HP103-30 Language, Text and Identity in the Hispanic World

24/25

Department
> School of Modern Languages and Cultures

Level
> Undergraduate Level 1

Module leader
> Raquel Navas

Credit value
> 30

Module duration
> 20 weeks

Assessment
> 100% coursework

Study location
> University of Warwick main campus, Coventry

Description

Introductory description

N/A

[Module web page](#)

Module aims

The aim of this module is to introduce students to the cultural and sociolinguistic diversity of Hispanic world, and to the literary and cultural analysis of texts that address this diversity. The first half of the module explores the different varieties of Spanish spoken around the world, along with some of the principal languages that share its territory. The second half of the module reads a variety of texts that cross linguistic and cultural borders, with a focus on those that travel between Spanish and English. Students will be encouraged to focus on linguistic structures and close readings of the set texts, and so supported in acquiring reading and interpretative competence in Spanish as well as deepening their linguistic skills.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

How has the Spanish language travelled around the world and what happens when it coexists with other languages? How do writers exploit language to explore identity, and what happens when they work between two (or more!) languages? What skills do we need as readers to interpret the nuances of texts that travel between languages?
This module will equip you with an understanding of the cultural and sociolinguistic diversity of the Hispanic world, and a strong grounding in the literary and cultural analysis of texts that address this diversity

Learning outcomes

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

- Demonstrate relevant factual knowledge of the cultural and sociolinguistic diversity of the Hispanic world
- Argue the relation between the cultural and sociolinguistic diversity of the Hispanic world and literary texts that address this diversity; evaluate literary expressions of cultural and linguistic diversity in the context of the cultural and sociolinguistic diversity of the Hispanic world
- Use knowledge acquired in lectures, seminars, and from prescribed reading as a basis for individual research

Indicative reading list

Bell, A. (2014) The guidebook to sociolinguistics. Chichester, West Sussex, United Kingdom: Wiley-Blackwell. Available at: https://ebookcentral.proquest.com/lib/warw/detail.action?docID=4434069.

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Geeslin, K. L. (ed.) (2018) The Cambridge handbook of Spanish linguistics. Cambridge, United Kingdom: Cambridge University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3226998.

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Lipski, J. M. (2008) Varieties of Spanish in the United States. Washington, D.C.: Georgetown University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2928517.

Lugo Filippi, C. and Vega, A. L. (1981) Virgenes y martires: (cuentos). Rio Piedras, P.R.: Antillana.

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Mar-Molinero, C. (1997) The Spanish-speaking world: a practical introduction to sociolinguistic issues. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2882077.

Mar-Molinero, C. (2000) The politics of language in the Spanish-speaking world: from colonisation to globalisation. London, England: Routledge.

Mar-Molinero, C. and Stewart, M. (eds) (2006) Globalization and language in the Spanish-speaking world: macro and micro perspectives. Houndmills, Basingstoke, Hampshire, England: Palgrave Macmillan. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3013407.

Mesthrie, R. et al. (2009) Introducing sociolinguistics. 2nd ed. Edinburgh: Edinburgh University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2859729.

Paffey, D. (2012) Language ideologies and the globalization of standard Spanish. London: Bloomsbury Academic. Available at: http://ebookcentral.proquest.com/lib/warw/detail.action?docID=1050485.

Sayer, P. (2010) 'Using the linguistic landscape as a pedagogical resource', ELT Journal, 64(2), pp. 143–154. doi: 10.1093/elt/ccp051.

Shohamy, E. G. and Gorter, D. (2009) Linguistic landscape: expanding the scenery. 1st ed. New York: Routledge.

Shohamy, E. G., Ben Rafael, E. and Barni, M. (no date) Linguistic landscape in the city. Bristol, UK: Multilingual Matters. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2954897.

Stewart, M. (1999) The Spanish language today. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2890493.
Stockwell, P. (2007) Sociolinguistics: a resource book for students. Second edition. London: Routledge.

Thompson, G. L. and Lamboy, E. M. (2012) Spanish in bilingual and multilingual settings around the world. Leiden: Brill. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3007450.
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MacKenzie Ian (2001) A Linguistic Introduction to Spanish. Munich: Lincom Europa.

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Mar Molinero, Clare. (2000) The Politics of Language in the Spanish-Speaking World: from Colonisation to
Globalisation. Routledge.

Stewart, Miranda. (2003) "Spanish in Contact" in The Spanish Language Today. Routledge.

Allan, J. (2019) Silenced resistance: women, dictatorships, and genderwashing in Western Sahara and Equatorial Guinea. Madison, Wisconsin: The University of Wisconsin Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3438467.
Ashcroft, B., Griffiths, G. and Tiffin, H. (2002a) The Empire writes back: theory and practice in post-colonial literatures. 2nd ed. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2868920.
Ashcroft, B., Griffiths, G. and Tiffin, H. (2002b) The Empire writes back: theory and practice in post-colonial literatures. 2nd ed. London: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2868920.
Ashcroft, B., Griffiths, G. and Tiffin, H. (2006) The post-colonial studies reader. 2nd ed. London: Routledge.
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Barry, P. (1995) Beginning theory: an introduction to literary and cultural theory. Manchester: Manchester University Press.
Bertacco, S. (2014) Language and translation in postcolonial literatures: multilingual contexts, translational texts. London, 2018: Routledge. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2810711.
Boehmer, E. (2005) Colonial and postcolonial literature: migrant metaphors. 2nd edition. Oxford: Oxford University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2569113.
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Chʿien, E. N.-M. (2004) Weird English. Cambridge, Mass: Harvard University Press.
Chitnis, R. A. et al. (eds) (2019) Translating the literatures of small European nations. Liverpool: Liverpool University Press.
Culler, J. D. (1997a) Literary theory: a very short introduction. Oxford: Oxford University Press.

Culler, J. D. (1997b) Literary theory: a very short introduction. Oxford: Oxford University Press.

Dellita Martin-Ogunsola (2004) 'Identity Formation Through Language and Literature in the African-Ancestored Cultures of Spanish America: Cuba and Costa Rica', The Black Scholar. Taylor & Francis, Ltd., 34(1), pp. 4–17. Available at: https://www.jstor.org/stable/41069824.

Entrevista a Trifonia Melibea Obono, autora de "La bastarda" - ENTREVISTAS - TodoLiteratura - Análisis y crítica del mundo literario - (no date). Available at: https://www.todoliteratura.es/articulo/entrevistas/entrevista-trifonia-melibea-obono-autora-bastarda/20161101124437033599.html.

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Innes, C. L. (2007) The Cambridge introduction to postcolonial literatures in English. Cambridge, UK: Cambridge University Press. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2802673.

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Jacob Mikanowski (2018) 'Behemoth, bully, thief: how the English language is taking over the planet', Guardian. Available at: https://www.theguardian.com/news/2018/jul/27/english-language-global-dominance.

Kwaku Addae Gyasi (2005) 'Writing as Translation: African Literature and the Challenges of Translation', Research in African Literatures. Indiana University Press, 30(2), pp. 75–87. Available at: https://muse.jhu.edu/article/179356.

La bastarda, de Trifonia Melibea Obono. Ser lesbiana en Guinea Ecuatorial (no date). Available at: http://www.altairmagazine.com/blog/la-bastarda-la-voz-de-las-mujeres-sin-nombre/.

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Loomba, A. (2015b) Colonialism/postcolonialism. Third edition. London: Routledge, Taylor & Francis Group. Available at: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2812327.

Low, G. C.-L. (2012) Publishing the postcolonial: Anglophone West African and Caribbean writing in the UK, 1948-1968. New York: Routledge.

Millán, C. and Bartrina, F. (eds) (2013) The Routledge handbook of translation studies. Milton Park, Abingdon, England: Routledge. Available at: http://ebookcentral.proquest.com/lib/warw/detail.action?docID=1108575.

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Ngũgĩ wa Thiong'o (1986) Decolonising the mind: the politics of language in African literature. London: Currey.

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nacional y feminista de Rosalía de Castro en sus traducciones al inglés', Quaderns: revista
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Owomoyela, O. (ed.) (1993) A History of twentieth-century African literatures. Lincoln:
University of Nebraska Press.

Quayson, A. (ed.) (2011a) The Cambridge history of postcolonial literature: Volume 2.
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and postcolonial history. New York, NY: Palgrave Macmillan. Available at:
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around the world. Leiden: Brill. Available at:
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3/4

Trifonia Melibea Obono: «En España me llaman 'la negra', en Guinea Ecuatorial 'la
españolita'» (no date). Available at:
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a-euatorial-espanolita-201612121313_noticia.html.

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man-equatorial-guinea/.

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Wang, E. W. (no date) Why My Novel Uses Untranslated Chinese. Literary Hub. Available
at: http://lithub.com/why-my-novel-uses-untranslated-chinese/#.

View reading list on Talis Aspire

International

All modules delivered in SMLC are necessarily international. Students engage with themes and ideas from a culture other than that of the UK and employ their linguistic skills in the analysis of primary materials from a non-Anglophone context. Students will also be encouraged to draw on the experiences of visiting exchange students in the classroom and will frequently engage with theoretical and critical frameworks from across the world.

Subject specific skills

This module will develop students' linguistic skills through engaging with primary materials in the target language. It will build students' capacity to engage with aspects of Hispanic culture through analysis of this primary material and through seminar discussion aimed at deeper critical thinking. In particular, students' awareness of the Hispanic World will be enhanced through lectures and seminars which engage in scholarship in the field.

Transferable skills

All SMLC culture modules demand critical and analytical engagement with artefacts from target-language cultures. In the course of independent study, class work and assessment students will develop the following skills: written and oral communication, creative and critical thinking, problem solving and analysis, time management and organisation, independent research in both English and their target language(s), intercultural understanding and the ability to mediate between languages and cultures, ICT literacy in both English and the target language(s), personal responsibility and the exercise of initiative.

Study

Study time

Type	Required
Lectures	18 sessions of 1 hour (6%)
Seminars	18 sessions of 1 hour (6%)
Tutorials	2 sessions of 2 hours (1%)
Private study	260 hours (87%)
Total	300 hours

Private study description

Students will be expected do research to complement taught class hours

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group A3

	Weighting	Study time
Written Assignment 1 (2500 words)	50%	
Written Assignment 2 (2500 words)	50%	

Feedback on assessment

Feedback will be provided in the course of the module in a number of ways. Feedback should be understood to be both formal and informal and is not restricted to feedback on formal written work. Oral feedback will be provided by the module tutor in the course of lecture and seminar discussion. This may include feedback on points raised in small group work or in the course of individual presentations or larger group discussion.

Written feedback will be provided on formal assessment using the standard SMLC Assessed Work feedback form appropriate to the assessment. Feedback is intended to enable continuous improvement throughout the module and written feedback is generally the final stage of this feedback process. Feedback will always demonstrate areas of success and areas for future development, which can be applied to future assessment. Feedback will be both discipline-specific and focused on key transferable skills, enabling students to apply this feedback to their future professional lives. Feedback will be fair and reasonable and will be linked to the SMLC marking scheme appropriate to the module.

Availability

Courses

This module is Core for:

- Year 1 of UHPA-R400 Undergraduate Hispanic Studies
- Year 1 of UHPA-R4T1 Undergraduate Hispanic Studies with Chinese

This module is Core optional for:

- Year 1 of UIPA-R4L8 Undergraduate Hispanic Studies and Global Sustainable Development
- Year 1 of ULNA-R4V1 Undergraduate Hispanic Studies and History

- Year 1 of UHPA-R4W4 Undergraduate Hispanic Studies and Theatre Studies
- Year 1 of UHPA-RP43 Undergraduate Hispanic Studies with Film Studies
- Year 1 of ULNA-R4RL Undergraduate Hispanic Studies with Italian

This module is Optional for:

- Year 1 of UFRA-R900 Undergraduate Modern Languages

This module is Core option list A for:

- Year 1 of UHPA-R400 Undergraduate Hispanic Studies
- Year 1 of ULNA-R4Q1 Undergraduate Hispanic Studies and Linguistics

This module is Core option list B for:

- Year 1 of ULNA-R9Q2 Undergraduate Modern Languages with Linguistics
- Year 1 of UPOA-M166 Undergraduate Politics, International Studies and Hispanic Studies

This module is Core option list C for:

- Year 1 of ULNA-R9L1 Undergraduate Modern Languages and Economics (4-year)
- Year 1 of ULNA-R9Q1 Undergraduate Modern Languages and Linguistics

This module is Core option list D for:

- Year 1 of ULNA-R4L1 Undergraduate Hispanic Studies and Economics (4-year)

This module is Core option list G for:

- Year 1 of UHPA-R4T6 Undergraduate Hispanic Studies with Arabic
- Year 1 of ULNA-R4RJ Undergraduate Hispanic Studies with French

This module is Option list B for:

- Year 1 of UHPA-QR34 Undergraduate English and Hispanic Studies