

REVOLUTION IN LATIN AMERICA

| COURSE CODE | SEMESTER | | | | | | |
|--|------------------------------|-----------|-----|------|-----|----------------------------|-----------------------|
| | SCT | UD | CAT | TALL | LAB | PC | |
| RRII 1081 | 4 | 64 | | | | | SPANISH CENTER |
| SEMESTER | AUTONOMOUS LEARNING 64 HOURS | | | | | REQUIREMENTS | |
| | 64 CONTACT HOURS | | | | | SPANISH B1 & B2 | |
| COURSE DESCRIPTION | | | | | | | |
| <p>To understand the history of Latin America through the study of revolutions and their forms of representation in society, favoring oral and written communicative exchanges between students. To do so, we will study different revolutionary processes in Latin America and analyze their forms of representation in popular art and how these manifestations are identified with the society and history of Latin America. Revolutions in Latin America are present throughout history, from the Spanish conquest to the present day and are manifested throughout the continent. The political evolution of Latin American States is born from a revolutionary process (the independence). This course focuses on some of the emblematic revolutionary processes: the Sandinista revolution in Nicaragua and the Cuban revolution. We will learn about the history of these processes, their origins, development and permanence over time, the forms of representation of the revolution and its impact on the rest of the continent and the similarities and differences with the revolutionary processes in Chile. We will also analyze the image of the revolutionary guerrilla (César Augusto Sandino and Ernesto “Ché” Guevara) and the forms of representation through cinema, music and popular culture to understand the impact they caused and still cause in society.</p> | | | | | | | |
| COMPETENCES ASSOCIATED WITH STUDENTS PROFILE | | | | | | | |
| <p>Student who wishes to take this course must have an intermediate level of B1 or B2 in Spanish, which allows for the development of skills as a social agent, intercultural speaker, and autonomous learner.</p> <p>The student as a social agent is expected to:</p> <ul style="list-style-type: none"> • Handle with ease the frequently used sources of information required for the understanding of Latin American history, allowing interaction with the people with whom one relates. • Exchange opinions, points of view, personal experiences, feelings and desires around topics of personal or general interest related to the Latin American reality. • Issue value judgments in relation to the oral or written texts with which one works. | | | | | | | |

It is expected that the student as an intercultural speaker can:

- Recognize cultural diversity and the influence that one's own cultural identity can have on the perception and interpretation of other cultures in general and the cultures of Hispanic countries in particular.
- Reduce the influence of prejudices, clichés and ethnocentric positions when interpreting and approaching the new reality, in a context of globalization.
- Take advantage of cultural diversity as a source of enrichment of one's own intercultural competence.

The student as an autonomous learner is expected to:

- Identify the areas in which you are able to carry out the learning process autonomously and the degree to which you are able to do so.
- Make your own belief system about language learning more flexible.
- Make the most of the advantages associated with your own learner profile and investigate strategies to explore new ways of learning, incorporating the contents
- of the subject into your own areas of interest.

No prior knowledge is required, but it is desirable to have basic and general notions of the history and current situation of Latin America.

It is expected that students will be able to develop their critical capacity and propose their own interpretations based on historical and documented foundations, relating relevant historical facts and their forms of representation.

LEARNING OUTCOMES OF THE COURSE

Understand the history of Latin America through the history of revolutions, identifying political, social and cultural revolutions.

Interpret the forms of representation of the revolution and the revolutionary guerrilla in art and popular culture and recognize their effect and presence today.

Identify and recognize in the current situation in Latin America the characteristics or Conditions of the revolutionary processes.

KEY CONTENT

History of Latin America: synthesis from discovery to the present. The process of national independence as a revolutionary phenomenon.

Revolution and reform as paths of development: the cases of Nicaragua and Cuba.

Forms of representation of the revolution and the revolutionary: the image of Sandino and Guevara in cinema and popular music and their influence and presence in today's society.

TEACHING AND EVALUATION METHODOLOGIES

The course is taught in the classroom through in person teaching and group interaction. The teaching methodology includes expository classes by the professor and, based on the exposed content, student participation in case studies, debates and presentations.

Within all methodological forms of teaching, the exhibition of musical, cinematographic works and graphic representations is considered in order to analyze, explain or exemplify certain concepts and processes.

The activities in class will allow an assessment evaluation to be carried out about the specific content covered in each class, through the participation of students.

There will be 3 formative evaluations throughout the teaching process in which students must prepare an argumentative essay that demonstrates the acquisition of the expected knowledge and skills and personal proposals consistent with them in each topic. Students will be given meaningful feedback allowing for continuous improvement in their learning process and resolving any concerns they may have. In addition to these, there will be activities in class that allow evaluating the students' understanding.

The final evaluation (exam) consists of the presentation of a group project, of a summative nature, that demonstrates mastery of the contents applied to a collective and creative proposal, evidencing a synthesis of the course through different documentary sources, and that incorporates the use of technological tools in a final project.

BASIC BIBLIOGRAPHY

- Galeano, E. "Las venas abiertas de América Latina". (2017). Siglo XXI
- Mires, F. "La Rebelión Permanente. Las revoluciones sociales en América Latina". (1998). Siglo XXI.
- Rojas, R. "El árbol de las revoluciones. Ideas y poder en América Latina. Rafael Rojas". (2021). Turner.