



# SPN 210

## Passion and Repression

S2 External 2018

*Dept of International Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Tutor

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Contact via Via iLearn communication tool

Credit points

3

Prerequisites

SPN201

Corequisites

Co-badged status

Unit description

This unit extends the abilities of students studying Spanish at intermediate level by exposing them to a variety of genres (poetry, rap, film, television and theatre) that explore the expression of Spanish speaking women and men against the power of dominant gender constructions. It is expected that through analysis of these works students learn about an important aspect of these societies. This unit also opens up possibilities of creative self-expression in Spanish around the theme of passion and repression.

## 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 the role of gender in current and past social change and cultural production in the Spanish-speaking world.

Analyse genre conventions and language usage in different cultural products in Spanish.

Explain the historical context of issues around gender relations and gender expression in

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

## General Assessment Information

Indicative samples of genre-types, indicative content, patterns of activity etc for each assessment task are provided in iLearn, as well as marking criteria/rubrics.

## 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
<u>Tutorial presentation</u>	25%	No	Individually assigned
<u>Key terms and theory</u>	5%	No	Week 3
<u>Literature review</u>	15%	No	Week 8
<u>Workshop</u>	5%	No	Week 10
<u>Analytical paper</u>	40%	No	Week 13
<u>Participation</u>	10%	No	Ongoing

## Tutorial presentation

Due: **Individually assigned**

Weighting: **25%**

Students will need to present on one person, cultural product or social issue covered in the course between week 4 and week 13. Topics will be selected in week 2. This oral presentation in Spanish should **incorporate analysis of creative works/case studies**, the social, historical and political context, and not just a synthesis of biographical detail/description of events. Internal students will do a **15-minute** presentation with a corresponding powerpoint. Palm cards/scripts **are** allowed. External students will record their presentation via voicethread by 9am on Monday morning of the week in which that topic is covered (detailed instructions in iLearn). Alternatively, external students can choose to deliver their presentation live through Zoom during class time or attend the class in person on the day of their presentation.

On successful completion you will be able to:

- Identify the role of gender in current and past social change and cultural production in the Spanish-speaking world.
- Analyse genre conventions and language usage in different cultural products in Spanish.
- Explain the historical context of issues around gender relations and gender expression in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## Key terms and theory

Due: **Week 3**

Weighting: **5%**

Contribute to understanding of concepts and how to use them in the analysis of gender and power by posting theoretical terms in unit glossary. Pass/Fail.

On successful completion you will be able to:

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## Literature review

Due: **Week 8**

Weighting: **15%**

Write a brief 200 word comparative summary of 2-3 research articles (use library search and academic databases to find appropriate sources in Spanish) that relate to and extend your knowledge of one of the topics covered in weeks 3-7. (It must not be the same topic on which you completed an oral presentation.)

On successful completion you will be able to:

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- Explain the historical context of issues around gender relations and gender expression in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## Workshop

Due: **Week 10**

Weighting: **5%**

Workshop relating the critical theory from weeks 1-2 and the first assessment tasks (literature review) to case studies students have chosen to analyse in their final analytical paper. This serves to develop the critical framework or conceptual introduction for the final paper.

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## Analytical paper

Due: **Week 13**

Weighting: **40%**

500-600 word analytical paper in Spanish, in which you select an example of a contemporary or historical issue of gender and power in the Spanish-speaking world. In your report, analyse historical/social context that informs the events described and the broader implications in relation to the themes of this course.

On successful completion you will be able to:

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- Analyse genre conventions and language usage in different cultural products in Spanish.
- Explain the historical context of issues around gender relations and gender expression in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## Participation

Due: **Ongoing**

Weighting: **10%**

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 topics. A general discussion question will be provided on the forum each week so that you can prepare some comments in advance/post in written form if you are not confident speaking in class.

On successful completion you will be able to:

- Identify the role of gender in current and past social change and cultural production in the Spanish-speaking world.
- Explain the historical context of issues around gender relations and gender expression 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](http://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.

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>). 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 outcome

- Analyse genre conventions and language usage in different cultural products in Spanish.

### 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

- Analyse genre conventions and language usage in different cultural products in Spanish.

### Assessment task

- Literature review

### 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**

- Participation

## **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 the role of gender in current and past social change and cultural production in the Spanish-speaking world.
- Analyse genre conventions and language usage in different cultural products in Spanish.
- Explain the historical context of issues around gender relations and gender expression in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## **Assessment tasks**

- Key terms and theory
- Literature review
- Workshop
- Analytical paper
- Participation

## **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**

- Analyse genre conventions and language usage in different cultural products in Spanish.

- Explain the historical context of issues around gender relations and gender expression in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## **Assessment tasks**

- Tutorial presentation
- Literature review
- Workshop
- Analytical paper

## **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 issues around gender relations and gender expression in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## **Assessment tasks**

- Tutorial presentation
- Key terms and theory
- Literature review
- Workshop
- Analytical paper

## **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**

- Analyse genre conventions and language usage in different cultural products in Spanish.

- Explain the historical context of issues around gender relations and gender expression in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## **Assessment tasks**

- Tutorial presentation
- Literature review
- Workshop
- Analytical paper

## **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 the role of gender in current and past social change and cultural production in the Spanish-speaking world.
- Explain the historical context of issues around gender relations and gender expression in the Spanish-speaking world and defend in Spanish the student's own interpretation of their consequences.

## **Assessment task**

- Analytical paper

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Identify the role of gender in current and past social change and cultural production in the Spanish-speaking world.
- Explain the historical context of issues around gender relations and gender expression in

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

## **Assessment task**

- Analytical paper

## **Changes from Previous Offering**

Assessment model has been revised to explicitly scaffold interlinked theory, research and writing skills, and give students peer and direct feedback in developing their conceptual understanding of key ideas.