



I. IDENTIFICACIÓN DE LA ASIGNATURA:					
<i>(En esta sección se identifica el curso y el profesor, proporcionando toda la información de contacto necesaria para identificar el curso y facilitar la comunicación de los estudiantes con el profesor).</i>					
NOMBRE ASIGNATURA	Latin American History of Ideas				
NIVEL EN QUE SE IMPARTE					
PREREQUISITOS	Advanced level of written and oral English				
HRS. SEMANALES UD		Cátedra		Laboratorio Taller	
HORARIO	Monday and Tuesday 15.20-16.30				
NOMBRE PROFESOR	Torben Albertsen				
CORREO ELECTRÓNICO	torbenalbertsen@hotmail.com				
HORARIO DE ATENCIÓN	From apointmen or via mail				

II.RESULTADOS DE APRENDIZAJES <i>(Aquí se establece los resultados de aprendizaje a lograr, lo que tiene tres implicancias fundamentales. Una es que permite a cualquier lector comprender qué enseña el curso, su importancia y cómo se vincula con el plan de estudios y el proyecto educativo).</i>
<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</p>

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.

III. METODOLOGÍA DOCENTE *(Esta sección describe y explica la estructura de curso y es importante porque orienta a los estudiantes y les permite anticipar el proceso de aprendizaje que han de vivir. Aquí también se pone en evidencia los métodos y procedimientos según los cuales se puede juzgar la efectividad del curso).*

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 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.

IV. METODOLOGÍA DE EVALUACIÓN *(La evaluación es uno de los aspectos más relevantes de la calidad del curso. Debe ser pertinente, justa y propiciar aprendizaje. Esta sección del syllabus facilita que el estudiante tenga con anticipación un panorama de la evaluación y por lo tanto puede organizarse para aprender).*

DESCRIPCIÓN

(Panorama del Proceso Evaluativo)

Tipo de Evaluación	Resultado de aprendizaje que evalúa	Fecha	Ponderación
Participation in class discussions	The student will be evaluated according to his or hers active participation during class discussions.	June	25%
Presentations in Class	The student will be evaluated according to his or her clarity and systematization of their class presentations as well as the students ability to relate the ideas presented to their own experience and knowledge.	June	25%
3 Research Papers	The student will be evaluated according to the clarity by which the papers demonstrates an understanding of the texts, as well as the clarity of the structure, the hypothesis, the argumentation and the evidence presented by the papers.	1st. April 2nd. May 3rd. June	50%

V. Reglas del Curso *(Esta sección puede resultar de la mayor importancia para usted y para los estudiantes, al establecer de manera precisa las reglas de funcionamiento que se observará durante el desarrollo del curso Este espacio debería incluir todo aquello que el profesor considere una regla necesaria de observar (y que esté dispuesto a hacer cumplir).*

The rules include regular participation in class presentations as well as discussions and the obligation to finalize the papers in the time required.

VI. MODELO DE CALENDARIZACIÓN DE CLASE *(Se establece las actividades que el estudiante ha de desarrollar en el curso y la preparación que debe tener para ellas, así como las evaluaciones de todo tipo. Esta sección es fundamental para facilitar que los estudiantes aprendan a planificar y organizar su tiempo de trabajo con anticipación).*

Resultados de aprendizaje de la asignatura (RA)				Unidades de Aprendizaje o Temáticas, más Contenidos	
Nº RA	Unidad de Aprendizaje o Temática	Nº Sesión	Objetivo de la clase	Actividades de la clase, acontecimiento relevante o/y evaluación	Actividad de preparación de la clase como guía del aprendizaje autónomo: lectura previa, revisión de material digital, etc.
1	Introduction	1	Introduction to course program. evaluation model, requirements.	Discussion of presuppositions of Latin American culture and society.	
	Introduction	2	Introduction to thematic.	General historic and conceptual presentation by teacher of tradition.	
	Authenticity	3-4	To understand the ideas of the authors, their context and role within the tradition, and to relate course content to everyday intercultural experiences in Chile.	Presentations by students, elaborating presentations by the teacher as well as discussions with the purpose of applying and relating the content to Chilean society in general and to the intercultural experience of the students.	Read Zea and Bondy
	Racism	5-6			Read Fanon
	Name	7-8			Read Retamar and Mignolo
	Pedagogy	9-10			Read Freire
	Euro-centrism	11-12			Read Dussel
Intercultural Identity	13-14		Read Kusch	Prepare questions	

	Invitation	15			
		16	Evaluation of the course and final grades.		

Bibliografía

Class 1-2: Authenticity. (ap. 45p)

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:

Alternative reading: 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*))

Alternative reading: Fukuyama. F. *The End of History and the Last Man*, Perennial, New York, 1992. Read: 48-51, 338-339.

Class 3-4: Racism (ap. 60p)

Fanon, Frantz, *Black Skin, White Masks*, Grove Press, New York, 2008 (1952).

Alternative Reading: <http://postcolonialstudies.emory.edu/octave-mannoni/>

Class 5-6: Name (ap. 70p)

Retamar, R. F., *Caliban and other essays*, University of Minnesota Press, Minneapolis, 1989.

Mignolo, Walter D. *The Idea of Latin America*, Blackwell, Malden, 2005

Alternative reading: Rodó, José E., *Ariel*, University of Texas Press, Austin, 1988.

Class: 7-8. Pedagogy (ap. 40p)

Freire, P. *Pedagogy of the oppressed*, Penguin, London, 1970.

Class 9-10: Euro-centrism (ap. 50p)

Dussel, E. *The Invention of the Americas, Eclipse of "the other" and the Myth of Modernity*, Continuum, New York, 1995,

Alternative reading: 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*))

Class 11-12 Intercultural Identity (ap. 50p)

Kusch, R. *Indigenous and Popular Thinking in America*, Duke University Press, London, 2010 (1971).