1. **Title of the module**

HISP3190 (LS319) – State-building 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 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)

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 19th and 20th Centuries (particularly related to Argentina, Bolivia, Colombia, Chile, Cuba, Mexico, Peru, and Venezuela);

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 Demonstrate their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently.

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

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

9.2 Communicate their own ideas;

9.3 Exercise some responsibility for their own personal and professional learning and development;

9.4 Reflect on their own learning and plan their use of time;

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

1. **A synopsis of the curriculum**

This module introduces Latin America through the lens of state formation. It examines the nineteenth century from the end of the colonial period and independence through to the decolonisation of Cuba. It has a particular focus on the cases of Argentina, Bolivia, Colombia, Chile, Cuba, Mexico, Peru, and Venezuela. Topics include the recurrence of internal and external wars, tensions between the center and regions, the development of export markets and its links to the creation of stability, caudillismo, and the importance of ideology in state building.

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

Archer, C.I. (2000). *The Wars of Independence in Spanish America*. Wilmington, Delaware: Scholarly Resources

Brown, M. (2008). *Informal Empire in Latin America: Culture, Commerce and Capital*. Oxford: Blackwell

Collier, S. (2006). *Chile: The Making of a Republic, 1830-1865: Politics and Ideas*. Cambridge: Cambridge University Press

De la Fuente, A. (2000). *Children of Facundo: Caudillo and Gaucho Insurgency during the Argentine State-formation Process (La Rioja, 1853-1870)*. Durham, N.C.: Duke University Press

Fowler, W. & Lambert, P. (2006). *Political Violence and the Construction of National Identity in Latin America*. New York: Palgrave MacMillian

Hamnett, B.R. (2006). *A Concise History of Mexico*. Cambridge: Cambridge 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 (2,000 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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Mid-term Assignment | **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 Latin American history and culture of the 19th and 20th Centuries, with particular focus on Argentina, Bolivia, Colombia, Chile, Cuba, Mexico, Peru, and Venezuela. 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 4, Stage 1 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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