1. **Title of the module**

HISP5500 (LS550) – Reading Monstrosity in Iberian Culture

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Hispanic Studies (Single and Joint Honours); BA Hispanic Culture and Languages (Single and Joint Honours);

Also available as a ‘wild’ module.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Consider evidence, isolate issues and critically evaluate their historical and contemporary significance;

8.2 Demonstrate critical, analytical and problem-solving skills in the consideration of the construction of Iberian identity;

8.3 Demonstrate a systematic understanding of the debates surrounding the notion of monstrosity within a political, religious and historical context;

8.4 Demonstrate critical skills when comparing and contrasting a variety of media relating to monstrosity in Iberian culture (literature, prints, painting, films);

8.5 Demonstrate understanding of concepts and terminology in the fields of Critical and Cultural Theory, and how these apply to monstrosity in Iberian culture;

8.6 Demonstrate an appreciation and understanding of how different cultures approach the concept of monstrosity;

8.7 Demonstrate an ability to mediate and empathise with different cultural approaches to monstrosity.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Exercise their own initiative and take personal responsibility for their own learning;;

9.2 Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

9.3 Apply research methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding;

9.4 Critically evaluate arguments, assumptions, abstract concepts and data to make judgements;

9.5 Demonstrate the ability to work collaboratively with others.

1. **A synopsis of the curriculum**

This module will take a close look at the figure of the “monster” in Iberian culture, ranging from medieval considerations of the monster in medieval bestiaries to eighteenth-century medical treatises of monstrous forms to twentieth-century depictions of monsters. The module will focus on the historical context out of which a particular meaning of the monster emerges. In order to do so, the course will draw on high and popular culture, a variety of disciplines, and a variety of media (literature, prints, paintings, films). Discussions will be supplemented with relevant historical, critical and theoretical readings. The monster in this course will be an interpretative model for an understanding of how notions such as “normalcy”, “beauty”, the “classical body” are constructed and will enable us to look at issues of otherness, gender, and race. Drawing on theoretical approaches to literary and visual representations, it aims to raise questions around concepts such as the gaze, power and identity.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Boyd, C. (1997). *Historia patria: politics, history and national identity in Spain, 1875 – 1975*. Princeton: Princeton University Press.

Cohen, J.J. (ed.) (1996). *Monster Theory*. Minneapolis: University of Minnesota Press.

Elliott, J. H. (1970). *The Old World and the New 1492-1650*. Cambridge: Cambridge University Press.

Friedman, John B. (1981). *The Monstrous Races in Medieval Art and Thought*. Massachusetts: Harvard University Press.

Meyerson, Mark D. and Edward D. English (eds.) (2000). *Christians, Muslims and Jews in Medieval and Early Modern Spain*. Notre Dame, Ind.: University of Notre Dame Press.

Mittman, Asa Simon with Peter J. Dendle (eds.) (2012). *The Ashgate Research Companion to Monsters and the Monstrous*. Farnham: Ashgate.

1. **Learning and teaching methods**

This module will be taught by means of seminars.

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods

This module will be assessed by 100% coursework.

* Group Presentation (15 minutes) – 20%
* Mid-term Assignment (1,500 words) – 30%
* Essay (2,500 words) – 50%
	1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Essay (2,500 words) – 100%
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Group Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Mid-term Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

With its focus on Spain and its historical and cultural relation with the New World and with Europe, the entire module reflects internationalisation. Both subject-content and case studies are designed to raise the students’ awareness of intercultural context and intercultural diversity in the construction and representation of Iberian and Spanish identity.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 02/02/18 | Major | n/s | 8, 9, 11, 13 | No |
|  |  |  |  |  |