



Trinity College Dublin

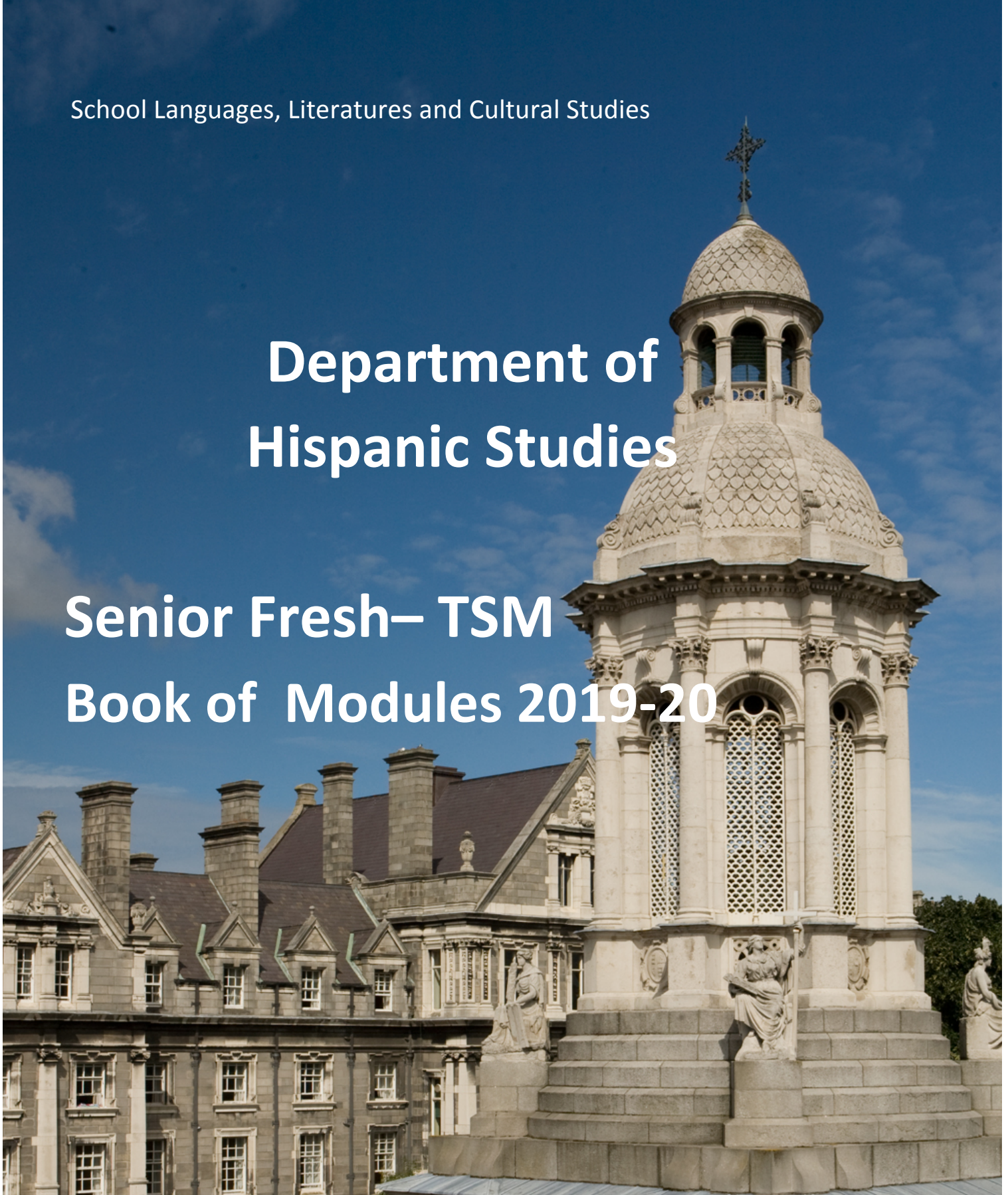
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School Languages, Literatures and Cultural Studies

Department of Hispanic Studies

Senior Fresh– TSM Book of Modules 2019-20





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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 of the Department's lecturers.

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

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

Year 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 Orals: Ms. Carmen López Cara
Learning Outcomes	<ol style="list-style-type: none">1. identify and effectively deploy a range of linguistic registers, vocabulary and grammatical structures2. develop students' understanding of structural differences in English and Spanish3. communicate effectively with native Spanish speakers in both written and oral contexts4. synthesise ideas and organise material into effective oral (class discussion/formal presentations) and written (essay-writing) arguments5. translate accurately a range of texts from and into Spanish6. 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 language tasks, with a focus on the following



	essential skills in Spanish: <ul style="list-style-type: none">• writing• reading• listening• speaking
Methods of Teaching and Student Learning	<ul style="list-style-type: none">• Contact teaching: lectures & tutorials plus group work and class presentations• 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 MT Language: Text Analysis (x 1 hr.) – 20% HT Language: Spanish Language Exam (x 3 hrs.) – 60% Oral (HT) - 20% Supplemental Assessment Text Analysis (x 1hr.) – 20% Spanish Language Exam (x 3 hrs.) – 60% Oral – 20%
Module Website	
Academic Start Year	2019/2020



Module Code	SPU22041
Module Name	INTRODUCTION TO GOLDEN AGE LITERATURE POETRY, PROSE, THEATRE
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	
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 sixteenth- and seventeenth-century Spain.
Methods of Teaching and Student	Lectures, assigned readings, guided in-class



Learning	discussion.
Module Content	<p>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.</p>
Recommended Reading List	<p><i>El Abencerraje</i> (anonymous)</p> <p><i>Lazarillo de Tormes</i> (anonymous)</p> <p><i>El celoso extremeño</i> (Miguel de Cervantes)</p> <p><i>Fuente Ovejuna</i> (Lope de Vega)</p>
Module Pre Requisite	
Module Co Requisite	
Assessment Details	<p>Summative Assessment: One 2-hour exam</p> <p>Formative Assessment: Reading quizzes on</p>



	Blackboard
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: <ol style="list-style-type: none">1. Accurately discern the context, style and register of contemporary Spanish texts.2. Identify the various verbal strategies applied by authors, and their intended effects within the communicative act.3. Recognise and be able to discuss issues regarding language and its role in contemporary Spanish society (e.g. the



	language of politics, the language of technology, gender and language, etc.)
Module Learning Aims	<p>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.</p> <p>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.</p>
Methods of Teaching and Student Learning	<p>Contact teaching: lectures and seminars</p> <p>Directed learning: continuous assessment; preparing of an oral presentation</p>
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



	<p>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.</p>
Recommended Reading List	<p>Schiffrin, Deborah et al. (eds.) <i>The Handbook of Discourse Analysis</i>. Oxford: Blackwell, 2001.</p> <p>Levinson, Stephen C., <i>Pragmatics</i>, Cambridge University Press.</p> <p>Reyes, Graciela, <i>El abecé de la pragmática</i>. Madrid: Arco/ Libros, 2009.</p> <p>Brown, Deborah and Levinson, Stephen C., <i>Politeness: some universals in language usage</i>. Cambridge University Press, 1987.</p> <p>Bravo, Diana (ed.), <i>Estudios de la (des)cortesía en español</i>. Estocolmo / Buenos Aires: Dunken, 2005.</p>
Module Pre Requisite	None
Module Co Requisite	None
Assessment Details	<p>Michaelmas term assessment: Oral presentation (10%) Continuous assessment (20%) Written exam – 2 hours (70%)</p> <p>Supplemental assessment: Oral presentation (10%) Continuous assessment (20%)</p>



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	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	<i>On successful completion of this module, students should be able: to 1) identify and explain the characteristic features of modern Spanish poetry</i>



	<p><i>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.</i></p>
Module Learning Aims	<p><i>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.</i></p>
Methods of Teaching and Student Learning	<p>Lectures, tutorials and guided in-class discussion.</p>
Module Content	<p>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.</p>



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

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	<ul style="list-style-type: none">• To teach students different critical approaches to the analysis of Spanish and Latin American cinema• To provide students with theoretical and analytical skills to read films from a gender perspective• To allow students to engage with questions of gender and sexuality in Spanish and Latin American films.
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, <i>Spanish Cinema: A Student's Guide</i> (London: Hodder Arnold, 2005) Marsha Kinder, <i>Blood Cinema: The Reconstruction of National Identity in Spain</i> (Berkeley: University



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



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