



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# Visiting Student Module Descriptors: Spanish 2021/22

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Semester 1

SPU22011 – Contemporary Spanish Life and Culture I

|   |   |
|---|---|
| <b>Module Code</b>                              | SPU22011  |
| <b>Module Name</b>                              | CONTEMPORARY SPANISH LIFE AND CULTURE I (ES)  |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 5   |
| <b>Semester taught/Semester assessed</b>        | Semester 1  |
| <b>Contact Hours</b>                            | 2   |
| <b>Module Personnel</b>                         | Ms Patricia González Bermúdez   |
| <b>Learning Outcomes</b>                        | <p>On successful completion of the module, students will be able to:</p> <ol style="list-style-type: none"><li>1. Critically discuss the political structures and institutions of democratic Spain and compare them to other countries in Europe and the world.</li><li>2. Critically discuss the political, social and economic developments that have taken place in Spain since the death of Franco and the transition to democracy, 1982 - 2000.</li><li>3. Describe and analyse the role of different cultural manifestations in forming a national identity of Spain.</li><li>4. Learn to successfully carry oral presentations and develop good analytical skills when discussing political, social, economic and cultural topics.</li></ol> |
| <b>Module Learning Aims</b>                     | <ol style="list-style-type: none"><li>1. To teach students about the main institutions of the Spanish state.</li><li>2. To provide students with historical background and analytical skills to contextualise contemporary politics and cultural studies of Spain.</li><li>3. To allow students to critically engage with the Spanish politics and culture of the last part of the 20<sup>th</sup> c. placing them within the broader European and global frameworks.</li></ol>   |
| <b>Methods of Teaching and Student Learning</b> | Lectures. Handouts, newspaper articles, multimedia sources.   |
| <b>Module Content</b>                           | History, politics and cultural studies of democratic Spain, since 1982 until 2000.  |
| <b>Recommended Reading List</b>                 | Balfour, Sebastian (ed.). <i>The Politics of Contemporary Spain</i> . London: Routledge, 2005.<br>Bassols, Raimundo. <i>España en Europa. Historia de la adhesión a la CE 1957-1985</i> . Madrid: Política Exterior, 1995.  |



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|                             | <p>Crespo MacLennan, Julio. <i>España en Europa, 1945-2000. Del ostracismo a la modernidad</i>. Madrid: Marcial Pons Historia, 2004.</p> <p>Jordan, Barry &amp; Rikki Morgan-Tamosunas. <i>Contemporary Spanish Cultural Studies</i>. London: Arnold, 2000.</p> <p>Juliá, Santos. "History, politics and culture, 1975-1996" in <i>The Cambridge Companion to Modern Spanish Culture</i>. Ed. David I Gies. Cambridge: Cambridge University Press: 1999.</p> <p>Magone, José María. <i>Contemporary Spanish Politics</i>. London: Routledge, 2004.</p> <p>Vicente Rojo, José. <i>La Constitución española de 1978: guía práctica comentada: esquemas explicativos</i>. Madrid: Tébar, 2000.</p> |
| <b>Module Pre Requisite</b> | One year of Spanish language at University (level B1)   |
| <b>Module Co Requisite</b>  | None  |
| <b>Assessment Details</b>   | The assessment for this module is done through an Oral Presentation including bibliography (20%) and a written exam at the end of term (80%). All of these are assessed through Spanish.  |
| <b>Reassessment Details</b> | Oral Presentation (20%)<br>2000 words Essay (80%)   |
| <b>Module Website</b>       | Blackboard  |
| <b>Academic Start Year</b>  | 2021/2022   |



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SPU22101 – Hispanic Texts 1

|   |   |
|---|---|
| <b>Module Code</b>                              | SPU22101  |
| <b>Module Name</b>                              | HISPANIC TEXTS 1  |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 5   |
| <b>Semester taught/Semester assessed</b>        | Semester 1  |
| <b>Contact Hours</b>                            | 2   |
| <b>Module Personnel</b>                         | Dr Brian Brewer, Dr Ciara O'Hagan   |
| <b>Learning Outcomes</b>                        | <p>Upon completion of this module, students should be able to:</p> <ol style="list-style-type: none"><li>1) become independent readers and critics of texts produced in a range of genres and media, including drama, including poetry and prose fiction;</li><li>2) understand a variety of texts in their own social, historical and political context;</li><li>3) reflect upon their own readings and use appropriate terminology in their analyses drawn from the language of literary criticism;</li><li>4) do close readings of literary texts to support their analyses.</li></ol> <p>In this module, students will practice and develop the following skills: independent thinking, analytical skills, effective communication, critical thinking and responsible action.</p> |
| <b>Module Learning Aims</b>                     | <p>This module will 1) introduce students to the socio-cultural contexts that underpin the texts studied; 2) familiarise them with the principles of literary and cultural analysis; 3) engage students in textual criticism through the close reading of a variety of texts drawn from genres such as the short story and poetry.</p>  |
| <b>Methods of Teaching and Student Learning</b> | <p>Two weekly lectures with guided in-class analysis and discussion.</p> <p>Independent reading and pre-class preparation at home.</p>  |
| <b>Module Content</b>                           | <p>The module introduces students to a representative sample of Hispanic texts. It focuses on the analysis of different literary genres, particularly short stories and poetry, in Spanish literature.</p>  |
| <b>Recommended Reading List</b>                 | <p>All texts will be provided on Blackboard.</p>  |
| <b>Module Pre Requisite</b>                     | <p>Reading knowledge of Spanish.</p> <p>*This module is not suitable for native speakers of Spanish.</p>  |
| <b>Module Co Requisite</b>                      | N/A   |
| <b>Assessment Details</b>                       | <p>Midterm in-class test (50%) and final in-class test (50%)</p>  |
| <b>Reassessment Details</b>                     | <b>TBC</b>  |
| <b>Module Website</b>                           | Blackboard  |
| <b>Academic Start Year</b>                      | 2021/2022   |



|   |  |
|---|--|
| <b>Module Code</b>                              | SPU22121   |
| <b>Module Name</b>                              | SECOND YEAR SPANISH 1 (JH, ES & MEELC)   |
| <b>Department name</b>                          | Hispanic Studies   |
| <b>ECTS weighting</b>                           | 5  |
| <b>Semester taught/Semester assessed</b>        | Semester 1   |
| <b>Contact Hours</b>                            | 3  |
| <b>Module Personnel</b>                         | Core: Dr Daniel Mourenza, Dr Ciara O’Hagan<br>Orals: Maria del Carmen Lopez Cara   |
| <b>Learning Outcomes</b>                        | <ol style="list-style-type: none"><li>1. identify and effectively deploy a range of linguistic registers, vocabulary and grammatical structures</li><li>2. develop students’ understanding of structural differences in English and Spanish</li><li>3. communicate effectively with native Spanish speakers in both written and oral contexts</li><li>4. synthesise ideas and organise material into effective oral (class discussion/formal presentations) and written (essay-writing) arguments</li><li>5. translate accurately a range of texts from and into Spanish</li><li>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)</li></ol> |
| <b>Module Learning Aims</b>                     | 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"><li>• writing</li><li>• reading</li><li>• listening</li><li>• speaking</li></ul>   |
| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>• Contact teaching</li><li>• Directed learning</li><li>• Experiential learning</li><li>• Self-directed learning</li></ul>  |
| <b>Module Content</b>                           | A variety of texts for translation and text analysis, grammar exercises and topical resources for oral discussion.   |
| <b>Recommended Reading List</b>                 | Selected texts provided by the instructor.   |
| <b>Module Pre Requisite</b>                     | Visiting students must have completed one year of university-level Spanish.<br>*This module is not suitable for native speakers of Spanish.  |
| <b>Module Co Requisite</b>                      | N/A  |
| <b>Assessment Details</b>                       | Written Exam (100%)  |



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|-----------------------------|---------------------|
| <b>Reassessment Details</b> | Written Exam (100%) |
| <b>Module Website</b>       | Blackboard          |
| <b>Academic Start Year</b>  | 2021/2022           |



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SPU33011 – Spanish Linguistics

|   |   |
|---|---|
| <b>Module Code</b>                              | SPU33011  |
| <b>Module Name</b>                              | SPANISH LINGUISTICS   |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 5   |
| <b>Semester taught/Semester assessed</b>        | Semester 1  |
| <b>Contact Hours</b>                            | 2   |
| <b>Module Personnel</b>                         | Dr Katerina García  |
| <b>Learning Outcomes</b>                        | <p>Upon completion of the module, students should be able to:</p> <ol style="list-style-type: none"><li>1. Accurately identify the main historical phases in the development of Spanish, from its Latin roots to the modern language it is today.</li><li>2. Appreciate the influence of the different language varieties which shared or share with Spanish the geographical space of the Iberian Peninsula, on its linguistic structures.</li><li>3. Recognise the role of the Castilian dialect as the basis of Modern Spanish and define the process of its standardization.</li><li>4. Discuss the role of Spanish as the primary medium of Spanish colonization</li></ol>   |
| <b>Module Learning Aims</b>                     | <p>The aim of this module is to enable students to identify the main historical phases of the development of the Spanish language, within a historical and cultural context, in order to attain a better understanding of the role and process of standardisation of the Spanish language from its medieval origins to its role as a global language in the 21<sup>st</sup> century.</p>  |
| <b>Methods of Teaching and Student Learning</b> | <p>Lectures, discussion, short student presentations followed by in-class discussion.<br/>Directed learning: reading assignments; continuous assessment</p>   |
| <b>Module Content</b>                           | <p>This module will focus on the study of the Spanish language from a variety of perspectives. The content of the module will be divided into three sections: In the first part of the semester, we will explore the origins of the Spanish language from a historical and cultural perspective; we will observe the diverse linguistic influences which took part in the shaping of Spanish, and the relevance of historical landmarks and cultural milestones to the language's journey from Latin to Spanish. In the second section of the module, issues such as language standard and norm, bilingualism (and multilingualism), and language contact will be explored. The final lectures will be dedicated to the future of Spanish as the mother tongue of over 460 million speakers worldwide and as a global tool for communication.</p> |
| <b>Recommended Reading List</b>                 | (Selection)   |





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|                             | <p>Moreno Fernández, F. (2015) <i>La maravillosa historia del español</i>. Barcelona: IC, Espasa.</p> <p>Moreno Cabrera, J. C. (2016) <i>La dignidad e igualdad de las lenguas</i>. Madrid: Alianza Ed. (2nd ed.)</p> <p>Resnick, M. C., Hammond, R. M. (2011) <i>Introducción a la historia de la lengua española</i>. Washington, DC: Georgetown University Press. (2nd ed.)</p> <p>Additional materials will be provided by the instructor.</p> |
| <b>Module Pre Requisite</b> | 2 years university-level Spanish or B1 level of Spanish  |
| <b>Module Co Requisite</b>  | N/A  |
| <b>Assessment Details</b>   | Continuous assessment (20%)<br>End of term essay - 2,500 words (80%)   |
| <b>Reassessment Details</b> | Continuous assessment (20%)<br>End of term essay – 2,500 words (80%)   |
| <b>Module Website</b>       | Blackboard   |
| <b>Academic Start Year</b>  | 2021/2022  |



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SPU33013 – Spanish Linguistics

|   |   |
|---|---|
| <b>Module Code</b>                              | SPU33013  |
| <b>Module Name</b>                              | SPANISH LINGUISTICS   |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 10  |
| <b>Semester taught/Semester assessed</b>        | Semester 1  |
| <b>Contact Hours</b>                            | 2   |
| <b>Module Personnel</b>                         | Dr Katerina García  |
| <b>Learning Outcomes</b>                        | <p>Upon completion of the module, students should be able to:</p> <ol style="list-style-type: none"><li>1. Accurately identify the main historical phases in the development of Spanish, from its Latin roots to the modern language it is today.</li><li>2. Appreciate the influence of the different language varieties which shared or share with Spanish the geographical space of the Iberian Peninsula, on its linguistic structures.</li><li>3. Recognise the role of the Castilian dialect as the basis of Modern Spanish and define the process of its standardization.</li><li>4. Discuss the role of Spanish as the primary medium of Spanish colonization</li></ol>   |
| <b>Module Learning Aims</b>                     | <p>The aim of this module is to enable students to identify the main historical phases of the development of the Spanish language, within a historical and cultural context, in order to attain a better understanding of the role and process of standardisation of the Spanish language from its medieval origins to its role as a global language in the 21<sup>st</sup> century.</p>  |
| <b>Methods of Teaching and Student Learning</b> | <p>Lectures, discussion, short student presentations followed by in-class discussion.<br/>Directed learning: reading assignments; continuous assessment</p>   |
| <b>Module Content</b>                           | <p>This module will focus on the study of the Spanish language from a variety of perspectives. The content of the module will be divided into three sections: In the first part of the semester, we will explore the origins of the Spanish language from a historical and cultural perspective; we will observe the diverse linguistic influences which took part in the shaping of Spanish, and the relevance of historical landmarks and cultural milestones to the language's journey from Latin to Spanish. In the second section of the module, issues such as language standard and norm, bilingualism (and multilingualism), and language contact will be explored. The final lectures will be dedicated to the future of Spanish as the mother tongue of over 460 million speakers worldwide and as a global tool for communication.</p> |
| <b>Recommended Reading List</b>                 | (Selection)   |



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|-----------------------------|--|
|                             | <p>Moreno Fernández, F. (2015) <i>La maravillosa historia del español</i>. Barcelona: IC, Espasa.</p> <p>Moreno Cabrera, J. C. (2016) <i>La dignidad e igualdad de las lenguas</i>. Madrid: Alianza Ed. (2nd ed.)</p> <p>Resnick, M. C., Hammond, R. M. (2011) <i>Introducción a la historia de la lengua española</i>. Washington, DC: Georgetown University Press. (2nd ed.)</p> <p>Additional materials will be provided by the instructor.</p> |
| <b>Module Pre Requisite</b> | 2 years university-level Spanish or B1 level of Spanish  |
| <b>Module Co Requisite</b>  | N/A  |
| <b>Assessment Details</b>   | Continuous assessment (20%)<br>Mid-Term essay (40%)<br>End of term essay - 2,500 words (40%)   |
| <b>Reassessment Details</b> | Continuous assessment (20%)<br>Mid-Term essay (40%)<br>End of term essay - 2,500 words (40%)   |
| <b>Module Website</b>       | Blackboard   |
| <b>Academic Start Year</b>  | 2021/2022  |



|   |  |
|---|--|
| <b>Module Code</b>                              | SPU33021   |
| <b>Module Name</b>                              | MODERN SPANISH NOVEL   |
| <b>Department name</b>                          | Hispanic   |
| <b>ECTS weighting</b>                           | 5  |
| <b>Semester taught/Semester assessed</b>        | Semester 1   |
| <b>Contact Hours</b>                            | 2 (1 lecture; 1 tutorial)  |
| <b>Module Personnel</b>                         | Dr Ciara O'Hagan   |
| <b>Learning Outcomes</b>                        | On successful completion of this module, students should be able to: 1) demonstrate a detailed and critical understanding of an important period in Spain's literary history; 2) identify and explain the characteristic features of the modern Spanish novel through close textual readings of the novels of Benito Pérez Galdós and Miguel de Unamuno; 3) organize material into effective and detailed arguments both orally (presentation) 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. |
| <b>Module Learning Aims</b>                     | This module aims to introduce students to some of the most innovative Spanish fiction of the late nineteenth and early twentieth centuries. Through a close reading of the prose fiction of Benito Pérez Galdós ( <i>El amigo Manso</i> ) and Miguel de Unamuno ( <i>Niebla</i> ) the module will examine the nature of reality and what we take to be true. In the case of <i>Niebla</i> , it will also explore some of life's great questions, while education and social criticism will be particular areas of interest in the study of <i>El amigo Manso</i> . The format of the module will alternate between formal lectures and seminars.   |
| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>▪ Contact teaching</li><li>▪ Directed learning</li><li>▪ Experiential learning (presentations)</li><li>▪ Self-directed learning (private study)</li></ul>  |
| <b>Module Content</b>                           | The module will follow a chronological pattern and will adopt a thematic approach to the two 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.   |
| <b>Recommended Reading List</b>                 | Galdós, Benito Pérez, <i>El amigo Manso</i> (Madrid: Cátedra, 2001)<br>Unamuno, Miguel de, <i>Niebla</i> (Madrid: Cátedra, 2004)   |
| <b>Module Pre Requisite</b>                     | Visiting students should have two years of University-level Spanish.   |



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| <b>Module Co Requisite</b>  | N/A   |
| <b>Assessment Details</b>   | Semester Essay (2,500 words) (80%)<br>Oral Presentation (20%) |
| <b>Reassessment Details</b> | Semester Essay (2,500 words) (80%)<br>Oral Presentation (20%) |
| <b>Module Website</b>       | Blackboard  |
| <b>Academic Start Year</b>  | 2021/2022   |



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SPU33023 – Modern Spanish Novel

|   |  |
|---|--|
| <b>Module Code</b>                              | SPU33023   |
| <b>Module Name</b>                              | MODERN SPANISH NOVEL   |
| <b>Department name</b>                          | Hispanic   |
| <b>ECTS weighting</b>                           | 10   |
| <b>Semester taught/Semester assessed</b>        | Semester 1   |
| <b>Contact Hours</b>                            | 2 (1 lecture; 1 tutorial)  |
| <b>Module Personnel</b>                         | Dr Ciara O'Hagan   |
| <b>Learning Outcomes</b>                        | On successful completion of this module, students should be able to: 1) demonstrate a detailed and critical understanding of an important period in Spain's literary history; 2) identify and explain the characteristic features of the modern Spanish novel through close textual readings of the novels of Benito Pérez Galdós and Miguel de Unamuno; 3) organize material into effective and detailed arguments both orally (presentation) 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. |
| <b>Module Learning Aims</b>                     | This module aims to introduce students to some of the most innovative Spanish fiction of the late nineteenth and early twentieth centuries. Through a close reading of the prose fiction of Benito Pérez Galdós ( <i>El amigo Manso</i> ) and Miguel de Unamuno ( <i>Niebla</i> ) the module will examine the nature of reality and what we take to be true. In the case of <i>Niebla</i> , it will also explore some of life's great questions, while education and social criticism will be particular areas of interest in the study of <i>El amigo Manso</i> . The format of the module will alternate between formal lectures and seminars.   |
| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>▪ Contact teaching</li><li>▪ Directed learning</li><li>▪ Experiential learning (presentations)</li><li>▪ Videos, short movies, readings.</li><li>▪ Self-directed learning (private study)</li></ul>  |
| <b>Module Content</b>                           | The module will follow a chronological pattern and will adopt a thematic approach to the two 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.   |
| <b>Recommended Reading List</b>                 | Galdós, Benito Pérez, <i>El amigo Manso</i> (Madrid: Cátedra, 2001)<br>Unamuno, Miguel de, <i>Niebla</i> (Madrid: Cátedra, 2004)   |



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| <b>Module Pre Requisite</b> | Visiting students should have two years of University-level Spanish. |
| <b>Module Co Requisite</b>  | N/A  |
| <b>Assessment Details</b>   | Semester Essay (5000 words) (80%)<br>Oral Presentation (20%)         |
| <b>Reassessment Details</b> | Semester Essay (5000 words) (80%)<br>Oral Presentation (20%)         |
| <b>Module Website</b>       | Blackboard   |
| <b>Academic Start Year</b>  | 2021/2022  |



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SPU33081 – Third Year Spanish 1

|   |  |
|---|--|
| <b>Module Code</b>                              | SPU33081   |
| <b>Module Name</b>                              | THIRD YEAR SPANISH 1   |
| <b>Department name</b>                          | Hispanic Studies   |
| <b>ECTS weighting</b>                           | 5  |
| <b>Semester taught/Semester assessed</b>        | Semester 1   |
| <b>Contact Hours</b>                            | 2  |
| <b>Module Personnel</b>                         | Dr Brian Brewer; Dr Katerina García  |
| <b>Learning Outcomes</b>                        | Upon completion of this module you students should be able to:<br>1. Demonstrate accurate understanding of advanced written and spoken Spanish<br>2. Express themselves in advanced, grammatically accurate written and oral Spanish<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 |
| <b>Module Learning Aims</b>                     | This module aims to enable students to further develop accuracy in their linguistic competency, with emphasis on both receptive (reading comprehension, text analysis) and productive (essay writing, speaking) language skills.   |
| <b>Methods of Teaching and Student Learning</b> | Contact teaching: seminars and in-class discussions<br>Directed learning: weekly homework and continuous assessment assignments.   |
| <b>Module Content</b>                           | A variety of texts and integrated grammar tasks; materials for text analysis and oral discussion.  |
| <b>Recommended Reading List</b>                 | TBC  |
| <b>Module Pre Requisite</b>                     | 2 years university-level Spanish or B1 level of Spanish  |
| <b>Module Co Requisite</b>                      | N/A  |
| <b>Assessment Details</b>                       | Continuous assessment (20%)<br>Written exam (80%)  |
| <b>Reassessment Details</b>                     | Continuous assessment (20%)<br>Written exam (80%)  |
| <b>Module Website</b>                           | Blackboard   |
| <b>Academic Start Year</b>                      | 2021/2022  |





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| <b>Module Code</b>                       | SPU33101   |
| <b>Module Name</b>                       | THIRD YEAR SPANISH ORAL EXPRESSION, INTERACTION AND MEDIATION 1  |
| <b>Department name</b>                   | Hispanic Studies   |
| <b>ECTS weighting</b>                    | 5  |
| <b>Semester taught/Semester assessed</b> | Semester 1   |
| <b>Contact Hours</b>                     | 1  |
| <b>Module Personnel</b>                  | Ms Carmen San Julián   |
| <b>Learning Outcomes</b>                 | <p>Upon successful completion of the module, students should be able to:</p> <ol style="list-style-type: none"><li>1. read, listen to and understand a wide range of materials in Spanish (articles, videos, movies...).</li><li>2. use an appropriate range of complex linguistic structures, vocabulary, registers and styles.</li><li>3. carry on meaningful conversations with other people about different topics, showing a good command of the appropriate conversational strategies needed for successful interaction.</li><li>4. understand a person with whom they are conversing directly in an interaction, with the possibility of negotiating meaning.</li><li>5. express their ideas and opinions with precision, present and respond to complex lines of argument convincingly.</li><li>6. participate actively in routine and non-routine formal discussions.</li><li>7. develop personal strategies for an effective use of the language and learn how to act in cases of cultural misunderstanding.</li></ol> |
| <b>Module Learning Aims</b>              | <p>On successful completion of this module the students will be able to:</p> <ol style="list-style-type: none"><li>1. engage and interact in productive conversations with other people.</li><li>2. develop independent critical thinking to undertake different tasks in their jobs.</li><li>3. be aware of the importance of cultural differences when learning a language and to acquire different tools to facilitate intercultural communication.</li><li>4. develop a sense of civic responsibility.</li></ol>   |



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| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>• Contact teaching</li><li>• Directed learning</li><li>• Experiential learning</li><li>• Self-directed learning</li><li>• Videos, short movies, reading</li></ul>   |
| <b>Module Content</b>                           | <p>This module covers a variety of matters associated with current economic, social and cultural aspects. The module includes a range of texts from a great variety of sources that will provide students with different points of view about any given subject, encouraging them to use critical thinking and helping them to analyse what they read or listen to in depth. Students will be able to practice sustained monologues and develop interaction and mediation skills required at a B2 level following the recommendations given by the CEFR, 2001 [Common European Framework of Reference for Languages] and the CEFR Companion Volume with New Descriptors (2018).</p>   |
| <b>Recommended Reading List</b>                 | Montolíu, E. (2020). <i>Cosas que pasan cuando conversamos</i> . Barcelona: Ariel.  |
| <b>Module Pre Requisite</b>                     | 2 years university-level Spanish or B1 level of Spanish   |
| <b>Module Co Requisite</b>                      | N/A   |
| <b>Assessment Details</b>                       | <p>Time: 10 Minutes</p> <p><b>Interaction and mediation.</b> Groups of three Students are required to prepare a conversation with two other peers about a theme chosen from the ones studied in class, using some of the conversational strategies learned during the module. Duration: 3- 4 minutes.</p> <p>The examiners will ask general questions to evaluate:</p> <ol style="list-style-type: none"><li>a) the student's capacity to interact verbally</li><li>b) his/her ability to analyse and to exposit material in a well argued, cohesive and coherent manner</li><li>c) the overall level of oral production.</li></ol> <p>Details of the criteria for marking Spanish <b>oral exams</b>:<br/><b>Group mark: 50 % Individual mark: 50 %</b></p> |
| <b>Reassessment Details</b>                     | Sustained monologue: 100%   |
| <b>Module Website</b>                           | Blackboard  |
| <b>Academic Start Year</b>                      | 2021/2022   |



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| <b>Module Code</b>                       | SPU44091  |
| <b>Module Name</b>                       | SCREENING CUBA: NATIONAL AND TRANSNATIONAL PERSPECTIVES   |
| <b>Department name</b>                   | Hispanic Studies  |
| <b>ECTS weighting</b>                    | 5   |
| <b>Semester taught/Semester assessed</b> | Semester 1  |
| <b>Contact Hours</b>                     | 2 hours per week + 3 hours film screenings  |
| <b>Module Personnel</b>                  | Prof. Omar García   |
| <b>Learning Outcomes</b>                 | <p><b>ACADEMIC CONTENT</b></p> <p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"><li>• show a comprehensive understanding of film practices in Cuba.</li><li>• understand key political debates through cinematic representations in Cuba.</li><li>• 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.</li></ul> <p><b>DISCIPLINARY SKILLS</b></p> <p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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'.</li><li>• 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.</li><li>• debate effectively and constructively in relation to the analysis of films studied in this module and beyond.</li><li>• critically appraise qualitative evidence underpinning film analyses.</li><li>• plan, organize and implement research relevant to final year of study in order to produce high quality essays.</li><li>• propose new readings based on current scholarship.</li></ul> |



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|   | <ul style="list-style-type: none"><li>• organize concepts and present convincing arguments, articulating both orally (in classroom discussions) and in writing (1 essay) in a concise manner.</li><li>• specify and develop a corpus of critical material to support and challenge established analytical practices and established scholarship.</li><li>• argue effectively and write confidently in a professional manner.</li><li>• defend your opinions based on factual information and film analysis, paying particular attention to the role of textual interpretation.</li></ul>  |
| <b>Module Learning Aims</b>                     | <p>The aims of this module are:</p> <ul style="list-style-type: none"><li>• To study the different issues raised by Cuba's cultural politics after 1959.</li><li>• To examine critically questions of modernity and postmodernity, sexuality, communism, revolution and counter-revolution, identity, nationalism, exile, and subjectivity versus the State.</li><li>• To learn about film practice in Cuba, as a State project.</li></ul>  |
| <b>Methods of Teaching and Student Learning</b> | <p>Contact teaching: Interactive Lectures with active participation in tutorials.</p> <p>Directed and self-directed learning: film screenings, viewing films from a selected filmography, and engaging with the critical literature.</p>  |
| <b>Module Content</b>                           | <p>This module will cover Cuban cinema since the creation of the film institute (ICAIC) in 1959. We will consider films by Cuban directors, and representations of Cuba by foreign filmmakers and Cuban filmmakers in exile, thus focusing on screenings of Cuba and Cuban topics from multiple viewpoints. Specific aesthetics will be studied to contextualize applications of Cuban theoretical texts in relation to imperfect cinema, and the viewer's dialectics. We will explore the effects of non-chronological sequencing and distancing in film; black humour, subjectivity, and alterity; allegorical interpretations leading to censorship; the self and the State, with particular attention to gender and sexuality in relation to law; film autobiography as a genre; auteur cinema; revolution and the creation of the 'new man'; revolutionary national identity and marginality; and diaspora, exile and inner exile, among other topics. Overall, this module will study film as a political medium across modern and postmodern contexts, using theoretical texts and key films to illustrate pivotal turning points in socio-historical contexts specific to Cuba and the impact of its 1959 revolution on all aspects of public and private life.</p> |
| <b>Recommended Reading List</b>                 | <b>Key texts:</b>   |



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|                             | <p>Chanan, Michael, 2004. <i>Cuban Cinema</i> (Minneapolis &amp; London: Univ. of Minnesota Press).</p> <p>Hayward, Susan, 2017. <i>Cinema Studies: The Key Concepts</i>, 5th ed. (London: Routledge).</p> <p><b>Reference books:</b></p> <p>Amaya, Hector, 2010. <i>Screening Cuba: Film Criticism as Political Performance During the Cold War</i> (Champaign, IL: University of Illinois Press)</p> <p>Fehimović, Dunja, 2018. <i>National Identity in 21st-Century Cuban Cinema: Screening the Repeating Island</i> (London: Palgrave Macmillan)</p> <p><b>Useful for film studies:</b></p> <p>Doughty, Ruth and Christine Etherington-Wright, 2017. <i>Understanding Film Theory</i>, 2nd ed. (London: Red Globe Press/Macmillan)</p> <p>Kuhn, Annette and Guy Westwell, 2012. <i>A Dictionary of Film Studies</i> (Oxford: OUP, Oxford Paperback Reference) <b>[TCD has the e-book online]</b></p> <p>Stam, Robert, 2000 / <b>2017 e-book</b>. <i>Film Theory: An Introduction</i> (Oxford: Blackwell).</p> <p>Stam, Robert, 2019. <i>World Literature, Transnational Cinema, and Global Media: Towards a Transartistic Commons</i>(London: Routledge).</p> <p><b>Viewing List (Required Filmography):</b></p> <ul style="list-style-type: none"><li>• <i>Memorias del subdesarrollo</i> (1968, 97', dir. Tomás Gutiérrez Alea).</li><li>• <i>Mauvaise conduite / Conducta impropia</i> (©1983, released in France on 21 March 1984, 105', dir. Néstor Almendros and Orlando Jiménez Leal)</li><li>• <i>Before Night Falls</i> (2000, 133', dir. Julian Schnabel).</li><li>• <i>Los sobrevivientes</i> (1978, 130', dir. Tomás Gutiérrez Alea).</li><li>• <i>Plaff</i> (1988, 110', dir. Juan Carlos Tabío)</li><li>• <i>Alicia en el pueblo de Maravillas</i> (1990, 94', dir. Daniel Díaz Torres)</li><li>• <i>La vida es silbar</i> (1998, 106', dir. Fernando Pérez)</li><li>• <i>Fresa y chocolate</i> (1993, 110', dir. Tomás Gutiérrez Alea and Juan Carlos Tabío; Cuba-Mexico-Spain co-production)</li><li>• <i>Azúcar amarga</i> (1996, 105', dir. León Ichaso)</li><li>• <i>The Pérez Family</i> (1995, 113', dir. Mira Nair)</li></ul> |
| <b>Module Pre Requisite</b> | 3 year university-level Spanish or B2/C1 level of Spanish   |
| <b>Module Co Requisite</b>  | N/A   |
| <b>Assessment Details</b>   | 2,000 – 2,500-word essay (summative assessment, 100%)<br>Formative and ipsative assessment and feedback in tutorials.   |
| <b>Reassessment Details</b> | 2,000 – 2,500-word essay (summative assessment, 100%)   |



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| <b>Module Website</b>      | Blackboard |
| <b>Academic Start Year</b> | 2021/2022  |



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| <b>Module Code</b>                       | SPU44111  |
| <b>Module Name</b>                       | SCREENING CUBA: NATIONAL AND TRANSNATIONAL PERSPECTIVES (VS)  |
| <b>Department name</b>                   | Hispanic Studies  |
| <b>ECTS weighting</b>                    | 10  |
| <b>Semester taught/Semester assessed</b> | Semester 1  |
| <b>Contact Hours</b>                     | 2 hours per week + 3 hours film screenings  |
| <b>Module Personnel</b>                  | Prof. Omar García   |
| <b>Learning Outcomes</b>                 | <p><b>ACADEMIC CONTENT</b></p> <p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"><li>• show a comprehensive understanding of film practices in Cuba.</li><li>• understand key political debates through cinematic representations in Cuba.</li><li>• 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.</li></ul> <p><b>DISCIPLINARY SKILLS</b></p> <p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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'.</li><li>• 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.</li><li>• debate effectively and constructively in relation to the analysis of films studied in this module and beyond.</li><li>• critically appraise qualitative evidence underpinning film analyses.</li><li>• plan, organize and implement research relevant to final year of study in order to produce high quality essays.</li><li>• propose new readings based on current scholarship.</li></ul> |



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|   | <ul style="list-style-type: none"><li>• organize concepts and present convincing arguments, articulating both orally (in classroom discussions) and in writing (1 essay) in a concise manner.</li><li>• specify and develop a corpus of critical material to support and challenge established analytical practices and established scholarship.</li><li>• argue effectively and write confidently in a professional manner.</li><li>• defend your opinions based on factual information and film analysis, paying particular attention to the role of textual interpretation.</li></ul>  |
| <b>Module Learning Aims</b>                     | <p>The aims of this module are:</p> <ul style="list-style-type: none"><li>• To study the different issues raised by Cuba's cultural politics after 1959.</li><li>• To examine critically questions of modernity and postmodernity, sexuality, communism, revolution and counter-revolution, identity, nationalism, exile, and subjectivity versus the State.</li><li>• To learn about film practice in Cuba, as a State project.</li></ul>  |
| <b>Methods of Teaching and Student Learning</b> | <p>Contact teaching: Interactive Lectures with active participation in tutorials.</p> <p>Directed and self-directed learning: film screenings, viewing films from a selected filmography, and engaging with the critical literature.</p>  |
| <b>Module Content</b>                           | <p>This module will cover Cuban cinema since the creation of the film institute (ICAIC) in 1959. We will consider films by Cuban directors, and representations of Cuba by foreign filmmakers and Cuban filmmakers in exile, thus focusing on screenings of Cuba and Cuban topics from multiple viewpoints. Specific aesthetics will be studied to contextualize applications of Cuban theoretical texts in relation to imperfect cinema, and the viewer's dialectics. We will explore the effects of non-chronological sequencing and distancing in film; black humour, subjectivity, and alterity; allegorical interpretations leading to censorship; the self and the State, with particular attention to gender and sexuality in relation to law; film autobiography as a genre; auteur cinema; revolution and the creation of the 'new man'; revolutionary national identity and marginality; and diaspora, exile and inner exile, among other topics. Overall, this module will study film as a political medium across modern and postmodern contexts, using theoretical texts and key films to illustrate pivotal turning points in socio-historical contexts specific to Cuba and the impact of its 1959 revolution on all aspects of public and private life.</p> |
| <b>Recommended Reading List</b>                 | <b>Key texts:</b>   |





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|                             | <p>Chanan, Michael, 2004. <i>Cuban Cinema</i> (Minneapolis &amp; London: Univ. of Minnesota Press).</p> <p>Hayward, Susan, 2017. <i>Cinema Studies: The Key Concepts</i>, 5th ed. (London: Routledge).</p> <p><b>Reference books:</b></p> <p>Amaya, Hector, 2010. <i>Screening Cuba: Film Criticism as Political Performance During the Cold War</i> (Champaign, IL: University of Illinois Press)</p> <p>Fehimović, Dunja, 2018. <i>National Identity in 21st-Century Cuban Cinema: Screening the Repeating Island</i> (London: Palgrave Macmillan)</p> <p><b>Useful for film studies:</b></p> <p>Doughty, Ruth and Christine Etherington-Wright, 2017. <i>Understanding Film Theory</i>, 2nd ed. (London: Red Globe Press/Macmillan)</p> <p>Kuhn, Annette and Guy Westwell, 2012. <i>A Dictionary of Film Studies</i> (Oxford: OUP, Oxford Paperback Reference) <b>[TCD has the e-book online]</b></p> <p>Stam, Robert, 2000 / <b>2017 e-book</b>. <i>Film Theory: An Introduction</i> (Oxford: Blackwell).</p> <p>Stam, Robert, 2019. <i>World Literature, Transnational Cinema, and Global Media: Towards a Transartistic Commons</i>(London: Routledge).</p> <p><b>Viewing List (Required Filmography):</b></p> <ul style="list-style-type: none"><li>• <i>Memorias del subdesarrollo</i> (1968, 97', dir. Tomás Gutiérrez Alea).</li><li>• <i>Mauvaise conduite / Conducta impropia</i> (©1983, released in France on 21 March 1984, 105', dir. Néstor Almendros and Orlando Jiménez Leal)</li><li>• <i>Before Night Falls</i> (2000, 133', dir. Julian Schnabel).</li><li>• <i>Los sobrevivientes</i> (1978, 130', dir. Tomás Gutiérrez Alea).</li><li>• <i>Plaff</i> (1988, 110', dir. Juan Carlos Tabío)</li><li>• <i>Alicia en el pueblo de Maravillas</i> (1990, 94', dir. Daniel Díaz Torres)</li><li>• <i>La vida es silbar</i> (1998, 106', dir. Fernando Pérez)</li><li>• <i>Fresa y chocolate</i> (1993, 110', dir. Tomás Gutiérrez Alea and Juan Carlos Tabío; Cuba-Mexico-Spain co-production)</li><li>• <i>Azúcar amarga</i> (1996, 105', dir. León Ichaso)</li><li>• <i>The Pérez Family</i> (1995, 113', dir. Mira Nair)</li></ul> |
| <b>Module Pre Requisite</b> | 3 year university-level Spanish or B2/C1 level of Spanish   |
| <b>Module Co Requisite</b>  | N/A   |
| <b>Assessment Details</b>   | 1,500-word mid-term essay, 30%<br>2,000-2,500-word final essay, 70%<br>Formative and ipsative assessment and feedback in tutorials.   |



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| <b>Reassessment Details</b> | 1,500-word mid-term essay, 30%<br>2,000-2,500-word final essay, 70% |
| <b>Module Website</b>       | Blackboard  |
| <b>Academic Start Year</b>  | 2021/2022   |



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| <b>Module Code</b>                       | SPU44121  |
| <b>Module Name</b>                       | FINAL YEAR SPANISH 1  |
| <b>Department name</b>                   | Hispanic Studies  |
| <b>ECTS weighting</b>                    | 10 ECTS   |
| <b>Semester taught/Semester assessed</b> | Semester 1  |
| <b>Contact Hours</b>                     | Three 50-minute contact sessions per week independent study   |
| <b>Module Personnel</b>                  | Prof. Omar García, Dr Paul Rankin, Ms Carmen Sanjulián García   |
| <b>Learning Outcomes</b>                 | <p><b>ACADEMIC CONTENT</b></p> <p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"><li>• show a comprehensive understanding of grammatical structures in Spanish, and in comparison with English.</li><li>• demonstrate a knowledge of the complex realities of communication, particularly when a language is spoken across a wide range of regions and countries.</li><li>• interact and mediate effectively, using Spanish.</li><li>• critically evaluate the cultural products analysed through the medium of Spanish.</li></ul> <p><b>DISCIPLINARY SKILLS</b></p> <p>By the end of this module students will be able to:</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• identify grammatical and stylistic norms with attention to variations depending on the meaning conveyed.</li><li>• describe arguments concerning Hispanic issues.</li><li>• enhance communication skills in both written and spoken Spanish at the lower end of the advanced level.</li><li>• acquire new vocabulary, and develop style and syntax with a wide range of structures.</li><li>• recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• review a range of cultural texts and summarize the gist of each in an appropriate register.</li><li>• understand longer complex texts and their implicit meanings.</li><li>• understand sociolinguistic registers.</li><li>• compare and contrast Spanish and English grammatical structures.</li><li>• summarize longer texts and organize their arguments for a cohesive presentation.</li></ul> |



- translate from English into Spanish and from Spanish into English.
- comprehend everything they hear or read.
- express themselves spontaneously and fluently in an unrehearsed situation.
- understand enough to follow extended speech on abstract and complex topics beyond their own field, though students may need to confirm occasional details, especially if the accent is unfamiliar.
- follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.

#### **Application**

- show a comprehensive understanding of key grammar points.
- examine critically in Spanish selected texts.
- adapt language to context with sophisticated lexical control.
- write confidently, comparing and contrasting viewpoints.
- express themselves fluently and effectively in social and professional settings.
- use grammatical reflexivity to establish grammatical links and pinpoint similarities and differences between foreign languages.

#### **Analysis**

- use critical skills to bring different points of view into dialogue with each other and bear on the analysis of the cultural products being studied in written, oral and visual formats.
- analyse grammar and style.
- debate effectively and constructively in relation to textual analysis.
- critically appraise qualitative evidence underpinning specific debates.
- debate effectively and constructively in Spanish in relation to the analysis of texts studied in this module and beyond.

#### **Synthesis**

- plan, organize and implement research relevant to final year of study in order to produce high quality compositions.
- construct cogent and sophisticated critical arguments with evidence of independent study and initiative.
- develop advanced reception, production, interaction and mediation skills, becoming fluent and accurate users of Spanish in a wide range of contexts and registers.



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|   | <ul style="list-style-type: none"><li>• formulate well informed arguments and express these clearly and effectively in the form of oral presentations in Spanish.</li><li>• develop well-organized and cohesive texts on complex topics.</li></ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"><li>• defend your opinions following a logical argument with accurate linguistic control.</li><li>• argue convincingly, articulating both orally (in classroom discussions) and in writing in a concise manner.</li><li>• argue effectively and write confidently in a professional manner in Spanish.</li><li>• evaluate critically the textual materials being studied.</li></ul>  |
| <b>Module Learning Aims</b>                     | <p>The aims of this module are:</p> <ol style="list-style-type: none"><li>1. To provide a coherent, innovative and intellectually challenging programme that promotes the study of Spanish encompassing the various contexts of the Spanish-speaking world.</li><li>2. To give students access to a range of materials in Spanish (from both Spain and Latin America) that will facilitate intercultural communication as students advance from independent to proficient users of Spanish.</li><li>3. To enable students to develop independent critical thinking and argumentation and to undertake independent study tasks.</li><li>4. To develop a range of macro and micro linguistic skills necessary for the logical and effective communication of ideas, opinions, and arguments.</li><li>5. To impart a high level of productive and receptive linguistic knowledge and skills in Spanish, with particular attention to interaction and mediation as key categories of language learning.</li><li>6. To impart communicative language competences (linguistic, sociolinguistic and pragmatic).</li><li>7. To develop a range of language-specific and transferable skills to equip students to meet the highest national and international expectations.</li></ol> |
| <b>Methods of Teaching and Student Learning</b> | <p>Contact teaching: Interactive classes and workshops, three 50-minute sessions per week<br/>Independent work (Directed and self-directed learning, including blended learning opportunities).</p> <p>Students will be expected to engage with the content assigned and to prepare before coming to class, so that contact time can be used for in-depth discussion and analysis. Active participation and collaborative tasks in the language classroom are to be expected. One contact hour</p>   |



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|                                 | <p>requires an average of at least 2 hours of independent study, before each class.</p> <p>The team of 3 teachers will expose students to a diverse set of approaches to the study of Spanish and will motivate intellectual independence in students while fostering a sense of community amongst students and staff in pursuit of common objectives in relation to teaching and learning.</p>  |
| <b>Module Content</b>           | <p>This module will include a range of texts (including visual) that will facilitate the proficiency of students as they move from independent users to proficient users of Spanish, in both its Peninsular and Latin American variations. Attention will be paid to macro skills, with attention to rhetorical forms and conventions of written and oral discourse, and micro skills as students use acceptable grammatical norms and variations (including lexical) to produce acceptable writing and speech (e.g. with correct usage of tense, mood, agreements in gender and number) and interact and mediate effectively (including in translation) in various sociolinguistic contexts. The module includes written and spoken components.</p> <p>For the writing component, the Michaelmas term will be split thus (in line with <i>Taller de escritores</i>):</p> <p>Week 1: Introduction<br/>Weeks 2-4: Description, comparing and contrasting viewpoints.<br/>Weeks 5, 6 and 8: Narration, journalistic style and opinions<br/>Weeks 9-11: Narrative Essay, historical and political issues and events.<br/>Week 12: Conclusions</p> |
| <b>Recommended Reading List</b> | <p><b>Recommended key texts for this module (for Parts 1 &amp; 2), with Supersite platform to support blended learning:</b></p> <p>Cañón, Paula, 2021. <i>Taller de escritores: Grammar and Composition for Advanced Spanish</i>, 3rd ed. (available for Fall 2020 term), (Vista Higher Learning), 272 pp.<br/><a href="https://vistahigherlearning.com/highered/taller-de-escriitores-3rd-edition.html">https://vistahigherlearning.com/highered/taller-de-escriitores-3rd-edition.html</a></p> <p>Blanco, José A., 2018. <i>Revista: Conversación sin barreras</i>, 5td ed. (Vista Higher Learning), 340 pp.<br/><a href="https://vistahigherlearning.com/highered/catalog/product/view/id/8346/category/226/">https://vistahigherlearning.com/highered/catalog/product/view/id/8346/category/226/</a></p> <p>Courtad, James C., Kathryn Everly and Martin Gaspar, 2021. <i>Intrigas</i>, 3rd ed. (available for Fall 2020 term) (Vista Higher Learning), 350 pp.<br/><a href="https://vistahigherlearning.com/highered/intrigas-3rd-edition.html">https://vistahigherlearning.com/highered/intrigas-3rd-edition.html</a></p>                |



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|                             | <p>Chiquito, Ana Beatriz, 2017. <i>Handbook of Contemporary Spanish Grammar: A Reference and Practice Book for Students of Spanish</i>, 2nd ed., (Vista Higher Learning), 550pp.<br/> <a href="https://vistahigherlearning.com/highered/catalog/product/view/id/6993/s/a-handbook-of-contemporary-spanish-grammar-2nd-edition-003/category/226/">https://vistahigherlearning.com/highered/catalog/product/view/id/6993/s/a-handbook-of-contemporary-spanish-grammar-2nd-edition-003/category/226/</a></p> <p><b>Some recommended online resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.collinsdictionary.com/dictionary/english-spanish">https://www.collinsdictionary.com/dictionary/english-spanish</a></li> <li>• <a href="https://www.lexico.com/es">https://www.lexico.com/es</a></li> <li>• Diccionario de la lengua española (Real Academia Española, RAE): <a href="https://dle.rae.es">https://dle.rae.es</a></li> <li>• Diccionario de americanismos: <a href="http://lema.rae.es/damer/">http://lema.rae.es/damer/</a></li> <li>• Diccionario panhispánico de dudas: <a href="https://www.rae.es/dpd/">https://www.rae.es/dpd/</a></li> <li>• Nueva gramática de la lengua española: <a href="http://aplica.rae.es/grweb/cgi-bin/buscar.cgi">http://aplica.rae.es/grweb/cgi-bin/buscar.cgi</a></li> <li>• Ortografía de la lengua española: <a href="http://aplica.rae.es/orweb/cgi-bin/buscar.cgi">http://aplica.rae.es/orweb/cgi-bin/buscar.cgi</a></li> <li>• Corpus de Referencia del Español Actual - CREA - Real Academia de la Lengua Española: <a href="http://corpus.rae.es/creanet.html">http://corpus.rae.es/creanet.html</a></li> </ul> <p><b>Other Reference works and links:</b></p> <ul style="list-style-type: none"> <li>• Instituto Cervantes. <i>Actas del CIEFE (Congreso Internacional de Español para Fines Específicos)</i>, I Congreso (2000), II Congreso (2003), III Congreso (2006), IV Congreso (2011), V Congreso (2014), VI Congreso (2017). Centro Virtual: <a href="http://cvc.cervantes.es/obref/ciefe/">http://cvc.cervantes.es/obref/ciefe/</a>.</li> <li>• <a href="https://www.escriitores.org/recursos-para-escriitores/recursos-1/diccionarios-digitales">https://www.escriitores.org/recursos-para-escriitores/recursos-1/diccionarios-digitales</a></li> <li>• Kattán-Ibarra, Juan, &amp; Christopher J. Pountain, <i>Modern Spanish Grammar: A Practical Guide</i>, London &amp; New York: Routledge, 2nd edition, 2003 (useful to revise specific grammatical aspects).</li> </ul> |
| <b>Module Pre Requisite</b> | 3 years of University Spanish or equivalent  |
| <b>Module Co Requisite</b>  | N/A  |
| <b>Assessment Details</b>   | <p>Final Written Exam: 40%</p> <p>Oral Exam: 30%</p> <p>Coursework assessment 30% [one oral presentation 15% + 15% assigned coursework]</p> <p>Continuous formative and ipsative assessment and feedback</p>   |
| <b>Reassessment Details</b> | <p>Final Written Exam: 40%</p> <p>Oral Exam: 30%</p>   |



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|                            | Coursework assessment 30% [one oral presentation 15% + 15% assigned coursework] |
| <b>Module Website</b>      | Blackboard  |
| <b>Academic Start Year</b> | 2021/2022   |





SPU44131 – Cervantes's Exemplary Fictions: *Novelas Ejemplares*

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| <b>Module Code</b>                              | SPU44131   |
| <b>Module Name</b>                              | CERVANTES'S EXEMPLARY FICTIONS: NOVELAS EJEMPLARES   |
| <b>Department name</b>                          | Hispanic   |
| <b>ECTS weighting</b>                           | 5  |
| <b>Semester taught/Semester assessed</b>        | Semester 1   |
| <b>Contact Hours</b>                            | 2  |
| <b>Module Personnel</b>                         | Dr Brian Brewer  |
| <b>Learning Outcomes</b>                        | In this module, students will learn to situate the <i>Novelas ejemplares</i> in their proper historical and literary context; they will learn to analyze the stories from a variety of critical perspectives in order to appreciate Cervantes's ability to combine disparate styles, tones and registers into unified works of fiction; they will refine their ability to read critically and to write analytically.   |
| <b>Module Learning Aims</b>                     | In this module, we will read the <i>Novelas ejemplares</i> in order to discuss Cervantes' influences and the ways in which he subordinates them to his own narrative purposes; we will study the ways in which the <i>Novelas</i> have been classified according to genre and divided into different narrative categories (especially <i>novel</i> and <i>romance</i> ); we will consider the different ways in which these <i>Novelas</i> may be called <i>exemplary</i> (or not); we will analyze Cervantes' narrative techniques and the way that he gives coherence to this collection of very different stories through the repetition of important themes and preferred plot devices; and we will locate this collection of stories within Cervantes' broader aesthetics of fiction. |
| <b>Methods of Teaching and Student Learning</b> | Short lectures, readings, guided in-class discussions.   |
| <b>Module Content</b>                           | Cervantes claimed to be the first person to write wholly original short stories ( <i>novelas</i> ) in Spanish, and most readers accept the validity of his claim. Unlike prior collections of short stories, the <i>Novelas ejemplares</i> lack a frame story. Instead, they derive their cohesion through a series of repeated motifs, parallel themes and plot symmetries. In this module, we will read the <i>Novelas</i> closely in order to identify these repetitions and patterns, and to develop critical readings of each story both on its own terms and in relation to the other tales in the collection.   |
| <b>Recommended Reading List</b>                 | Cervantes, Miguel de. <i>Novelas ejemplares</i> . Ed. Harry Sieber. 2 vols. Madrid: Cátedra, 1980 (multiple editions).   |
| <b>Module Pre Requisite</b>                     | Advanced reading ability in Spanish  |
| <b>Module Co Requisite</b>                      | N/A  |
| <b>Assessment Details</b>                       | Essay, 2,500 - 3,000 words (100%)  |
| <b>Reassessment Details</b>                     | Essay, 2,500 - 3,000 words (100%)  |
| <b>Module Website</b>                           | Blackboard   |



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| <b>Academic Start Year</b> | 2021/2022 |
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| <b>Module Code</b>                              | SPU44133   |
| <b>Module Name</b>                              | CERVANTES'S EXEMPLARY FICTIONS: NOVELAS EJEMPLARES (VS)  |
| <b>Department name</b>                          | Hispanic   |
| <b>ECTS weighting</b>                           | 10   |
| <b>Semester taught/Semester assessed</b>        | SEMESTER 1   |
| <b>Contact Hours</b>                            | 2  |
| <b>Module Personnel</b>                         | Dr Brian Brewer  |
| <b>Learning Outcomes</b>                        | In this module, students will learn to situate the <i>Novelas ejemplares</i> in their proper historical and literary context; they will learn to analyze the stories from a variety of critical perspectives in order to appreciate Cervantes's ability to combine disparate styles, tones and registers into unified works of fiction; they will refine their ability to read critically and to write analytically.   |
| <b>Module Learning Aims</b>                     | In this module, we will read the <i>Novelas ejemplares</i> in order to discuss Cervantes' influences and the ways in which he subordinates them to his own narrative purposes; we will study the ways in which the <i>Novelas</i> have been classified according to genre and divided into different narrative categories (especially <i>novel</i> and <i>romance</i> ); we will consider the different ways in which these <i>Novelas</i> may be called <i>exemplary</i> (or not); we will analyze Cervantes' narrative techniques and the way that he gives coherence to this collection of very different stories through the repetition of important themes and preferred plot devices; and we will locate this collection of stories within Cervantes' broader aesthetics of fiction. |
| <b>Methods of Teaching and Student Learning</b> | Short lectures, readings, guided in-class discussions.   |
| <b>Module Content</b>                           | Cervantes claimed to be the first person to write wholly original short stories ( <i>novelas</i> ) in Spanish, and most readers accept the validity of his claim. Unlike prior collections of short stories, the <i>Novelas ejemplares</i> lack a frame story. Instead, they derive their cohesion through a series of repeated motifs, parallel themes and plot symmetries. In this module, we will read the <i>Novelas</i> closely in order to identify these repetitions and patterns, and to develop critical readings of each story both on its own terms and in relation to the other tales in the collection.   |
| <b>Recommended Reading List</b>                 | Cervantes, Miguel de. <i>Novelas ejemplares</i> . Ed. Harry Sieber. 2 vols. Madrid: Cátedra, 1980 (multiple editions).   |
| <b>Module Pre Requisite</b>                     | Advanced reading ability in Spanish  |
| <b>Module Co Requisite</b>                      | N/A  |
| <b>Assessment Details</b>                       | Essay, 2,500 - 3,000 words (100%)  |
| <b>Reassessment Details</b>                     | Essay, 2,500 - 3,000 words (100%)  |
| <b>Module Website</b>                           | Blackboard   |



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Semester 2

SPU22012 – Contemporary Spanish Life and Culture II

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| <b>Module Code</b>                              | SPU22012   |
| <b>Module Name</b>                              | CONTEMPORARY SPANISH LIFE AND CULTURE II (ES)  |
| <b>Department name</b>                          | Hispanic Studies   |
| <b>ECTS weighting</b>                           | 5  |
| <b>Semester taught/Semester assessed</b>        | Semester 2   |
| <b>Contact Hours</b>                            | 2  |
| <b>Module Personnel</b>                         | Ms Patricia Gonzalez Bermudez  |
| <b>Learning Outcomes</b>                        | <p>On successful completion of the module, students will be able to:</p> <ol style="list-style-type: none"><li>1. Critically discuss the political structures and institutions of democratic Spain in the 21<sup>st</sup> century and compare them to other countries in Europe and the world.</li><li>2. Critically discuss the political, social and economic developments that have taken place in Spain, 2000 – the present today.</li><li>3. Describe and analyse the role of different cultural manifestations in forming a national identity of Spain.</li><li>4. Learn to successfully give oral presentations and develop good analytical skills when discussing current affairs.</li></ol> |
| <b>Module Learning Aims</b>                     | <ol style="list-style-type: none"><li>1. To teach students about the main institutions and social agents in Spanish politics and culture.</li><li>2. To provide students with recent historical background and good analytical skills to contextualise current affairs.</li><li>3. To allow students to critically engage with current Spanish politics placing them within the broader European and global frameworks.</li></ol>  |
| <b>Methods of Teaching and Student Learning</b> | Lectures. Handouts, newspaper articles, multimedia sources.  |
| <b>Module Content</b>                           | History, politics and cultural studies of democratic Spain, from 2000 until today.   |
| <b>Recommended Reading List</b>                 | Balfour, Sebastian (ed.). <i>The Politics of Contemporary Spain</i> . London: Routledge, 2005.<br>Flesher Fominaya, Cristina. <i>Democracy Reloaded</i> . Oxford: Oxford University Press, 2020.<br>Jordan, Barry & Rikki Morgan-Tamosunas. <i>Contemporary Spanish Cultural Studies</i> . London: Arnold, 2000.<br>Magone, José María. <i>Contemporary Spanish Politics</i> . London: Routledge, 2004.  |



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|                             | Piedrahita, Sonia and Federico Steinberg, José Ignacio Torreblanca. <i>20 Años de España en la Unión Europea (1986-2006)</i> . Real Instituto Elcano, 2006.                                     |
| <b>Module Pre Requisite</b> | One year of Spanish language at University (level B1)   |
| <b>Module Co Requisite</b>  | N/A   |
| <b>Assessment Details</b>   | The assessment for this module is done through an Oral Presentation including bibliography (20%) and a written exam at the end of term (80%; 3 hrs). All of these are assessed through Spanish. |
| <b>Reassessment Details</b> | Oral Presentation (20%)<br>2,000-word Essay (80%)   |
| <b>Module Website</b>       | Blackboard  |
| <b>Academic Start Year</b>  | 2021/2022   |



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SPU22102 – Hispanic Texts 2

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| <b>Module Code</b>                              | SPU22102   |
| <b>Module Name</b>                              | HISPANIC TEXTS 2   |
| <b>Department name</b>                          | Hispanic Studies   |
| <b>ECTS weighting</b>                           | 5  |
| <b>Semester taught/Semester assessed</b>        | Semester 2   |
| <b>Contact Hours</b>                            | 2  |
| <b>Module Personnel</b>                         | Dr Katerina García, Prof. Omar García, Dr Daniel Mourenza  |
| <b>Learning Outcomes</b>                        | <p>Upon completion of this module, students should be able to:</p> <ol style="list-style-type: none"><li>1) become independent readers and critics of texts produced in a range of genres and media;</li><li>2) understand a number of texts in their own social, historical and political context;</li><li>3) reflect upon their own readings and use appropriate terminology in their analyses drawn from the language of literary criticism;</li><li>4) do close readings of literary and visual texts to support their analyses.</li></ol> <p>In this module, students will practice and develop the following skills: independent thinking, analytical skills, effective communication, critical thinking and cultural awareness.</p> |
| <b>Module Learning Aims</b>                     | This module will: 1) familiarise students with the principal socio-cultural issues underpinning Hispanic creative work; 2) acquaint them with the principles of literary and cultural analysis; 3) engage students in textual criticism through the close reading of a variety of texts.   |
| <b>Methods of Teaching and Student Learning</b> | Two weekly lectures with guided in-class analysis and discussion.<br>Independent work at home.   |
| <b>Module Content</b>                           | The module introduces students to a representative sample of Hispanic texts from a variety of genres and periods. It addresses questions about Spanish national identity and multiculturalism across different periods, through the analysis of epic poems, tales, novellas, novels and films.   |
| <b>Recommended Reading List</b>                 | All texts will be provided on Blackboard.  |
| <b>Module Pre Requisite</b>                     | 1 year university-level Spanish (Level B1)   |
| <b>Module Co Requisite</b>                      | N/A  |
| <b>Assessment Details</b>                       | In-class test 1 (33%)<br>In-class test 2 (33%)<br>In-class test 3 (34%)  |
| <b>Reassessment Details</b>                     | Written Exam (100%)  |
| <b>Module Website</b>                           | Blackboard   |



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| <b>Academic Start Year</b> | 2021/2022 |
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| <b>Module Code</b>                              | SPU22122   |
| <b>Module Name</b>                              | SECOND YEAR SPANISH 2 (JH. ES & MEELC)   |
| <b>Department name</b>                          | Hispanic Studies   |
| <b>ECTS weighting</b>                           | 5  |
| <b>Semester taught/Semester assessed</b>        | Semester 2   |
| <b>Contact Hours</b>                            | 3  |
| <b>Module Personnel</b>                         | Core: Dr Daniel Mourenza & Dr Ciara O'Hagan<br>Orals: Maria del Carmen Lopez Cara  |
| <b>Learning Outcomes</b>                        | <ol style="list-style-type: none"><li>1. identify and effectively deploy a range of linguistic registers, vocabulary and grammatical structures</li><li>2. develop students' understanding of structural differences in English and Spanish</li><li>3. communicate effectively in Spanish in both written and oral contexts</li><li>4. synthesise ideas and organise material into effective oral (class discussion/formal presentations) and written (essay-writing) arguments</li><li>5. translate accurately a range of texts from and into Spanish</li><li>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)</li></ol> |
| <b>Module Learning Aims</b>                     | 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"><li>• writing</li><li>• reading</li><li>• listening</li><li>• speaking</li></ul>   |
| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>• Contact teaching</li><li>• Directed learning</li><li>• Experiential learning</li><li>• Self-directed learning</li></ul>  |
| <b>Module Content</b>                           | A variety of texts for translation and text analysis, grammar exercises and topical resources for oral discussion.   |
| <b>Recommended Reading List</b>                 | Selected texts provided by the instructor.   |



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| <b>Module Pre Requisite</b> | Visiting students must have completed one year of university-level Spanish.<br>*This module is not suitable for native speakers of Spanish. |
| <b>Module Co Requisite</b>  | N/A   |
| <b>Assessment Details</b>   | Exam - 80%<br>Oral - 20%  |
| <b>Reassessment Details</b> | Exam - 80%<br>Oral - 20%  |
| <b>Module Website</b>       | Blackboard  |
| <b>Academic Start Year</b>  | 2021/22   |



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SPU33062 – Voicing Conflict in Latin America: Theatre and Performance as Social Practices

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| <b>Module Code</b>                       | SPU33062   |
| <b>Module Name</b>                       | VOICING CONFLICT IN LATIN AMERICA: THEATRE AND PERFORMANCE AS SOCIAL PRACTICES   |
| <b>Department name</b>                   | Hispanic Studies   |
| <b>ECTS weighting</b>                    | 5  |
| <b>Semester taught/Semester assessed</b> | Semester 2   |
| <b>Contact Hours</b>                     | 2 contact hours per week + independent reading / viewing   |
| <b>Module Personnel</b>                  | Prof. Omar García  |
| <b>Learning Outcomes</b>                 | <p>By the end of this module students will be able:</p> <ul style="list-style-type: none"><li>• To understand the historical and socio-political setting informing the twentieth- and twenty-first century texts and contexts studied across a range of Latin American countries.</li><li>• To identify specific conflicts and cultural responses in terms of theatre and performance in Latin America.</li><li>• To discuss with confidence issues of state intervention, revolution, authoritarianism, dictatorship, discrimination, marginality, subjectivity and agency in various contexts in Latin America.</li><li>• To examine critically theories and theatrical practices in relation to national and transnational contexts in Latin America.</li><li>• To differentiate between opinions and facts, and argue effectively in ideologically charged debates concerning cultural politics in Latin America.</li><li>• To analyse the effectiveness of theatre for healing, action, community building, and transforming experience into art.</li><li>• To synthesize theoretical and critical debates and present convincing arguments, both orally and in writing, in relation to the corpus studied.</li><li>• To critically appraise homogenizing practices across national boundaries to assess similarities and differences mediating power constructs in various Latin American countries.</li><li>• To evaluate critically the theatrical production of Latin America to support and challenge established scholarship.</li></ul> |
| <b>Module Learning Aims</b>              | <p>The aims of this module are:</p> <ul style="list-style-type: none"><li>• To broaden the knowledge of a vast region such as Latin America through specific national case studies focusing on the unifying theme of cultural production and conflict in the region.</li></ul>   |



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



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|  | <p>focus on a selection of key modern texts, theatre groups, playwrights and performers from a range of Latin American countries, including Argentina, Chile, Peru, Colombia, Cuba, Puerto Rico, and Mexico to examine critically specific cultural industries, intermedial engagement, and their place in popular culture. Additional documentation will be made available to students who may want to explore this further for future research involving more countries and cultural producers, in a comparative approach. This module will offer students the research tools necessary to establish independent links as they explore further this region's rich cultural outputs, expanding beyond national borders and written forms of knowledge. The module will give specific attention to cultural production and the State, engaging with social issues such as dictatorship and authoritarianism, revolution, discrimination, and various forms of violence, including state crimes, among others.</p>  |
| <p><b>Recommended Reading List</b></p> | <p>Rodolfo Usigli, <i>El gesticulador</i> (1938, first staged in 1947).<br/>At:<br/><a href="http://smjegupr.net/wp-content/uploads/2012/07/Gesticulador-El.pdf">http://smjegupr.net/wp-content/uploads/2012/07/Gesticulador-El.pdf</a><br/><b>Critical edition: ed. Daniel Meyran (Madrid: Cátedra, 2004).</b></p> <p>Virgilio Piñera, <i>Electra Garrigó</i> [1941; first staged in 1948], in his <i>Teatro completo</i> (Havana: Editorial Letras Cubanas, 2006, pp. 1-38). [The text will be provided].</p> <p>Luis Rafael Sánchez, <i>La pasión según Antígona Pérez</i> [First published and staged in 1968]. Available at:<br/><a href="http://smjegupr.net/newsite/index.php/sanchez-luis-rafael/">http://smjegupr.net/newsite/index.php/sanchez-luis-rafael/</a></p> <p>Griselda Gambaro, <i>Antígona furiosa</i> [First published in <i>Teatro 3</i>, 1989. First staged in 1986]. Available at:<br/><a href="http://smjegupr.net/newsite/index.php/gambaro-griselda/">http://smjegupr.net/newsite/index.php/gambaro-griselda/</a></p> <p>José Watanabe, <i>Antígona</i> [First staged in 2000] [available at:<br/><a href="http://smjegupr.net/newsite/index.php/watanabe-jose/">http://smjegupr.net/newsite/index.php/watanabe-jose/</a>]<br/>+ Staging by Grupo Cultural Yuyachkani:<br/><a href="http://hdl.handle.net/2333.1/31zcrjks">http://hdl.handle.net/2333.1/31zcrjks</a></p> <p>Ariel Dorfman, <i>La muerte y la doncella</i> [written in 1990, first staged in 1991; first published in 1992]. Adapted into film in 1994 by Roman Polanski (<i>Death and the Maiden</i>).</p> <p>Grupo Cultural Yuyachkani, <i>Adiós Ayacucho</i> [First staged in 1990]. At: <a href="http://hdl.handle.net/2333.1/v41ns246">http://hdl.handle.net/2333.1/v41ns246</a>. Adapted for the stage based on the novella <i>Adiós, Ayacucho</i> (1986) by Julio Ortega (Lima: Fondo de Cultura Económica, 2018). <b>This recommended edition includes the script of the play.</b></p> |



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|                             | <p>Enrique Buenaventura, <i>Los papeles del infierno y otros testimonios falsos y metódicos</i> (Cali, Colombia: Fundación Mulato; CITEB (Centro de Investigación Teatral Enrique Buenaventura); &amp; TEC (Teatro Experimental de Cali), April 2019).</p> <p>José Triana (1931-2018), <i>La noche de los asesinos</i> (1965; first staged in 1966). Available at: <a href="http://www.cervantesvirtual.com/portales/jose triana/obra-visor/la-noche-de-los-asesinos/html/">http://www.cervantesvirtual.com/portales/jose triana/obra-visor/la-noche-de-los-asesinos/html/</a></p> |
| <b>Module Pre Requisite</b> | 2 years of university-level Spanish or B1 level of Spanish   |
| <b>Module Co Requisite</b>  | N/A  |
| <b>Assessment Details</b>   | 2,000-2,500-word essay (summative assessment), 100% Formative and ipsative assessment and feedback in tutorials.   |
| <b>Reassessment details</b> | 2,000-2,500-word essay (summative assessment), 100%  |
| <b>Module Website</b>       | Blackboard   |
| <b>Academic Start Year</b>  | 2021/2022  |



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

SPU33064 – Voicing Conflict in Latin America: Theatre and Performance as Social Practices

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| <b>Module Code</b>                       | SPU33064   |
| <b>Module Name</b>                       | VOICING CONFLICT IN LATIN AMERICA: THEATRE AND PERFORMANCE AS SOCIAL PRACTICES   |
| <b>Department name</b>                   | Hispanic Studies   |
| <b>ECTS weighting</b>                    | 10   |
| <b>Semester taught/Semester assessed</b> | Semester 2   |
| <b>Contact Hours</b>                     | 2 contact hours per week + independent reading / viewing   |
| <b>Module Personnel</b>                  | Prof. Omar García  |
| <b>Learning Outcomes</b>                 | <p>By the end of this module students will be able:</p> <ul style="list-style-type: none"><li>• To understand the historical and socio-political setting informing the twentieth- and twenty-first century texts and contexts studied across a range of Latin American countries.</li><li>• To identify specific conflicts and cultural responses in terms of theatre and performance in Latin America.</li><li>• To discuss with confidence issues of state intervention, revolution, authoritarianism, dictatorship, discrimination, marginality, subjectivity and agency in various contexts in Latin America.</li><li>• To examine critically theories and theatrical practices in relation to national and transnational contexts in Latin America.</li><li>• To differentiate between opinions and facts, and argue effectively in ideologically charged debates concerning cultural politics in Latin America.</li><li>• To analyse the effectiveness of theatre for healing, action, community building, and transforming experience into art.</li><li>• To synthesize theoretical and critical debates and present convincing arguments, both orally and in writing, in relation to the corpus studied.</li><li>• To critically appraise homogenizing practices across national boundaries to assess similarities and differences mediating power constructs in various Latin American countries.</li><li>• To evaluate critically the theatrical production of Latin America to support and challenge established scholarship.</li></ul> |
| <b>Module Learning Aims</b>              | <p>The aims of this module are:</p> <ul style="list-style-type: none"><li>• To broaden the knowledge of a vast region such as Latin America through specific national case studies focusing on the unifying theme of cultural production and conflict in the region.</li></ul>   |



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





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|  | <p>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 to explore this further for future research involving more countries and cultural producers, in a comparative approach. This module will offer students the research tools necessary to establish independent links as they explore further this region's rich cultural outputs, expanding beyond national borders and written forms of knowledge. The module will give specific attention to cultural production and the State, engaging with social issues such as dictatorship and authoritarianism, revolution, discrimination, and various forms of violence, including state crimes, among others.</p>   |
| <p><b>Recommended Reading List</b></p> | <p>Rodolfo Usigli, <i>El gesticulador</i> (1938, first staged in 1947). At: <a href="http://smjegupr.net/wp-content/uploads/2012/07/Gesticulador-El.pdf">http://smjegupr.net/wp-content/uploads/2012/07/Gesticulador-El.pdf</a><br/><b>Critical edition: ed. Daniel Meyran (Madrid: Cátedra, 2004).</b></p> <p>Virgilio Piñera, <i>Electra Garrigó</i> [1941; first staged in 1948], in his <i>Teatro completo</i> (Havana: Editorial Letras Cubanas, 2006, pp. 1-38). [The text will be provided].</p> <p>Luis Rafael Sánchez, <i>La pasión según Antígona Pérez</i> [First published and staged in 1968]. Available at: <a href="http://smjegupr.net/newsite/index.php/sanchez-luis-rafael/">http://smjegupr.net/newsite/index.php/sanchez-luis-rafael/</a></p> <p>Griselda Gambaro, <i>Antígona furiosa</i> [First published in <i>Teatro 3</i>, 1989. First staged in 1986]. Available at: <a href="http://smjegupr.net/newsite/index.php/gambaro-griselda/">http://smjegupr.net/newsite/index.php/gambaro-griselda/</a></p> <p>José Watanabe, <i>Antígona</i> [First staged in 2000] [available at: <a href="http://smjegupr.net/newsite/index.php/watanabe-jose/">http://smjegupr.net/newsite/index.php/watanabe-jose/</a>]<br/>+ Staging by Grupo Cultural Yuyachkani: <a href="http://hdl.handle.net/2333.1/31zcrjks">http://hdl.handle.net/2333.1/31zcrjks</a></p> <p>Ariel Dorfman, <i>La muerte y la doncella</i> [written in 1990, first staged in 1991; first published in 1992]. Adapted into film in 1994 by Roman Polanski (<i>Death and the Maiden</i>).</p> <p>Grupo Cultural Yuyachkani, <i>Adiós Ayacucho</i> [First staged in 1990]. At: <a href="http://hdl.handle.net/2333.1/v41ns246">http://hdl.handle.net/2333.1/v41ns246</a>. Adapted for the stage based on the novella <i>Adiós</i>,</p> |



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|                             | <p><i>Ayacucho</i> (1986) by Julio Ortega (Lima: Fondo de Cultura Económica, 2018). <b>This recommended edition includes the script of the play.</b></p> <p>Enrique Buenaventura, <i>Los papeles del infierno y otros testimonios falsos y metódicos</i> (Cali, Colombia: Fundación Mulato; CITEB (Centro de Investigación Teatral Enrique Buenaventura); &amp; TEC (Teatro Experimental de Cali), April 2019).</p> <p>José Triana (1931-2018), <i>La noche de los asesinos</i> (1965; first staged in 1966). Available at: <a href="http://www.cervantesvirtual.com/portales/jose triana/obra-visor/la-noche-de-los-asesinos/html/">http://www.cervantesvirtual.com/portales/jose triana/obra-visor/la-noche-de-los-asesinos/html/</a></p> |
| <b>Module Pre Requisite</b> | 2 years of university-level Spanish or B1 level of Spanish  |
| <b>Module Co Requisite</b>  | N/A   |
| <b>Assessment Details</b>   | 1,500-word mid-term essay, 30%<br>2,000-2,500-word final essay, 70%<br>Formative and ipsative assessment and feedback in tutorials.   |
| <b>Reassessment Details</b> | 1,500-word mid-term essay, 30%<br>2,000-2,500-word final essay, 70%   |
| <b>Module Website</b>       | Blackboard  |
| <b>Academic Start Year</b>  | 2021/2022   |



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SPU33082 – Third Year Spanish 2

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| <b>Module Code</b>                              | SPU33082   |
| <b>Module Name</b>                              | THIRD YEAR SPANISH 2   |
| <b>Department name</b>                          | Hispanic Studies   |
| <b>ECTS weighting</b>                           | 5  |
| <b>Semester taught/Semester assessed</b>        | Semester 2   |
| <b>Contact Hours</b>                            | 2  |
| <b>Module Personnel</b>                         | Core: Dr Katerina García   |
| <b>Learning Outcomes</b>                        | Upon completion of this module students should be able to: <ol style="list-style-type: none"><li>1. Demonstrate accurate understanding of advanced written and spoken Spanish</li><li>2. Express themselves in advanced, grammatically accurate written and oral Spanish</li><li>3. Display knowledge of a considerable body of vocabulary belonging to a wide range of lexical areas and use it accurately in diverse contexts</li><li>4. Communicate effectively and adequately within a variety of language registers</li></ol> |
| <b>Module Learning Aims</b>                     | 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, spoken communication) language skills.  |
| <b>Methods of Teaching and Student Learning</b> | Contact teaching: Seminars and in-class discussion<br>Directed learning: Regular homework assignments, preparation of tasks ahead of classes   |
| <b>Module Content</b>                           | A variety of texts and integrated grammar tasks; materials for text analysis   |
| <b>Recommended Reading List</b>                 | TBC  |
| <b>Module Pre Requisite</b>                     | 2 years university-level Spanish or B1 level of Spanish  |
| <b>Module Co Requisite</b>                      | N/A  |
| <b>Assessment Details</b>                       | Continuous assessment (20%)<br>Written exam (80%)  |
| <b>Reassessment Details</b>                     | Continuous assessment (20%)<br>Written exam (80%)  |
| <b>Module Website</b>                           | Blackboard   |
| <b>Academic Start Year</b>                      | 2021/2022  |



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SPU33092 – Translation Theory and Practice

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|---|---|
| <b>Module Code</b>                              | SPU33092  |
| <b>Module Name</b>                              | TRANSLATION THEORY AND PRACTICE   |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 5   |
| <b>Semester taught/Semester assessed</b>        | Semester 2  |
| <b>Contact Hours</b>                            | 2   |
| <b>Module Personnel</b>                         | Dr Paul Rankin  |
| <b>Learning Outcomes</b>                        | On successful completion of this module, students should be able to: 1) demonstrate a detailed and critical understanding of the principal theoretical issues and currents involved in translating texts; 2) identify and contextualise the central issues presented in a given text or texts; 3) critically comment on and evaluate possible responses or solutions to the issues at 2; 4) organize material into effective and detailed arguments; 5) carry out independent research. |
| <b>Module Learning Aims</b>                     | The aim of this module is to enable students to identify the principal issues involved in translating in the real-world (as opposed to the classroom), and to assess these in the context of the philosophical and theoretical responses to it. It also aims to enable students to evaluate individual translated texts (of a variety of text types) in light of their critical understanding of the issues involved.   |
| <b>Methods of Teaching and Student Learning</b> | Seminars, readings, in-class discussions  |
| <b>Module Content</b>                           | Initially, this module will set out and assess the principal theoretical and practical issues involved in translating, using Spanish to English translation as our model. As the semester progresses, focus will shift to developing our own detailed evaluation of a series of texts, which will be from as wide a range as possible, both literary and non-literary.  |
| <b>Recommended Reading List</b>                 | N/A   |
| <b>Module Pre Requisite</b>                     | 2 years university-level Spanish or B1 level of Spanish   |
| <b>Module Co Requisite</b>                      | N/A   |
| <b>Assessment Details</b>                       | Extended essay (100%)   |
| <b>Module Website</b>                           | Blackboard  |
| <b>Academic Start Year</b>                      | 2021/2022   |



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SPU33094 – Translation Theory and Practice

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| <b>Module Code</b>                              | SPU33094  |
| <b>Module Name</b>                              | TRANSLATION THEORY AND PRACTICE   |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 10  |
| <b>Semester taught/Semester assessed</b>        | Semester 2  |
| <b>Contact Hours</b>                            | 2   |
| <b>Module Personnel</b>                         | Dr Paul Rankin  |
| <b>Learning Outcomes</b>                        | On successful completion of this module, students should be able to: 1) demonstrate a detailed and critical understanding of the principal theoretical issues and currents involved in translating texts; 2) identify and contextualise the central issues presented in a given text or texts; 3) critically comment on and evaluate possible responses or solutions to the issues at 2; 4) organize material into effective and detailed arguments; 5) carry out independent research. |
| <b>Module Learning Aims</b>                     | The aim of this module is to enable students to identify the principal issues involved in translating in the real-world (as opposed to the classroom), and to assess these in the context of the philosophical and theoretical responses to it. It also aims to enable students to evaluate individual translated texts (of a variety of text types) in light of their critical understanding of the issues involved.   |
| <b>Methods of Teaching and Student Learning</b> | Seminars, readings, in-class discussions  |
| <b>Module Content</b>                           | Initially, this module will set out and assess the principal theoretical and practical issues involved in translating, using Spanish to English translation as our model. As the semester progresses, focus will shift to developing our own detailed evaluation of a series of texts, which will be from as wide a range as possible, both literary and non-literary.  |
| <b>Recommended Reading List</b>                 | N/A   |
| <b>Module Pre Requisite</b>                     | 2 years university-level Spanish or B1 level of Spanish   |
| <b>Module Co Requisite</b>                      | N/A   |
| <b>Assessment Details</b>                       | Extended essay (100%)   |
| <b>Module Website</b>                           | Blackboard  |
| <b>Academic Start Year</b>                      | 2021/2022   |



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| <b>Module Code</b>                       | SPU33102   |
| <b>Module Name</b>                       | THIRD YEAR SPANISH ORAL EXPRESSION, INTERACTION AND MEDIATION 2  |
| <b>Department name</b>                   | Hispanic Studies   |
| <b>ECTS weighting</b>                    | 5  |
| <b>Semester taught/Semester assessed</b> | Semester 2   |
| <b>Contact Hours</b>                     | 1  |
| <b>Module Personnel</b>                  | Ms Carmen Sanjulián  |
| <b>Learning Outcomes</b>                 | <p>This module is the continuation of SPU33101</p> <p>Upon successful completion of the course, the students should be able to:</p> <ol style="list-style-type: none"><li>1. Read and/or listen to long and complex texts in Spanish and understand their implicit meaning.</li><li>2. use an appropriate range of complex linguistic structures, vocabulary, registers and styles.</li><li>3. express themselves fluently in the target language using correct grammatical structures and a wide range of vocabulary.</li><li>4. give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points and relevant supporting detail.</li><li>5. Use different kinds of language and levels of formality in different situations and scenarios.</li><li>6. develop personal strategies for an effective use of the language and learn how to respond in cases of cultural misunderstanding.</li></ol> |
| <b>Module Learning Aims</b>              | <p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"><li>1. engage and interact in productive conversations with other people.</li><li>2. produce a sustained monologue in the target language in a fluent, accurate and effective manner on a wide range of topics, marking clear relations between the ideas.</li><li>3. develop independent critical thinking to undertake different tasks in their jobs.</li><li>4. be aware of the importance of cultural differences when learning a language and to acquire different tools to facilitate intercultural communication.</li><li>5. develop a sense of civic responsibility.</li></ol>   |



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| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>• Contact teaching</li><li>• Directed learning</li><li>• Experiential learning</li><li>• Self-directed learning</li><li>• Videos, short movies, reading</li></ul>  |
| <b>Module content</b>                           | <p>This module covers a variety of matters associated with current economic, social and cultural aspects. The module includes a range of texts from a great variety of sources that will provide students with different points of view about any given subject, encouraging them to use critical thinking and helping them to analyse what they read or listen to in depth.</p> <p>Students will be able to practice sustained monologues and develop interaction and mediation skills required at a B2 level following the recommendations given by the CEFR, 2001 [Common European Framework of Reference for Languages] and the CEFR Companion Volume with New Descriptors (2018).</p> |
| <b>Recommended Reading List</b>                 | Pimentel, M. (2019). <i>Cómo hablar bien en público</i> . Madrid: Obelisco.  |
| <b>Module Pre Requisite</b>                     | 2 years university-level Spanish or B1 level of Spanish  |
| <b>Module Co Requisite</b>                      | N/A  |
| <b>Assessment Details</b>                       | Sustained monologue: 100%  |
| <b>Reassessment Details</b>                     | Sustained monologue: 100%  |
| <b>Module Website</b>                           | Blackboard   |
| <b>Academic Start Year</b>                      | 2021/2022  |



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|---|---|
| <b>Module Code</b>                              | SPU33112  |
| <b>Module Name</b>                              | GENDER IN HISPANIC CINEMA   |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 5   |
| <b>Semester taught/Semester assessed</b>        | Semester 1  |
| <b>Contact Hours</b>                            | 2   |
| <b>Module Personnel</b>                         | Dr Daniel Mourenza  |
| <b>Learning Outcomes</b>                        | 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.   |
| <b>Module Learning Aims</b>                     | <ul style="list-style-type: none"><li>• To teach students different critical approaches to the analysis of Spanish and Latin American cinema</li><li>• To provide students with theoretical and analytical skills to read films from a gender perspective</li><li>• To allow students to engage with questions of gender and sexuality in Spanish and Latin American films.</li></ul>   |
| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>• Lectures</li><li>• Film analysis in groups</li><li>• Group presentations</li></ul>  |
| <b>Module Content</b>                           | A selection of Spanish and Latin American films dealing with questions of gender and sexuality, including <i>La niña santa</i> (dir. Lucrecia Martel, 2004), <i>XXY</i> (dir. Lucía Puenzo, 2007), <i>Pelo malo</i> (dir. Mariana Rondón, 2013), <i>Una mujer fantástica</i> (dir. Sebastián Lelio, 2017), <i>Todo sobre mi madre</i> (dir. Pedro Almodóvar, 1999), <i>My Life Without Me</i> (dir. Isabel Coixet, 2003), <i>Estiu 1993</i> (dir. Carla Simón, 2017) and <i>Las niñas</i> (dir. Pilar Palomero, 2020).  |
| <b>Recommended Reading List</b>                 | Mark Alinson and Barry Jordan, <i>Spanish Cinema: A Student's Guide</i> (London: Hodder Arnold, 2005)<br>Marsha Kinder, <i>Blood Cinema: The Reconstruction of National Identity in Spain</i> (Berkeley: University of California Press, 1993)<br>Deborah Martin and Deborah Shaw (eds), <i>Latin American Women Filmmakers: Production, Politics, Poetics</i> (London: I.B.Tauris, 2017)<br>Susan Martin-Márquez, <i>Feminist Discourse and Spanish Cinema: Sight Unseen</i> (Oxford: Oxford University Press, 1999)<br>Parvati Nair and Julián Daniel Gutiérrez-Albilla, <i>Hispanic and Lusophone Women Filmmakers: Theory, Practice and</i> |





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|                             | <i>Difference</i> (Manchester: Manchester University Press, 2013)<br>Gustavo Subero, <i>Queer Masculinities in Latin American Cinema: Male Bodies and Narrative Representations</i> (London: I.B.Tauris, 2014) |
| <b>Module Pre Requisite</b> | 2 years university-level Spanish or B1 level of Spanish  |
| <b>Module Co Requisite</b>  | N/A  |
| <b>Assessment Details</b>   | Essay (70%)<br>Group presentation (30%)  |
| <b>Reassessment Details</b> | Essay (100%)   |
| <b>Module Website</b>       | Blackboard   |
| <b>Academic Start Year</b>  | 2021/2022  |



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| <b>Module Code</b>                              | SPU33114  |
| <b>Module Name</b>                              | GENDER IN HISPANIC CINEMA   |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 10  |
| <b>Semester taught/Semester assessed</b>        | Semester 1  |
| <b>Contact Hours</b>                            | 2   |
| <b>Module Personnel</b>                         | Dr Daniel Mourenza  |
| <b>Learning Outcomes</b>                        | 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.   |
| <b>Module Learning Aims</b>                     | <ul style="list-style-type: none"><li>• To teach students different critical approaches to the analysis of Spanish and Latin American cinema</li><li>• To provide students with theoretical and analytical skills to read films from a gender perspective</li><li>• To allow students to engage with questions of gender and sexuality in Spanish and Latin American films.</li></ul>   |
| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>• Lectures</li><li>• Film analysis in groups</li><li>• Group presentations</li></ul>  |
| <b>Module Content</b>                           | A selection of Spanish and Latin American films dealing with questions of gender and sexuality, including <i>La niña santa</i> (dir. Lucrecia Martel, 2004), <i>XXY</i> (dir. Lucía Puenzo, 2007), <i>Pelo malo</i> (dir. Mariana Rondón, 2013), <i>Una mujer fantástica</i> (dir. Sebastián Lelio, 2017), <i>Todo sobre mi madre</i> (dir. Pedro Almodóvar, 1999), <i>My Life Without Me</i> (dir. Isabel Coixet, 2003), <i>Estiu 1993</i> (dir. Carla Simón, 2017) and <i>Las niñas</i> (dir. Pilar Palomero, 2020).  |
| <b>Recommended Reading List</b>                 | Mark Alinson and Barry Jordan, <i>Spanish Cinema: A Student's Guide</i> (London: Hodder Arnold, 2005)<br>Marsha Kinder, <i>Blood Cinema: The Reconstruction of National Identity in Spain</i> (Berkeley: University of California Press, 1993)<br>Deborah Martin and Deborah Shaw (eds), <i>Latin American Women Filmmakers: Production, Politics, Poetics</i> (London: I.B.Tauris, 2017)<br>Susan Martin-Márquez, <i>Feminist Discourse and Spanish Cinema: Sight Unseen</i> (Oxford: Oxford University Press, 1999)<br>Parvati Nair and Julián Daniel Gutiérrez-Albilla, <i>Hispanic and Lusophone Women Filmmakers: Theory, Practice and</i> |



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|                             | <i>Difference</i> (Manchester: Manchester University Press, 2013)<br>Gustavo Subero, <i>Queer Masculinities in Latin American Cinema: Male Bodies and Narrative Representations</i> (London: I.B.Tauris, 2014) |
| <b>Module Pre Requisite</b> | 2 years university-level Spanish or B1 level of Spanish  |
| <b>Module Co Requisite</b>  | N/A  |
| <b>Assessment Details</b>   | Essay (70%)<br>Group presentation (30%)  |
| <b>Reassessment Details</b> | Essay (100%)   |
| <b>Module Website</b>       | Blackboard   |
| <b>Academic Start Year</b>  | 2021/2022  |



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SPU44042 – Representations of America in Enlightenment Literature

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| <b>Module Code</b>                              | SPU44042  |
| <b>Module Name</b>                              | REPRESENTATIONS OF AMERICA IN ENLIGHTENMENT LITERATURE  |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 5   |
| <b>Semester taught/Semester assessed</b>        | Semester 2  |
| <b>Contact Hours</b>                            | 2 hours per week  |
| <b>Module Personnel</b>                         | Dr Ciara O'Hagan  |
| <b>Learning Outcomes</b>                        | <p>On successful completion of the module, students will be able to:</p> <ol style="list-style-type: none"><li>1) Demonstrate a detailed understanding of a crucial period in Spain's imperial history;</li><li>2) Understand the relationship between Spanish Enlightenment literature and the socio-political and cultural contexts of 18th-century Spain and Europe;</li><li>3) Organise material into effective and detailed arguments in oral presentations and extended essays;</li><li>4) Critically comment on a range of Enlightenment texts across a variety of genres;</li><li>5) Discuss and critically evaluate the Spanish response to the 18th-century crisis in Euro-imperialism;</li><li>6) Carry out independent research.</li></ol>  |
| <b>Module Learning Aims</b>                     | <p>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.</p>  |
| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>• Contact teaching</li><li>• Directed learning</li><li>• Experiential learning (presentations)</li><li>• Self-directed learning (private study)</li></ul>   |
| <b>Module Content</b>                           | <p>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 whether the conquest of America was justified, and whether it was worth it. A variety of texts (including travel literature, satire, poetry and apologetic texts) will be studied to reveal the ways in which some of the leading figures of the Spanish Enlightenment responded to the eighteenth-century disputes over America. In order to facilitate the study of America in the literature of the period, the module will introduce students to the main tenets of Enlightenment thought and will provide a general introduction to the Spanish Enlightenment in the first two weeks of the</p> |



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|                                 | course. The module will follow a largely chronological pattern and will concentrate for the most part on one text or author each week.  |
| <b>Recommended Reading List</b> | <p>Cadalso, José, <i>Epitafios para los monumentos de los principales héroes españoles</i> (London, 1979)</p> <p>Cadalso, José, <i>Cartas marruecas</i>, ed. by Joaquín Arce (Madrid: Cátedra, 1995)</p> <p>Nuix, Juan, <i>Reflexiones imparciales sobre la humanidad de los españoles en las Indias contra los pretendidos filósofos y políticos</i></p> <p>Forner y Segarra, Juan Pablo, <i>Exequias de la lengua castellana: Sátira menipea</i>, ed. by José Jurado (Madrid: CSIC, 2000)</p> <p>Montengón, Pedro, <i>Odas</i> (Madrid: Sancha, 1794)</p> <p>Quintana, Manuel José, <i>Poesías completas</i>, ed. by Albert Dérozier (Madrid: Clásicos Castalia, 1969)</p> <p><b>NB. <u>All</u> 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.</b></p> |
| <b>Module Pre Requisite</b>     | Visiting students should have three Years of University-level Spanish.  |
| <b>Module Co Requisite</b>      | N/A   |
| <b>Assessment Details</b>       | Semester Essay (80%)<br>Oral Presentation (20%)   |
| <b>Reassessment Details</b>     | Semester Essay (80%)<br>Oral Presentation (20%)   |
| <b>Module Website</b>           | Blackboard  |
| <b>Academic Start Year</b>      | 2021/2022   |



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SPU44044 – Representations of America in Enlightenment Literature (VS)

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|---|---|
| <b>Module Code</b>                              | SPU44044  |
| <b>Module Name</b>                              | REPRESENTATIONS OF AMERICA IN ENLIGHTENMENT LITERATURE (VS)   |
| <b>Department name</b>                          | Hispanic Studies  |
| <b>ECTS weighting</b>                           | 10  |
| <b>Semester taught/Semester assessed</b>        | Semester 2  |
| <b>Contact Hours</b>                            | 2 hours per week  |
| <b>Module Personnel</b>                         | Dr Ciara O'Hagan  |
| <b>Learning Outcomes</b>                        | <p>On successful completion of the module, students will be able to:</p> <ol style="list-style-type: none"><li>1) Demonstrate a detailed understanding of a crucial period in Spain's imperial history;</li><li>2) Understand the relationship between Spanish Enlightenment literature and the socio-political and cultural contexts of 18th-century Spain and Europe;</li><li>3) Organise material into effective and detailed arguments in oral presentations and extended essays;</li><li>4) Critically comment on a range of Enlightenment texts across a variety of genres;</li><li>5) Discuss and critically evaluate the Spanish response to the 18th-century crisis in Euro-imperialism;</li><li>6) Carry out independent research.</li></ol>  |
| <b>Module Learning Aims</b>                     | <p>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.</p>  |
| <b>Methods of Teaching and Student Learning</b> | <ul style="list-style-type: none"><li>• Contact teaching</li><li>• Directed learning</li><li>• Experiential learning (presentations)</li><li>• Self-directed learning (private study)</li></ul>   |
| <b>Module Content</b>                           | <p>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 whether the conquest of America was justified, and whether it was worth it. A variety of texts (including travel literature, satire, poetry and apologetic texts) will be studied to reveal the ways in which some of the leading figures of the Spanish Enlightenment responded to the eighteenth-century disputes over America. In order to facilitate the study of America in the literature of the period, the module will introduce students to the main tenets of Enlightenment thought and will provide a general</p> |



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|                                 | introduction to the Spanish Enlightenment in the first two weeks of the course. The module will follow a largely chronological pattern and will concentrate for the most part on one text or author each week.   |
| <b>Recommended Reading List</b> | <p>Cadalso, José, <i>Epitafios para los monumentos de los principales héroes españoles</i> (London, 1979)</p> <p>Cadalso, José, <i>Cartas marruecas</i>, ed. by Joaquín Arce (Madrid: Cátedra, 1995)</p> <p>Nuix, Juan, <i>Reflexiones imparciales sobre la humanidad de los españoles en las Indias contra los pretendidos filósofos y políticos</i></p> <p>Forner y Segarra, Juan Pablo, <i>Exequias de la lengua castellana: Sátira menipea</i>, ed. by José Jurado (Madrid: CSIC, 2000)</p> <p>Montengón, Pedro, <i>Odas</i> (Madrid: Sancha, 1794)</p> <p>Quintana, Manuel José, <i>Poesías completas</i>, ed. by Albert Dérozier (Madrid: Clásicos Castalia, 1969)</p> <p><b>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.</b></p> |
| <b>Module Pre Requisite</b>     | Visiting students should have three Years of University-level Spanish.   |
| <b>Module Co Requisite</b>      | N/A  |
| <b>Assessment Details</b>       | Semester Essay – 5,000 words (80%)<br>Oral Presentation (20%)  |
| <b>Reassessment Details</b>     | Semester Essay – 5,000 words (80%)<br>Oral Presentation (20%)  |
| <b>Module Website</b>           | Blackboard   |
| <b>Academic Start Year</b>      | 2021/2022  |



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SPU44072 – Spanish Medieval Literature

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| <b>Module Code</b>                              | SPU44072   |
| <b>Module Name</b>                              | SPANISH MEDIEVAL LITERATURE  |
| <b>Department name</b>                          | Hispanic Studies   |
| <b>ECTS weighting</b>                           | 5  |
| <b>Semester taught/Semester assessed</b>        | Semester 1   |
| <b>Contact Hours</b>                            | 2  |
| <b>Module Personnel</b>                         | Dr Katerina García   |
| <b>Learning Outcomes</b>                        | <p>Upon successful completion of the module, students should be able to:</p> <ol style="list-style-type: none"><li>1. Undertake a detailed analysis of the background, main themes and motifs of one of the most emblematic works of the Spanish Medieval period: <i>La Celestina</i> (1499) by Fernando de Rojas.</li><li>2. Establish thematic and inter-textual connections between Rojas' <i>La Celestina</i> and other literary works of the later tradition, in particular Alfonso Sastre's <i>Tragedia fantástica de la gitana Celestina</i> (1978).</li><li>3. Conduct an informed debate regarding the relevance of the themes studied on the course to later Spanish literature, culture and society in general.</li></ol> |
| <b>Module Learning Aims</b>                     | <p>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, <i>La Celestina</i>, by Fernando de Rojas (1499). The text will be studied in detail, with particular attention to its relevance for later Spanish literature.</p>   |
| <b>Methods of Teaching and Student Learning</b> | <p>The module will be taught by means of one lecture and one seminar-oriented class per week. Students will be expected to read the prescribed texts ahead of the contact hours, in order to conduct informed discussions in class. A collaborative group presentation, followed by a directed discussion within the class group will be part of the module assessment.</p>  |
| <b>Module Content</b>                           | <p>The module will lead students through key passages of Fernando de Rojas' text, drawing thematic parallels with other significant works of the Spanish Middle Ages. We will furthermore explore the impact of <i>La Celestina</i> on later Spanish literature and the visual arts.</p>   |
| <b>Recommended Reading List</b>                 | <p>Fernando de Rojas, <i>La Celestina</i>. Dorothy Severin (ed.). Madrid: Cátedra. (or other available edition)<br/>Alfonso Sastre, <i>La taberna fantástica; Tragedia fantástica de la gitana Celestina</i>. Madrid: Cátedra 2005.</p>  |
| <b>Module Pre Requisite</b>                     | 3 years university-level Spanish or B2/C1 level of Spanish   |
| <b>Module Co Requisite</b>                      | N/A  |
| <b>Assessment Details</b>                       | Collaborative presentation (20%)<br>Take home exam (80%)   |





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| <b>Reassessment Details</b> | Collaborative presentation (20%)<br>Take home exam (80%) |
| <b>Module Website</b>       | Blackboard   |
| <b>Academic Start Year</b>  | 2021/2022  |



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SPU44074 – Spanish Medieval Literature (VS)

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| <b>Module Code</b>                              | SPU44074   |
| <b>Module Name</b>                              | SPANISH MEDIEVAL LITERATURE  |
| <b>Department name</b>                          | Hispanic Studies   |
| <b>ECTS weighting</b>                           | 10   |
| <b>Semester taught/Semester assessed</b>        | Semester 1   |
| <b>Contact Hours</b>                            | 2  |
| <b>Module Personnel</b>                         | Dr Katerina García   |
| <b>Learning Outcomes</b>                        | <p>Upon successful completion of the module, students should be able to:</p> <ol style="list-style-type: none"><li>1. Undertake a detailed analysis of the background, main themes and motifs of one of the most emblematic works of the Spanish Medieval period: <i>La Celestina</i> (1499) by Fernando de Rojas.</li><li>2. Establish thematic and inter-textual connections between Rojas' <i>La Celestina</i> and other literary works of the later tradition, in particular Alfonso Sastre's <i>Tragedia fantástica de la gitana Celestina</i> (1978).</li><li>3. Conduct an informed debate regarding the relevance of the themes studied on the course to later Spanish literature, culture and society in general.</li></ol> |
| <b>Module Learning Aims</b>                     | <p>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, <i>La Celestina</i>, by Fernando de Rojas (1499). The text will be studied in detail, with particular attention to its relevance for later Spanish literature.</p>   |
| <b>Methods of Teaching and Student Learning</b> | <p>The module will be taught by means of one lecture and one seminar-oriented class per week. Students will be expected to read the prescribed texts ahead of the contact hours, in order to conduct informed discussions in class. A collaborative group presentation, followed by a directed discussion within the class group will be part of the module assessment.</p>  |
| <b>Module Content</b>                           | <p>The module will lead students through key passages of Fernando de Rojas' text, drawing thematic parallels with other significant works of the Spanish Middle Ages. We will furthermore explore the impact of <i>La Celestina</i> on later Spanish literature and the visual arts.</p>   |
| <b>Recommended Reading List</b>                 | <p>Fernando de Rojas, <i>La Celestina</i>. Dorothy Severin (ed.). Madrid: Cátedra. (or other available edition)<br/>Alfonso Sastre, <i>La taberna fantástica; Tragedia fantástica de la gitana Celestina</i>. Madrid: Cátedra 2005.</p>  |
| <b>Module Pre Requisite</b>                     | 3 years university-level Spanish or B2/C1 level of Spanish   |
| <b>Module Co Requisite</b>                      | N/A  |
| <b>Assessment Details</b>                       | Collaborative presentation (20%)   |



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|                             | Written Essay - 2,500 words (40%)<br>Take home exam (40%)                                     |
| <b>Reassessment Details</b> | Collaborative presentation (20%)<br>Written Essay - 2,500 words (40%)<br>Take home exam (40%) |
| <b>Module Website</b>       | Blackboard  |
| <b>Academic Start Year</b>  | 2021/2022   |



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| <b>Module Code</b>                       | SPU44122   |
| <b>Module Name</b>                       | FINAL YEAR SPANISH 2   |
| <b>Department name</b>                   | Hispanic Studies   |
| <b>ECTS weighting</b>                    | 10 ECTS  |
| <b>Semester taught/Semester assessed</b> | Semester 2   |
| <b>Contact Hours</b>                     | Three 50-minute contact sessions per week + independent study  |
| <b>Module Personnel</b>                  | Prof. Omar García, Dr Paul Rankin, Ms Virginia Segura González   |
| <b>Learning Outcomes</b>                 | <p><b>ACADEMIC CONTENT</b></p> <p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"><li>• show a comprehensive understanding of grammatical structures in Spanish, and in comparison with English.</li><li>• demonstrate a knowledge of the complex realities of communication, particularly when a language is spoken across a wide range of regions and countries.</li><li>• interact and mediate effectively, using Spanish.</li><li>• critically evaluate the cultural products analysed through the medium of Spanish.</li></ul> <p><b>DISCIPLINARY SKILLS</b></p> <p>By the end of this module students will be able to:</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• identify grammatical and stylistic norms with attention to variations depending on the meaning conveyed.</li><li>• enhance communication skills in both written and spoken Spanish at the higher end of the advanced level.</li><li>• acquire new vocabulary, and consolidate style and syntax with a wide range of structures.</li><li>• identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• review a range of cultural texts and summarize the gist of each in an appropriate register.</li><li>• understand longer complex texts and their implicit meanings.</li><li>• understand sociolinguistic registers.</li><li>• compare and contrast Spanish and English grammatical structures</li></ul> |



- summarize longer texts and organize their arguments for a cohesive presentation.
- translate from English into Spanish and from Spanish into English
- comprehend everything they hear or read.
- express themselves spontaneously and fluently in an unrehearsed situation.
- understand enough to follow extended speech on abstract and complex topics beyond their own field, though students may need to confirm occasional details, especially if the accent is unfamiliar.
- understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.

#### **Application**

- show a comprehensive understanding of key grammar points.
- examine critically in Spanish selected texts.
- adapt language to context with sophisticated lexical control
- write confidently, comparing and contrasting viewpoints.
- express themselves fluently and effectively in social and professional settings.
- use grammatical reflexivity to establish grammatical links and pinpoint similarities and differences between foreign languages.

#### **Analysis**

- use critical skills to bring different points of view into dialogue with each other and bear on the analysis of the cultural products being studied in written, oral and visual formats.
- analyse grammar and style.
- debate effectively and constructively in relation to textual analysis.
- critically appraise qualitative evidence underpinning advanced debates.
- debate effectively and constructively in Spanish in relation to the analysis of texts studied in this module and beyond.

#### **Synthesis**

- plan, organize and implement research relevant to final term of study in order to produce high quality compositions.



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|                                    | <ul style="list-style-type: none"><li>• construct cogent and sophisticated critical arguments with evidence of independent study and initiative.</li><li>• develop advanced reception, production, interaction and mediation skills, becoming fluent and accurate users of Spanish in a wide range of contexts and registers.</li><li>• formulate well informed arguments and express these clearly and effectively in the form of oral presentations in Spanish.</li><li>• develop well-organized and cohesive texts on complex topics.</li></ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"><li>• defend your opinions following a logical argument with accurate linguistic control.</li><li>• argue convincingly, articulating both orally (in classroom discussions) and in writing in a concise manner.</li><li>• argue effectively and write confidently in a professional manner in Spanish.</li><li>• evaluate critically, and with mastery, the textual materials being studied.</li></ul>  |
| <p><b>Module Learning Aims</b></p> | <p>The aims of this module are:</p> <ol style="list-style-type: none"><li>1. To consolidate and enhance the Part I of this module, bringing students to a higher proficiency level as they complete their degree programmes.</li><li>2. To provide a coherent, innovative and intellectually challenging programme that promotes the study of Spanish encompassing the various contexts of the Spanish-speaking world.</li><li>3. To give students access to a range of materials in Spanish (from both Spain and Latin America) that will facilitate intercultural communication as students advance from independent to proficient users of Spanish.</li><li>4. To enable students to develop independent critical thinking and argumentation and to undertake independent study tasks.</li><li>5. To develop a range of macro and micro linguistic skills necessary for the logical and effective communication of ideas, opinions, and arguments.</li><li>6. To impart a high level of productive and receptive linguistic knowledge and skills in Spanish, with particular attention to interaction and mediation as key categories of language learning.</li><li>7. To impart communicative language competences (linguistic, sociolinguistic and pragmatic).</li></ol> |



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|   | <p>8. To develop a range of language-specific and transferable skills to equip students to meet the highest national and international expectations.</p>   |
| <b>Methods of Teaching and Student Learning</b> | <p>Contact teaching: Interactive classes and workshops, three 50-minute sessions per week.<br/>Independent work (Directed and self-directed learning, including blended learning opportunities).</p> <p>Students will be expected to engage with the content assigned and to prepare before coming to class, so that contact time can be used for in-depth discussion and analysis. Active participation and collaborative tasks in the language classroom are to be expected. One contact hour requires an average of at least 2 hours of independent study, before each class.</p> <p>The team of 3 to 4 teachers will expose students to a diverse set of approaches to the study of Spanish and will motivate intellectual independence in students while fostering a sense of community amongst students and staff in pursuit of common objectives in relation to teaching and learning.</p>  |
| <b>Module Content</b>                           | <p>This module will include a range of texts (including visual) that will facilitate the proficiency of students as they gain mastery of Spanish, in both its Peninsular and Latin American variations. Attention will be paid to macro skills, with attention to rhetorical forms and conventions of written and oral discourse, and micro skills as students use acceptable grammatical norms and variations (including lexical) to produce acceptable writing and speech (e.g. with correct usage of tense, mood, agreements in gender and number) and interact and mediate effectively (including in translation) in various sociolinguistic contexts. The module includes written and spoken components.</p> <p>For the writing component, the Hilary term will be split thus (in line with <i>Taller de escritores</i>):</p> <ul style="list-style-type: none"><li>Week 1: Introduction</li><li>Weeks 2-4: Narrative Exposition.</li><li>Weeks 5, 6 and 8: Argumentation</li><li>Weeks 9-11: Academic essay and critical writing</li><li>Week 12: Conclusions</li></ul> <p>This module will use authentic materials, including essays, articles, fictional stories, opinion pieces, comic strips, films, and interviews from around the Spanish-speaking world. An innovative Supersite will provide online access to textbook, video, audio and interactive activities.</p> |
| <b>Recommended Reading List</b>                 | <b>Recommended key texts for this module (for Parts 1 &amp; 2), with Supersite platform to support blended learning:</b>   |



Cañón, Paula, 2021. *Taller de escritores: Grammar and Composition for Advanced Spanish*, 3rd ed. (available for Fall 2020 term), (Vista Higher Learning), 272 pp.

<https://vistahigherlearning.com/highered/taller-de-escritores-3rd-edition.html>

Blanco, José A., 2018. *Revista: Conversación sin barreras*, 5td ed. (Vista Higher Learning), 340 pp.

<https://vistahigherlearning.com/highered/catalog/product/view/id/8346/category/226/>

Courtad, James C., Kathryn Everly and Martin Gaspar, 2021. *Intrigas*, 3rd ed. (available for Fall 2020 term) (Vista Higher Learning), 350 pp.

<https://vistahigherlearning.com/highered/intrigas-3rd-edition.html>

Chiquito, Ana Beatriz, 2017. *Handbook of Contemporary Spanish Grammar: A Reference and Practice Book for Students of Spanish*, 2nd ed., (Vista Higher Learning), 550pp.

<https://vistahigherlearning.com/highered/catalog/product/view/id/6993/s/a-handbook-of-contemporary-spanish-grammar-2nd-edition-003/category/226/>

**Some recommended online resources:**

- <https://www.collinsdictionary.com/dictionary/english-spanish>
- <https://www.lexico.com/es>
- Diccionario de la lengua española (Real Academia Española, RAE):
  - <https://dle.rae.es>
- Diccionario de americanismos:
  - <http://lema.rae.es/damer/>
- Diccionario panhispánico de dudas:
  - <https://www.rae.es/dpd/>
- Nueva gramática de la lengua española:
  - <http://aplica.rae.es/grweb/cgi-bin/buscar.cgi>
- Ortografía de la lengua española:
  - <http://aplica.rae.es/orweb/cgi-bin/buscar.cgi>
- Corpus de Referencia del Español Actual - CREA - Real Academia de la Lengua Española:
  - <http://corpus.rae.es/creanet.html>

**Other Reference works and links:**

- Instituto Cervantes. *Actas del CIEFE (Congreso Internacional de Español para Fines Específicos)*, I





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|                             | <p>Congreso (2000), II Congreso (2003), III Congreso (2006), IV Congreso (2011), V Congreso (2014), VI Congreso (2017). Centro Virtual:<br/><a href="http://cvc.cervantes.es/obref/ciefe/">http://cvc.cervantes.es/obref/ciefe/</a>.</p> <ul style="list-style-type: none"><li>• <a href="https://www.escritores.org/recursos-para-escritores/recursos-1/diccionarios-digitales">https://www.escritores.org/recursos-para-escritores/recursos-1/diccionarios-digitales</a></li><li>• Kattán-Ibarra, Juan, &amp; Christopher J. Pountain, <i>Modern Spanish Grammar: A Practical Guide</i>, London &amp; New York: Routledge, 2nd edition, 2003 (useful to revise specific grammatical aspects).</li></ul> |
| <b>Module Pre Requisite</b> | SPU44121 or equivalent  |
| <b>Module Co Requisite</b>  | N/A   |
| <b>Assessment Details</b>   | Final Written Exam: 40%<br>Oral Exam: 30%<br>Coursework assessment 30% [one oral presentation 15% + 15% assigned coursework]<br>Continuous formative and ipsative assessment and feedback   |
| <b>Reassessment Details</b> | Final Written Exam: 40%<br>Oral Exam: 30%<br>Coursework assessment 30% [one oral presentation 15% + 15% assigned coursework]  |
| <b>Module Website</b>       | Blackboard  |
| <b>Academic Start Year</b>  | 2021/2022   |