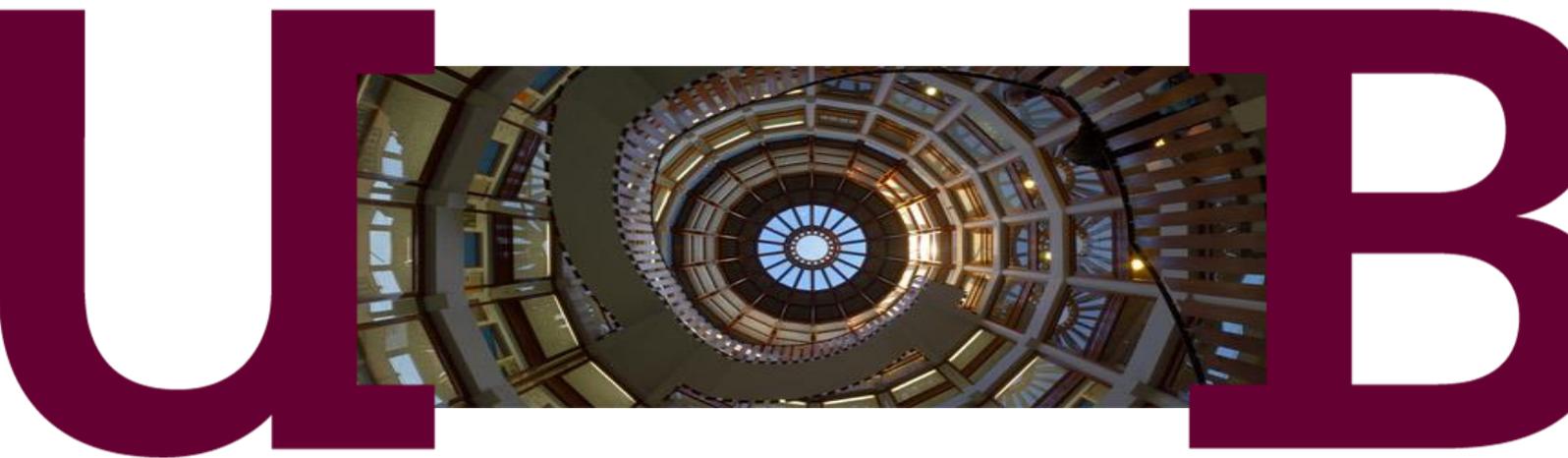


UNIVERSITY OF
BIRMINGHAM



Hispanic Studies
Year 2 Options
2016 - 2017

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Spanish Language Module

Spanish Language II

Credits: 20 **Semester:** 1 and 2 **Codes:** 09 23665

Status Only suitable for Erasmus students from France, Germany, Italy but not Spain (i.e. not for native speakers of Spanish).

Teaching methods Three language hours per week: 1 hour lecture and 2 hour seminar per week.

Description The module aims to practice the four skills (writing, reading, speaking and listening) and engage the student actively in the learning process through debates, class work, and independent learning. The sessions are organised according to relevant and up-to date topics that relate to cultural and current affairs in Spain and Latin America. Both class activities and independent learning include debates, translations, listening practice, grammar review and developing writing skills, with provision of additional material from the tutors.

Learning Outcomes By the end of the module the student should be able to:

- Communicate effectively in the target language in everyday life situations: sustain a conversation with a Spanish speaker, defend and justify one's opinion on any given topic;
- Consolidate and build on language skills attained in first-year Spanish;
- Gain a good understanding of key socio-cultural issues in contemporary Spain and Latin America and be able to converse and write about these in a coherent and cogent manner;
- Analyse, process and break down information from a range of source materials being able to communicate the required information (orally and/or in writing) effectively;
- Evaluate a variety of written pieces, criticise and assess opinions using a logical sequence of arguments and coherent grammatical structures.

Assessment Compulsory coursework throughout the year.
Coursework: 25%
(two 300-word essays, two 300-word English-Spanish translations)
Oral Exam 20%
(10 minutes topic discussion with examiner (s))
Aural Exam 15%
(multiple choice listening comprehension- 50 minutes)
Written Exam 40%
(1 reading comprehension, one grammar/vocabulary test; 1 English-Spanish translation; one 300-word essay,) 3 hrs

The written examination is regarded as essential for the successful completion of this module; if the student fails this component but passes the module overall the student will still be required to resit the written examination in the Supplementary Examination Period.' Resit any failed components in the Supplementary Examination Period if overall mark is under 40%

Core Texts Textbook *¡A Debate! Estrategias para la interacción oral*, Muñoz Basols, 2013
A New Reference Grammar of Modern Spanish. Butt and Benjamin's 5th edition, 2011
Practising Spanish Grammar. Christopher Pountain et al's 3rd edition, 2011
Additional materials available on Canvas.

Co-ordinator Dr Yolanda Martínez

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Group A Semester 1

Modules: 10 credits

Don Quixote

Credits: 10 **Semester:** 1 **Codes:** 09 22660

Status	Students taking 80 or more credits in Hispanic Studies: COMPULSORY Optional for other students
Teaching Methods	Seminars. Seminars will be based around (non-assessed) student presentations on specific topics and supported by extensive web-based materials on the CanvasVLE.
Description	The module will examine Cervantes' creation of the most famous and influential work in Hispanic Literature, considering: its inter-textual relations with preceding and contemporary modes of Spanish and European literature; its meta-literary concerns with the processes of creation and reception; its philosophical interest in the foundations and nature of knowledge and belief; and its approach to moral, social and political criticism.
Learning Outcomes	By the end of the module the student should have advanced their understanding of <i>Don Quijote's</i> place in Spanish literature; have developed a more sophisticated awareness of the roles of the author, translator, reader and critic in relation to a text; have acquired the skills to analyse extracts from the texts, evaluating how the elements of the novel establish its meaning for the critical reader.
Assessment	One 2,500 word assessed essay (100%)
Core Texts	M. de Cervantes, <i>El ingenioso hidalgo don Quijote de la Mancha</i> Part I (1605) and Part II (1615). Many Spanish editions are available in print and online. Recommended translations are those of Rutherford (2003), Grossman (2003) and Lathrop (2005)
Co-ordinator	Dr Jules Whicker

The Latin American Short Story

Credits: 10 **Semester:** 1 **Codes:** 09 22006

Status Optional

Teaching Methods Seminars and informal lecture

Description This course introduces the student to a range of key issues in contemporary Latin America (violence, poverty, indigenous culture, the military, gender, etc.) through the medium of the short story. Students will also consider prescribed texts in conjunction with critical theory pertaining to the short story, and analyse the ways in which Latin American writers have reformulated many of the norms of the genre as a response to the prevailing cultural environment (e.g. Modernism, Magical Realism) and their socio-political and historical reality.

Learning Outcomes By the end of the module the student should be able to:

- Understand the form and dynamics of the short story, and comprehend how and why Latin American writers have reformulated some aspects of it;
- Analyse the textual strategies deployed by Latin American authors within the short story genre to expound and examine key socio-political and historical issues relevant to their continent;
- Comment critically and respond theoretically to cultural products from the Latin American context;
- Discuss how prevailing literary trends influenced both the form and content of short stories by the continent's leading writers.

Assessment One 2,500 word assessed essay (100%)

Core Texts TBC

Co-ordinator Dr Holly Pike

Introduction to The Spanish Caribbean: History, Literature & Popular Culture

Credits: 10 **Semester:** 1 **Codes:** 09 23243

Status	Optional
Teaching Methods Description	2 hours a week, lecture and seminar This course introduces students to some of the main themes in the history of the Spanish Speaking Caribbean and explores the engagement of literature and popular culture with these themes. Focussing mainly on the 19th and 20th centuries, the course examines the following issues: European colonization and Independence; slavery and abolition; migration and return; cultural imperialism; US Caribbean relations and the rise of Caribbean nationalisms. Simultaneously the course outlines the strategies used in Spanish Caribbean literature, film and music to respond to these historical phenomena.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none">▪ Analyse and explain key themes in Spanish Caribbean History.▪ Identify the main scholarly debates concerning 19th and 20th Century Spanish Caribbean History.▪ Explain and analyse the major issues in US Caribbean and Caribbean European historical relations.▪ Map the connections between history, literature and popular culture in the Spanish Caribbean.▪ Demonstrate an understanding of the creative strategies used in Caribbean literature, film and music to respond to major issues in the region's history.
Assessment	Class participation [Written comments on canvas and class presentations] : 20% Class exam : 80%
CoreTexts	Rosario Ferré Maldito amor y otros cuentos Course Pack of Caribbean Poems and Short Stories (Available in the Department) Selection of documentaries and Fiction Films available online
Co-ordinator	Dr Conrad James

Basque Society & Culture

Credits: 10 **Semester:** 1 **Codes:** 09 22665

Status	Optional Please note that this module may be subject to change. If the module is no longer available, we will aim to assign you to one of your reserve choices.
Teaching Methods	One two-hour seminar per week Language: Spanish and English. A knowledge of Basque language is NOT required
Description	<p>The Basque language is the axis of a long-standing culture that came to feel at risk around the late 19th century. The Basque nation has since embarked on a fight for survival that has largely contributed to transform the Basque Country into an open, modern, and dynamic society. But contemporary Basque society is characterised by its conflicting identities, Basque and Spanish being the most noted of them. This module will analyse the most relevant areas of that conflict from a cultural, historical, and anthropological perspective. It will also offer a taste of contemporary Basque arts and the identity play between the local and the global in which they are inscribed.</p> <p>This is not a theoretical module. It is practical through and through. But by means of studying contemporary Basque society and culture students are invited to reflect about the concept of identity, both its importance to all of us and its striking fragility, and the way all that is linked to their own experience of nationality.</p>
Learning Outcomes	<p>By the end of the module students will have become familiar with:</p> <ul style="list-style-type: none">• The specific traits of contemporary Basque society and culture, especially in relation with the identity conflict that shapes them.• The basic arguments to be found in the main areas of identity struggle: politics, sociolinguistics, historical memory...• The idea that identity is a shifting reality that is always in progress.• Some contemporary Basque cultural production, especially in the fields of <i>bertsolaritza</i>, cinema, architecture, literature, music...
Assessment	One essay of 2,500 words that may be written in Spanish or English.
Core Texts	Learning resources are provided by the tutor (in English and Spanish).
Co-ordinator	Ira Ortigosa

Barcelona – Urban Space And Cultural Identity

Credits: 10 **Semester:** 1 **Codes:** 09 18379

Status Optional

Teaching Methods One 2-hour seminar per week.

Description The Capital of Barcelona is both one of the key symbols of Catalan cultural identity and a network of multicultural urban spaces in which identity is negotiated on a daily basis. Focusing on a number of key cultural representations (literary and visual) of Barcelona in the twentieth and twenty first centuries, this module will explore the developing shape of the city in relation to changing conceptions of cultural identity in Catalonia. The course will analyse and increase the awareness of the cultural forms and practices particular to Catalan society. It will focus on the dynamics of the relationship between space, memory and identity, including gender, political and historical discourses. The module will first introduce key concepts of the theoretical debates around political and urban representation (language, hegemony, power, etc.) and then it will move on to examine the selected texts.

Learning Outcomes By the end of the module the student should be able to:

- Trace the cultural history of Barcelona in the twentieth and twenty first centuries in a series of contexts (Catalan, Spanish, European, global)
- Apply aspects of urban theory to the study of a particular urban text
- Analyse the relationship between urban space, culture and identity in Barcelona

Assessment One essay of 2,500 words: 100%.

The knowledge of Catalan language is NOT required for this module as the tutor will use English and Spanish translations of the texts where appropriate.

CoreTexts José Luis Guerín, *En construcción*(*Work in Progress*)
Juan Mayorga, *Hamelín*
Mercè Rodoreda, *La Plaça del Diamant*, (*The Time of the Doves*)
Ventura Pons, *Morir(o no)*(2000)
Ventura Pons, *Barcelona (un mapa)* (2007)

Co-ordinator Dr Elisenda Marcer

Portuguese Literature

Credits: 10 **Semester:** 1 **Codes:** 09 13366

Status Compulsory for Year 2 BAML with Portuguese (40 credits)
Optional for Year 2 BAML Hispanic Studies, JH Hispanic Studies
Available as a MOMD
Translations can be used if students do not know Portuguese

Teaching Methods One 2-hour seminar per week.

Description Students will study short stories by key 20th-century prose fiction writers Miguel Torga, Maria Judite de Carvalho, Maria Ondina Braga, Teolinda Gersão, Hélia Correia and Isabel Mateus, locating their works in their socio-historical and literary context. Through their readings students will acquire an understanding of key issues in twentieth-century society. A number of Portuguese authors, men and women, have flagged up the kind of personal tragedy that is so circumscribed as to pass virtually unnoticed, yet of inestimable transcendence to the person whose misfortune or calamity this is. Such small tragedies are perhaps best suited to the intensity of the short story, whose authors are aware of the contradictions inherent in Portuguese society, both during and after the Estado Novo. Attention will focus on issues of identity, gender, motherhood, loneliness and loss, ageing and invisibility.

Learning Outcomes By the end of the module the student should be able to:

- carry out close readings and analyses of selected short stories
- locate these works in the relevant socio-historical context
- read critical texts, identify and deploy relevant information
- plan, research and write an scholarly essay with the appropriate critical apparatus

Assessment One essay of 2,500 words: 100%

CoreTexts Selected short stories, copies to be provided by the tutor

Co-ordinator TBC

Group B Semester 2

Modules: 10 credits

Origins Of The Spanish Comedia

Credits: 10 **Semester:** 2 **Codes:** 09 11956

Status	Optional
Teaching Methods	One 2-hour seminar per week. Seminars will be based around (non-assessed) student presentations on specific topics and supported by extensive web-based materials on the CanvasVLE.
Description	The module deals with the drama in Spain from its origins in religious ceremonial and court entertainment, through the development of the commercial theatre, to its definitive revision by Lope de Vega in the baroque period, setting it in the context of the principal cultural, literary and intellectual concerns which it reflects.
Learning Outcomes	<p>By the end of the module the student should be able to:</p> <ul style="list-style-type: none">▪ appreciate the subtleties of early-modern Spanish theatre;▪ assign the plays studied to their historical and literary context;▪ demonstrate knowledge of genre, structure, theme, characterisation, imagery, language and versification, and contexts of the early Spanish theatre;▪ understand the potential of these dramatic works to make effective and meaningful use of the dramatic spaces in which they were (and are) performed;▪ research topics efficiently, and communicate the results of that research fluently and convincingly by oral and written means (presentations, essay).
Assessment	One essay of 2,500 words.
CoreTexts	Texts studied: <i>Anon. El auto de los Reyes Magos</i> <i>Lucas Fernández, Auto de la Pasión</i> <i>Gil Vicente, Tragicomedia de Don Duardos</i> <i>Bartolomé de Torres Naharro, Comedia Himenea.</i> <i>Lope de Rueda, Los engaños</i> <i>Juan de la Cueva, El saco de Roma</i> <i>Miguel de Cervantes, La Numancia</i> <i>Lope de Vega, La dama boba</i>
Co-ordinator	Dr Jules Whicker

Narratives of Violence

Credits: 10 **Semester:** 2 **Codes:** 09 21622

Status Optional

**Teaching
Methods** Lectures and seminar

Description This module will explore the concept of violence within twentieth-century Spain through a selection of primary source texts and films. We will situate these texts within their political and historical contexts with particular reference to gender politics and violence within two historical periods: Francoism and radical Basque activism. The module will examine these areas as portrayed within primary source texts and criticism to consider the consequences and effects of violence and its representation.

**Learning
Outcomes** By the end of the module the student should be able to:

- Assess the significance and nature of cultural responses to many forms of violence in contemporary Spain;
- Analyse the relevance of different genres to the expression of different sorts of violence;
- Develop the critical and theoretical tools necessary for understanding and responding to film and narrative fiction.

Assessment One 2,500 word assessed essay (100%)

Core Texts TBC

Co-ordinator Dr Holly Pike

Spanish Linguistics

Credits: 10 **Semester:** 2 **Codes:** 09 11954

Status	Optional (Students do not have to have taken year 1 linguistics) Please note that this module may be subject to change. If the module is no longer available, we will aim to assign you to one of your reserve choices.
Teaching Methods	One 2-hour seminar per week.
Description	The module provides an introduction to articulatory phonetics by examining the range of sounds employed in Standard Castilian. The module provides training in the identification of articulatory difference and in the use of the International Phonetic Alphabet.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none">▪ distinguish between the sounds of Castilian;▪ describe in scientific terms the differences between them▪ employ the IPA to transcribe sustained passages of Castilian.
Assessment	The learning outcomes skills are tested in the extended transcription that students supply as assessment, and in weekly practical exercises, which are not assessed. 2 hr class test of assessed phonetic transcription: 100%
Core Texts	Learning resources are provided by the tutor.
Co-ordinator	TBC

Constructing Community In Catalan Territories

Credits: 10 **Semester:** 2 **Codes:** 09 21621

Status Optional

Teaching Methods One 2-hour seminar per week

Description This module will provide an introduction to the political, cultural and social make-up of the Catalan-speaking territories in Spain and Southern France from a range of different perspectives, drawing on historical, anthropological, sociolinguistic and cultural studies. It will explore the different models and types of community that have developed there and their relationship to wider regional, national and transnational formations, such as the Països Catalans, Spain, Iberia and Europe. Through the analysis of a range of cultural texts from the area, it will address the relationship between individual and community identity as formulated through a range of different overlapping discourses: history/memory, global/local, gender/sexuality, centre/periphery, etc.

Learning Outcomes By the end of the module the student should be able to:

- Understand the cultural and socio-political history of the Catalan-speaking territories
- Place this understanding in wider historical and geopolitical context
- Understand key concepts in describing community identity
- Apply these concepts to the different cultural formations present in the Catalan-speaking territories
- Interpret and comment critically on cultural texts relating to the topics covered

Assessment One essay of 2,500 words: 100%

The knowledge of Catalan language is NOT required for this module as the tutor will use English and Spanish translations of the texts where appropriate.

Core Texts Albert Boadella, *Daaalín Ubúpresident. La increíble historia del Dr. Floit& Pla. Daaalí.*
Jaume Fuster, *Dictionary for the Idle (Diccionari per ociosos)*
Josep Joan Bigas Luna *The Tit and the Moon (La teta i la lluna)*
Sergi Belbel, *Forasteros (Forasters)*

Co-ordinator Dr Elisenda Marcer

Galician Society and Culture

Credits: 10 **Semester:** 2 **Codes:** 09 26039

Status	Optional Please note that this module may be subject to change. If the module is no longer available, we will aim to assign you to one of your reserve choices.
Teaching Methods	One 2-hours session per week Language: English. Knowledge of Galician language is not required.
Description	Galicia has a distinct national, regional and personal identity based on its historical, linguistic and cultural heritage. This identity is deeply embedded in the people and reflected in all spheres of modern society and culture. This module aims to analyze the nature and construction of Galician identity from a variety of perspectives (historical, sociolinguistic, political, etc.) through the analysis of different artistic and cultural expressions (literature, music, visual arts, drama, films, TV programs, architecture, traditions, etc).
Learning Outcomes	By the end of the module the students should be able to: <ul style="list-style-type: none">• Demonstrate awareness and understanding of the historical legacy and the contemporary Galician society.• Demonstrate knowledge of the nature and construction of Galician identity, as well as its main figures and facts.• Identify the main manifestations and distinctive elements of Galician culture.• Identify the connections between the sociopolitical situation of Galicia and its cultural products.• Understand the singularities and specific framework of small nations, such as Galicia.
Assessment	One essay of 2,500 words
Core Texts	Learning resources are provided by the tutor.
Co-ordinator	Dr. David García

Brazilian Literature

Credits: 10 **Semester:** 2 **Codes:** 09 13367

Status	Compulsory for Year 2 BAML with Portuguese (40 credits) Optional for Year 2 BAML Hispanic Studies, JH Hispanic Studies Available as a MOMD Translations can be used if students do not know Portuguese
Teaching Methods Description	One 2-hour seminar per week. Students will study three Brazilian plays: Ariano Suassuna's <i>Auto da Compadecida</i> (1955), translated as <i>The Rogue's Trial</i> (1963), Dias Gomes, <i>O Pagador de Promessas</i> (1960), translated as <i>The Road to Bahia</i> , and João Cabral de Melo Neto, <i>Morte e Vida Severina</i> (1966), translated as <i>Death and life of Severino</i> (2003). At the same time, they will be able to complement their reading of the play texts by viewing the film adaptations of these works. Through their engagement with these texts, students will be in a privileged position to (1) explore key issues of Brazilian history and society, namely class, race and gender; (2) examine the interplay between elements of Brazilian popular culture and canonical European dramatic tradition; and (3) analyse the prevailing constructions, in drama and film, of the 20 th -century North Eastern social reality.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none">• carry out close readings and analyses of play texts and films• locate these works in the relevant socio-historical context• read relevant critical texts, identify and deploy relevant information• plan, research and write a scholarly essay with the appropriate critical apparatus
Assessment	One essay of 2,500 words: 100%
Core Texts	Ariano Suassuna, <i>Auto da Compadecida</i> Dias Gomes, <i>O Pagador de Promessas</i> João Cabral de Melo Neto, <i>Morte e Vida Severina</i>
Co-ordinator	TBC

**Group C Semester 1
and 2 Modules:20
credits**

Hispanic Literature: Texts & Contexts Level 1

Credits: 20 **Semester:** 1 and 2 **Codes:** 09 16520/3

Status	<i>Compulsory for ex-beginners taking 60 credits or more Compulsory for Post A level (60 credits or more) who did not take this in year 1 (except for Business Studies students who are not required to take this module, due to timetable issues)</i>
Teaching Methods	One 1 hour lecture per week plus one 1 hour seminar per week
Description	<p>The module will provide an introduction to Hispanic literature and is studied by the majority of year 1 Post A level students.</p> <p>A series of lectures taught by different members of staff will look at both Spanish and Spanish American literature from the medieval period to the present day. It will analyse these texts with reference to particular themes, as well as literary and cultural trends.</p> <p>Accompanying seminars will offer students the chance to develop their understanding and skills of textual analysis.</p>
Learning Outcomes	<ul style="list-style-type: none">▪ To acquire a thorough understanding of the principal characteristics of Hispanic literature across several centuries▪ To consider relationships between authors and texts and historical periods▪ To learn to analyse texts with reference to literary trends and movements, themes, and periods.
Assessment	One 2,500 word essay, semester 1: 25% One 2,500 word essay, semester 2: 25% One 2 hour exam: 50%
Core Texts	<p>Semester 1: Jorge Manrique, "Coplas sobre la muerte de su padre"; Extracts from the <i>Romancero Viejo</i>; Max Aub, <i>Tránsito</i> and Francisco Ayala, "El regreso"; Nicolás Guillén (selected poems); Nancy Morejón (selected poems)</p> <p>Semester 2: Lope de Vega, <i>El Caballero de Olmedo</i>; Miguel de Cervantes, <i>Novelas ejemplares</i> (selected tales); Javier Cercas, <i>Soldados de Salamina</i>*; Juan Rulfo, "Macario"; Andrés Wood, <i>Machuca</i>* (film)</p> <p>Most of these texts are provided in electronic form, but students will need to purchase any marked with an asterisk (*). Substitutions in the above list may occasionally be made in response to staff research leave.</p>
Co-ordinator	Dr Jules Whicker

Literature & Society In 20th Century Latin America

Credits: 20 **Semester:** 1 and 2 **Codes:** 09 25093

Status Optional

Teaching Methods 2 hour seminar per week (in both semesters)

Description This course seeks to explore the cultural representations of burgeoning processes of social modernisation in twentieth-century Latin-America through key cultural texts and film.

The course will examine the various ways in which Latin American culture has responded to the experience of modernisation. It will focus on the relationship between the successive waves of social modernisation undergone by Latin-American societies in the present century and the parallel processes of literary and cultural innovation that have accompanied these social transformations. In the first semester we will concentrate on the 20s and 30s in Argentina; in the second semester we will examine some key novels written in the 50s and 60s and beyond in Perú, Mexico and Chile. It will conclude with an Argentinean film from the early 1990s.

Learning Outcomes You will be able to:

- Evaluate the impact of social changes and processes of modernisation in the cultural transformations of the continent
- Be able to offer close textual readings of the texts studied in class and locate them in relation to the above-mentioned changes and processes
- Demonstrate your knowledge and understanding of the historical internal forces that have shaped crucial aspects of Latin American societies and Latin American culture

Assessment The course is assessed by two 2,000 word essays (50% each) after each semester.

Core Texts Güiraldes, Ricardo. *Don Segundo Sombra*. Madrid: Cátedra, 2010.
Arlt, Roberto. *El juguete rabioso*. Madrid: Cátedra, 2011
Arguedas, José María. *Los ríos profundos*. Bristol: Bristol Classical Press, 1998
Fuentes, Carlos. *La muerte de Artemio Cruz*. Madrid: Cátedra, 2010
Allende, Isabel. *La casa de los espíritus*. Madrid: Espasa Calpe, 2007
Aristarain, Adolfo. *Un lugar en el mundo* (1992)

Co-ordinator Mr Antonio Sánchez

True Lies: Autobiographical Narratives and the Writing of History in 20th C Spain

Credits: 20 **Semester:** 1 and 2 **Codes:** 09 27919

Status Optional

Teaching Methods 2 hour seminar per week (in both semesters)

Description The module will explore the connections between autobiographical narratives and history as a way of reconstructing the past and making meaning out of it. It will first focus on the theoretical debates around the genres and subgenres encompassing the label “autobiographical narratives.” It will then move on to examine the interaction between life, history and politics through a wide range of life writing texts (visual autobiographies, prison narratives, diaries, memoirs, oral testimonies, etc.). The course will provide an understanding of the multiple and competing practices of remembering in the Spanish cultural context between 1939 and 1975.

Learning Outcomes You will be able to:

- Demonstrate a broad and nuanced knowledge of the main theoretical debates in the analysis and practice of autobiographical genres
- Demonstrate an understanding of political, social and historical processes in 20th C Spain
- Identify the different techniques and practices of the ‘technologies’ of memory
- Read texts critically and understand the cultural debates that underpin it.

Assessment The course is assessed by two 2,500 word essays (50% each) after each semester.

Core Texts TBC

Co-ordinator Mónica Jato

Spanish Cinema

Credits: 20 **Semester:** 1 and 2 **Codes:** 09 23367

Status Optional

Teaching Methods A one-hour lecture and one-hour seminar each week.

Description This module will examine the development of a national cinema from the end of the Spanish Civil War to the present day. It will trace the development of the Spanish film industry under the censorship imposed by Franco's dictatorial regime and later in the context of the freedom established with the transition to a democracy. While each film will be studied within its local context, the module will have two main points of focus: 1) the relationship between the films and their socio-political context and 2) Spanish cinema and the exploration of identity. In the first of these, attention will be paid to the counter-narratives produced as resistance to the ideology of the Franco regime and, in the later films, to the exploration of new social relationships and attitudes towards subjectivity and gender. Under the general heading of identity, three main areas will be highlighted for particular analysis: national identity, the re-evaluation of history, and gender and sexuality.

Learning Outcomes By the end of the module students should be able to:

- Communicate effectively in writing
- Communicate effectively orally
- Recognise key cinematographic techniques

Demonstrate an appreciation and understanding of:

- The relationship between social, economic and political forces and the cinema industry in Spain
- The work of some key influential directors
- Basic concepts in Film Studies
- Key trends in the history of Spanish cinema
- The role of film in society
- Key concepts to do with different aspects of identity (national / historical / gender)

Assessment Two 2500 word essays to be submitted at the beginning of Semester 2 and the Summer Semester (40% each)

A one-hour in-class assessment at the end of Semester 2 based on the analysis of a scene or sequence from one of the selected films (20%)

All assessments may be in Spanish or English.

CoreTexts Buñuel, Luis *L'Aged'Or* (1930)
Bardem, Juan Antonio *Muerte de un ciclista* (1955)
Buñuel, Luis *Viridiana* (1962)
Saura, Carlos *Carmen* (1983)
Bigas Luna, José Juan *Jamónjamón* (1992)
Trueba, Fernando *BelleEpoque* (1992)
Medem, Julio *Vacas* (1992)
Almodóvar, Pedro *Todosobre mimadre* (1999)

Co-ordinator Prof Frank Lough

PostMillennial Spanish Culture

Credits: 20 **Semester:** 1 and 2 **Codes:** 28835

Status Optional

Teaching Methods A one-hour lecture and one-hour seminar each week.

Description Students will learn about the most prominent issues in contemporary Spain, such as the recession, neoliberalism, domestic violence, historical memory, and immigration through a wide spectrum of literary and filmic texts. Students will become conversant with relevant theories, and develop analytical skills. Engagement with these texts will also enhance language skills.

Learning Outcomes By the end of the module, students should be able to:

- Converse in an informed manner about key social issues.
- Comprehend a wide range of theories pertaining to immigration, domestic violence, and historical memory.
- Understand the complexity of contemporary Spain.
- Apply higher level analytical skills to cultural texts.

Assessment Two 2500 word essays (50% each)

CoreTexts To be confirmed

Co-ordinator Dr Lorraine Ryan

**Group D Semester 1
and 2 Modules:20
credits**

Catalan Language and Culture Level 1

Credits: 20 **Semester:** 1 and 2 **Codes:** 09 08869/70

Status	Optional Available to Erasmus students Not open to BAML students already taking 3 languages. Open to students taking 80 credits Hispanic Studies and 40 credits of another language as beginners, e.g. Chinese or Japanese.
Teaching Methods Description	3 language classes per week Semester 1: The three weekly hours are distributed between communicative language and grammar classes (2 hours per week) and a parallel culture hour to develop comprehension skills and to provide an introduction to Catalan literature and culture. Semester 2: The three weekly hours are distributed between communicative language and grammar classes (2 hours per week) and a text reception and production hour to develop reading and writing skills and promote the development of independent responses to Catalan literature and culture. The student will also have the opportunity to achieve an extra qualification by taking the International Catalan Language Certificate issued by the Institut Ramon Llull and held at the University of Birmingham
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none">▪ Demonstrate above threshold level communication skills in Catalan▪ Read, comprehend, interpret and translate cultural texts of a far higher level, placing them within the wider context of the language and culture of the Catalan-speaking regions.
Assessment	Oral examination: 10% Aural examination: 10% Course work and grammar test: 30% 3 hour examination: 50%
Core Texts	Mas, M., Vilagrasa, A., <i>Veus 1/2. Curs de català</i> Yates, A., <i>Teach Yourself Catalan</i> Yates, A. and Ibarz, T. <i>A Catalan Handbook</i> Gili, J., <i>Introductory Catalan Grammar</i> Other teaching materials will be provided by the tutors.
Co-ordinator	Dr Elisenda Marcer
Tutor	Gemma Segura

Catalan Language and Culture Level 2

Credits: 20 **Semester:** 1 and 2 **Codes:** 09 12472/73

Status	Optional, but must have pass in Level 1 Catalan Available to Erasmus students Not open to BAML students already taking 3 languages. Open to students taking 80 credits Hispanic Studies and 40 credits of another language as beginners, e.g. Chinese or Japanese.
Teaching Methods	3 contact hours per week 2 hours language (grammar/listening/conversation) 1 hour literature (grammar/translation) A variety of methodologies from grammar, grammar-translation, linguistic to purely communicative methods are used. The three weekly hours are distributed between grammar and translation classes and oral work in small groups with a native speaker alongside an introduction to Catalan literary culture. The three hours are fully integrated: topics introduced in the translation and grammar/translation classes are expanded upon in the conversation hour.
Description	The intermediate Catalan Course focuses on expanding language skills acquired in the first year, and particularly on consolidating grammar knowledge and further developing oral and written skills in Catalan. The course will also provide an introduction to the study of Catalan literature. The student will also have the opportunity to achieve an extra qualification by taking the International Catalan Language Certificate issued by the Institut Ramon Llull and held at the University of Birmingham.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none">▪ Demonstrate higher than threshold ability in the four language skills in Catalan.▪ Show ample understanding of the structures of Catalan in order to function effectively in a Catalan-speaking environment▪ Demonstrate and apply good basic knowledge of Catalan literary culture.
Assessment	Oral examination: 10% Aural examination: 10% Coursework: 30% 3-hour written examination: 50% Non-assessed periodic pieces of language work.
Core Texts	Mas, M., Vilagrasa A., <i>Veus 2/3. Curs de català</i> Roig, N., Daranas, M., <i>Passos 2. Nivell Elemental. Curs de català per a no catalanoparlants.</i> Catalan course online: www.parla.cat Other teaching materials will be provided by the tutors

Co-ordinator Dr Elisenda Marcer

Tutors Gemma Segura and Dr Elisenda Marcer

Basque Language 1

Credits: 20 **Semester:** 1 and 2 **Codes:** 09 26730

Status	Optional Not open to BAML students already taking 3 languages. Open to students taking 80 credits Hispanic Studies and 40 credits of another language as beginners, e.g. Chinese or Japanese. Please note that this module may be subject to change. If the module is no longer available, we will aim to assign you to one of your reserve choices.
Teaching Methods	Students learn by means of reproducing in the classroom communication tasks typical of everyday life. Grammar is mainly introduced through the superb online program BOGA, and contact hours are devoted to practising reading, listening, and speaking skills. Students will thus acquire the A1 level of the CEFR.
Description	The initial Basque course focuses on providing the students with basic language skills needed to start communicating in Basque. It covers basic grammar structures and daily vocabulary. The course includes as well an introduction to a wide variety of aspects of Basque culture.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none">▪ Recognise familiar words and basic phrases concerning immediate surroundings and day-to-day situations when people speak slowly▪ Understand descriptive and narrative texts dealing with familiar objects, actions, and activities written in present tense (simple, perfect, habitual and/or continuous)▪ Interact in a simple way provided that the other person is ready to repeat or rephrase things▪ Write simple descriptions of people, familiar objects and places, and narratives of everyday life situations in present tense
Assessment	Coursework: 30% <ul style="list-style-type: none">10% completion of BOGA online platform units10% Class tests (4 overall. Weeks 5, and 11 of each semester)10% Reading and writing assessments (Due after Christmas and Easter breaks) Aural/Oral tests: 30% <ul style="list-style-type: none">15% Aural test15% Oral test 3 hour written exam: 40%
Core Texts	Introductory Learning Resources: Course notes provided by the teacher Online program BOGA Secondary texts Language Material available from the Central Library and the Media and Language Resource Centre.
Co-ordinator	Ira Ortigosa

Basque Language 2

Credits: 20 **Semester:** 1 and 2 **Codes:** 09 18388

Status	Optional, but must have passed Beginners' Basque Not open to BAML students already taking 3 languages. Open to students taking 80 credits Hispanic Studies and 40 credits of another language as beginners, e.g. Chinese or Japanese. Please note that this module may be subject to change. If the module is no longer available, we will aim to assign you to one of your reserve choices.
Teaching Methods	This course is a continuation of the <i>Basque I</i> module. It also deploys the communicative method, reproducing in the classroom communication tasks typical of everyday life. Grammar is mainly introduced through the superb online program BOGA, and contact hours are devoted to practising reading, listening, and speaking skills.
Description	This course will considerably widen the range of grammar structures and vocabulary handled by the students and their communicative abilities, bringing about a significant step forward in the command of the language. Students will thus acquire the A2 level of the CEFR.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none">▪ Understand the main points of clear standard speech on familiar matters related to work, school, leisure, etc., and catch the main points in short, clear messages and announcements.▪ Find specific information in everyday texts a bit more complex than before, such as events calendars or regulations, and understand the description of plans, needs and opinions in personal letters.▪ Communicate in routine tasks that require a simple and direct exchange of information on familiar topics and activities.▪ Describe experiences and events, and briefly give reasons and explanations for plans, ambitions, and opinions. Also, use in a simple way the indirect speech to narrate a story or relate the plot of a book or film.
Assessment	Coursework: 30% <ul style="list-style-type: none">10% completion of BOGA online platform units10% Class tests (4 overall. Weeks 5, and 11 of each semester)10% Reading and writing assessments (Due after Christmas and Easter breaks) Aural/Oral tests: 30% <ul style="list-style-type: none">15% Aural test15% Oral test 3 hour written exam: 40%
Core Texts	Introductory Learning Resources Course notes provided by the teacher Online program BOGA Secondary texts Language Material available from the Central Library and the Media and Language Resource Centre.
Co-ordinator	Ira Ortigosa

Beginners Portuguese Language Level 1

Credits: 20 Semester: 1 and 2 Codes: 09 25262

Status	Optional Not open to BAML students already taking 3 languages. Open to students taking 80 credits Hispanic Studies and 40 credits of another language as beginners, e.g. Chinese or Japanese.
Teaching Methods	3 hours over Semester 1 and 2: The module will be delivered through a combination of lectures and practical classes, 3 hour per week over semester 1 and 2.
Description	This module will introduce students to the Portuguese language structure through a variety of classroom activities and will expose them to a range of written and spoken registers of Portuguese Language through a combination of textual and visual elements. Students will be able to develop their comprehension skills, grammar knowledge and vocabulary in order to make an active use of the language. Also, it will provide an introduction to the Portuguese speaking-world culture. .
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none">▪ Demonstrate an understanding of the language structure▪ Show confidence in written and oral communication▪ Use the language with grammatical and semantic correction▪ Develop awareness of linguistic register
Assessment	2 Essays in Portuguese: 30%, Aural test: 10%, Oral examination: 10% Written exam in April/May: 50%
Core Texts	Textbook: Jouët-Pastré, Clémence, Hutchinson, Amélia et al. Ponto de Encontro: Portuguese as a World Language, 2nd edition, Pearson, 2012 . (ISBN-13: 9780205782765 / ISBN-10: 0205782760) Hutchinson, Amélia P. & Lloyd, Janet. Portuguese, An Essential Grammar, Routledge, 2nd Edition 2003. Language Material available from the Main Library and at Waterstones (in the Campus). Supplementary material will be provided by the course tutor.
Co-ordinator	TBC

Intermediate Portuguese Language Level 2

Credits: 20

Semester: 1 and 2

Codes: 09 25266

Status	Optional Students should have taken Beginner's Portuguese Language previously. Not open to BAML students already taking 3 languages. Open to students taking 80 credits Hispanic Studies and 40 credits of another language as beginners, e.g. Chinese or Japanese.
Teaching Methods	3 hours over Semester 1 and 2: 2 hour language class and 1 hour translation workshop.
Description	The module aims to enable students to enhance their skills on reading, writing, speaking and aural comprehension acquired in the first year Portuguese course and to develop their ability to communicate and engage in creative self-expression, using the spoken and written language with confidence. Students will be exposed to the language through a wide range of exercises in spoken and written registers of Portuguese in order to extend their ability to communicate in Portuguese with confidence within a cultural context..
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none">▪ Improve reading, writing, listening comprehension and speaking skills building on linguistic knowledge from previous level.▪ Demonstrate a full understanding of the structures of Portuguese Language.▪ Develop ability in interpretation and text translation.▪ Show a comprehensive awareness of linguistic and cultural diversity of Portuguese.
Assessment	2 x Text Translation (from and into): 10%, 300 Words Essay in Portuguese: 10%, Aural test: 10%, Oral exam: 20%. Written exam in April/May: 50%
Core Texts	Textbook: Jouët-Pastré, Clémence, Hutchinson, Amélia et al. <i>Ponto de Encontro: Portuguese as a World Language</i> , 2nd edition, Pearson, 2012 . (ISBN-13: 9780205782765 / ISBN-10: 0205782760) Hutchinson, Amélia P. & Lloyd, Janet. <i>Portuguese, An Essential Grammar</i> , Routledge, 2 nd Edition 2003. Language Material available from the Main Library. Additional language material supplied by the course tutor.
Co-ordinator	TBC