1. **Title of the module**

HISP3080 (LS308) – The Modern Latin American Short Story

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 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**

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 knowledge and understanding of Latin American history and culture of the nineteenth and twentieth centuries;

;

8.2 Demonstrate knowledge of selected twentieth-century prose works that both reflect and create Latin American history and culture;

8.3 Demonstrate close reading and analytical skills, including the application of critical thinking to the study of Latin American literature.

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

9.1 Demonstrate their skills in critical analysis;

9.2 Demonstrate their written communication skills, including the structuring of an original argument, through the writing of the essays;

9.3 Demonstrate IT skills by conducting individual research using available resources (library and online) and by using computers to produce coursework;

9.4 Demonstrate independent learning skills by being able to make use of a wide range of resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

1. **A synopsis of the curriculum**

This module offers an introduction to the history and culture of Latin America through a reading of short stories from different regions. Links are made between political events and circumstances, such as the Mexican Revolution and the subsequent Cristero Rebellion, ‘La Violencia’ of Colombia, the literary ‘Boom’ of the 1960s, and cultural genres, such as political writing and Magical Realism, in order to highlight how different writers explore key issues affecting their countries. The module begins by outlining common themes in Latin American literature, such as the experience of colonialism, independence indigenismo, and mestizaje, and the question of identity in a post-colonial context. It then focuses on individual short stories and explores the ways in which they communicate these themes.

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

Cabrera, L. (2005). *Afro-Cuban Tales.* Nebraska:Bison Books

Cortázar, J. (1985). *Blow-Up And Other Stories*. New York: Random House

García Márquez, G. (2014). *Collected Stories.* London: Penguin

Rulfo, J. (1971). *The Burning Plain.* Austin: University of Texas 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

This module will be assessed by 100% coursework.

* Essay 1 (2,000 words) – 50%
* Essay 2 (2,000 words) - 50%
  1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Essay (2,500 words) – 100%

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* |  | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** | |  | |  | |  |  |  |  |  |  |
| Private Study | | **x** | | **x** | | **x** |  | **x** | **x** | **x** | **x** |
| Lecture/Seminar | | **x** | | **x** | | **x** |  | **x** |  | **x** | **x** |
| **Assessment method** | | |  | |  |  |  |  |  |  |  |
| Essay 1 | | | **x** | | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Essay 2 | | | **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**

The module’s focus is Latin America, which is a land of many different cultures. As a result, students will gain broad understanding of these different histories, societies and languages.

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**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) |
| 17/01/2018 | Minor | January 2019 | 1,8,9,10,11,12,13 | No |
|  |  |  |  |  |