1. **KentVision Code and title of the module**

HISP3120 Identity, Politics and Power in the Hispanic World

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

Arts and Humanities (SCL)

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

Level 4

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** **and/or any module restrictions**

Co-requisite: HISP3020 – Spanish Beginners A1-A2 (Intensive); or HISP3000 – Spanish Lower Intermediate B1

1. **The course(s) of study to which the module contributes**

Compulsory 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 a sound basic knowledge of key figures and events in Spanish and Spanish American history from their origins to the end of the 20th century;

8.2 Demonstrate an understanding of the key factors influencing social and political change during this period;

8.3 Place social, political and artistic events in a historical context;

8.4 Make an informed response to, and evaluate critically a range of texts and topics representative of main historical and cultural movements in Spain and Spanish America.

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

9.1 Demonstrate their skills of critical analysis;

9.2 Demonstrate their ability to organise and synthesise material from a variety of sources;

* 1. Demonstrate an ability to communicate their ideas in writing;

9.4 Demonstrate an ability to work independently.

1. **A synopsis of the curriculum**

The module aims to provide students with a general understanding of the development of the Spain, the Spanish American nations, and their cultures, in order to establish the general historical and cultural framework.

The key periods covered include the emergence of the Spanish nation (711-1492); the Spanish Golden Age; the emergence of Spanish America (1492-1812); 19th Century Spain and the end of the Empire; Spanish America: the way to Independence (1812-1898); Spain from 1898 to the Civil War; Spain under Franco (1936-1975); Spanish America in the 20th Century (1898-1975); Transition to a Modern Spain (1975-2000); and Modern Spanish America (1975-2000).

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [**reading list pages**](https://kent.rl.talis.com/index.html).

1. **Contact Hours**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods

Essay 1 (2,000 words) – 50%

Essay 2 (2,000 words) – 50%

13.2 Reassessment methods

Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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**

Internationalisation is incorporated into the assessment method of this module as students can quote in their essay from primary and sometimes secondary sources that are in Spanish. The content of the module includes original historical texts in Spanish from Spain and Latin America.

**DIVISIONAL USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date approved** | **Major/minor revision** | **Start date of delivery of revised version** | **Section revised** | **Impacts PLOs (Q6&7 cover sheet)** |
| 22/02/16 | Major | September 2015 | 8-9, 11, 13 | No |
| 18/02/19 | Major | September 2019 | 1,5, | No  |
| 21/12/2021 | Minor | 2022/23 | 1 | No |