1. **Title of the module**

HISP5820 (LS582) Branding 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 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 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 students will be able to:**

8.1 Demonstrate a systematic understanding of key issues associated with branding in contemporary Latin America;

8.2 Explain cultural processes of production and consumption of and in Latin America in relation to global economic and political processes and dynamics;

8.3 Deploy analytical, argumentative and evaluative skills, including in the application of critical and cultural theory to Latin American branding campaigns and cultural products;

8.4 Demonstrate comprehensive understanding of written and spoken Spanish by close reading and viewing of texts.

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

9.1 Critically evaluate a variety of textual media;

9.2 Synthesise information from a number of sources in order to gain a coherent understanding of the subject;

9.3 Manage their own learning, and to make use of primary sources and scholarly reviews;

9.4 Communicate with others and demonstrate teamwork;

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9.5 Demonstrate methods of analysing, criticising and assessing logical arguments, and studying and reaching conclusions independently.

1. **A synopsis of the curriculum**

This module examines the contemporary practice of nation branding, in which cultural and territorial assets are mobilised for various economic and political ends, both within and outside the nation’s borders. Strategic articulations of national identity allow Latin American nations to compete in global marketplaces, attract foreign investment and rally citizens, but also provoke and expose complex power struggles over the symbolic resources of the nation. Drawing on key concepts such as neoliberalism, globalisation, coloniality and hard/soft power, students on this module will consider how Latin American nations are imagined, sold and consumed as a brand in the twentieth and twenty-first centuries. Through the analysis of a broad range of cultural expressions, from photography and reggaeton music videos to literature and street art, the module also allows an exploration of some the conflicts that result from branding.

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

Anderson, B. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso Books.

Aronczyk, M. (2013). *Branding the Nation: The Global Business of National Identity*. Oxford: Oxford University Press.

Billig, M. (2005). *Banal Nationalism*. New Brunswick, NJ: Rutgers University Press.

Fehimovic, D and R. Ogden. (2018). *Branding Latin America: Strategies, Aims, Resistance*. Lanham: Lexington.

Yúdice, G. (2003). *The Expediency of Culture: Uses of Culture in the Global Era*. Durham: Duke University Press.

1. **Learning and teaching methods**

This module will be taught by means of lectures and seminars.

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 (2,500 words) – 45%
* Mid-term Assignment (1,500 words) – 25%
* Group Presentation (15 minutes) – 30%
	1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Essay (3000 words) – 100%
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* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Mid-term Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Presentation | **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 subject content encourages final year students to engage with and give greater critical thought to their recent year abroad experiences, identifying and analysing real-world examples of city, regional and national branding and the significance of this in the competitive global marketplace. The set texts, topics and themes covered in the module are precisely situated in the contemporary global context; the learning outcomes reflect an intended development of intercultural competences.

This focus may be corroborated by the incorporation of internationalisation in assessment tasks, for example in writing and publishing posts to an online blog (for the mid-term assignment) and engaging international users in the comments section in order to develop a dialogue and intercultural exchange.

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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) |
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