



SPN 325

Rebellion and Change

S2 Day 2018

Dept of International Studies

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General Information

Unit convenor and teaching staff

Convenor

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Co-Convenor

Ella Dixon

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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.

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	20%	No	Ongoing
<u>Essay draft</u>	10%	No	Week 5
<u>Presentation</u>	10%	No	Week 7
<u>Essay</u>	30%	No	Week 9
<u>Final In Class Test</u>	30%	No	Week 13

Participation

Due: **Ongoing**

Weighting: **20%**

This unit has a **strong emphasis** on class participation. This entails engagement with both the lecture and reading materials as well as with other students' contribution to the class discussion. Tutorials will explore the content and themes from the weekly **lecture and readings** while students will be expected to engage in a critical analysis of unit readings.

In lieu of class participation, **external students** are encouraged to contribute to class through commenting in lecture recordings and/or VoiceThreads.

Consideration requests for absences need to be submitted online via <https://ask.mq.edu.au>.

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.

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Essay draft

Due: **Week 5**

Weighting: **10%**

Preliminary version of the research essay. This is meant to enable a 'scaffolding' experience of essay-building. Your draft must include:

1. an abstract presenting the issue and your hypothesis (250 words).
2. a summary of the issues surrounding the matter at hand (500 words). This text, once edited following feedback, may function as the introduction to your research essay. The summary **should not repeat the abstract** but rather present a panoramic view of the issue at hand in order to present the essay's hypothesis in context.
3. a preliminary bibliography (min. 6 items) with a brief summary (50 words, + 30w for item itself) for each entry explaining its relevance within the essay (6 x 80 = 480w approx.).

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Presentation

Due: **Week 7**

Weighting: **10%**

10-minute seminar presentation of your researched case study as it stands thus far, followed by a Q&A session with peers. Student is expected to include a 'state of the matter', hypothesis, and examples, and utilize Q&A session as a means to develop the considerations and conclusion of his/her research essay.

External students are expected to leave comments on each other's presentations, uploaded in the external students' Presentations Voicethread.

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Essay

Due: **Week 9**

Weighting: **30%**

Students will propose a question that looks into and examines a situation linked to one of the topics discussed within the context of one Latin American country, presenting it as a "case study"

of the issue at hand. The conclusion should present a "state of the matter" in the country elected. 3,000 words.

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Final In Class Test

Due: **Week 13**

Weighting: **30%**

A cumulative test 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:

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Delivery and Resources

Selected readings will be provided through ILearn.

Unit Schedule

SPN325: Rebellion and Change

Unit schedule

Week	Topic	Assessment reminder	Week
1	Introduction to the course. Historical (colonial) subjects: class, race, gender, religion, economy		1
2	Recent history: military dictatorships, communism, foreign interventions, anti-imperialism		2
3	Post-cold war Latin America: neoliberalism and democratisation, electoralism/elite democracy		3
4	Post-colonialism and de-colonial struggles: el 'buen vivir', Zapatismo		4
5	Contemporary Latin American politics: populism, political culture and cultural politics	Essay draft	5
6	Extractivism, privatisation, land rights, indigenous, peasant resistance: Cochabamba, Bolivia; Cheran, Mexico; MST, Brazil		6
7	Presentations	Presentations	7
8	Student movements and education: elites, privatisation, technical knowledge, cheap labour, human capital, exclusion and resistance- Chile, Colombia, and Mexico		8
9	State terror and anti-systemic social movements: Ayotzinapa, Mexico; piqueteros, Argentina; Passe livre, Brazil	Research Essay	9
10	Narcotrafico and narcoculture: Mexico and Colombia		10
11	Gender: feminicidio and feminist struggles		11
12	Sexuality and popular culture		12
13	Final in class test	Final in class test	13

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)

- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

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

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Assessment task

- Essay draft

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

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- 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
- Essay draft
- Presentation
- Essay
- Final In Class Test

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:

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Assessment tasks

- Participation
- Essay draft
- Presentation
- Essay

- Final In Class Test

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
- Essay draft
- Presentation
- Essay
- Final In Class Test

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
- Essay

- Final In Class Test

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
- Essay draft
- Presentation
- Essay
- Final In Class Test

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
- Essay