1. **Title of the module**

HISP5800 (LS580) – The Hispanic City

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

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**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Hispanic Studies (Single and Joint Honours)

Also available as an elective module choice

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

8.1 Demonstrate a detailed and critical knowledge and understanding of 20th and 21st century recent cultural and political history of two major Hispanic cities.

8.2 Demonstrate an advanced competence in applying this knowledge within new and differing contexts (e.g. as regards the city as *a lieu de mémoire* and the relationship between representations of the city to current debates about multiculturalism, migration and national identity).

8.3 Demonstrate a systematic knowledge of selected twentieth-century prose works and films that represent the city and city life in the cities chosen.

8.4 Show critical understanding of the ways in which urban development and theories of urbanity have contributed to modern Hispanic culture, in particular to literature and film.

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

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

9.1 analyse and demonstrate cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis.

9.2 devise and sustain arguments and to solve problems by engaging critically with recent critical ideas, methodologies and approaches.

9.3 demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of coursework, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in written form.

9.4 present the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts.

1. **A synopsis of the curriculum**

This module focuses on the cultural history of the Hispanic world, such as Barcelona, Havana, Madrid, Buenos Aires, Seville, Lima and Mexico City. Many of the key events and movements of the past century are intimately linked to these two cities, from the collapse of the Spanish Empire and the birth of the new the Latin-American republics, the emergence of nationalism, the development of alternative modes of self-government and their engagement with modernity. Changes and continuities in the political, social and physical topography of these cities will be traced by studying representations of them in a range of texts and films from the mid twentieth to the early twenty-first century. Alongside feature films and prose genres such as short stories and reportage, the module will also consider theoretical texts on the city and the contribution of urban life to modern Hispanic culture. Central themes are the interplay of the individual and the collective, urban anonymity and liberation versus alienation and uniformity, multiculturalism and migration.

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

McGuirk, Justin (2015). *Radical Cities Across Latin America in Search of a New Architecture*. London/New York: Verso

McNamara, Kevin R. (2014). *The Cambridge Companion to the City in Literature*. Cambridge: Cambridge University Press

Nash, Elizabeth (2001). *Madrid: A Cultural and Literary History*. New York: Interlink

Ramon Resina Joan (2001). *Iberian Cities*. London: Routledge

Walker, Charles (2017). *The Lima Reader*. Durham, NC: Duke University Press

Wilson, Jason (2007). *Buenos Aires: A Cultural History*. New York: Interlink

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* ePortfolio (1,000 words) – 30%
* Essay 2 (2,500 words) – 50%
* Presentation (15 minutes) – 20%

13.2 Reassessment methods

* 100% Coursework (3,000 words)
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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| ePortfolio | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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 actively incorporate internationalism. The main aim is to give students the ability to understand a series of cities in the Hispanic World. Students will demonstrate a detailed and critical knowledge and understanding of 20th and 21st century recent cultural and political history of at least two major Hispanic cities.

**DIVISION 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 11/01/2021 | Major | 2021/22 | 1, 3, 8, 9, 10, 11, 13, 14 | No |
| 12/05/2021 | Minor | 2021/22 | 13 | No |