

CONTEMPORARY ISSUES IN LATIN AMERICA

SEMESTER IN SPANISH	Spanish Center – Instruction in Spanish
COURSE TITLE	Contemporary Issues in Latin America: The Challenge of Integration
COURSE CODE	RRII1037
# CONTACT HOURS	64
REQUIREMENTS	SPANISH B1

COURSE DESCRIPTION

This course proposes a review of Latin American history to understand its possibilities of becoming a relevant actor in the global context, either in its role as a supplier of raw materials, as a place of political and social revolutions, with alternative development perspectives to those proposed by the centra countries.

GENERAL OBJECTIVE (verb + content + context (purpose) (Made by competencies)

Understand the position of Latin America in the international context, recognizing its possibilities and difficulties, reviewing some moments in its history, to strengthen the understanding of the West, from the experience of peripheral countries

SPECIFIC OBJECTIVES

The student as a social agent is expected to:

- Be able to manage various multimodal sources of information that allow you to subsequently express ideas of medium or greater complexity, using diverse linguistic and non-linguistic resources, in a conscious, clear and adaptable manner according to the context and its register.
- Face diverse textual genres (articles, reports, letters, laws, news, interviews, debates, among others) in which recognizable positions and points of view are adopted.
- Identify relevant aspects in long and complex texts.

The student as an intercultural speaker is expected to:

- Be susceptible to accepting, incorporating and strengthening procedures that move away from ethnocentric and/or stereotypical visions of Latin America.
- It develops in cultural situations that are not excessively complex, but that also...
- Neutralize and resolve eventual situations susceptible to misunderstandings and cultural conflicts.

The student as an autonomous learner is expected to:

- Make your own belief system flexible regarding language and culture learning.
- Formulate goals periodically, according to each of the tasks demanded and the implicit recognition of your own cognitive, social and psycho-affective capacities.
- Contribute to the creation and maintenance of relationships of collaboration, cordiality and trust among group members.

Unit I: Regional integration as a process.

Definitions: nation, nationality, supra nationality, state. Ethnic, linguistic and religious composition within and between some countries of the continent. (19th century) The Bolivarian dream. Letter from Jamaica (1815).

The Pan-Americanism of the United States.

Unit II: Latin American Integration of the 20th Century

Cold war. The Bolivarian dream in danger: capitalism, socialism and fascism. The loss of democracies ('60 - '90).

Unit III: Integration, democracy and neoliberalism in the 21st century. The recovery of democracy on the continent.

Free trade agreements in Latin America and political integration processes.

KEY CONTENT

Unit I: 19th century. The Bolivarian dream

- The Conquest and Colonization of America: Incorporation of the continent into the Project of Modernity.
- Independence and nationalism: the role of elites in the identity formation of the continent.
- The Bolivarian dream: Latin Americanism
- European “civilization” v/s indigenous “barbarism.” Migration policies in the 19th century.
- Latin American raw materials for global production.
- North American Pan-Americanism.

KEY CONTENT**Unit II. 20th Century. The Influence of the United States on the development of Latin America**

- Capitalism: The Great Depression of '29
- Cold War: The continent in dispute: Guatemala, 1954
- Why are revolutions in Latin America attractive? The Bolivian Revolution and the Cuban Revolution
- Welfare social state. A New Deal for Latin America: JFK's Alliance for Progress
- State Industrialization Policies: Salvador Allende's Synco project

Unit III: 21st Century. The Asia-Pacific: A development opportunity.

- Neoliberal State. Dictatorships and Neoliberal Democracies
- Privatization of companies, services and rights.
- New Markets: The Asia-Pacific, old products.
- Increase in wealth inequality and reduction of extreme poverty.
- The Relevance of China in Latin America. A possibility of development? - Questions to the neoliberal model:
 1. Chavismo: The Renaissance of the Bolivarian dream?
 2. The Bolivia of Evo Morales.
- The Trade War between the United States and China: With whom is Latin America's loyalty?

TEACHING AND EVALUATION METHODOLOGIES

The learning process contemplates, based on expository classes and the analysis of texts, images and testimonies, the promotion of the analysis and discussion of the sociocultural problems of Latin America from its origins and its consequences today, such as inequality, nationalism, racism, cultural hybridization. To this end, the concepts of alterity and tolerance in the experience of cultures in contact both yesterday and today are recognized as central points of the analysis.

EVALUATION

Unit I	<p>“Timeline”: Discovery of America – emergence of Nation-States. Selection and justification of milestones that mark the equality – inequality tension from a point of view: anthropological, economic or historical.</p>		33%
Unit II	<p>Infographic “VOC” (Varieties of Capitalism) and its presence in Latin America. A country and its commitment (or not) against inequality is analyzed.</p>		34%
Unit III	<p>Group presentation: “Pull-push” analysis of a “migrant country” and a “receiving country”.</p>		34%
			= 70% semester
Final Exam	<p>Newsletter: Multi causalities of multidimensional inequality (major or minor) in a Latin American country.</p>		= 30% semester
Final Grade	<p>Presentation grade + exam grade</p>		100%

BIBLIOGRAPHY

- BRICEÑO-LEÓN. R. (2002). "La nueva violencia urbana de América Latina". Porto Alegre: Sociologías (8) (34-51)
- CORTÉS, H. En DELGADO, Á. (1993) "Cartas de relación". Madrid: Castalia.
- GALEANO, E. (2003). "Las Venas Abiertas de América Latina" (2nd ed.). Madrid: Siglo XXI.
- GARCÍA CANCLINI, N. (1989). "Culturas Híbridas: estrategias para entrar y salir de la modernidad". México: Grijalbo.
- GRUZINSKI, S. (1994). "Las repercusiones de la conquista: La experiencia novohispana". In C. BERNARD (Ed.). Descubrimiento, Conquista y Colonización de América a Quinientos años (pp. 148-171). México: Fondo de Cultura Económica.
- LAVANCHY, J. (1999). Perspectivas para la comprensión del Conflicto Mapuche. Centro de Estudios Miguel Enríquez (CEME),
- TODOROV, T. (1982). "La conquête de l'Amérique ». Francia: Éditions du Seuil.



LINK OXFAM Inequality Calculator

<https://www.oxfam.org/es/iguales/calculadora-de-la-desigualdad>

Baruch, c. (productor), & Verhaeghe, j. (director). (1991). « La Controverse de Valladolid ».
Paris: Motion Picture /RTBF



<https://www.youtube.com/watch?v=1SukXDBBx8A&t=3364s>

Banco Mundial (2016) "Homicidios Internacionales por cada 100 mil habitantes".



https://datos.bancomundial.org/indicador/VC.IHR.PSRC.P5?view=map&year_high_desc=false

The Spanish Center of the University of Viña del Mar is
«Center Accredited by the Cervantes Institute for teaching Spanish as a foreign language»