1. **Title of the module**

HISP5130 (LS513) – Spanish Literature: Identity

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**

Prerequisite. Demonstrable level of ability equivalent to B1 of the CEFR

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 Identity and of the way in which these developed in 20th century Spain;

8.2 Demonstrate an ability to understand the key factors influencing social and political change during this period;

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 Spanish identity.

8.5 Demonstrate a good understanding of Spanish literary texts.

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 explore the theme of identity in Spain with regard to the personal development of the individual, the assumed social roles of men and women, their sense of relevance within the world which they inhabit, and their reflection and expression through literature. This will be achieved through the study of the cultural evolution of individual and collective identity in Spanish society and of its particular manifestations in the Spanish literary context. A selection of texts both by men and by women from all genres will be studied and as will relevant literary criticism. The module will be structured around two main purposes: To provide a general introduction to the concept of identity and its specific manifestations. To analyse a range of literary works which will act as a test bed for the application of this background knowledge to specific reactions of the men and women of Spain.

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

Students should seek to obtain the most recent edition of the texts listed below:

GOYTISOLO, J. (1954) *Juegos de manos.* Barcelona: Destino.

MACHADO, A. (1917) *Campos de Castilla.* London: Bristol Classics Press.

MARTÍN GAITE, C. (1958) *Entre visillos*, Barcelona: Destino.

MIHURA, M. (1959) *Maribel y la extraña familia*, Madrid: Espasa Calpe.

SALINAS, P. (1933) *La voz a ti debida*, Madrid: Cátedra.

UNAMUNO, M. de. (1902) *Amor y pedagogía*, Madrid: Alianza Editorial.

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%

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture/Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Critical Analysis | **x** | **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 personal and social identity within Spanish literature. It assesses the relationship between the individual, the writer and the cultural environment in which literature is produced. It thus addresses questions of individual, social, cultural and national identity that are easily relatable, comparable and transferrable to the realities of many other countries worldwide. It also places particular emphasis on the writing strategies used to express the “I”, which are useful to students of any culture/literature.

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**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) |
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| Revised FSO Jan 2018 |