

King's College London
Department of Spanish, Portuguese and Latin American Studies

FIRST SEMESTER COURSEWORK ESSAYS 2017/2018

4AASA047/4AASA048 Global Iberias: Introduction to the Spanish and Portuguese-Speaking Worlds

Write ONE essay of **2000** words, in ENGLISH. Please follow the submission guidelines displayed in the [King's E-learning and Teaching Service](#) (KEATS) module assignment submission area.

If you either fail to submit material for assessment or submit *on or after the deadline* and have not made a request for an extension, or have not satisfied the Chair of the Assessment Sub Board that your mitigating circumstances offer valid reasons for submitting late work, you will have an automatic penalty applied. Work submitted within 24 hours of the deadline will be marked but the mark awarded will be no greater than the pass mark. Work submitted after the 24 hour deadline will receive a mark of zero. You may, at the discretion of the relevant Assessment Sub Board, be permitted to attempt the assessment again if the regulations for the programme permit such reassessment. For more guidance please see the following link:
<http://www.kcl.ac.uk/artshums/study/handbook/sguides/assessment/onlinesub.aspx>

Make sure you have read the information about Undergraduate Assessment in the [Department Handbook](#).

Your attention is drawn to the Faculty guidelines on plagiarism & other related forms of cheating. In submitting your essay you will be assumed to have complied with these regulations, which are described in detail on the following webpage:
<http://www.kcl.ac.uk/artshums/study/handbook/sguides/assessment/plagiarism.aspx>

Exchange students at King's for semester one only will be set alternative assessment i.e. one essay of 3,000 words (deadline January 9 2018). Exchange students whose field of study is not English may be allowed, in consultation with the course tutor, to submit course work in Spanish or Portuguese. All regulations about the scholarly presentation of written work will apply.

Essay Questions:

1. According to Sizen Yiacoup, the ballads possess a 'capacity to create a space for diversity within the collective identity'. Assess this view critically in the light of your own close reading of AT LEAST TWO ballads. Your answer should show how the formal and stylistic features of your chosen ballads help shape their meaning.

2. Analyse the purpose and effects of the linguistic strategies used by Columbus in his letter to Luis de Sant Ángel.
3. How does the early modern sonnet structure 'ways of seeing' the Spanish and Portuguese Empires in the sixteenth and seventeenth centuries? Your answer should be based on a detailed analysis of TWO or THREE sonnets from the lecture and seminar materials.
4. To what extent can we relate the ideas of national sovereignty contained in the 1812 Constitution with Goya's artistic representations of the War of Independence? Answer taking into account the analysis of AT LEAST TWO images.
5. What do ideas, practices and realities of citizenship reveal about transformations of society, culture and identity in the Age of Nationalism?
6. Discuss and evaluate the respective virtues and limitations of the two concepts - 'divided city' and 'porous city' - as applicable to Rio de Janeiro, making ample reference to the materials provided (film, song, prose).
7. Discuss the impact of mass immigration on cultural expression in Buenos Aires in the first decades of the twentieth century. You should make reference to the life histories and tango lyrics we have studied.
8. How important was Portugal's 20th-century colonial experience in Africa in the construction of the modern nation?
9. What are the research aims of the *Las sinsombrero* project? How do these aims challenge AND/OR reinforce the current definition and history of the 1927 generation? Illustrate your answer with close readings of AT LEAST ONE text AND AT LEAST ONE image by ONE OR MORE of the authors or artists included in the *Las sinsombrero* project.
10. Using evidence from TWO different weeks, discuss how the female body has been used to construct ideas of Empire, conquest, and/ or nationhood.
11. At the start of the semester, you read and summarized the article by María Rosa Menocal, 'Why Iberia?'. Having completed the semester, what answer would you give to this question? Your essay should be based on critical analysis of material from TWO weeks.
12. How has this semester helped you understand the ways in which language acts in the world, to shape our identities and to contest them? Your answer should be based on critical analysis of evidence from ONE or TWO weeks.

See over for further guidance

Instructions:

- Essays are submitted electronically on KEATS only.
- You must include the Arts & Humanities [coversheet](#) with your essay. **The coversheet must include:**
 - your **candidate number** (do NOT write your NAME anywhere in the essay or coversheet);
 - the **module name** (Global Iberias) **and code** (4AASA047 or 4AASA048)
 - Assignment: please include the **Essay number** (1st or 2nd Essay) and the **title of the Essay** (the Essay Question) in abbreviated form.
 - N.B. For this specific module, please complete the box marked **‘Assignment Tutor/Group’** with the initials with the initials of your seminar tutor
 - The **word count**;
 - **Essay deadline and date submitted.**

Review checklist:

- Is the essay formatting acceptable (line spacing double and font size 12)? Did you remember to number the pages?
- Did you indicate all quotations in quotation marks, acknowledge ideas borrowed, and correctly reference your sources and reading?
- Did you include a bibliography of all works cited and relevant work consulted?
- Did you follow the SPLAS Style Guide?
- Have you taken advantage of consulting with the relevant lecturer, or your seminar tutor, to plan your essay?

Refer to the Global Iberias Course booklet on Keats for further details on the above.