1. **Title of the module**

HISP5550/HISP5560 (LS555/LS556) – Voices of a Continent: 20th Century Latin America Poets

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 (HISP5550) and Level 6 (HISP5560)

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: HISP3020 – Spanish Beginners A1-A2 (Intensive); or Equivalent certification or demonstrable level of Spanish to least CEFR A2

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

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

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Demonstrate critical knowledge of diverse elements of the poetic writings of four key poets of Latin America;

8.2 Demonstrate an understanding of the cultural, historical and geographical situation in which these poets were living and writing. This will include investigating concepts relating to regional, national and continental identities, poetic and artistic movements and genres, artistic schools, etc.;

8.3 Investigate key concepts and relate them to the study of poetry and poetics: poetic language, metaphor, rhetoric, rhyme and metre, form, etc.;

8.4 Demonstrate an improved ability to read texts in Spanish;

8.5 Demonstrate an improved ability to analyse, criticise and assess logical arguments.

**On successfully completing the module Level 6 students will be able to:**

8.6 Demonstrate coherent knowledge of diverse elements of the poetic writings of four key poets of Latin America;

8.7 Demonstrate systematic understanding of the cultural, historical and geographical situation in which these poets were living and writing. This will include investigating concepts relating to regional, national and continental identities, poetic and artistic movements and genres, artistic schools;

8.8 Investigate critically key concepts relating to the study of poetry and poetics: poetic language, metaphor, rhetoric, rhyme and metre, form;

8.9 Demonstrate an improved capacity to read texts in Spanish;

8.10 Demonstrate developed ability to analyse, criticise and assess logical arguments.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Communicate their own ideas clearly and coherently in writing;

9.2 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study;

9.3 Research, plan, structure and produce an essay of coherent development, reflecting the issues of the course, expanded through self-study, presented as a high-quality word-processed document;

9.4 Demonstrate an improved ability to research, plan and communicate effectively on a chosen topic;

9.5 Demonstrate an improved ability to plan and write an essay and to organise it around a coherent argument.

**On successfully completing the module Level 6 students will be able to:**

9.6 Communicate their own ideas maturely, clearly and coherently in writing;

9.7 Reflect on their own learning to an advanced level, plan their use of time, and identify appropriate directions for further study;

9.8 Research, plan, structure and produce an essay of coherent development, reflecting the issues of the course, expanded through self-study, presented as a high-quality word-processed document;

9.9 critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

9.10 Demonstrate an ability to plan and write an essay and to organise it around a coherent argument.

1. **A synopsis of the curriculum**

This module introduces the student to four key Latin American poets, (two of whom were Nobel prize-winners, one of whom is contemporary), representing different periods and different approaches to poetry. The course takes account of the relationships between poetry and the social, political and cultural context from which it emerges, while also allowing for discussion of particular critical and aesthetic issues relevant to poetry. Topics covered would include ultraísmo and the avant-garde, politically committed poetry, gender issues, negrismo, mulatismo, the particularities in the use of style and rhyme in Spanish verse, and the critical terms used in the discussion of poetry, both in Spanish and English.

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

Borges, JL. (1999) *Selected Poems* (London: Penguin Books, ed. Alexander Coleman)

Morejón, N. (2004) *Black Woman and other poems / mujer negra y otros poemas* (London: Mango Publishing, trans. Jean Andrews)

Neruda, P. (1992) *Selected Poems* (London: Penguin Books, ed. Nathaniel Tarn, intro Jean Franco)

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 (2,000 words) – 50%
* Essay 2 (2,000 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 / 8.6* | *8.2 / 8.7* | *8.3 / 8.8* | *8.4 / 8.9* | *8.5 / 8.10* | *9.1 / 9.5* | *9.2 / 9.6* | *9.3 / 9.7* | *9.4 / 9.8* | *9.5 / 9.10* |
| **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** |  |  |  |  |  |  |  |  |  |  |
| Essays | **x** | **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**

This module develops students’ interest in and understanding of the diversity of culture and artistic production within a range of countries in Latin America. It assesses the relationship between art, history, language and politics in relation to specific case studies and from a wider theoretical perspective. As such, the issues tackled are relevant to other regional, national and cultural contexts.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 30/09/16 | Major | September 2016 | 8-9, 11-13 | No |
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| Revised FSO Jan 2018 |