1. **Title of the module**

HISP5710 (LS571) – After Dictatorship: Spain and 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**

None

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

Optional for BA Hispanic Studies (Single and Joint Honours)

Also available as a ‘Wild’ module

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

8.1 Demonstrate critical understanding of the different ways in which Spain and Latin American countries have attempted to make transitions from dictatorship to democracy;

8.2 Demonstrate a cogent knowledge of a variety of textual media, having synthesised 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 Demonstrate understanding of established methods of analysing, criticising and assessing logical arguments, and studying and reaching conclusions independently;

8.4 Research, plan and present orally to a group on a chosen topic relating to Spanish and Latin American countries who have attempted to make transitions from dictatorship to democracy;

8.5 Read and listen to texts in Spanish.

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

9.1 Participate in discussion, make their own contributions to the discussion and listen to and respect the contributions of others;

9.2 Communicate their own ideas clearly and coherently, orally and in writing;

9.3 Take responsibility for 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 Plan and write an essay and to organise it around a coherent argument;

1. **A synopsis of the curriculum**

This module explores the different ways in which Spain and Latin American countries have attempted to make transitions from dictatorship to democracy. The course provides an overview of the political, social and cultural developments in Spain and Latin America after conditions of dictatorship, from 1975 onwards in the case of Spain and from the 1980s and 1990s in the case of specific Latin American countries (Chile, Argentina and Peru, among others). The course takes a comparative and interdisciplinary approach by combining history, literature, film, journalism and comics. The chosen texts provide an insight into the political, social and cultural attitudes of post-dictatorship societies as well as into the changing role and conditions of cultural production in post-dictatorial democracies. Issues such as historical trauma and historical memory, forgetting and collective memory, and justice and truth commissions cut across the module.

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

Armengou, Montse (2003). *Las fosas del silencio*. TV Catalunya. [Film documentary – Spain]

Cercas, Javier (2001). *Soldados de Salamina / Soldiers of Salamis*. Barcelona: Tusquets Editores.

Ley 46/1977 (1977) “Ley de Amnistía”. <http://www.boe.es/boe/dias/1977/10/17/pdfs/A22765-22766.pdf>. [Link to the website of the Spanish Government (Agencia Estatal Boletín Oficial del Estado)]

Ley 52/2007 (2007) “La Ley de Memoria Histórica”. <http://www.memoriahistorica.gob.es/es-es/LaLey/Paginas/index.aspx>. [Link to the website of the Spanish Government (Agencia Estatal Boletín Oficial del Estado)]

Dorfman, Ariel (1994 [1990]). *La muerte y la doncella* / *Death and the Maiden*. London: Nick Hern Books. [Play – Chile]

Llosa, Claudia (2008) *La teta asustada / The Milk of Sorrow*. [Film – Peru]

Martel, Lucrecia (2008). *La mujer sin cabeza* [Film – Argentina]

Taylor, Diana (1970). *Disappearing acts: spectacles of gender and nationalism in Argentina's “dirty war”*. Durham, N.C.: Duke University 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 (2,500 words) – 50%
* Mid-term assignment: Critical Commentary (1,500 words) – 25%
* Mid-term assignment: Group Presentation (15 minutes) – 25%
  1. 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)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | **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** |
| Mid-term Assignment: Critical Commentary | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Mid-term Assignment: Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **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**

With its focus on Spain and three Latin American countries (Argentina, Chile, Peru), the entire module reflects internationalisation and transnational approach to the study of history, politics and culture. Both subject-content and case studies are designed to raise the students’ awareness of the interactions and connections between Spain and Latin in the second half of the twentieth century within the broader context of a shared history, culture and language.

**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.**

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

|  |
| --- |
| Revised FSO Jan 2018 |