



Universidad de
los Andes
SANTIAGO, CHILE



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

(U.S. Spring Semester)

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 a 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 Spanish Course
- Intermediate Spanish Course



SYLLABUS

➤ 20th Century Latin American Literature

COURSE	20TH CENTURY LATIN AMERICAN LITERATURE
INSTRUCTOR	Ana María Neira Tiemann (amneira.t@gmail.com)
CREDITS	3 U.S. Credits/ classes twice per week
COURSE DESCRIPTION	
<p>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.</p>	
OBJECTIVES	
<p>At the end of the course, the student must demonstrate that he/she is capable of:</p> <ul style="list-style-type: none">• 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	
<p>Unit 1: A conceptual framework for the study of contemporary Latin American literature</p> <ul style="list-style-type: none">• 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. <p><u>Readings:</u> Chapters from Philip Swanson's "<i>Latin American Fiction</i>" ("Beginnings: Narrative and the Challenge of New Nations" and "National Narratives: Regional and Continental Identities").</p>	

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.

Readings: Ruben Darío's "*To Roosevelt*" and excerpts from "*Azure*"; selected texts from Gabriela Mistral's "*Desolation*"; Horacio Quiroga's "*The Decapitated Chicken*" and "*Wild Honey*"; Vicente Huidobro's "*Ars Poetica*" and excerpts from "*Altazor*".

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.

Readings: Jorge Luis Borges's "*The Zahir*" and José María Argueda's "*Deep Rivers*".

Unit 4: Latin American Boom

- Julio Cortázar.
- Gabriel García Márquez.
- Carlos Fuentes.
- Mario Vargas Llosa.
- Irrrealism: Causes and characteristics.

Readings: Gabriel García Márquez's "*A Very Old Man with Enormous Wings*" and "*The Autumn of the Patriarch*"; Julio Cortázar's "*The Night Face Up*".

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.

Readings: Selection of Cristina Peri Rossi's poems from "*State of Exile*".

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

- ARGUEDAS, José María. *Deep Rivers*. Frances Hornig (trans.). Waveland Press, 2002.
- BELLINI, Giuseppe. *Historia de la literatura hispanoamericana*. Madrid: Castalia, 1985.
- BORGES, Jorge Luis. *The Aleph and Other Stories*. Andrew Hurley (trans.). Penguin Classics, 2004.
- CORTÁZAR, Julio. *Hopscotch; Blow-up and Other Stories; We Love Glenda so Much*. Gregory Rabassa, et al. (trans.). Everyman's Library, 2014.
- DARÍO, Rubén. *Selected Writings*. Ilan Stavans (ed.). Andrew Hurley, et al. (trans.). Penguin Books, 2005.
- GARCÍA MÁRQUEZ, Gabriel. "The Autumn of the Patriarch." Gregory Rabassa (trans.). *The New Yorker* (September 1976).
- GOIC, Cedomil: *Historia de la Novela Hispanoamericana*. Valparaíso: EUV, 1972.
- , *Historia y crítica de la literatura hispanoamericana*. Barcelona: Editorial Crítica, 1988, vol. 3.
- GUZMÁN, Jorge. *Diferencias latinoamericanas: (Mistral, Carpentier, García Márquez, Puig)*. Santiago: Universidad de Chile, Centro de Estudios Humanísticos, 1995.
- HUIDOBRO, Vicente. *The Selected Poetry by Vicente Huidobro*. David M. Guss (ed.). New Directions, 1981.
- MENTON, Seymour: *Historia verdadera del realismo mágico*. México: FCE, 2003.
- MISTRAL, Gabriela. *Desolation*. Michael P. Predmore & Liliana Baltra (trans.). Latin American Literary Review Press, 2013. .
- OVIEDO, José Miguel. *Historia de la literatura hispanoamericana*. Tomo 3: Posmodernismo, Vanguardia, Regionalismo. Madrid: Alianza Editorial, 1995.
- . *Historia de la literatura hispanoamericana*. Tomo 4: *De Borges al presente*. Madrid: Alianza, 1995.
- PERI ROSSI, Cristina. *State of Exile*. Marilyn Buck (trans.). City Lights, 2018.
- QUIROGA, Horacio. "The Decapitated Chicken." Margaret Seyers Peden (trans.). *Short Story Project*: <https://www.shortstoryproject.com/the-decapitated-chicken/>
- . "Wild Honey." Kit Maude (trans.). *Short Story Project*: <https://www.shortstoryproject.com/wild-honey/>
- STAVANS, Ilan y JAKSIC, Iván. *¿Qué es la hispanidad? Una conversación*. Santiago: FCE, 2011.
- SWANSON, Philip. *Latin American Fiction: A Short Introduction*. Blackwell Publishing, 2004.

➤ **Introduction to Psychology**

COURSE	INTRODUCTION TO PSYCHOLOGY
INSTRUCTOR	Pablo Urrutia (purrutia@uandes.cl)
CREDITS	3 U.S. Credits/ classes twice per week
COURSE DESCRIPTION	
<p>This course is a broad introduction to the field of psychology. Students will explore key figures, various theoretical perspectives and research findings that have shaped some of the main areas of contemporary psychology. This course will also examine the research methods used by psychologists to study the origins and variations in human behavior. Finally, the course will present different applications of psychology in today's society.</p> <p>Distribution of work load:</p> <ul style="list-style-type: none"> • 12 hours of independent study for each test. • 15 hours for the group project. • 2 hours of reading for each class. 	
OBJECTIVES	
<p>At the end of the course, the student must demonstrate that he is capable of:</p> <ul style="list-style-type: none"> • Identifying the central questions of psychology. • Analyze the contributions of different authors to the consolidation of psychology within the world of science. • 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. • Identify different applications of psychology in the actual society. <p>Gateway students will return to Mason with a set of skills after having developed an understanding of different cultures and providing global perspectives to their studies in psychology.</p>	
CONTENTS	
<p>Unit 1: The foundations of psychology</p> <ul style="list-style-type: none"> • The influence of Greek philosophy • Pre-scientific psychology and the beginnings of psychology as a science <ul style="list-style-type: none"> - Alternative ideological currents - Precursor disciplines of Psychology - Wundt's structuralism and the first psychology laboratory • Psychoanalysis, the origins of clinical psychology 	

Unit 2: Main Schools of psychology

- Behaviorism
- Psychoanalysis
- Systemic Family Theory
- Humanism

Unit 3: Applications of psychology in actual society

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

METHODOLOGY

The professor will flexibly design dynamic ways to impart the content of the course. This could include a combination of lectures, debates, audiovisual material, peer-to-peer instructions, guest lecturers or cultural excursions.

Classes will be taught by expert professors in each subject. At the end of each unit, students will have a test to evaluate the contents. In addition, students will have to develop a group project on one of the topics reviewed during the second or third unit of the course and connect these contents with daily life and their contribution to society.

**Attendance requirement: 75% lectures and reinforcement classes*

ASSESSMENT

- Test #1 (30%)
- Test #2 (30%)
- Test #3 (30%)
- Group project (10%)

BIBLIOGRAPHY

Mandatory bibliography

- O'Boyle, C. (2014). *History of psychology: A cultural perspective*. New York: Routledge.

Complementary bibliography

- Leahey, T.H. (2018). *History of psychology: Main currents in Psychological thought*. (7th. ed.). United States: Prentice Hall
- Greenwood, J. (2015). *A conceptual history of psychology*. United Kingdom: Cambridge University Press.
- Leahey, T.H. (2009). *History of modern psychology*. (3rd ed.). United States: Prentice Hall.

20th and 21st Century Latin American History

COURSE	20 TH AND 21 ST CENTURY LATIN AMERICAN HISTORY
INSTRUCTOR	Dr. Ricardo D. Cubas-Ramacciotti (rcubas@uandes.cl)
CREDITS	3 U.S. Credits/ classes twice per week
COURSE DESCRIPTION	
<p>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.</p> <p>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.</p> <p>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.</p>	
OBJECTIVES	
<p>At the end of the course, the student must demonstrate that he/she is capable of:</p> <ul style="list-style-type: none"> • 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	
<p>Week 1. Introduction</p> <ul style="list-style-type: none"> • What is Latin America? Interpretations of its culture, economy, institutional frameworks and history. • How US academia and policy-makers have seen the region? <p>Week 2. Colonial antecedents and the formation of Latin America</p> <ul style="list-style-type: none"> • 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)

- Military dictatorships and the Doctrine of National Security.
- 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.

Week 10. The return of democracy and the 'lost decade', 1980-1989

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

Week 11. The 'Washington consensus', liberalization and economic reform, 1989-1999

- 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).

Week 13. Latin America today: opportunities and challenges, 2013-2019 (1)

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

Week 14. Latin America today: opportunities and challenges, 2013-2019 (2)

- Brazil: Lava Jato and its projections in Latin America.
- Manuel López Obrador and political change in Mexico/Macri and Argentina.

Weeks 15. Latin America today: opportunities and challenges, 2013-2019 (3)

- Cuba after Fidel.
- Political and economic perspectives today. / Cultural transformations today.

METHODOLOGY

The course includes a combination of lectures, debates, audiovisual material, discussion of primary sources and guest lecturers.

ASSESSMENT

- **Discussion Questions (15%)**
- **Participation/Quizzes (10%)**
- **Paper (50%)**
- **Final presentation (25%)**

- Student participation will be graded. Arrive at every lecture class with the expectation of being quizzed on the assigned reading at the beginning of class.
- Students are to submit a set of discussion questions for each week. This will consist of you creating no less than THREE questions that you could possibly use in discussion with your classmates. Your questions should show that you have read and comprehended the readings and provide some analysis of the material.
- Students will choose a topic related to the 20th or 21st century Latin American History, which they will develop during the program. Each student will then present his or her findings at the end of the course. They will be graded in accordance to the development of the paper, and the final presentation.

BIBLIOGRAPHY

- Bethell, Leslie, ed. *The Cambridge History of Latin America*. 11 vols. Cambridge [England] ; New York: Cambridge University Press, 1984.
- Bulmer-Thomas, Victor. *The Economic History of Latin America since Independence*. 3rd ed. Cambridge: Cambridge University Press, n.d.
- Butler, Matthew. 'Liberalism, Anticlericalism, and Antireligious Currents in the Nineteenth Century'. In *The Cambridge History of Religions in Latin America*, edited by Garrard-Burnett, Virginia and Dove, Stephen C., 231–250. Cambridge: Cambridge University Press, 2016.
- Chasteen, John Charles and Wood, James A., eds. *Problems in Modern Latin American History: Sources and Interpretations*. Latin American Silhouettes. Rowman & Littlefield Publishers, 2013.
- Clayton, Lawrence, Conniff, Michael, and Gauss, Susan. *A New History of Modern Latin America*. 3rd ed. University of California Press, 2017.
- Dawson, Alexander S., *Latin America since Independence. A History with Primary Sources* (New York: Routledge, 2010).
- Eakin, Marshall C. *The History of Latin America: Collision of Cultures*. Palgrave Essential Histories Series. New York: Palgrave Macmillan, 2007.
- Edwards, Sebastián. *Left Behind: Latin America and the False Promise of Populism*. Chicago: University of Chicago Press, 2012.
- Elliott, John. *Empires of the Atlantic World*. New Haven and London: Yale University Press, 2006.
- Fernández-Armesto, Felipe. *The Americas: A Hemispheric History*. Modern Library Chronicles 13. Random House, 2006.

- Hamnett, Brian. *'Process and Pattern: A Re-Examination of the Ibero-American Independence Movements, 1808-1826'*. *Journal of Latin American Studies* 9, no. 2 (May 1997): 279–328.
- Hanke, Lewis. 'A Modest Proposal for a Moratorium on Grand Generalizations: Some Thoughts on the Black Legend'. *The Hispanic American Historical Review* 51, no. 1 (February 1971): 112–27.
- Larosa, Michael, y Mejía, Germán. *An Atlas a Survey of Latin American History*. Armonk, New York - London, England: M.E.Sharpe, 2007.
- Reid, Michael. *Forgotten Continent: A History of the New Latin America*. New Haven: Yale University Press, 2017.
- Skidmore, Thomas, Smith, Peter H., and Green, James N. *Modern Latin America*. 8th ed. Oxford University Press, 2013.
- Taffet, Jeffrey F. and Walcher, Dustin, *The United States and Latin America a History with Documents* (Routledge, 2017).
- Zanatta, Loris. *Historia de América Latina : De La Colonia Al Siglo XXI*. Buenos Aires: Siglo Veintiuno Editores, 2012.

➤ **Latin American Art**

COURSE	LATIN AMERICAN ART
INSTRUCTOR	Victoria Sánchez (vicsanchez@vtr.net)
CREDITS	3 U.S. Credits/ classes twice per week
COURSE DESCRIPTION	
<p>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.</p>	
OBJECTIVES	
<p>At the end of the course, the student must demonstrate that he/she is capable of:</p> <ul style="list-style-type: none">• 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	
<p>Unit 1: Pre-Columbian Art: Aztec, Mayas, Incas (1800 BC to AD 1492).</p> <p>Unit 2: Colonial Art: Mexico, Peru, Brazil (AD 1492 to 1800).</p> <p>Unit 3: Nineteenth – Twentieth century Modern art.</p> <p>Unit 4: Contemporary art across the Americas.</p>	

METHODOLOGY
<p>Class sessions will include a combination of lectures, debates, audiovisual material and cultural field trips.</p>
ASSESSMENT
<ul style="list-style-type: none"> • 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
<p>Miller, Mary Ellen. <u>The Art of Mesoamerica: From Olmec to Aztec</u> (World of Art), 4th ed. London: Thames and Hudson, 2006.</p> <p>Museo Chileno de Arte Precolombino: http://www.museoprecolombino.cl</p> <p>Sone-Miller, Rebecca. <u>Art of the Andes: From Chavin to Inca</u> (World of Art), 2nd. Ed London: Thames and Hudson, 2002.</p> <p>Donahue-Wallace, Kelly. <u>Art and Architecture of Viceregal Latin America. 1521-1821</u>. Albuquerque: University of New Mexico Press, 2008.</p> <p>Lucie-Smith, Edward. <u>Latin American Art of the 20th Century</u> (World of Art), 2nd ed. London: Thames and Hudson, 2004.</p>

COURSE	BEGINNERS SPANISH COURSE (A2)
INSTRUCTOR	Daisy Bravo (dbravove@puc.cl)
CREDITS	3 U.S. Credits/ classes twice per week
COURSE DESCRIPTION	
<p>Beginners Spanish course with a communicative approach oriented to the acquisition of grammatical structures of Spanish, necessary for basic interaction, both in the social and academic environment. It offers the opportunity to incorporate and practice various communication functions that facilitate the integration and cultural understanding of the Chilean environment.</p>	
OBJECTIVES	
<p>At the end of the course, the student must demonstrate that he is capable of:</p> <ul style="list-style-type: none"> • Incorporate and exercise basic grammatical structures typical of Spanish. • Acquire vocabulary related to the different uses of basic communication. • Recognize and apply linguistic-pragmatic skills that facilitate participation in situations of academic and social interaction. • Identify and use idiomatic expressions of the Chilean oral interaction culture. • Use reflection on the cultural differences and customs of Chilean and Latin American society as a facilitating factor in the efficient use of the language. 	
CONTENTS	
<p>Unit 1:</p> <ul style="list-style-type: none"> • Simple present and continuous indicative times. Regular and irregular verbs. Perfect periphrastic future. • Pronouns: personal, possessive, demonstrative. Undefined articles. • Descriptive vocabulary • Verbs to be, to be, to have and to do • Prepositions and adverbs of place • The comparison. • Reflective verbs • Communicative functions and related vocabulary. <p>Unit 2:</p> <ul style="list-style-type: none"> • Past perfect, imperfect, indefinite and pluperfect of the indicative. • Temporary vocabulary • Pronouns of direct and indirect objects. • Imperatives • Discourse markers 	

METHODOLOGY

The methodology of the course favors the significant acquisition of interaction resources and motivates autonomous learning, exploration and discovery. Students will perform various tasks of systematizing structures, role play activities, creating dialogues, brief oral presentations of practice and correcting joint errors. Through cultural discussions, the student will be encouraged to evaluate, correct and consolidate verbal expression and interaction.

ASSESSMENT

- Oral assignments (30%)
- Written assignments and quizzes (class to class) (35%)
- Class Participation (10%)
- Final Exam (25%)

BIBLIOGRAPHY

Complementary 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 Spanish Course**

COURSE	INTERMEDIATE SPANISH COURSE (B1-B2)
INSTRUCTOR	Daisy Bravo (dbravove@puc.cl)
CREDITS	3 U.S. Credits/ classes twice per week
COURSE DESCRIPTION	
<p>Intermediate Spanish course with a communicative approach, aimed at offering foreign students the opportunity to systematize and improve their language skills. The course seeks to facilitate integration into the social and university environment in Chile.</p>	
OBJECTIVES	
<p>At the end of the course, the student must demonstrate that he is capable of:</p> <ul style="list-style-type: none">• Identify and exercise resources and linguistic-pragmatic skills that facilitate the participation of students in situations of academic and social interaction.• Organize and interpret information expressed in correct and relevant texts according to context.• Acquire and systematize specific and varied lexicon in the thematic areas focused on each unit.• Identify and use idiomatic expressions of the Chilean oral interaction culture in different registers and functions: oral presentations, seminars, spontaneous conversations and exchange of services.• Use reflection on the cultural differences and customs of Chilean and Latin American society as a facilitating factor in the efficient use of the language.	
CONTENTS	
<p>Unit 1:</p> <ul style="list-style-type: none">• Indicative and temporal expressions, perfect and continuous. Regular and irregular verbs.• Descriptive verbs. Idiomatic uses.• Prepositions.• Indirect style.• Subjunctive and imperative mode. <p>Unit 2:</p> <ul style="list-style-type: none">• Prepositions and discursive markers.• Relative pronouns.• Pronominal and reflexive verbs.• Thematic coherence structures.• Conditional sentences.	

METHODOLOGY

The methodology favors autonomous learning, exploration and discovery. The acquisition and reinforcement of resources for an educated expression will be privileged based on a correct linguistic management for the description, exposition, argumentation and comparison. Through cultural discussions, the student will be encouraged to evaluate, correct and consolidate verbal expression and interaction.

Tutoring hours in individual support to students are contemplated; These hours will be organized during the course and in common agreement.

The classes are oriented to motivate and prepare the student to maintain an alert observation and so that, with a critical attitude, they reflect on their integration to the Chilean environment.

ASSESSMENT

- Oral presentation #1(15%)
- Oral presentation #2 (15%)
- Essays, assignments and quizzes (class to class) (35%)
- Class Participation (10%)
- Final Exam (25%)

BIBLIOGRAPHY

Complementary 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.

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

**María Ignacia
Manzanares**



Incoming Mobility Coordinator
International Relations
Universidad de los Andes
mimanzanares@uandes.cl
Ph: (56 2) 2618 1489

International Relations
Universidad de los Andes
Santiago, Chile
April 2019

