LAMA SEMESTER 2019
UNIVERSIDAD DE LOS ANDES
SANTIAGO | CHILE
LAMA EXCHANGE SEMESTER
at Universidad de los Andes
March – July 2019 -Santiago, Chile

HOST UNIVERSITY: UNIVERSIDAD DE LOS ANDES, SANTIAGO, CHILE
Universidad de los Andes is a non-profit private research university located on the northeast side of Santiago, Chile. It offers 28 undergraduate programs and 200+ graduate programs.

Founded in 1989, UANDES emphasizes innovation, development and all-round education of the students, with a personal dedication. The university community enjoys a unique campus where they have everything they need to study, research, develop talents, practice sports and extracurricular activities. From modern clinical and research laboratories, to soccer fields and an amphitheater for cultural performances, a state of the art library building and academic center.

TYPE OF PROGRAM
Semester-long Program

ABOUT THE PROGRAM
LAMA Exchange Semester is a unique and innovative global experience designed to offer students courses taught in English along with the experience of living abroad. The LAMA curriculum is specially designed to allow students to satisfy many of their core requirements, while taking advantage of local expertise. LAMA semester students return to their home Universities with skillsets that set them apart, delivering global perspectives to their studies.

DATES
March - July, 2019
PROGRAM OBJECTIVES

➢ To allow students to study abroad earlier in their career than ever before.
➢ To help students fulfill core requirements while abroad.
➢ To expose students to different cultural and academic opportunities.

COURSES
Lectures are related to Literature, Psychology, History and Art. It’s important to mention that there are two levels (Basic and Intermediate) of an Intensive Spanish Course in order for the participating student to communicate and immerse themselves in the local culture.

➢ 20th Century Latin American Literature
➢ Introduction to Psychology
➢ 20th and 21st Century Latin American History
➢ Latin American Art
➢ Beginners Intensive Spanish Course
➢ Intermediate Intensive Spanish Course
## SYLLABUS

### 20th Century Latin American Literature

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<thead>
<tr>
<th>COURSE</th>
<th>20TH CENTURY LATIN AMERICAN LITERATURE</th>
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<tbody>
<tr>
<td>INSTRUCTOR</td>
<td>Ana María Neira Tiemann (<a href="mailto:amneira.t@gmail.com">amneira.t@gmail.com</a>)</td>
</tr>
<tr>
<td>CREDITS</td>
<td>3 U.S. Credits/ classes twice per week</td>
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### COURSE DESCRIPTION

The course provides a review of Latin American literature in the 20th century. It covers some of the period’s most well-known authors and literary works, as well as key events in Spanish-speaking countries that influenced the construction of identity and the rise of different artistic and intellectual movements. By establishing connections among historical, philosophical and artistic contexts, the student will have a clear and critical understanding of factors, characteristics, motivations, similarities and differences within the wider label of Latin American literature.

### OBJECTIVES

At the end of the course, the student must demonstrate that he/she is capable of:

- To identify and understand the historical context and the characteristics and relationships in Latin American literature of the 20th century.
- To analyze the literary works read for the course critically and thoroughly.
- To apply concepts reviewed in class to the reading of assigned texts in order to attain an academic understanding of the literary works studied.
- To reflect on the creative processes, identities and contextual influences identified in the assigned texts by providing individual responses through different media.

### CONTENTS

#### Unit 1: A conceptual framework for the study of contemporary Latin American literature

- What is Latin American literature?
- Historical and cultural contexts of Latin American literature in the 20th century.
- Understanding, questioning and problematizing the concepts of “Hispanicity”, Latin America, Hispanic or Spanish America.

#### Unit 2: Origins and founders of 20th century Latin American literature

- First representatives of early 20th century Latin American literature.
- Rubén Darío and Modernism.
- Horacio Quiroga: terror and mystery.
- Latin American criollismo.
- Latin American avant-garde: Vicente Huidobro.
METHODOLOGY

Lectures encourage the students’ active participation: comments based on a close reading of the assigned texts and their own background knowledge. Classes also include group discussions and workshops for the application of concepts and analysis.

ASSESSMENT

- **Individual Portfolio (50%)**
  Online portfolio including individual responses to some of the assigned readings through text and/or audiovisual material, personal reflections, and creative writing.

- **Group work and class workshops (15%)**

- **Final Paper (35%)**
  Formal paper focusing on one of the units of the course.

BIBLIOGRAPHY


Unit 3: From the avant-garde to the Latin American Boom
- Jorge Luis Borges: Latin American narrative.
- Surrealism and the novel.
- Generation of 1942.
- Indigenism.

Unit 4: Latin American Boom
- Julio Cortázar.
- Gabriel García Márquez.
- Carlos Fuentes.
- Mario Vargas Llosa.
- Irrealism: Causes and characteristics.

Unit 5: End of the century and projections
- Postmodernity and Latin American Literature in the 21st century.
- Cristina Peri Rossi: Memory and exile.
- New voices, formats and media.


Introduction to Psychology

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<thead>
<tr>
<th>COURSE</th>
<th>INTRODUCTION TO PSYCHOLOGY</th>
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<tbody>
<tr>
<td>INSTRUCTOR</td>
<td>Pablo Urrutia (<a href="mailto:purrutia@uandes.cl">purrutia@uandes.cl</a>)</td>
</tr>
<tr>
<td>CREDITS</td>
<td>3 U.S. Credits/ classes twice per week</td>
</tr>
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COURSE DESCRIPTION

This course aims to introduce the student to the central questions of Psychology, addressing its history through the contributions of different authors until the consolidation of this discipline within the world of the science. It is expected that the student could learn about the evolution of the object of study of psychology through time, with the development of its methodology. Finally, will be addressed the different applications of psychology in the actual society.

OBJECTIVES

At the end of the course, the student must demonstrate that he is capable of:

- Identifying the central questions of Psychology.
- Recognize and analyze the contributions of different authors to the consolidation of psychology within the world of science.
- Compare and analyze the evolution of the object of study of the psychology through time, with the consequent development of different methodologies and interventions in which the main theories of this field are founded.
- Identifying and distinguish different applications of Psychology in the actual society.

CONTENTS

Unit 1: The influence of Greek philosophy
- The historical bases of psychology.
- The influence of Greek philosophers.
- Renaissance and modern philosophy.

Unit 2: Pre-scientific psychology and the beginnings of psychology as a science
- Alternative ideological currents.
- Precursor disciplines of Psychology.
- Wundt’s structuralism and the first psychology laboratory

Unit 3: Main Schools of Psychology
- Behaviorism
- Psychoanalysis
- Systemic Family Theory
### Unit 4: Applications of psychology in actual society

- Clinical psychology
- Organizational psychology
- Educational psychology
- Community psychology
- Cognitive psychology
- Biopsychology

### METHODOLOGY

The professor will have the flexibility of creating the dynamic of how he/she will deliver the course content. This could include a combination of lectures, debates, audiovisual material, peer instructions, guest lecturers or cultural field trips.

### ASSESSMENT

- Test 1 (15%)
- Test 2 (22%)
- Quiz 1 (6%)
- Quiz 2 (6%)
- Quiz 3 (6%)
- Group work (15%)
- Final Exam (30%)

*Attendance requirement: 75% lectures and reinforcement classes*

### BIBLIOGRAPHY

20th and 21st Century Latin American History

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<th>COURSE</th>
<th>20TH AND 21ST CENTURY LATIN AMERICAN HISTORY</th>
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<tr>
<td>INSTRUCTOR</td>
<td>Dr. Ricardo D. Cubas-Ramacciotti</td>
</tr>
<tr>
<td>(<a href="mailto:rcubas@uandes.cl">rcubas@uandes.cl</a>)</td>
<td></td>
</tr>
<tr>
<td>CREDITS</td>
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</tr>
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COURSE DESCRIPTION

This course offers a Latin American history survey from 1910 to present. In the first part it discusses the leading interpretations on the nature and development of Latin American culture, society and history, including the main views of US academia and policy-makers on these topics. In a second part, it analyzes the colonial and 19th century antecedents of the region.

The core of the course focusses the cultural, political and social transformations that have affected Latin America throughout the 20th and 21st centuries: revolutions, military dictatorships, social movements, populism, democratic consolidation, ‘Socialismo del Siglo XXI’. Although special attention is given to a few countries (Mexico, Cuba, Brazil, Chile, Venezuela, Argentina, and Peru), it does so while keeping a regional and comparative view.

The classes are addressed from a global perspective, taking in count the impact of international geopolitics, economy, ideologies, culture and religious trends in the region. By the end of the term students will have a more comprehensive understanding of the historical roots behind both the challenges and promises that Latin American confronts today.

OBJECTIVES

At the end of the course, the student must demonstrate that he/she is capable of:

- To have a broader view on the different interpretations of Latin American culture and historical process.
- To have a basic knowledge of the history of Latin America between 1910 and the present, including major social processes and events such as immigration, urbanization, populism, military dictatorships, revolutions, economic trends, political struggles, and US intervention.
- To think about history in terms of political, economic, social, and cultural forces and how they interact.
- To identify some of the most important controversies surrounding Latin American history over the last century.
- To think about Latin America as a region with its commonalities and differences.
- To analyze primary sources of various kinds (letters, films, music, newspapers) as vital means to understand the past.

CONTENTS

Week 1. Introduction
- What is Latin America? Interpretations of its culture, economy, institutional frameworks and history.
- How US academia and policy-makers have seen the region?

Week 2. Colonial antecedents and the formation of Latin America
- Conquest and the Habsburg period.
- Bourbon Reforms in Spanish America–Colonial Brazil.
Week 3. Independence and the 19th century’s Nation-State building
- Imperial crisis and Independence.
- Nation-State building in Latin America.

Week 4. Oligarch Republics, 1880-1930
- Modernization, positivism, immigration and the export-growth model.
- US military and economic interventions in Latin America.

Week 5. The Mexican Revolution
- The Mexican Revolution and the Cristero Rebellion/The consolidation of the Partido Revolucionario Institucional (PRI).
- Film: Cristiada.

Week 6. Crisis, Mass Politics and Populism, 1930-1959
- The impact of the Great Depression and the rise of classical populism/Getulio Vargas and the Estado Novo in Brazil.
- The case of Juan Domingo Perón in Argentina.

Week 7. The Cold War in Latin America, 1959-1989 (1)
- The Cuban Revolution.
- Revolutionary movements in Latin America.

Week 8. The Cold War in Latin America, 1959-1989 (2)
- The Chilean case: from Allende to Pinochet, 1970-1990 (Guest lecturer).

Week 9. Cultural trends
- The Latin American Boom (Guest lecturer).
- Latin American Catholicism: Liberation Theology and the conservative restoration.

- Democratic restoration and the ‘debt crisis’.
- Peru: Sendero Luminoso (Shining Path) and the terrorist menace/Colombia’s war on drugs.

- Premises of the ‘Washington consensus’/The cases of Mexico and Brazil.
- Fujimori and the Peruvian case/Menem and the Argentine case.

Week 12. Contrasting Models, 1999-2013
- Constitutional democracies and open economies vs. ‘Socialismo del siglo XXI’.
- Hugo Chávez and the Venezuelan ‘Revolución Bolivariana’ (Guest Lecturer).

- New trends in Latin America/A Latin American Pope.
- Donald Trump and the US-Latin American relations.

- Brazil: Lava Jato and its projections in Latin America.
- Manuel López Obrador and political change in Mexico/Macri and Argentina.
- Cuba after Fidel.
- Political and economic perspectives today. / Cultural transformations today.

BIBLIOGRAPHY


Taffet, Jeffrey F. and Walcher, Dustin, The United States and Latin America a History with Documents (Routledge, 2017).

This course will provide a chronological overview of the major artistic creations and innovations in the history of Latin American art, covering art from four thousand years. The course will begin by introducing the Pre-Columbian art of Mesoamerica and the Andes (1800 BC to AD 1492). The students will be introduced to the major artistic achievements and archeological record of the ancient Mesoamerican and Andean cultures. Followed by the early contact and conquest between Europeans and indigenous Americans, the art of the colonial or vice regal era (AD 1492 to 1800). During the Colonial era, emphasis will be made on the art from Mexico, Peru and Brazil. Travelling this way in time reaching the early nineteenth century modern art and contemporary artistic tendencies their contribution in building independent nations and identities in Latin America.

OBJECTIVES

At the end of the course, the student must demonstrate that he/she is capable of:

- To become familiar and identify the major periods/trends in Latin American art.
- To learn about these periods in their historical and social context.
- To develop analytical and interpretative skills.
- Identify the geography and cultural characteristics of Latin America as a region.
- Apply art historical methods to describe, compare, and analyze works of Latin America art orally and in written form independently and in groups.

CONTENTS

Unit 1: Pre-Columbian Art: Aztec, Mayas, Incas (1800 BC to AD 1492).

Unit 2: Colonial Art: Mexico, Peru, Brazil (AD 1492 to 1800).

Unit 3: Nineteenth – Twentieth century Modern art.

Unit 4: Contemporary art across the Americas.
## METHODOLOGY

Class sessions will include a combination of lectures, debates, audiovisual material and cultural field trips.

## ASSESSMENT

- **Class Participation (10%)**  
  Contribute to class discussions. Class attendance.

- **Museum Report #1 (15%)**  
  Reflection and analysis in Essay format.

- **Museum Report #2 (15%)**  
  Reflection and analysis in Essay format.

- **Quiz # 1 (15%)**  
  Focusing on the Units of the course.

- **Quiz # 2 (15%)**  
  Focusing on the Units of the course.

- **Final Oral Presentation (30%)**  
  In groups.

## BIBLIOGRAPHY


Museo Chileno de Arte Precolombino: http://www.museoprecolombino.cl


Beginners Intensive Spanish Course

<table>
<thead>
<tr>
<th>COURSE</th>
<th>BEGGINERS INTENSIVE SPANISH COURSE</th>
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<tbody>
<tr>
<td>INSTRUCTOR</td>
<td>Daisy Bravo (<a href="mailto:dbravove@puc.cl">dbravove@puc.cl</a>)</td>
</tr>
<tr>
<td>CREDITS</td>
<td>3 U.S. Credits/ classes twice per week</td>
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**COURSE DESCRIPTION**

Beginners Intensive Spanish Course offers students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Chilean Culture. This course stresses learning through experience and will make students engage in personalized activities outside of the classroom where he/she will take part of a group project with focus on communicating in a real scenario.

**OBJECTIVES**

At the end of the course, the student must demonstrate that he is capable of:

- Communicating in Spanish.
- Gaining knowledge and understanding of Cultures of the Hispanic world.
- Connecting with other disciplines and acquiring new information.
- Using Spanish to participate in daily life activities.

**CONTENTS**

Unit 1: Chile’s culinary art, the market
- Guided Visit to the local Market.
- Group Project: Recording a conversation, analysis.

Unit 2: Chile’s Origins
- Guided Visit: Pre-Columbian Museum, Santa Lucía Hill.
- Group Project: Oral Presentation.
- Cultural Presentations (students present their countries).

Unit 3: Chilean Recent History
- Guided Visit: La Moneda.
- Individual Project: oral presentation.

Unit 4: Chilean Literature
- Guided Visit: Pablo Neruda’s house.
- Individual project: storytelling.
METHODOLOGY

This course stresses communication skills in Spanish through experience learning methodology. Every effort will be made to make this class student centered, focused on a communicational task for each unit. To help students succeed in this course, the class will engage in a variety of activities and assignments, including but not limited to activities such as the following:

- Communication using vocabulary and grammar learned in oral and written modes
- Sociolinguistic practice and functions through paired/group activities Reading activities, such as pre and post reading, intensive and extensive reading
- Writing activities ranging from short paragraphs to developed compositions
- Integration of skills in projects and tasks, in small groups or as a class
- Video/audio/computer exercises, presentations, and discussions
- Four Guided visits during the program: each visit will be part of a group project with focus on interaction with locals in a real communicational context.

ASSESSMENT

- PREREQUISITES: None
- CREDITS: 6 US Credits / 3 ECTS Credits
- TESTS: Online Placement Test
- TOTAL HOURS: 90

BIBLIOGRAPHY

- http://www.colby.edu/~bknelson/SLC/index.php Colby, Spanish Language and Culture
- Dudas y problemas gramaticales. Morales P., Félix; Quiroz M., Óscar.
- Dudas y problemas gramaticales. Morales, Félix; Quiroz, Óscar.
- Diccionario de uso del español de Chile.
- Diccionario gramatical y de dudas del idioma. Martínez Amador, Emilio M.
- Diccionario panhispánico de dudas RAE.
Intermediate Intensive Spanish Course

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INTERMEDIATE INTENSIVE SPANISH COURSE</th>
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<tr>
<td>INSTRUCTOR</td>
<td>Daisy Bravo (<a href="mailto:dbravove@puc.cl">dbravove@puc.cl</a>)</td>
</tr>
<tr>
<td>CREDITS</td>
<td>3 U.S. Credits/ classes twice per week</td>
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**COURSE DESCRIPTION**

Intermediate Intensive Spanish Course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. This course stresses learning through experience and will make students engage in personalized activities outside of the classroom where he/she will take part of a group project with focus on communicating in a real scenario.

**OBJECTIVES**

This course focuses on enhancing the ability to communicate in Spanish by helping students master several important language functions, or actions/ideas that can be expressed with the language. These functions will enable students to create and participate in conversations, ask and answer questions and manage everyday topics and social situations.

**CONTENTS**

**Unit 1: Chile’s culinary art, the market**
- Guided Visit to the local Market.
- Group Project: Recording a conversation, analysis.

**Unit 2: Chile’s Origins**
- Guided Visit: Pre-Columbian Museum, Santa Lucía Hill.
- Group Project: Oral Presentation.
- Cultural Presentations (students present their countries).

**Unit 3: Chilean Recent History**
- Guided Visit: La Moneda.
- Individual Project: oral presentation.

**Unit 4: Chilean Literature**
- Guided Visit: Pablo Neruda’s house.
- Individual project: storytelling.
## METHODOLOGY

This course stresses communication skills in Spanish through experience learning methodology. Every effort will be made to make this class student centered, which will enable students to engage in personalized activities outside of the classroom focused on a communicational task.

Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will work with video, films, and other multimedia.

## ASSESSMENT

- **PREREQUISITES:** Elementary Spanish
- **CREDITS:** 6 US Credits/ 3 ECTS Credits
- **TESTS:** Online Placement Test.
- **TOTAL HOURS:** 90.

## BIBLIOGRAPHY

- Dudas y problemas gramaticales. Morales P., Félix; Quiroz M., Óscar.
- Dudas y problemas gramaticales. Morales, Félix; Quiroz, Óscar.
- Diccionario de uso del español de Chile.
- Diccionario gramatical y de dudas del idioma. Martínez Amador, Emilio M.
- Diccionario panhispánico de dudas RAE.
MORE ABOUT UANDES!

A YOUNG AND DYNAMIC UNIVERSITY

Founded in 1989.

NATIONAL AWARDS AND RANKING

- Ranked Top 4 in Chile according to the students’ scores on the National Admissions Test (PSU) 2018. First non-traditional university nationwide accredited in all five areas by the Comisión Nacional de Acreditación (CNA)

RESEARCH AND INNOVATION

- Interdisciplinary Research.
- 59 R&D projects awarded in the fields of: Biomedicine, Engineering, Dentistry and Education from 2011 to date.
- 60 technologies currently under development.
- Technology Transfer success:
  - Cells for Cells: First biotech company in Chile that researches and develops therapies using adult stem cells.
  - Regenero: Company focused on developing cell therapies for degenerative diseases.
  - Día+: Platform for diagnosing reading and mathematics skills in students from kindergarten to fourth grade.
- Strong collaboration with public and private sectors.
- 17 collaborations with national and international partnerships institutions.

AREAS OF STUDY

- HEALTH:
  Dentistry / Physiotherapy / Medicine / Nursing / Psychology / Nutrition and Dietetics / Occupational Therapy / Obstetrics and Midwifery / Speech Therapy.

- BUSINESS AND ADMINISTRATION:
  Business and Economics / Service Management.

- ENGINEERING:
  Civil / Computer / Electrical / Industrial / Environmental.

- HUMANITIES:
  Advertising / Audiovisual Communication / Education / Family Sciences / History / Journalism / Law / Literature / Philosophy.
CONTACT

FOR STAFF:
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International Relations
Universidad de los Andes
Santiago, Chile
August, 2018