1. **Title of the module**

HISP5630 (LS563) – Terrorism and State Terror 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 6

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**

Prerequisite: 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 comprehensive knowledge and understanding of 20th Century Latin American history and culture, particularly regarding 1970s and 1990s Argentina, Chile, Central America and Peru;

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 in relation to 20th Century Latin America;

8.3 Demonstrate their ability to analyse, criticise and assess logical arguments in detail, and to study and reach original conclusions independently;

8.4 Research, plan and present a chosen topic relating to 20th Century Latin American history and culture with confidence and accuracy;

8.5 Demonstrate their ability to read Spanish texts fluently and quickly in their original native language.

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

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

9.2 Communicate their own ideas clearly and coherently to both specialist and non-specialist audiences alike;

9.3 Take responsibility for their own personal and professional learning and development using scholarly reviews as well as both primary and secondary sources;

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 and original piece of work and to organise it around a coherent argument.

1. **A synopsis of the curriculum**

This module explores the difficult experiences of terrorism and state terror in Latin America through films and documentaries. Between the 1970s and the 1990s Argentina, Chile, Central America and Peru lived through extreme instances of insurgency and state sponsored violence. The course will examine the tensions in society brought by these experiences as well as the efforts to come to terms with these memories. The main texts that will accompany this course will be the reports produced by the different commissions that sought truth and redress from the 1980s to the present.

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

Chanan, M. (ed.) (1983). *Twenty-five Years of the New Latin American Cinema*. London: British Film Institute

Hart, S. (2015). *Latin American Cinema*. London: Reaktion Books Ltd.

Martin, M.T. (1997). *New Latin American Cinema*. Detroit: Wayne State University Press

Monaco, J. (2009). *How to Read a Film: Movies, Media and Beyond*. New York: Oxford University Press

Shaw, D. (2003). *Contemporary Cinema of Latin America: Ten Key Films*. New York and London: Continuum

Zubieta, A.M. (2008). *De memoria; Tramas literarias y políticas: el pasado en cuestion*. Buenos Aires: Editorial Buenos Aires

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 focuses on 20th Century Latin American history and culture, particularly regarding 1970s and 1990s Argentina, Chile, Central America and Peru. 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 6 module, students will be able to bring to the discussion and to their research experience gained 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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