



# SPN 315

## Place and Displacement

S1 External 2018

*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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Contact via [jane.hanley@mq.edu.au](mailto:jane.hanley@mq.edu.au)

AHH L2 North Wing

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 evaluate implementations 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

### Marking criteria

Marking rubrics/criteria and indicative sample texts for assessment tasks can be found in the iLearn unit.

### Submission of Assessment

Submission of most tasks is via iLearn. All assessment tasks are compulsory and must be submitted on time. Assignment tasks handed in early will not be marked and returned before the due date.

### Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Concept library</u></a>	5%	No	Week 2
<a href="#"><u>Critical review</u></a>	15%	No	Week 3
<a href="#"><u>Participation</u></a>	10%	No	Ongoing
<a href="#"><u>Video + Debate</u></a>	30%	No	Various
<a href="#"><u>Proposal</u></a>	10%	No	Week 11
<a href="#"><u>Final project</u></a>	30%	No	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 3**

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 evaluate implementations 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:

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- Recognise rhetorical strategies in spoken and written Spanish and evaluate implementations of these strategies.

## Video + Debate

Due: **Various**

Weighting: **30%**

Short character presentation video and in-class/online conference debate. Video: Record via

VoiceThread (on iLearn). Debate: perform in class or via Zoom (on 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 evaluate implementations 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 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 evaluate implementations 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.

**Times and Locations for Lectures and Tutorials:** Please consult the MQ Timetables Website:  
<http://www.timetables.mq.edu.au>

## TECHNOLOGY USED AND REQUIRED

### Online Unit

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

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

### Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- **For central technical support go to:** [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/)
- **For student quick guides on the use of iLearn go to:** <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4*

*December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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).

## **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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 evaluate implementations 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 evaluate implementations 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 evaluate implementations 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 evaluate implementations 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 evaluate implementations of these strategies.

## Assessment tasks

- Participation
- Video + Debate
- Proposal
- Final project

## Changes since First Published

Date	Description
07/02/2018	Corrected due date of critical review.