



SPN 325

Rebellion and Change

S2 External 2017

Dept of International Studies

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General Information

Unit convenor and teaching staff Unit Convenor Rodrigo Acuna rodrigo.acuna@mq.edu.au Contact via rodrigo.acuna@mq.edu.au
Credit points 3
Prerequisites SPN301
Corequisites
Co-badged status
Unit description This unit extends the abilities of students studying Spanish at an advanced level by studying the social and political movements in Spain and Latin American that have shaped their development. The unit looks into the impact of ethnic/regional, anti-globalisation and social justice movements, such as the Resources Wars in Bolivia; and the Piqueteros in Argentina. It is expected that through lectures and seminars students learn about the synergy of the Hispanic world and become inspired to embark on further research on the topic.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- To extend their knowledge by studying in some detail, in Spanish, the most representative contemporary and historical social movements and governments in Latin America
- To develop an independent and analytical judgment about the studied issues
- To be able to communicate efficiently on the topics they have learnt through the successful completion of assignments and class discussion
- To work with and collaborate with others through class discussion and project work
- To improve their library and information retrieval skills (demonstrated through research

for assignments)

To be able to assess and prioritize information (demonstrated through reasoned arguments)

To develop a critical consciousness, informed by an understanding of ethical issues, and a self-reflexive awareness of the reasoned views of others

General Assessment Information

Indicative examples of assessment tasks will be available on iLearn.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	20%	No	Ongoing
<u>Presentation</u>	20%	No	TBA
<u>Final essay</u>	30%	No	Week 13
<u>Exam</u>	30%	No	Week 13

Participation

Due: **Ongoing**

Weighting: **20%**

External Students:

This unit has a **strong emphasis** on class participation. This entails not just attendance but engagement with other students' tutorial papers, contributing to the class discussion. In lieu of class participation, **external students need to record in the Discussion Board a weekly contribution of 400 words summarising the articles read for that week**. You need to complete your task every week before midnight on Sunday. Late entries will not be marked unless accompanied by a medical certificate.

Internal Students:

Tutorials will explore the content and themes from the weekly **lecture and readings** while students will be expected to engage in critical analysis of unit readings. Tutorials attendance is a compulsory component of this unit. Absence from any tutorial needs to be supported by relevant documentation such as medical certificates (submitted online via <https://ask.mq.edu.au>).

Please arrive on time for classes. Arriving late is very disruptive. All classes start five minutes past the hour. If you should arrive late, it is your responsibility to ensure you are marked on the class roll and to find out what you have missed.

- **Reading:** • Recognise key issues and themes in weekly readings and lectures.
- **Spoken Interaction:** • Communicate with tutor and fellow students based on issues and themes of weekly readings and using appropriate register in Spanish. • Ask questions which deepen or broaden the tutorial discussion.

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Presentation

Due: **TBA**

Weighting: **20%**

10 min Seminar presentation & researched essay. The essay is due one week after your in-class presentation. 1500 words

On successful completion you will be able to:

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- To work with and collaborate with others through class discussion and project work
- To improve their library and information retrieval skills (demonstrated through research for assignments)
- To be able to assess and prioritize information (demonstrated through reasoned arguments)
- To develop a critical consciousness, informed by an understanding of ethical issues, and a self-reflexive awareness of the reasoned views of others

Final essay

Due: **Week 13**

Weighting: **30%**

3,000 words

On successful completion you will be able to:

- To develop an independent and analytical judgment about the studied issues
- To be able to communicate efficiently on the topics they have learnt through the successful completion of assignments and class discussion
- To improve their library and information retrieval skills (demonstrated through research for assignments)
- To be able to assess and prioritize information (demonstrated through reasoned arguments)
- To develop a critical consciousness, informed by an understanding of ethical issues, and a self-reflexive awareness of the reasoned views of others

Exam

Due: **Week 13**

Weighting: **30%**

A final quiz will be conducted IN CLASS in Week 13. It is based on the topics covered during the entire semester.

On successful completion you will be able to:

- To develop an independent and analytical judgment about the studied issues
- To be able to communicate efficiently on the topics they have learnt through the successful completion of assignments and class discussion
- To be able to assess and prioritize information (demonstrated through reasoned arguments)

Delivery and Resources

Required texts

No set texts. All materials will be provided through online course.

WEEKLY READINGS

Week 2:

Clara Nieto, *Los amos de la guerra* (México, D.F. : Debate, 2006), 51-108.

Rafael Correa, *Ecuador: de Banana Republic a la No República* (Bogotá, D.C.: Random House, 2009), 71-88.

Week 3:

Volker Skierka, *Fidel Castro* (Madrid: MR ediciones, 2007), 148-190.

Week 4

Eduardo Galeano, *Nosotros decimos no: Crónicas (1963/1988)* (México, D.F.: Sigo Veintiuno, 1989), 64-73.

Rodolfo Walsh, *El Violento Oficio de Escribir: Obra periodística (1953-1977)* (Buenos Aires: Ediciones de la Flor, 2007), 429-438.

Week 5

Nelson Minello, 'Uruguay: la consolidación del Estado militar', *Revista Mexicana de Sociología*, vol. 39, no. 2. (abril - junio, 1977), 575-594.

Gerardo Caetano, 'Hacia un 'momento de verdad' en el Uruguay reciente. Las investigaciones sobre el destino de los detenidos desaparecidos (2005-2007)', *Sociohistórica*, vol. 23-2, (primer y segundo semestre 2008), 199-249.

Week 6

Pablo Stefanoni, "Empate catastrófico" en Bolivia, *Le Monde Diplomatique*, octubre 2007.

Paco Ignacio Taibo II, *Ernesto Guevara, también conocido como el Che* (Barcelona: Editorial Planeta, S. A., 2003), 727-744.

Week 7

Peter Kornbluh, *Los EEUU y el derrocamiento de Allende: Una Historia desclasificada* (Santiago, Chile: Ediciones B, 2003), 73-109.

Claudia Farfán y Fernando Vega, *La familia: Historia privada de los Pinochet*, segunda edición (Santiago, Chile: Debate, 2009), 109-146.

Week 8

Nicaragua: A Nation's right to survive. Dir. John Pilger & Alan Lowery (United Kingdom, 1983). Available: <http://johnpilger.com/videos/nicaragua-a-nations-right-to-survive>.

Week 9

José Honorio Martínez, "Neoliberalismo y genocidio en el régimen fujimorista", *Historia Actual Online*, vol.7 (2009), 65-75.

Week 10

Daniel Pontón C., "La economía del narcotráfico y su dinámica en América Latina", *Íconos. Revista de Ciencias Sociales*. num. 47, (septiembre 2013), 135-153.

Week 11

Rodrigo Acuña and Estela Valverde, 'Can the Bolivarian Experiment Implement Transitional Justice in Venezuela?', *Macquarie Law Journal*, vol. 13 (2014), 129-146.

Week 12

Andrés Lajous, 'El periodismo que el narco nos dejó', *Nexos: Sociedad, Ciencia, Literatura*, vol. 35 (julio 2013). Available:: <http://www.nexos.com.mx/?p=15386>.

TECHNOLOGY USED AND REQUIRED

Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- For central technical support go to: http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/
- For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Late assignment policy

Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- To extend their knowledge by studying in some detail, in Spanish, the most representative contemporary and historical social movements and governments in Latin America
- To work with and collaborate with others through class discussion and project work
- To be able to assess and prioritize information (demonstrated through reasoned arguments)

Assessment tasks

- Participation
- Presentation
- Final essay
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to

have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- To extend their knowledge by studying in some detail, in Spanish, the most representative contemporary and historical social movements and governments in Latin America
- To develop an independent and analytical judgment about the studied issues
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- To be able to assess and prioritize information (demonstrated through reasoned arguments)
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- To be able to communicate efficiently on the topics they have learnt through the successful completion of assignments and class discussion
- To improve their library and information retrieval skills (demonstrated through research for assignments)

Assessment tasks

- Participation
- Presentation
- Final essay

- Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- To be able to communicate efficiently on the topics they have learnt through the successful completion of assignments and class discussion
- To work with and collaborate with others through class discussion and project work

Assessment tasks

- Participation
- Presentation
- Final essay
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- To extend their knowledge by studying in some detail, in Spanish, the most representative contemporary and historical social movements and governments in Latin America
- To develop an independent and analytical judgment about the studied issues
- To develop a critical consciousness, informed by an understanding of ethical issues, and a self-reflexive awareness of the reasoned views of others

Assessment tasks

- Participation

- Presentation
- Final essay
- Exam

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- To extend their knowledge by studying in some detail, in Spanish, the most representative contemporary and historical social movements and governments in Latin America
- To develop a critical consciousness, informed by an understanding of ethical issues, and a self-reflexive awareness of the reasoned views of others

Assessment tasks

- Participation
- Presentation
- Final essay