1. **Title of the module**

HISP5620 (LS562) – The Legacy of Inequality: Race and Ethnicity in Latin America

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Co-requisite: Either HISP5040 (Spanish Intermediate B1-B2), or HISP5050 (Spanish Upper Intermediate B2)

1. **The programmes of study to which the module contributes**

Optional for BA Hispanic Studies (Single and Joint Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate detailed knowledge and understanding of Latin American history and culture from the colonial period to the present;

8.2 Analyse a variety of textual media, synthesising information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory;

8.3 Use a range of established techniques to analyse, criticise and assess logical arguments, with the aim of reaching conclusions independently;

8.4 Research, plan and present a chosen topic relating to Latin American history and culture with confidence and accuracy;

8.5 Demonstrate their ability to read Spanish texts confidently in their original native language.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Contribute to academic discussion with confidence whilst acknowledging and respecting the contributions of others;

9.2 Communicate their own ideas clearly and coherently;

9.3 Take responsibility for their own personal and professional learning and development;

9.4 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study;

9.5 Demonstrate their ability to plan and write an articulate essay and to organise it around a coherent argument.

1. **A synopsis of the curriculum**

This module will provide an examination of the incorporation of indigenous and slave populations to political life in different Latin American countries from the colonial period to the present. It will focus on two main issues, namely the relationship between the state and indigenous populations as well as the process of abolition of slavery. These topics will be explored in a comparative perspective with an aim to understanding the legacies of unequal societies and their impact on current realities.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Andrews, G.R. (2004). Afro-Latin America, 1800-2000. Oxford: Oxford University Press

Restall, M. (ed.) (2005). Beyond Black and Red: African-Native Relations in Colonial Latin America. Albuquerque: University of New Mexico Press

Wade, P. (2011). Race and Ethnicity in Latin America. New York: Pluto Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay (2,000 words) – 45%
* Mid-term Assignment (2,000 words) – 45%
* Seminar Participation – 10%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Mid-term Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation |  |  |  |  |  | **x** |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module concentrates on Latin American history and culture from the colonial period to the present, with particular focus on the complex dynamics of race and racial inequalities. As such, students gain a deep understanding about the social, cultural and political dynamics and tensions both within the various countries and across the continent. Being a Level 5, Stage 2 module, this knowledge gained will be of use to the students in considering the Year Abroad choices and in enriching their experience on the Year Abroad.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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