1. **Title of the module**

HISP5150 (LS515) – Catalan 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 5

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)

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 Demonstrate a sound knowledge and critical understanding of the well-established ideas on Catalan Culture and of the way in which these have developed until today;

8.2 Demonstrate an ability to understand the key factors influencing cultural, artistic, social and political changes;

8.3 Place social, political and artistic events in both historical and literary context;

8.4 Produce an informed response and critical evaluation of a range of texts representative of the evolution of Catalan Culture.

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

9.1 Demonstrate their skills of critical analysis;

9.2 Demonstrate their ability to organise and synthesise material from a variety of sources;

9.3 Demonstrate an ability to communicate their ideas in writing;

9.4 Demonstrate an ability to work independently.

1. **A synopsis of the curriculum**

This module aims to provide an introduction to Catalan culture and to place it in the wider context of Spain and Europe. To this purpose students will be exploring different aspects of Catalan life and history, to include the language, the arts and the relationship between the Catalan-speaking lands and the rest of the state. The result of this exploration will be used as the basis for an analysis of the distinctive traits of Catalan culture. A selection of texts and audio-visual material will be studied and so will relevant criticism.

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

Castro, L. Ed. (2013). *What’s up with Catalonia?.* Barcelona: Catalonia Press.

Crameri, K. (2011). *Catalonia: National Identity and Cultural Policy, 1980-2003.* Cardiff: University of Wales Press.

Hargreaves, J. (2000). *Freedom for Catalonia?*. Cambridge: Cambridge University Press.

McRoberts, K. (2001). *Catalonia. Nation Building without a State,* Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Critical Analysis (1,500 words) – 40%
* Essay (2,500 words) – 60%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture/Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Critical Analysis | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **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**

This course is created in order to develop students’ interest in and understanding of the diversity of culture within Spain. It assesses the relationship between Catalan Culture and the other cultures of Spain. It thus address questions of cultural and national identity that are easily transferrable to the realities of many other countries, including Great Britain. It also places particular emphasis on the existence and relevance of questions of Catalan identity in the Spanish diaspora and their articulation with the notion of a Latin-American sense of 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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 17/12/15 | Major | September 2016 | 5-6, 8-13 | No |
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| Revised FSO Jan 2018 |