



# SPN 315

## Place and Displacement

S1 Day 2015

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 323

Credit points

3

Prerequisites

6cp at 200 level including SPN202

Corequisites

Co-badged status

Unit description

This unit extends the abilities of students studying Spanish at an advanced level through the investigation of concepts of place and belonging in the Spanish-speaking world. Throughout their histories Spain and Spanish-speaking America have been transformed by migrations, exiles, shifting borders and territorial disputes and cultures shaped by complex relationships between place and peoples. The unit will amplify students' understanding of the Hispanic world through a variety of case studies on space and belonging on the themes of exile and return, border zones, tourism, indigenous rights, and regimes of inclusion/exclusion.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Identify geographical, political and historical factors in current debates about place and belonging in the Hispanic world.

Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.

Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their

consequences.

## General Assessment Information

Submission of most tasks is via iLearn. All assessment tasks are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.

## Assessment Tasks

Name	Weighting	Due
<u>Concept library</u>	5%	Week 2
<u>Critical review</u>	15%	Week 4
<u>Participation</u>	10%	Ongoing
<u>Video + Debate</u>	30%	Various
<u>Proposal</u>	10%	Week 11
<u>Final project</u>	30%	Week 13

### Concept library

Due: **Week 2**

Weighting: **5%**

Contribution to glossary of terms and examples of usage.

On successful completion you will be able to:

- Identify geographical, political and historical factors in current debates about place and belonging in the Hispanic world.
- Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

### Critical review

Due: **Week 4**

Weighting: **15%**

300 word critical review of a short Spanish language travel narrative or extract from a longer

work such as book, documentary, blog etc. Submitted via iLearn.

On successful completion you will be able to:

- Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.
- Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## Participation

Due: **Ongoing**

Weighting: **10%**

Half the participation mark is based on reading articles/watching weekly resources and demonstrating comprehension in class through questions, comments and contributions to discussion, and/or use of online discussion forum to post weekly comments on readings. The other half will be drawn from questions asked of peers regarding their debates and character videos in class/in online forum and participation in general discussion following structured debates.

On successful completion you will be able to:

- Identify geographical, political and historical factors in current debates about place and belonging in the Hispanic world.
- Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.

## Video + Debate

Due: **Various**

Weighting: **30%**

Short character presentation video and in-class/online conference debate. Video: Upload to private video channel and submit link via iLearn. Debate: perform in class or via recording video/voice chat to be submitted via iLearn.

On successful completion you will be able to:

- Identify geographical, political and historical factors in current debates about place and belonging in the Hispanic world.
- Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.
- Explain the historical context of some issues around mobility and place in the Spanish-

speaking world and defend in Spanish the student's own interpretation of their consequences.

## Proposal

Due: **Week 11**

Weighting: **10%**

1 page proposal for final project of persuasive editorial, to be submitted in class or via iLearn.

On successful completion you will be able to:

- Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## Final project

Due: **Week 13**

Weighting: **30%**

1000 word persuasive editorial, to be submitted via iLearn.

On successful completion you will be able to:

- Identify geographical, political and historical factors in current debates about place and belonging in the Hispanic world.
- Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.
- Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## Delivery and Resources

Offered: Day, External, Online.

Login is via: <https://ilearn.mq.edu.au/>

**Is my unit in iLearn?:** <http://help.ilearn.mq.edu.au/unitsonline/> Use this link to check when your online unit will become available.

Most resources will be available via iLearn at [ilearn.mq.edu.au](https://ilearn.mq.edu.au), including Echo360 lecture recordings, links to readings and audiovisual content.

## Technology

Students are required to have regular access to a computer and the internet. Mobile devices

alone are not sufficient. Online students require a headset and/or built-in mic, and reliable internet connection for streaming video.

- For technical support go to: [http://mq.edu.au/about\\_us/offices\\_and\\_units/informatics/help](http://mq.edu.au/about_us/offices_and_units/informatics/help)
- For student quick guides on the use of iLearn go to: [http://mq.edu.au/iLearn/student\\_info/guides.htm](http://mq.edu.au/iLearn/student_info/guides.htm)

Times and Locations for Lectures and Tutorials: Please consult the MQ Timetables Website:

<http://www.timetables.mq.edu.au>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Extensions and Late Submission

International Studies Extension Policy

Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is

late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.

For significant, ongoing and unforeseeable disruptions affecting a student's ability to complete the unit requirements consult Macquarie University's Special Consideration policy:

[http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.
- Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## **Assessment tasks**

- Video + Debate
- Proposal
- Final project

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcome**

- Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.

### **Assessment task**

- Video + Debate

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Assessment task**

- Concept library

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge,



scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Identify geographical, political and historical factors in current debates about place and belonging in the Hispanic world.
- Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## **Assessment tasks**

- Concept library
- Participation
- Video + Debate
- Proposal
- Final project

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.
- Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## **Assessment tasks**

- Critical review
- Video + Debate

- Final project

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcome

- Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

### Assessment tasks

- Concept library
- Proposal
- Final project

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.
- Explain the historical context of some issues around mobility and place in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

### Assessment tasks

- Critical review
- Video + Debate
- Final project

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Identify geographical, political and historical factors in current debates about place and belonging in the Hispanic world.
- Recognise rhetorical strategies in spoken and written Spanish and self-evaluate the student's own implementation of these strategies.

### Assessment tasks

- Participation
- Video + Debate
- Proposal
- Final project

## Changes from Previous Offering

Increased audiovisual content to balance readings, reduced required readings of difficult academic articles. Expanded exploration of key terms in first weeks of course.