

## LATIN AMERICAN HISTORY OF IDEAS

COURSE CODE	TOTAL SEMESTER		DISTRIBUTION				
	SCT	UD	CAT	TALL	LAB	PC	
	4	64					SEMESTER IN ENGLISH
SEMESTER	AUTONOMOUS LEARNING TIME						REQUIREMENTS
	32H						ENGLISH LEVEL B2 OR HIGHER
COURSE DESCRIPTION							
<p>Besides the obvious political associations of left and right, why is it that most people tend to associate only certain types of expressions with Latin American culture and tradition, like dancing, music, poetry and literature? This course will strive to inform you about the less known but equally interesting and more rational based forms of intellectual culture within Latin America in a contemporary perspective. It will focus on the side of these traditions that reflect towards their own Latin American circumstance offering a generally critical perspective. The course has a cross-disciplinary approach and will offer readings from a variety of topics, such as identity, racism, history, economics, pedagogy and philosophy.</p>							
COMPETENCES ASSOCIATED WITH THE PROFILE							
LEARNING OUTCOMES							
<p>From the basic reading materials of this course and the discussion and explication of these texts in class the student will, beyond just being able to memorize facts and content, be able to comprehend the most important ideas and problems behind the identity and subaltern tradition in contemporary Latin American history of ideas. The presentations by the students of course material, will give the student the ability to analyze the components of as well as summarize the key formation of ideas within texts. The discussions in class will also enhance the students ability to compare different identity and subaltern problems as well as their solutions to each other within the tradition. By structuring the papers with respect to a formulated hypothesis, the students will not only enhance their abilities to organize and break down learned information, but also to evaluate and argue with respect to a hypothesis defined by themselves. The papers as well as the class discussions will also allow for the possibility of students learning to apply and compare the content of the course to their prior knowledge. Furthermore the students will learn how to apply, relate as well as evaluate the course content with respect to their new intercultural knowledge acquired with respect to their everyday experiences living in Chile.</p>							
KEY CONTENT							
TEACHING AND EVALUATION METHODOLOGIES							
<p>The structure of the course will revolve around the presentations of the texts in class by the students and the deepening of this understanding both through lectures by the teacher as well as class</p>							

discussions on topics directly from the texts as well as topics in relation to the texts but which are essential for a better comprehension. For this reason the classes require active student participation.

To compliment this class structure we will try to invite people who are internal to this tradition to class, use different media types in class discussions, as well as try to arrange an excursion to participate in a seminar or conference organized by the tradition in question.

The Papers will concentrate on the practice of analysis and synthesis of the texts as well as the development of hypothesis in relation to the text thematic, based on argumentation and evidence. There will be a personal evaluation of each student performance with respect.

#### **BASIC BIBLIOGRAPHY**

- Zea, Leopoldo, *The Latin-American Mind*, University of Oklahoma Press, Norman, 1963.
- Gracia, J. J. E. And Millán-Zaibert (ed), *E, Latin American Philosophy for the 21st Century, The Human Condition, Values, and the Search for Identity*, Prometheus, New York, 2004:
- Fanon, Frantz, *Black Skin, White Masks*, Grove Press, New York, 2008 (1952).
- Retamar, R. F., *Caliban and other essays*, University of Minnesota Press, Minneapolis, 1989.
- Mignolo, Walter D. *The Idea of Latin America*, Blackwell, Malden, 2005.
- Freire, P. *Pedagogy of the oppressed*, Penguin, London, 1970.
- Dussel, E. *The Invention of the Americas, Eclipse of "the other" and the Myth of Modernity*, Continuum, New York, 1995
- Kusch, R. *Indigenous and Popular Thinking in America*, Duke University Press, London, 2010 (1971).

#### **SUPPLEMENTARY BIBLIOGRAPHY**

- Hegel, G. W. F. *Lectures on the Philosophy of World History, Introduction*, 1975 (1830), (Trans: H. B. Nisbet), Cambridge University Press, Cambridge. Read only: p. 129-131, 134-136 (p. 124-151, C: The course of world history) and Read only: p. 163-167, 170-172, 183-184, 197 (p. 152-209 (Appendix).
- Fukuyama. F. *The End of History and the Last Man*, Perennial, New York, 1992. Read: 48-51, 338-339.
- <http://postcolonialstudies.emory.edu/octave-mannoni/>
- Rodó, José E., *Ariel*, University of Texas Press, Austin, 1988.
- Hegel, G. W. F. *Lectures on the Philosophy of World History, Introduction*, 1975 (1830), (Trans: H. B. Nisbet), Cambridge University Press, Cambridge. Read: p. 129-131, 134-136 (p. 124-151, C: The course of world history) and Read: p. 163-167, 170-172, 183-184, 197 (p. 152-209 (Appendix)