1. **Title of the module**

HISP5540 (LS554) – Writing the Cuban Revolution

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: LS5040 - Spanish Intermediate B1-B2 (Intensive), or LS5050 – Spanish Upper Intermediate B2; or equivalent level of ability to Level B2 of the CEFR

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

Optional for BA Hispanic Studies (Single and Joint Honours); BA Hispanic Culture and Language (Single and Joint Honours)

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

8.1 Demonstrate coherent and detailed knowledge of a variety of textual media – essay, diary, novel, film – from a variety of Cuban artists;

8.2 Investigate how these works are situated in, and relate to, the historical, cultural, social and political events of the Cuban revolutionary era;

8.3 Accurately deploy established techniques of analysis and enquiry in order to criticise and assess logical arguments in relation to the historical, cultural, social and political events of the Cuban revolutionary era;

8.4 Demonstrate an ability to read texts in Spanish and understand Spanish-language cinema so as to be able to critically evaluate arguments, concepts and data resulting in the ability to make judgements and frame appropriate questions.

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

9.1 Communicate their own ideas clearly to articulate a coherent position;

9.2 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study making use of scholarly reviews and primary sources;

9.3 Demonstrate their skills in critical analysis, argument, and supporting a particular position through their engagement with major texts, through reading, writing;

1. **A synopsis of the curriculum**

The module investigates a variety of films and texts produced by Cubans both in Cuba and in exile from the time of the Revolution to the present day. In analysing these texts, an impression will emerge of how different writers and artists respond to the powerful presence of the revolutionary regime and to the pressures inherent within that system. Textual analysis will run parallel to an investigation of the history and politics of the revolutionary period, highlighting key moments and issues that become decisive elements within the texts.

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

Arenas, Reinaldo (1992) *Antes que anochezca* (Barcelona: Tusquets)

Barnet, Miguel (2010) *Biografía de un cimarrón*, ed. William Rowlandson (Manchester University Press)

Garcia, Cristina (1992) *Dreaming in Cuban* (New York: Ballantine Books)

*Fresa y chocolate* (1994) Film directed by Tomás Gutiérrez Alea & Juan Carlos Tabío

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 1 (2,500 words) – 50%
* Essay 2 (2,500 words) – 50%
  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)**

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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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **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**

The module addresses defining moments in the history and development of the Cuban Revolution, with constant reflection on how the issues raised are pertinent to many contexts in today’s geo-politics. For example, the first text, *Dreaming in Cuban*, highlights issues of exile and migration that are of pressing concern in many cultural contexts, not least in the UK. The second text raises important questions about the tension between state power and artistic and sexual freedom. The third text focuses on Cuba’s history of slavery and in so doing raises questions about slavery and work bondage today. The film highlights key questions about homophobia and state regulation of sexual orientation. All these questions equip the students to negotiating these transcultural concerns both in both national and international contexts. Three of the four texts are studied in Spanish, thereby building on the students’ linguistic and cultural development of their year abroad.

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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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/05/17 | Major | September 2018 | 8-9, 13 | No |
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| Revised FSO Jan 2018 |