic |
| ECTS weighting | 10 |
| Semester taught/Semester assessed (New AR/TEP requirement) **Add coding convention** | MT+HT |
| Contact Hours | segurav@tcd.ie to arrange a meeting |
| Module Personnel | Core: Virginia Segura Gonzalez  Orals: Nuria Cos de Lara  Tutorials: Fernanda Garcia |
| Learning Outcomes | On successful completion of the module, students will be able to 1.   demonstrate a good general knowledge and understanding of grammar structures in Spanish 2.   write a range of texts such as short narrative pieces, dialogues, etc. 3.   read and understand a wide variety of texts ranging from newspaper articles to short literary pieces 4.   translate sentences and short passages from English into Spanish and vice versa 5.   converse on general topics with a good level of fluency. How is the achievement of these learning outcomes assessed?  • Completion of a range of weekly written |

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| | language exercises including grammar, text analysis, essay writing, and translation from and into Spanish (formative assessment).<br><br>• Oral examination (summative assessment)<br><br>• Two 2-hour end-of-year written examinations (summative assessment).<br><br>Graduate Attributes Developed Through Learning Outcomes:<br><br>1. To think independently is developed through the acquisition of a good knowledge of Spanish Language Grammar and Syntax structures.<br><br>2. To communicate effectively is developed by having worked closely with a wide variety of texts and developed the skills of listening, speaking, reading and writing in a range of situations and contexts.<br><br>3. To develop continuously is achieved through promoting a love of further learning.<br><br>4. To act responsibly is developed through taking personal charge of the nature and quality of their learning. |
| Module Learning Aims | The first-year course is designed primarily to establish and consolidate your competence in understanding and using the Spanish language. |
| Methods of Teaching and Student Learning | |
| Module Content | This module offers students opportunities to consolidate their knowledge of Spanish grammar and syntax and will help them to familiarise themselves with essential reading techniques that will support further independent study of the written and spoken |

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| | language. |
| Recommended Reading List | Grammar Booklet and Department class materials. |
| | Juan Kattán-Ibarra & Christopher J. Pountain. Modern Spanish |
| | Grammar: A Practical Guide (London: Routledge, 2003), 2nd Edition |
| | All students should possess their own copy of a good bilingual dictionary such as The Oxford Spanish Dictionary, The Collins Spanish-English English-Spanish Dictionary, or DiccionarioEspañol-InglésInglés-Español (Larousse) and of a reference grammar, e.g., John Butt and Carmen Benjamín, A New Reference Grammar of Modern Spanish (Arnold). |
| Module Pre Requisite | None |
| Module Co Requisite | None |
| Assessment Details | Language Paper I: two hours/ 40%. |
| | Language Paper II: two hours/ 30%. |
| | Oral exam: 10 minutes /10%. |
| | Continuous assessment: two one hour in-class tests/20%. |
| Module Website | |
| Academic Start Year | 2019/2020 |

# Senior Fresh - TSM
# 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 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 2

SPU2200Y Spanish Grammar and Syntax (10 ECTS, Semesters 1 & 2)

SPU22041 Introduction to Golden Age Literature (5 ECTS, Semester 1)

SPU22051 The Spanish Language in Context (5 ECTS, Semester 2)

SPU22022 Modern Spanish Poetry (5 ECTS, Semester 2)

SPU22092 Gender in Hispanic Cinema (5 ECTS, Semester 2)

| Module Code | SPU2200Y |
| --- | --- |
| Module Name | SPANISH GRAMMAR AND SYNTAX (JH, ES, MEELC) |
| Department name | Hispanic |
| ECTS weighting | 10 |
| Semester taught/Semester | Semester 1 / Semester 2 |
| Contact Hours | |
| Module Personnel | Core: Dr Brian Brewer,  Dr Daniel Mourenza & Dr Ciara O'Hagan<br><br>Orals: Ms. Carmen López Cara |
| Learning Outcomes | 1. identify and effectively deploy a range of linguistic registers, vocabulary and grammatical structures<br>2. develop students' understanding of structural differences in English and Spanish<br>3. communicate effectively with native Spanish speakers in both written and oral contexts<br>4. synthesise ideas and organise material into effective oral (class discussion/formal presentations) and written (essay-writing) arguments<br>5. translate accurately a range of texts from and into Spanish<br>6. draw on a variety of resources to refine and improve students' knowledge and understanding of Spanish language and culture (autonomous learning and research skills) |
| Module Learning Aims | The main learning aims of this module are to enable students to develop competence in a range of |

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| | language tasks, with a focus on the following essential skills in Spanish:<br><br>• writing<br>• reading<br>• listening<br>• speaking |
| Methods of Teaching and Student Learning | • Contact teaching: lectures & tutorials plus group work and class presentations<br>• Directed learning: Homework (weekly) |
| Module Content | A variety of texts for translation and text analysis, grammar exercises and topical resources for oral discussion. |
| Recommended Reading List | Selected texts provided by the instructor. |
| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | **Annual Assessment**<br><br>MT Language: Text Analysis (x 1 hr.) – 20%<br><br>HT Language: Spanish Language Exam (x 3 hrs.) – 60%<br><br>Oral (HT) - 20%<br><br><br>**Supplemental Assessment**<br><br>Text Analysis (x 1hr.) – 20%<br><br>Spanish Language Exam (x 3 hrs.) – 60%<br><br>Oral – 20% |

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| Module Website | |
| Academic Start Year | 2019/2020 |

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| Module Code | SPU22041 |
| Module Name | INTRODUCTION TO GOLDEN AGE LITERATURE<br><br>POETRY, PROSE, THEATRE |
| Department name | Hispanic |
| ECTS weighting | 5 |
| Semester taught/Semester assessed | Semester 1 |
| Contact Hours | 2 |
| Module Personnel | Dr Brian Brewer |
| 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 and theatre 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 read, think and write critically about literature. |
| Module Learning Aims | This course will introduce students to some of the major currents in the prose fiction and theatre of |

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| | sixteenth- and seventeenth-century Spain. |
| Methods of Teaching and Student Learning | Lectures, assigned readings, guided in-class discussion. |
| Module Content | This module will particularly focus on the interplay of the narrative modes of romance and comedy as reflected in various genres of early modern Spanish literature: the Moorish and picaresque novels, the the Italian-style novella, and the theatrical 'new comedy'. 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 through the juxtaposition of traditional generic modes and categories. |
| Recommended Reading List | *El Abencerraje* (anonymous)<br><br>*Lazarillo de Tormes* (anonymous)<br><br>*El celoso extremeño* (Miguel de Cervantes)<br><br>*Fuente Ovejuna* (Lope de Vega) |
| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | Summative Assessment: One 2-hour exam<br><br>Formative Assessment: Reading quizzes on |

| | Blackboard |
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| Module Website | |
| Academic Start Year | 2019/2020 |

| Module Code | SPU22051 |
|---|---|
| Module Name | THE SPANISH LANGUAGE IN CONTEXT (JH) |
| Department name (New AR/TEP requirement) | Hispanic |
| ECTS weighting | 5 |
| Semester taught/Semester assessed (New AR/TEP requirement) **Add coding convention** | Semester 1 |
| Contact Hours | 2 |
| Module Personnel | Kateria Garcia |
| Learning Outcomes | Upon completion of this module students should be able to:<br><br>1. Accurately discern the context, style and register of contemporary Spanish texts.<br>2. Identify the various verbal strategies applied by authors, and their intended effects within the communicative act.<br>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.) |

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| Module Learning Aims | 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. |
| Methods of Teaching and Student Learning | **Contact teaching: lectures and seminars**<br>Directed learning: continuous assessment; preparing of an oral presentation |
| Module Content | 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. |
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| Recommended Reading List | Schiffrin, Deborah et al. (eds.) *The Handbook of Discourse Analysis*. Oxford: Blackwell, 2001. <br><br> Levinson, Stephen C., *Pragmatics*, Cambridge University Press. <br><br> Reyes, Graciela, *El abecé de la pragmática*. Madrid: Arco/ Libros, 2009. <br><br> Brown, Deborah and Levinson, Stephen C., *Politeness: some universals in language usage*. Cambridge University Press, 1987. <br><br> Bravo, Diana (ed.), *Estudios de la (des)cortesía en español*. Estocolmo / Buenos Aires: Dunken, 2005. |
| Module Pre Requisite | None |
| Module Co Requisite | None |
| Assessment Details | **Michaelmas term assessment:** <br> Oral presentation (10%) <br> Continuous assessment (20%) <br> Written exam – 2 hours (70%) <br> **Supplemental assessment:** <br> Oral presentation (10%) <br> Continuous assessment (20%) <br> Written exam – 2 hours (70%) |
| Module Website | |
| Academic Start Year | 2019/2020 |

| Module Code | SPU22022 |
|---|---|
| Module Name | MODERN SPANISH POETRY (JH) |
| Department name | Hispanic |
| ECTS weighting | 5 |
| Semester taught/Semester assessed | HT |
| 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) 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.* |
| Module Learning 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.* |
| Methods of Teaching and Student Learning | Lectures, tutorials and guided in-class discussion. |

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| Module 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. |
| Recommended Reading List | Bécquer, Gustavo Adolfo, *Rimas* (Madrid: Cátedra, 2009) <br> Machado, Antonio, *Poesías completas* (Madrid: Espasa-Calpe, 2009) <br> García Lorca, F., *Poema del cante jondo*; *Romancero gitano* (Madrid: Cátedra, 2009) |
| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | 2 hr Exam (70%). Students answer two essay-style questions in English <br><br> Oral presentation (30%) <br><br> **Supplemental Assessment** <br> 2 hr Exam (70%). Students answer two essay-style questions in English <br><br> Oral presentation (30%) |
| Module Website | |
| Academic Start Year | 2019/2020 |

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| Module Code | SPU22092 |
| Module Name | Gender in Hispanic Cinema |
| Department name | Hispanic Studies |
| Module Short Title | |
| ECTS weighting | 5 |
| Semester taught/Semester assessed | SEM202 |
| Contact Hours | 3 |
| Module Personnel | 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. |
| Module Learning Aims | • To teach students different critical approaches to the analysis of Spanish and Latin American cinema<br>• To provide students with theoretical and analytical skills to read films from a gender perspective<br>• To allow students to engage with questions of gender and sexuality in Spanish and Latin American films. |
| Module Content | A selection of Spanish and Latin American films dealing with questions of gender and sexuality |
| Recommended Reading List | Mark Alinson and Barry Jordan, *Spanish Cinema: A Student's Guide* (London: Hodder Arnold, 2005)<br><br>Marsha Kinder, *Blood Cinema: The Reconstruction of* |

|  | *National Identity in Spain* (Berkeley: University of California Press, 1993) |
|  | Deborah Martin and Deborah Shaw (eds), Latin American Women Filmmakers: Production, Politics, Poetics (London: I.B.Tauris, 2017) |
|  | Susan Martin-Márquez, *Feminist Discourse and Spanish Cinema: Sight Unseen* (Oxford: Oxford University Press, 1999) |
|  | Parvati Nair and Julián Daniel Gutiérrez-Albilla, *Hispanic and Lusophone Women Filmmakers: Theory, Practice and Difference* (Manchester: Manchester University Press, 2013) |
|  | Gustavo Subero, *Queer Masculinities in Latin American Cinema: Male Bodies and Narrative Representations* (London: I.B.Tauris, 2014) |
| Module Pre Requisite | N/A |
| Module Co Requisite | N/A |
| Assessment Details | One in-class assessment (30%) and one final essay (70%) <br><br> Supplemental Assessment: <br><br> Final Essay (100%) |
| Module Website |  |
| Module approval date |  |
| Approved By |  |
| Academic Start Year |  |
| Academic Year of Data | 2019-2020 |

# 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 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 |
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| 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 | Upon completion of the module, students should be able to:<br><br>1. Accurately identify the main historical phases in the development of Spanish, from its Latin roots to the modern language it is today.<br><br>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.<br><br>3. Recognise the role of the Castilian dialect as the basis of Modern Spanish, and define the process of its standardization.<br><br>4. Discuss the role of Spanish as the primary medium of Spanish colonization |
| Module Learning Aims | The aim of this module is to enable students to identify the main historical phases of the development of the Spanish language, within a |

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| | 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$^{st}$ century. |
| Methods of Teaching and Student Learning | Contact teaching: Lectures.<br><br>Directed learning: reading assignments; continuous assessment |
| Module 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. |
| Recommended Reading List | PENNY, Ralph, *A History of the Spanish Language*. Cambridge: Cambridge University Press, 2002 (2nd ed.).<br><br>CANO, Rafael (coord.), *Historia de la lengua española*. Barcelona: Ariel, 2005.<br><br>RESNICK. M. C., HAMMOND, R. M., *Introducción a la historia de la lengua española.* Washington D. C.: Georgetown University Press, 2011 (2nd ed.).<br><br>MENÉNDEZ PIDAL, Ramón, *Manual de gramática histórica española*. Madrid: Marcial Pons, 2005. |

| | Additional texts will be provided by the instructor. |
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| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | **Hilary Term assessment:**<br>Continuous assessment (20%)<br>End of term essay - 2,500 words (80%)<br><br>**Supplemental assessment:**<br>Continuous assessment (20%)<br>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 |

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| | 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 (*El amigo Manso*), Miguel de Unamuno (*Niebla*) and José Camilo Cela (*La familia de Pascual Duarte*). |
| 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. |

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| Recommended Reading List | Galdós, Benito Pérez, *El amigo Manso* (Madrid: Cátedra, 2001)<br><br>Unamuno, Miguel de, *Niebla* (Madrid: Cátedra, 2004)<br><br>Cela, Camilo José, *La familia de Pascual Duarte* (any edition) |
| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | Extended essay of 2500-3000 words (80%)<br><br>In-class reading test (20%)<br><br>**Supplemental Assessment**<br><br>Extended essay of 2500-3000 words (80%)<br><br>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 *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. |
| Module Learning 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 consider the interplay of the narrative modes of comedy and heroic romance in the development of the modern novel. |

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| 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 *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. |
| Recommended Reading List | *Don Quijote de la Mancha* (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:<br><br>Dr Katerina Garcia<br><br>Dr Paul Rankin<br><br>Orals:<br><br>Ms Virginia Segura |
| Learning Outcomes | Upon completion of this module you students should be able to:<br><br>1.Demonstrate accurate understanding of advanced written and spoken Spanish<br><br>2. Express yourself in advanced, grammatically accurate written and oral Spanish<br><br>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<br><br>4. Become aware of the challenges existing in |

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| | 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<br>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 | **Michaelmas Term assessment:**<br>Oral exam (20%)<br>Continuous assessment (10%)<br>Written exam – 2 hours (70%)<br><br>**Supplemental assessment:**<br>Oral exam (20%)<br>Continuous assessment (10%)<br>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:<br><br>Dr Katerina Garcia<br><br>Dr Paul Rankin<br><br>Orals:<br><br>Ms Carmen Sanjulián |
| Learning Outcomes | Upon completion of this module students should be a to:<br><br>1. Demonstrate accurate understanding of advan written and spoken Spanish<br><br>2. Express yourself in advanced, grammatically accur written and oral Spanish<br><br>3. Display knowledge of a considerable body vocabulary belonging to a wide range of lexical areas use it accurately in diverse contexts<br><br>4. Communicate effectively and adequately withir variety of language registers |

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| 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<br>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 | **Hilary Term assessment**:<br>Oral exam (20%)<br>Continuous assessment (10%)<br>Written exam – 2 hours (70%)<br><br>**Supplemental assessment**:<br>Oral exam (20%)<br>Continuous assessment (10%)<br>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<br>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 | By the end of this module students will be able:<br><br>• 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.<br>• To identify specific conflicts and cultural responses in terms of theatre and performance in Latin America.<br>• To discuss with confidence issues of state intervention, revolution, authoritarianism, dictatorship, discrimination, marginality, subjectivity and agency in various contexts in Latin America.<br>• To examine critically theories and theatrical practices in relation to national and transnational contexts in Latin America.<br>• To differentiate between opinions and facts, and argue effectively in ideologically charged debates concerning cultural politics in Latin America.<br>• To analyse the effectiveness of theatre for healing, action, community building, and transforming experience into art.<br>• To synthesize theoretical and critical debates and present convincing arguments, both orally and in writing, in relation to the corpus studied.<br>• To critically appraise homogenizing practices across national boundaries to assess similarities and differences mediating power constructs in various Latin American countries.<br>• To evaluate critically the theatrical production of Latin America to support and challenge established scholarship. |
| Module Learning Aims | The aims of this module are:<br>• 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. |
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| | • To consider the relevance of theatre and performance as social practices and sites of cultural resistance in times of conflict in Latin America. |
| | • 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. |
| Module Content | 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 artivism 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 *Antigone*. In this light, we will also explore the Greek classics and contemporary reworkings to challenge the status quo, for example in the case of Electra by Cuban author Virgilio Piñera and the rather ubiquitous Antigone in theatre practice, translating experiences into 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 |

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| | 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.<br><br>**Methods of student teaching and learning:**<br>— Contact teaching: Interactive Lectures with active participation in tutorials, involving group work.<br>— Directed and self-directed learning: reading assignments, viewing selected stagings and performances, and engaging with the critical literature in collaborative work. |
| Recommended Reading List | Rodolfo Usigli, *El gesticulador* (1938, first staged in 1947). At: http://smjegupr.net/wp-content/uploads/2012/07/Gesticulador-El.pdf **Critical edition: ed. Daniel Meyran (Madrid: Cátedra, 2004)**.<br>Virgilio Piñera, *Electra Garrigó* [1941; first staged in 1948], in his *Teatro completo* (Havana: Editorial Letras Cubanas, 2006, pp. 1-38). [The text will be provided].<br>Luis Rafael Sánchez, *La pasión según Antígona Pérez* [First published and staged in 1968]. Available at: http://smjegupr.net/newsite/index.php/sanchez-luis-rafael/<br>Griselda Gambaro, *Antígona furiosa* [First published in *Teatro 3*, 1989. First staged in 1986]. Available at: http://smjegupr.net/newsite/index.php/gambaro-griselda/<br>José Watanabe, *Antígona* [First staged in 2000] [available at: http://smjegupr.net/newsite/index.php/watanabe-jose/]<br>+ Staging by Grupo Cultural Yuyachkani: http://hdl.handle.net/2333.1/31zcrjks<br>Ariel Dorfman, *La muerte y la doncella* [written in 1990, first staged in 1991; first published in 1992]. Adapted into film in 1994 by Roman Polanski (*Death and the Maiden*).<br>Grupo Cultural Yuyachkani, *Adiós Ayacucho* [First staged in 1990]. At: http://hdl.handle.net/2333.1/v41ns246. Adapted for the stage based on the novella *Adiós, Ayacucho* (1986) by Julio Ortega (Lima: Fondo de Cultura Económica, 2018). **This recommended edition includes the script of the play.**<br>Enrique Buenaventura, *Los papeles del infierno y otros testimonios falsos y metódicos* (Cali, Colombia: Fundación Mulato; CITEB (Centro de Investigación Teatral Enrique Buenaventura); & TEC (Teatro Experimental de Cali), April 2019).<br>José Triana (1931-2018), *La noche de los asesinos* (1965; first staged in 1966). Available at: |

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| | http://www.cervantesvirtual.com/portales/jose_triana/obra-visor/la-noche-de-los-asesinos/html/ |
| Module Pre Requisite | Minimum level: Spanish B1 |
| Module Co Requisite | |
| Assessment Details | 2,000 – 2,500-word essay (summative assessment)<br>Formative and ipsative assessment and feedback in tutorials. |
| Module Website | |
| Module approval date | |
| Approved By | |
| Academic Start Year | 2019-20 |
| Academic Year of Data | |

# Joint Honours – 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 the Department's lecturers.

**Year 4**

SPU4400Y Spanish Grammar and Translation (10 ECTS, Semesters 1 & 2)

SPU4401Y Spanish Oral and Writing Skills (10 ECTS, Semesters 1 & 2)

SPU44CPY Dissertation (20 ECTS, Semesters 1 & 2)

SPU44051 The Spain of the Three Cultures (5 ECTS, Semester 1)

SPU44072 Spanish Medieval Literature (5 ECTS, Semester 2)

SPU44092 Screening Cuba: National and Transnational Perspectives (5 ECTS, Semester 2)

**AND**

SPU44041 Representations of America in Enlightenment Literature (5 ECTS, Semester 1)

**OR**

SPU44081 Spanish on Both Sides of the Atlantic (5 ECTS, Semester 1)

| Module Code | SPU4400Y |
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| Module Name | SPANISH GRAMMAR AND TRANSLATION (JH, ES) |
| Department name | Hispanic |
| ECTS weighting | 10 |
| Semester taught/Semester assessed | Semester 2 |
| Contact Hours | |
| Module Personnel | Dr Paul Rankin |
| Learning Outcomes | By the end of this module, students should be able to:<br>- produce accurate and appropriate translations from Spanish into English and from English into Spanish;<br>- perform linguistic and stylistic analyses of Spanish-language texts;<br>- assess and evaluate the quality of translations from Spanish into English. |
| Module Learning Aims | This module aims to enable students to further develop competence and precision at a high level in a range of language tasks in Spanish, with a focus on reading and writing. |
| Methods of Teaching and Student Learning | • Contact teaching: weekly seminars plus group work and class presentations<br>• Directed learning: regular homework. |
| Module Content | A variety of texts for translation and text analysis, alongside relevant grammar materials and exercises. |

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| Recommended Reading List | Selected texts provided by the instructor. |
| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | **Annual Assessment**<br><br>MT Language: Spanish to English translation (x 1 hr.) – 30%<br><br>HT Language: English to Spanish translation & Translation critique (x 2 hrs.) – 70%<br><br><br>**Supplemental Assessment**<br><br>Spanish to English translation (x 1 hr.) – 30%<br><br>English to Spanish translation & Translation critique (x 2 hrs.) – 70% |
| Module Website | |
| Academic Start Year | 2019/2020 |

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|---|---|
| Module Code | SPU4401Y |
| Module Name | SPANISH ORAL AND WRITING (TSM, ES) |
| Department name | Hispanic |
| ECTS weighting | 10 |
| Semester taught/Semester assessed | Semester 1 / Semester 2 |

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| Contact Hours | |
| Module Personnel | Dr Paul Rankin / Ms Virginia Segura González |
| Learning Outcomes | By the end of this module, students should be able to:<br><br>- write grammatically-accurate essays and summaries on a range of discursive and creative topics in Spanish;<br><br>- research and present orally on substantive topics in Spanish, and discuss/defend their ideas/research in conversation. |
| Module Learning Aims | This module aims to enable students to further develop competence and precision at a high level in a range of language tasks in Spanish, with a focus on writing and speaking/listening. |
| Methods of Teaching and Student Learning | • Contact teaching: weekly seminars plus group work and class presentations<br>• Directed learning: regular homework. |
| Module Content | A variety of texts and materials to develop skills in summary & essay writing, and topical resources for oral discussion. |
| Recommended Reading List | Selected texts provided by the instructors. |
| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | **Annual Assessment**<br><br>HT Language: Spanish writing exam (x 2 hrs.) – 70% |

| | HT: Oral exam – 30% |
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| | **Supplemental Assessment** |
| | Spanish writing exam (x 2 hrs.) – 70% |
| | Oral exam – 30% |
| Module Website | |
| Academic Start Year | 2019/2020 |

| Module Code | SPU44081 |
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| Module Name | SPANISH ON BOTH SIDES OF THE ATLANTIC |
| Department name | Hispanic |
| ECTS weighting | 5 |
| Semester taught/Semester assessed | Semester 1 |
| Contact Hours | |
| Module Personnel | 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 |
| Module Learning Aims | 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. |
| Methods of Teaching and Student Learning | Contact teaching: lecture and accompanying seminar<br><br>Directed and self-directed learning: reading assignments; preparation and delivery of a presentation on a chosen subject; production of a critical essay |
| Module 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 |

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| | 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. |
| Recommended Reading List | Chambers, J. K. and Trudgill, P., *Dialectology*. Cambridge University Press, 1998. |
| | Zamora Vincente, Alonso*, Dialectología española*. Madrid: Gredos, 1960 |
| | Alvar, Manuel (dir*.), Manual de dialectología hispánica* (I, II). Barcelona: Ariel, 2007 |
| | Wardhaugh, R. and Fuller, J. M., *An Introduction to Sociolinguistics.* Wiley-Blackwell, 2015. (7th ed.) - (see especially Part I) |
| | Trudgill, Peter, *Sociolinguistics: An Introduction to Language and Society*. London: Penguin, 2000. (4th ed.) |
| | Lipski, John M., *Latin American Spanish*. London: Longman Pub., 1994. |
| | Hualde, J.I. and Escobar, A.M., *Introducción a la lingüística hispánica.* Cambridge University Press, 2001. |
| | Additional reading material will be provided in the form of photocopies and scanned texts. |

| Module Pre Requisite | |
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| Module Co Requisite | |
| Assessment Details | **Michaelmas Term assessment**:<br>Oral presentation (20%)<br>Written essay – 2,500 to 3,000 words (80%)<br><br>**Supplemental assessment**:<br>Oral presentation (20%)<br>Written essay – 2,500 to 3,000 words (80%) |
| Module Website | |
| Academic Start Year | 2019/2020 |

| Module Code | SPU44051 |
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| Module Name | THE SPAIN OF THE THREE CULTURES (TSM, ES) |
| Department name | Hispanic |
| ECTS weighting | 5 |
| Semester taught/Semester assessed | Semester 1 |
| Contact Hours | 2 |
| Module Personnel | Dr Katerina Garcia |
| Learning Outcomes | On successful completion of this module, students should be able to:<br><br>Identify the key historical periods, and the particular socio-political and cultural circumstances which gave rise to the phenomenon known as *Convivencia* in the |

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| | Iberian Middle Ages.<br><br>Appreciate the mutual influences of the communities of the three monotheistic religions, and the impact of their collaboration on Western civilization.<br><br>-Recognise the geo-political and cultural links existing between Medieval Iberia and the European continent, as well as North Africa and the Middle East.<br><br>-Lead an informed discussion on the subject of *Convivencia* and its present-day interpretations and perceptions. |
| Module Learning 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. |
| Methods of Teaching and Student Learning | Contact teaching: Lectures with accompanying tutorials<br>Directed and self-directed learning: reading assignments followed by discussion; preparation and delivery of an oral presentation; production of a critical essay. |
| Module Content | This module provide 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; |

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| | 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. |
| Recommended Reading List | Reilly, Bernard F., *The Medieval Spains*. Cambridge University Press, 1993.<br><br>Watt, W. M., Cachia, P., *A History of Islamic Spain*. New Brunswick: Aldine Transaction, 2007.<br><br>Fernández-Morera, D., (2016). *The Myth of the Andalusian Paradise: Muslims, Christians, and Jews Under Islamic rule in Medieval Spain*. Wilmington DE: ISI Books.<br><br>Baer, Yitzhak, *A History of the Jews in Christian Spain*. Philadelphia: The Jewish Publication Society, 1992.<br><br>Díaz-Mas, Paloma, *Sephardim: The Jews from Spain*. Chicago University Press, 1992.<br><br>Additional reading materials will be provided by the instructor. |
| Module Pre Requisite | |
| Module Co Requisite | |

| Assessment Details | **Michealmas Term assessment**:<br>Oral presentation (20%)<br>Written essay - 2,500 to 3,000 words (80%)<br><br>**Supplemental assessment**:<br>Oral presentation (20%)<br>Written essay - 2,500 to 3,000 words (80%) |
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| Module Website | |
| Academic Start Year | 2019/2020 |

| Module Code | SPU44041 |
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| Module Name | REPRESENTATIONS OF AMERICA IN ENLIGHTENMENT LITERATURE |
| Department name | Hispanic |
| ECTS weighting | 5 |
| Semester taught/Semester assessed | SEMESTER 1 |
| Contact Hours | 2 hours per week |
| Module Personnel | Dr Ciara O'Hagan |
| Learning Outcomes | On successful completion of the module, students will be able to:<br><br>1) Demonstrate a detailed understanding of a crucial period in Spain's imperial history;<br><br>2) Understand the relationship between Spanish Enlightenment literature and the socio-political and |

| | cultural contexts of 18th-century Spain and Europe; |
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| | 3) Organise material into effective and detailed arguments in oral presentations and extended essays; |
| | 4) Critically comment on a range of Enlightenment texts across a variety of genres; |
| | 5) Discuss and critically evaluate the Spanish response to the 18th-century crisis in Euro-imperialism; |
| | 6) Carry out independent research. |
| Module Learning Aims | The principal aim of this course is to familiarise students with a crucial period of Spain's imperial history and to provide them with the necessary critical apparatus to write disciplined and historically-informed analyses of Enlightenment texts. |
| Methods of Teaching and Student Learning | • Contact teaching (small group teaching) <br> • Directed learning (group work, homework) <br> • Experiential learning (presentations) <br> • Self-directed learning (private study) |
| Module Content | During the eighteenth century, prominent Enlightenment thinkers such as Montesquieu and Voltaire speculated on whether it would be better if the New World had never been discovered at all. It is the aim of this course to introduce students to the eighteenth-century debates that took place in Spain and Europe over the conquest of America. A variety of texts (including travel literature, satire, poetry and |

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| | apologetic texts) will be studied to reveal the ways in which some of the leading figures of the Spanish Enlightenment responded to eighteenth-century disputes over America. The module will follow a largely chronological pattern and will concentrate for the most part on one text or author per week. As well as lecturer-led introductory seminars and lectures, there will also be seminars for group discussion. |
| Recommended Reading List | José Cadalso, *Epitafios para los monumentos de los principales héroes españoles* (London, 1979)<br><br>— *Cartas marruecas*, ed. by Joaquín Arce (Madrid: Cátedra, 1995)<br><br>Forner y Segarra, Juan Pablo, *Exequias de la lengua castellana: Sátira menipea*, ed. by José Jurado (Madrid: CSIC, 2000)<br><br>Montengón, Pedro, *Odas* (Madrid: Sancha, 1794)<br><br>Quintana, Manuel José, *Poesías completas*, ed. by Albert Dérozier (Madrid: Clásicos Castalia, 1969)<br><br>**NB. All course material (including those listed above and additional primary and secondary material) will be provided by your lecturer at the beginning of the term in which the module is to be studied.** |

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| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | Extended essay (80%) in English (2500-3000 words). Oral Presentation (20%) |
| Module Website | |
| Academic Start Year | 2019/2020 |

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|---|---|
| Module Code | SPU44072 |
| Module Name | Spanish Medieval Literature |
| Department name | Hispanic |
| ECTS weighting | 5 |
| Semester taught/Semester assessed | Semester 2 |
| Contact Hours | 2 |
| Module Personnel | Dr Katerina Garcia |
| Learning Outcomes | Upon successful completion of the module, students should be able to:<br><br>1. Undertake a detailed analysis of the background, main themes and motifs of one of the most emblematic works of the Spanish Medieval period: *La Celestina* (1499) by Fernando de Rojas. |

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| | 2. Establish thematic and inter-textual connections between Rojas´ *La Celestina* and Alfonso Sastre´s *Tragedia fantástica de la gitana Celestina* (1978).<br><br>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.<br><br>4. Conduct an informed debate regarding the relevance of the themes studied on the course to later Spanish literature, culture and society in general. |
| Module Learning 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.<br><br>The module is partially thematically linked to module SPU44058  The Spain of the Three Cultures. |
| Methods of Teaching and Student Learning | Contact teaching: Lectures with accompanying tutorials<br>Directed and self-directed learning: reading assignments followed by discussion; preparation and delivery of an oral presentation. |
| Module Content | The module will lead students through key passages of Fernando de Rojas´ text, drawing thematic |

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| | 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.<br><br>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). |
| Recommended Reading List | Fernando de Rojas, *La Celestina*. Dorothy Severin (ed.). Madrid: Cátedra. (or other available edition)<br><br>Alfonso Sastre, *La taberna fantástica; Tragedia fantástica de la gitana Celestina*. Madrid: Cátedra 2005. |
| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | **Hilary Term assessment**:<br>Oral presentation (20%)<br>Written exam – 2 hours (80%)<br><br>**Supplemental assessment**:<br>Oral presentation (20%)<br>Written exam – 2 hours (80%) |
| Module Website | |
| Academic Start Year | 2019/2020 |

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| Module Code | SPU44092 |
| Module Name | Screening Cuba: National and Transnational Perspectives |

| Department name | Dept. of Hispanic Studies<br>School of Languages, Literatures and Cultural Studies |
| --- | --- |
| Module Short Title | Screening Cuba |
| ECTS weighting | 5 |
| Semester taught/Semester assessed | 2 |
| Contact Hours | 2 hours per week + film screenings |
| Module Personnel | Prof. Omar García |
| Learning Outcomes | **ACADEMIC CONTENT**<br>By the end of this module students will be able to:<br>• show a comprehensive understanding of film practices in Cuba.<br>• understand key political debates through cinematic representations in Cuba.<br>• 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.<br><br>**DISCIPLINARY SKILLS**<br>By the end of this module students will be able to:<br>• 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.<br>• 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'.<br>• 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.<br>• debate effectively and constructively in relation to the analysis of films studied in this module and beyond.<br>• critically appraise qualitative evidence underpinning film analyses.<br>• plan, organize and implement research relevant to final year of study in order to produce high quality essays.<br>• propose new readings based on current scholarship.<br>• organize concepts and present convincing arguments, articulating both orally (in classroom discussions) and in writing (1 essay) in a concise manner.<br>• specify and develop a corpus of critical material to support |

|  | and challenge established analytical practices and established scholarship.<br>• argue effectively and write confidently in a professional manner.<br>• defend your opinions based on factual information and film analysis, paying particular attention to the role of textual interpretation.<br><br>**Graduate Attributes** (Students will acquire transferable skills):<br>• 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.<br>• Students will be able to use information for evidence-based analysis and will develop expertise in linking ideology, film production and public opinion.<br>• Students will be able to adapt previous understanding to new settings.<br>• 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.<br>• Students will develop coherent and solid arguments and communicate them effectively, both orally and in writing.<br>• Students will be able to acquire expertise in gathering and processing of new information.<br>• Students will be able to respond appropriately to constructive criticism in order to improve written work. |
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| Module Learning Aims | The aims of this module are:<br>• To study the different issues raised by Cuba's cultural politics after 1959.<br>• To examine critically questions of modernity and postmodernity, sexuality, communism, revolution and counter-revolution, identity, nationalism, exile, and subjectivity versus the State.<br>• To learn about film practice in Cuba, as a State project. |
| Module 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 |

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| | 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. |
| Recommended Reading List | **Key texts:**<br>Chanan, Michael, 2004. *Cuban Cinema* (Minneapolis & London: Univ. of Minnesota Press).<br>Hayward, Susan, 2017. *Cinema Studies: The Key Concepts*, 5th ed. (London: Routledge).<br><br>**Viewing List (Required Filmography):**<br>*Memorias del subdesarrollo* (1968, 97', dir. Tomás Gutiérrez Alea).<br>*Mauvaise conduite / Conducta impropia* (©1983, released in France on 21 March 1984, 105', dir. Néstor Almendros and Orlando Jiménez Leal)<br>*Before Night Falls* (2000, 133', dir. Julian Schnabel).<br>*Los sobrevivientes* (1978, 130', dir. Tomás Gutiérrez Alea).<br>*Plaff* (1988, 110', dir. Juan Carlos Tabío)<br>*Alicia en el pueblo de Maravillas* (1990, 94', dir. Daniel Díaz Torres)<br>*La vida es silbar* (1998, 106', dir. Fernando Pérez)<br>*Fresa y chocolate* (1993, 110', dir. Tomás Gutiérrez Alea and Juan Carlos Tabío; Cuba-Mexico-Spain co-production)<br>*Azúcar amarga* (1996, 105', dir. León Ichaso)<br>*The Pérez Family* (1995, 113', dir. Mira Nair) |
| Module Pre Requisite | Minimum level: Spanish B1/B2 |
| Module Co Requisite | |
| Assessment Details | 2,000 – 2,500-word essay (summative assessment, 100%)<br>Formative and ipsative assessment and feedback in tutorials. |
| Module Website | |
| Module approval date | |
| Approved By | |
| Academic Start Year | 2019-20 |

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| Academic Year of Data | |

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| Module Code | SPU44CPY |
| Module Name | Dissertation |
| Department name | Hispanic |
| ECTS weighting | 20 |
| Semester taught/Semester assessed | MT & HT |
| Contact Hours | Supervision: Students are entitled to eight one-to-one meetings with their supervisor.<br><br>Research Methods: Students are required to attend scheduled sessions organised by the SLLCS on Research Methods. |
| Module Personnel | Dr Brian Brewer, Dr Katerina García, Dr Daniel Mourenza and Dr Ciara O'Hagan |
| Learning Outcomes | On successful completion, students should be able to:<br><br>1) Identify and formulate appropriate research questions<br>2) Conceptualize, design and implement a substantial independent research project<br>3) Construct a coherent and substantiated argurment<br>4) Engage critically with primary and |

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| | secondary resources |
| Module Learning Aims | To develop research, analytical and academic writing skills through a major piece of independent research on an agreed area of Hispanic literature, linguistics, history, film or cultural studies. |
| Module Content | Students are required to submit a dissertation of 8,000 words on an approved topic in their Senior Sophister year. |
| Recommended Reading List | The Department recommends the MHRA referencing system, though students may choose another academic referencing style in consultation with their supervisor. The latest edition of the *MHRA Style Guide* is available online at: http://www.mhra.org.uk/pdf/MHRA-Style-Guide-3rd-Edn.pdf |
| Module Pre Requisite | |
| Module Co Requisite | |
| Assessment Details | Students are required to submit two hardcopies of their dissertations as well as an electronic copy submitted through Turnitin on Blackboard. The deadline for submission is 5 p.m. on Tuesday March 10th 2020.

Dissertation: 85%

Viva Voce: 15% |
| Module Website | |
| Academic Start Year | 2019/2020 |

**Grades and marks**:

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|---|---|---|---|---|---|
| 70-100 | I | (First) | 40-49 | III | (Third) |
| 60-69 | II.I | (Upper Second) | 30-39 | F1 | (Fail) |
| 50-59 | II.II | (Lower Second) | 0-29 | F2 | (Fail) |

**First (excellent):**

Written work will demonstrate consistent evidence of: an excellent understanding of appropriate texts and up-to-date scholarship/criticism/theory; highly skillful deployment of relevant information in an extremely well crafted structure; arguments that manifest independent/original thought; critical evaluative ability with a keen awareness of key issues; exemplary use of accepted scholarly conventions relating to the attribution of sources, footnoting, and bibliography; an exceptional ability to express ideas in written English.

**Upper Second (very good):**

Written work will show consistent evidence of: an extremely competent understanding of appropriate texts and scholarship/criticism/theory; a notable ability to present relevant information in a clear and well thought out structure; arguments that show a very good degree of independent evaluative thought; competent use of accepted scholarly conventions relating to the attribution of sources, footnoting, and bibliography; an extremely good command of written English.

**Lower Second (good):**

Written work will give consistent evidence of: a competent understanding of relevant texts and scholarship/criticism/theory; engagement with the question being asked; attempts to go beyond the secondary bibliography; good overall organization of ideas; proper use of scholarly conventions relating to the integration and attribution of sources, footnoting, and bibliography; a good command of written English, with accuracy in grammar and spelling, and an appropriately academic lexical range.

**Third (acceptable):**

Written work will normally give evidence of: competence in relation to relevant texts and scholarship/criticism/theory; an approach to the question being asked which is not merely superficial/derivative/uncritical; no more than a minor tendency to repetition and description; awareness of scholarly conventions concerning the proper integration and attribution of sources, footnoting, and bibliography; appropriate grammar, spelling, and lexical range.

**Fail I (not acceptable):**

Written work in the F1 range will normally show only a superficial knowledge of the topic and/or fail to display acceptable competence in constructing an answer to the question posed; it will be disjointed and derivative, with an unclear structure; it will show difficulty in following its own arguments. Even work which otherwise reveals basic competence may fall into the F1 category for the following deficiencies: lack of in-depth engagement with the texts; failure to observe the scholarly conventions concerning the proper

integration and attribution of sources, footnoting, and bibliography; an accumulation of errors in grammar/spelling/vocabulary.

**Fail II (inadequate)**:

Written work in the F2 range will reveal an inadequate knowledge of the topic, and/or an inability to display basic competence in constructing an answer to the question posed. Such work is also most likely to give more serious evidence of the weaknesses noted under F1.

# PLAGIARISM

## WHAT IS PLAGIARISM?

Plagiarism is taking the work of another and presenting it and claiming it as your own either intentionally or unintentionally.

According to Neville (2000, p. 30) there are three main forms of plagiarism:

1. Copying another person's work, including the work of another student (with or without consent), and claiming or pretending it to be your own.
2. Presenting arguments that use a blend of your own and a significant percentage of copied works of the original author without acknowledging the source
3. Paraphrasing another's person work, but not giving due acknowledgement to the original writer or organization publishing the writing, including Internet sites. The exceptions to this would be in relation to common knowledge.

**REMEMBER**:

Copying and pasting from numerous sources and moving them around to make a complete assignment is another form of plagiarism.

## VERY IMPORTANT

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at: http://tcd-ie.libguides.com/plagiarism/

We ask you to take the following steps:

(a) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism/. You should also familiarize yourself with the 2015-2016 Calendar entry on plagiarism located on this website and the sanctions which are applied;

(b) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at http://tcd-ie.libguides.com/plagiarism/ready-steady-write/. **Completing the tutorial is compulsory** for all students.

(c) Familiarize yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration/

**Each coversheet that is attached to submitted work should contain the following completed declaration:**

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at http://www.tcd.ie/calendar/

I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write/

(d) Contact your College Tutor, your Head of Department, or your Lecturer if you are unsure about any aspect of plagiarism.

Plagiarism is viewed by Trinity as academic fraud and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

All students must read the part of the University of Dublin Calendar on plagiarism that applies to them; every coversheet that is attached to submitted work has a declaration that must be completed, confirming this.

**DATE** …………………..                    **SIGNATURE** ………………………………………

## IMPORTANT: You must read the following section on Plagiarism

## Matrix of Levels & Consequences

The University of Dublin Calendar refers to various levels of plagiarism. What constitutes plagiarism at a particular level, and the consequences of being found to have committed plagiarism at that level, are detailed below.

Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

|  | **Range of Penalties** | **Characteristics of Offence** |
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| *\*\*Please read the matrix in full before any determination is made as to the level of plagiarism which applies.\*\**<br><br>Level 1 | You receive an informal verbal warning from the Director of Undergraduate Teaching and Learning/Postgraduate Teaching and Learning. | You have little previous exposure to the norms and conventions of different types of academic work (essays, reports, group or individual projects, dissertations, presentations, etc.) or you bring different cultural assumptions to your work.<br>Students at postgraduate level can reasonably be assumed to be familiar with rules in respect of plagiarism, therefore any plagiarism occurring in the context of any postgraduate work cannot normally be deemed to constitute Level 1 plagiarism. |
|  | The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty. | Your work\* demonstrates one or more of the following:<br><br>• Poor use and/or understanding of referencing conventions, including how to present direct quotations;<br><br>• Poor understanding of how to acknowledge |

| | | sources of direct and indirect quotations; |
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| | | • Poor paraphrasing skills; |
| | | • Lack of recognition of the boundary between material in the public domain which does not require acknowledgement and that which does; |
| | | • Poor understanding that borrowing the language of another author for stylistic purposes constitutes plagiarism. |
| | Level 1 Plagiarism is not deemed to be academic misconduct. | Generally, only small amounts of material (text, graph, computer code, images, etc.) are unacknowledged. If more substantial amounts are involved, the offence should be classified as Level 2 or 3 plagiarism. |
| Level 2 | You receive a formal written warning from the Head of School. | Level 2 Plagiarism occurs when you should have been aware of what constitutes plagiarism. |
| | The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced | Your work* demonstrates one or more of the following:<br><br>• Failure to utilise |

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| | or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism. | referencing conventions, including the use of direct quotations; |
| | | • Failure to acknowledge public and private domain sources; |
| | | • Paraphrasing without appropriate recognition; |
| | | • Sections copied from other sources and presented as your own; |
| | | • Borrowing the language of another author for stylistic purposes, knowing that it is incorrect to do so. |
| | Level 2 Plagiarism is considered as academic misconduct. | |
| Level 3 | You receive a formal written warning from the Head of School. | Level 3 Plagiarism occurs when you should have been aware of what constitutes plagiarism. |
| | The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental | Your work* demonstrates one or more of the following: |
| | | • It contains elements of another student's work, even if they gave you permission to use their work; |
| | | • You have |

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| | assessment under applicable course regulations. | submitted, on more than one occasion for credit, a correctly cited and referenced assignment from your own research. This work may have been submitted either in whole or in part, for separate marks in a different module or in previous years; |
| | | • Substantial sections copied from other sources and presented as your own; |
| | | • It borrows, substantially, material and/or language from a source without correct acknowledgement; |
| | | • It makes extensive use of synonyms instead of the author's original voice, but keeps to the same structure and meaning of the original work; |
| | | • It contains fabricated referencing, is without referencing or citation, or lacks, to a large degree, appropriate citation and/or referencing. |
| | Level 3 Plagiarism is considered as academic misconduct. | |

| | | Level 4 plagiarism cannot normally be dealt with under summary procedures (Levels 1-3 above). For example, plagiarism in the context of postgraduate theses or dissertations will always be categorised as Level 4. The following constitute examples of Level 4 plagiarism: |
|---|---|---|
| Level 4 | Case referred to the Junior Dean for disciplinary procedures. | • You have previously committed plagiarism and this is a repeat offence; |
| | | • You have sought, bought or commissioned work with the intention of representing it as your own work; |
| | | • You have improperly enlisted editorial input, eg. engaging a paid proof reader or copy-editing service, having a language assignment edited by a native speaker where language competence is being assessed; |
| | | • Your submitted assignment is identical to another student's work, even if they |

| | | gave you permission to use their work. |
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| *The term 'work' refers to individual or group work | | |

**Contact your College Tutor, your Head of Department, or your Lecturer if you are unsure about any aspect of plagiarism.**

**All students must read the part of the University of Dublin Calendar on plagiarism that applies to them; every coversheet that is attached to submitted work has a declaration that must be completed, confirming this.**

# RESIDENCE REQUIREMENT

Remember that students of Spanish **must spend not less than eight full weeks** in a Spanish-speaking country before their Moderatorship examinations I or II in Spanish. This regulation can be waived only in exceptional circumstances and with the prior approval of the Head of Department.

# USEFUL INFORMATION

**Campus online resource offering e-learning modules**



**Skills4Study Campus** is an online resource offering e-learning modules on: Writing Skills, Referencing and Understanding Plagiarism, Reading and Note-making, Critical Thinking, Exam Skills, and Confidence with Numbers. It offers a wide variety of activities to be completed before taking a module assessment. **Skills4Study Campus** is available to all students 24 hours a day, 7 days a week, on the Trinity Local Homepage.

**Keep all this information safely for reference – if you lose it you can download a copy from Blackboard or the Department Website.**

**<span style="color:red">IT IS EACH STUDENT'S PERSONAL RESPONSIBILITY TO COMPLY WITH THE WORK REQUIREMENTS AND DEADLINES OF THE MODULES.</span>**

**The information in this Handbook is accurate at time of preparation**

**Any necessary changes and updates will be notified to students by email**

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**<span style="color:purple">IMPORTANT NOTE</span>**

**<span style="color:red">It is each student's personal responsibility to access the portal or the Examinations Office website (http://www.tcd.ie/academicregistry/exams/timetables-dates/) in regard to examination dates, times, venues, last-minute changes, etc.</span>**

**<span style="color:red">You will not be admitted to an examination after the first half-hour.</span>**