

**RMST/SPAN 280: *Revolution***  
Student Movements of Latin America

## ACKNOWLEDGEMENT

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Our course is held on the UBC Point Grey (Vancouver) campus, which sits on the traditional, ancestral, unceded territory of the xwməθkwəy̓əm (Musqueam) First Nation. We are grateful for the opportunity to teach and learn from this digital and physical territory and express our deepest gratitude. *Adapted from the UBC Campus Environments website.*

## COURSE INFORMATION

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Course Instructor Contact & Office Hours	Course TA Contact & Office Hours	Class Days   Times & Location
<b>Instructor:</b> <u>Brianne Orr-Álvarez</u>  <b>Email:</b> <u>brianne.orr@ubc.ca</u>  <b>Office:</b> Buchanan Tower 804  <b>Office hours:</b> Mondays and Wednesdays 1:30-2:30pm.	<b>TA:</b> Jennifer Nagtegaal  <b>Email:</b> <u>jennifer.nagtegaal@ubc.ca</u>  <b>Offices &amp; office hours:</b> Will be announced the first week of classes!	Our class meets <b>in person</b> every Monday, Wednesday and Friday from 12-12:50pm in ORCH 4074.

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## RMST/SPAN 280: REVOLUTION

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Since the start of the 20<sup>th</sup> century (and even long before!), student activists from across Latin America have used the university as a space to breed social and political change. Beginning with José Enrique Rodó's *Ariel* (1900), which establishes youth as a form of power to be employed toward change, and ending with more recent protests against neo-liberal education practices, this course traverses countries (*Cuba, Mexico, Nicaragua, and a guest appearance from Spain!*), spaces (*the university, the mountain, the city square, the border, the internet*), and genres (*diary, testimonial, (graphic) novel, documentary, film, newspaper articles*) to evaluate the major concepts, practices, urgencies, and voices that frame student movements in Latin America throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries.

Accessibility—in terms of topics addressed and types of works studied, affordability and easy access to materials, and student interests and levels – is a major priority for the instructor.

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## REQUIRED LEARNING MATERIALS

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Required course texts and materials will be provided in digital format (via links and/or PDFs) and made available to students on Canvas.

## LEARNING OUTCOMES

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**PARTICIPATE:** Active student involvement in the design, execution, and discussion of class topics helps to create a comfortable and safe learning environment where students are invited to share their thoughts, concerns, and new approaches to readings and writings, with the help and encouragement of the instructor and peers;

**DEMONSTRATE:** Students will demonstrate their knowledge of course topics and capacity to critically analyze how love manifests and/or evolves in the texts studied throughout the term through a variety of informal (participation and discussions) and formal (focused written analyses, exams) evaluations;

**ANALYZE:** Students will analyze texts within their specific social, historical, and cultural contexts and apply terminology concepts, and theoretical tools for literary and cultural analysis through guided and personal questions, quote analyses, in-class and online discussions, as well as other global assessments (midterm, final exam, etc.);

**REFLECT:** Students will reflect (often!) on their evolving view of love through personalized readings and interpretations of major issues presented in each work and approach to the concept studied;

**DESIGN, FACILITATE, AND COLLABORATE:** Students will engage a combination of interpersonal, intercultural, and collaborative-learning strategies to design and facilitate one “Friday Assembly” session—an in-class discussion facilitated by one student in small groups of 8-10 students—that links a proposed topic to the readings and theoretical frameworks presented that week, as well as co-facilitate a follow-up discussion on Canvas.

## GRADING BREAKDOWN

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Course Evaluations	% Breakdown
<b>Active Participation and preparation</b> <ul style="list-style-type: none"><li>In-class participation (14%)</li><li>Canvas Discussions (10%)</li></ul>	<b>24%</b>
<b>Project “Revolution”</b> <ul style="list-style-type: none"><li>Focused Response Essays (2@12%) (24%)</li><li>Assembly Facilitation Guide + Facilitation (12%)</li><li>Final Project (20%)</li></ul>	<b>56%</b>
<b>Exams</b> Midterm Exam (20%)	<b>20%</b>
<b>Total =</b>  <b>100%</b>	

### FHIS Grading Scale

<b>A+</b>	90-100
<b>A</b>	85-89
<b>A-</b>	80-84
<b>B+</b>	76-79
<b>B</b>	72-75
<b>B-</b>	68-71
<b>C+</b>	64-67
<b>C</b>	60-63
<b>C-</b>	55-59
<b>D</b>	50-54
<b>F</b>	0-49

## DETAILED DESCRIPTION OF COURSE EVALUATIONS

**Active student engagement and involvement** in the design, execution, and discussion of class activities in **RMST/SPAN 280** – both in the classroom and through online discussions – helps to create a comfortable and safe learning environment where students are always invited to share their thoughts, concerns, and new approaches to readings and writings with the help and encouragement of the course instructor and peers. Participation marks take into account students' presence and preparation in class, punctuality, individual and small group work contributions, and active engagement in weekly Assemblies. *Great attitudes, excitement for course content, and effort are appreciated and rewarded!*

The following aspects of the course come together to constitute a vibrant classroom community in RMST/SPAN 280:

- **Active participation** in in-class meetings and Assembly discussions **(14%)**
- Weekly **Canvas Discussion Posts** [*Students must complete 8 of 10. Discussion instructions, rubric, and participation guidelines are posted on Canvas.*] **(10%)**

**Project “Revolution” (56%):** Students will complete each of the assignments outlined below by the established due dates included in the course syllabus, and announced on our Learning Management System, Canvas:

- **Focused Responses (2@12%each) (24%):** Students will complete two focused response essays on works/topics covered in class by the dates indicated in the course outline.
- **Assembly Facilitation Guide (12%):** Each Friday, 8-10 students will lead their groups (7-8 students) in a discussion about an assigned topic, following guidelines and examples announced in Canvas. Assembly Facilitation Guides are instructor, and peer-evaluated. Sign-up for Assembly Facilitation will begin during the second week of classes, and the first Assembly will take place in Week 3! Find more details about the Assembly below!
- **Final Project + Reflection (20%):** Students will showcase their comprehensive and personalized vision of the course and their learning by tracing how a core concept or view of revolution via student movements evolves (or not!), taking into account **a minimum of two-three texts studied throughout the semester**: at least **1** read ***before*** Reading Week and at least **1** read ***after*** Reading week. Students will have the option to complete their project in the form of a video-flash talk with presentational aids that walks the audience clearly and coherently through their argument and analysis. *Creativity is encouraged for this assessment, but will not make up for a lack of content, specificity, and/or accuracy.* Students are encouraged to complete the project in groups of 2-3 people, though individual submissions are also welcome. Reflections will be turned in by each student. Additional details on this project will be provided on Canvas after the February reading break.

**Midterm Exam (20%):** The midterm exam will incorporate a variety of questions (i.e., quick answer, identifications, passage analysis, etc.) that encourage students to think through and establish connections among the material covered *before* Reading Week.

## COURSE FORMAT AND ORGANIZATION

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RMST/SPAN 280 will be taught using a combination of **synchronous** and **asynchronous** teaching and learning techniques. This means that students will, at times, interact with the instructor and other classmates at the same time, and in the same space (synchronous learning) and, at other times, work through materials and other learning activities on their own (asynchronous learning). This course design provides greater flexibility to students and encourages both autonomous (independent) and collaborative activities, learning strategies, and assessments.

**Mondays and Wednesdays:** Mondays and Wednesdays will follow a typical seminar format, with a balance of instructor and student-centered activities.

**Fridays** are reserved for the weekly Assembly. What is the Assembly? Let's find out!

**The Assembly** follows a student-led discussion format in which one facilitator per group of 8-10 students will guide their group's discussion of a "core course question" using a pre-circulated Assembly Facilitation Guide. The idea behind these sessions is to incorporate students' voices and build presentational (listening, speaking, audience engagement), interpersonal, and leadership skills in a personalized and creative way, and to offer a space for small-group discussion within our large lecture class. Each Assembly will last approximately 30 minutes, and follow this pattern:

- **Step 1:** (20 minutes) After the daily warm-up, the class divides into groups (*students will select their groups during week 2 of the term, and stay with the same group for the Friday Assemblies for the remainder of the semester*), and one facilitator leads each small group in discussion using their Assembly Facilitation Guide and accompanying materials (slides, videoclips/images, etc.).
- **Step 2:** As a follow-up to the Assembly, the entire class comes together for the "wrap-up" of the session and announcement of the Canvas Discussion topic of the week. Then, all students will continue discussing the topics of the day in the weekly Canvas Discussion. Weekly Assembly Facilitation Leaders are required to post a **round-up** of their group's in-class discussion in the Canvas Discussion of the week and assist in co-moderating (along with the other 7-8 facilitators of the week!) the Discussion Forum throughout the week.

All weekly facilitators are to turn in their **facilitation plan** and accompanying materials (PPT, question line-up, etc.) on Canvas, **which should follow the outline provided on Canvas**, by **5pm on Wednesday** the week that they facilitate. This will allow me to provide any feedback and anticipate the topics of the week. *All students should come to class each Friday ready to participate in the week's Assembly. To do this, students should complete the assigned readings and take note of topics that intrigue and/or confuse them. Assembly facilitators complete are peer and instructor evaluated.*

## HOW TO NAVIGATE THIS COURSE

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**Canvas:** Canvas is the main Learning Hub for this course. Here, students will receive all course communications and have access to learning materials (videos, PPTs, docs), evaluations (*Focused Responses, Final Project details, etc.*) relevant to the course. They will also interact regularly with the course instructor, TAs, and classmates through Discussions and related community-building activities. Students are expected to connect to the learning hub frequently and go through the asynchronous work indicated in each weekly module prior to live sessions.

Here is a brief overview of how I will communicate with you through Canvas:

- **Announcements:** View important course announcements here. They will alert you about upcoming weekly activities, and/or important deadlines and events. Learn more about announcements [here](#).
- **Modules:** Here you will find Course content, organized by Weeks (Week 1, Week 2... Week 13) that you can explore as part of your asynchronous and synchronous web-oriented experience. These modules include information about the course and what we will do each week. Learn more about modules [here](#).
- **Discussions:** There are weekly Canvas discussions in RMST/SPAN 280, in which students will continue exploring the questions and topics that came up during the Friday Assembly. Learn more about discussion boards [here](#).

## TIPS FOR SUCCESS

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**ATTEND** class and office hours regularly and actively **PARTICIPATE** in discussions. Office hours are the perfect excuse to "swing by" and have a quick conversation with me on your own or with a small group of peers.

**KEEP UP** with the readings and essay assignments. I encourage students to reach out to me if they feel like they are getting behind or feeling overwhelmed!!! I am here to help!

**ASK QUESTIONS** about anything at any time – seriously, do it! Email me, visit me in my office hours or speak to our course TA! We are here to help and make your learning experience enjoyable and worthwhile!

Don't be afraid to **TAKE RISKS** while forming ideas and creating original work. This is one of the most universal topics in literary and cultural studies! Embrace it!

Treat others with **RESPECT**, and **ENJOY** your classroom experience and community!

## ADDITIONAL SUPPORT AVAILABLE

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**Accommodation:** The University's goal is to ensure fair and consistent treatment of all students in accordance with their distinct needs and in a manner consistent with academic principles. The University will provide academic accommodation to students with disabilities in accordance with the British Columbia *Human Rights Code*, R.S.B.C. 1996, c. 210 and the *Canadian Charter of Rights and Freedoms*, Part I of the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982* (U.K.), 1982, c. 11. Students with a disability who wish to have an academic accommodation should contact the [Centre for Accessibility](#) without delay (see [UBC Policy 73](#)) and notify their instructor as soon as they are aware of their necessary accommodations (*within the first 1-2 weeks of classes*). Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes.

**Additional Resources:** The University provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access

including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC also provides accommodations for students with religious observances. Details of the policies and how to access additional support are available on <https://senate.ubc.ca/policies-resources-support-student-success>

## **FHIS DEPARTMENT POLICIES**

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**Attendance:** In in-person courses, regular attendance and participation in synchronous and asynchronous class activities (weekly Canvas Discussions) are required of students, and form part of the classroom community mark in the course. Students who are unavoidably absent from synchronous class sessions because of illness, disability, or other reasons, given our remote teaching and learning context, should alert their instructors prior to the term, or at their earliest convenience for (un)expected circumstances and report to their instructors upon return to classes. Any request for in-term academic concession related to attendance must be clearly expressed, and be in alignment with UBC's Academic Concession practices, which have clear eligibility terms and conditions: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>.

**Assignment Submission:** The Department of French, Hispanic, & Italian Studies expects that students will submit assignments as scheduled. Instructors are not required to make allowances for any missed quizzes or incomplete work that is not satisfactorily accounted for. In the case of illness, hospitalization, or other unforeseen adversities, a student may be permitted to make up a missed examination, or to defer deadlines for other assignments, provided such cases are referred promptly to the instructor before the due date. Students may be requested to substantiate these claims. Any request for in-term academic concession related to course work must be clearly expressed, and be in alignment with UBC's Academic Concession practices, which have clear eligibility terms and conditions: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>.

**Academic Integrity Statement:** As a scholarly community, we share an understanding of the ethical ways that we use and produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work, but it also means we produce our own contributions that add to the academic conversation.

***In RMST/SPAN 280, Academic Integrity will be framed as an ongoing discussion and learning process throughout the term, and included in every evaluation. The instructor will discuss the practices that accompany this academic integrity statement for online assessments and other course-related activities completed individually or in small groups. Students should read these carefully and feel safe and comfortable to approach the course instructor as questions and concerns arise.***

Any instance of cheating or taking credit for someone else's work (including Gen AI produced material), whether intentionally or unintentionally, can and often will result in a conversation with the instructor, and significant grade reductions or even a zero for the assignment. Any case of academic misconduct will be reported to the FHIS Department Head, and the Faculty of Arts Associate Dean, Academic. See the UBC Calendar entries on [Academic Honesty](#), [Academic Misconduct](#), and [Disciplinary Measures](#), and check out the [Student Declaration and Responsibility](#). See Tips for [Avoiding Plagiarism](#), from the Chapman Learning Commons.

### **Important Course Dates | Deadlines:**

<http://www.calendar.ubc.ca/vancouver/index.cfm?page=deadlines>

- Friday, January 19: Last day to drop **without** a **W** standing for the course.
- January 20-March 1: Period to drop **with** a **W** standing for the course.
- February 19-23, inclusive: Reading Week [Includes Family Day]
- Friday, March 29, and Monday, April 1: University closed, due to Good Friday, and Easter Monday

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**All readings and materials included in the course outline below are available to students on Canvas.**



Week/Date	Topics and Readings for the Day	Assembly   Assignments
<b>Week 1</b> M   January 8 W   January 10 F   January 12	Welcome to RMST/SPAN 280!  <b>I. Arielismo and the youth of America</b> Introduction to José Enrique Rodó and <i>Ariel</i>  <i>Ariel</i> , pp. 31-40	All Assembly topics and assignments will be listed in this box, and also announced on Canvas!  <b>Mock Assembly</b> <i>Why youth? Why now?</i>
<b>Week 2</b> M   January 15 W   January 17 F   January 19	<i>Ariel</i> , pp. 41-56  <i>Ariel</i> , pp. 91-111  Introduction to Ernesto “Che” Guevara and <i>Motorcycle Diaries</i> , “So we understand each other,” “Forewarning”	   <b>Mock Assembly</b> <i>Arielismo</i> and reading Che...
<b>Week 3</b> M   January 22 W   January 24 F   January 26	<i>Motorcycle Diaries</i> , pp. 42-74  <i>Motorcycle Diaries</i> , 75-111  <i>Motorcycle Diaries</i> , 112-143	<b>Assembly 1</b> Lessons learned <i>Discussion 1 continued on Canvas</i>  <b>Assign Focused Response #1</b> [Due Friday, February 2 <sup>nd</sup> ]
<b>Week 4</b> M   January 29 W   January 31 F   February 2	<b>II. Students of the Cuban Revolution</b>  <i>Motorcycle Diaries</i> , pp. 144-149; Introduction to The Cuban Revolution and Che’s <i>Reminiscences</i> , “Prologue”  <i>Reminiscences</i> “Alegría de Pío, “Air Attack”, “The Morale and Discipline of the Troops,” “Death of a Traitor”  <i>Reminiscences</i> , “Bitter Days,” “Reinforcements,” “El Patojo”	   <b>Assembly 2</b> The rhetoric of self-construction or the making of an ideal... <i>Discussion 2 continued on Canvas</i>
<b>Week 5</b> M   February 5 W   February 7 F   February 9	Iverna Lockpez, <i>Cuba: My Revolution</i> [Part 1]  Iverna Lockpez, <i>Cuba: My Revolution</i> [Part 2]  Iverna Lockpez, <i>Cuba: My Revolution</i> [Part 3]	   <b>Assembly 3</b> My life? My revolution? <i>Discussion 3 Continued on Canvas</i>
<b>Week 6</b> M   February 12 W   February 14 F   February 16	<i>Fresa y Chocolate</i> [Videoclips]  <i>Fresa y chocolate</i> [Videoclips], Review of Part 1 of course  Midterm Exam	   <b>No Assembly this week</b>
<b>Week 7</b>	<b>Reading Week!</b> [February 19-23, inclusive]	<b>Rest, relax, enjoy yourselves!</b>



<b>Week 8</b>  M   February 26  W   February 28  F   March 1	<b>III. The Student Movement of '68 (Mexico)</b>  <i>Introduction to Student Movement of '68</i> and Elena Poniatowska, "Introduction", <i>Massacre in Mexico</i> , pp. vii-xvii.  <i>Massacre in Mexico</i> , pp. 199-236  <i>Massacre in Mexico</i> , pp. 236-284	<b>Assembly 4</b> "I remember, we remember." <i>Discussion 4 Continued on Canvas</i>  <b>Assign Focused Response #2</b> <i>[Due Friday, March 15<sup>th</sup>]</i>
<b>Week 9</b>  M   March 4  W   March 6  F   March 8	<i>Massacre in Mexico</i> , pp. 285-323, conclusions  Introduction to <i>El grito</i> (documentary) [ <i>Part I (approximately 60 minutes)</i> ]  <i>El grito</i> (cont.) [ <i>Part II (final 43 minutes)</i> ]	<b>Assembly 5</b> "El grito" / The (collective) cry <i>Discussion 5 Continued on Canvas</i>
<b>Week 10</b>  M   March 11  W   March 13  F   March 15	<b>IV. From the University... "we declare war"</b> (Readings from Subcommander Marcos's <i>Our Word is Our Weapon</i> ):  1. "12 Women in the 12 <sup>th</sup> year", 2. "War! First Declaration of the Lacandon Jungle"  20. Tomorrow Begins Today, 30. "Why we use the Weapon of Resistance"  27. "The Sea of My Insomnia", 28. Tlatelolco	<b>Assembly 6</b> "We are all Marcos" <i>Discussion 6 Continued on Canvas</i>
<b>Week 11</b>  M   March 18  W   March 20  F   March 22	<b>V. From the city to the Mountain: Students take (back) Nicaragua</b>  <b>The Sandinista Revolution</b> its ' <i>ismos</i> ', its icons, its authors; Introduction to <i>Fire from the Mountain</i>  <i>Fire from the Mountain</i> ("Holy Week", "Strength and Numbers," "Sandino and the Indians")  <i>Fire from the Mountain</i> ("Fire in the Barrios," "Leaving for the Mountain")	<b>Assembly 7</b> The vocabulary that shapes Cabezas's view of Revolution <i>Discussion 7 Continued on Canvas</i>  <b>Assign Final Project</b> <i>[Due Monday, April 15<sup>th</sup>]</i>
<b>Week 12</b>  M   March 25  W   March 27  F   March 29	<i>Fire from the Mountain</i> ("Fire in the rain," "Meeting Tello," "Loneliness at the Mountain's Heart," "The Mountain Mourns a Son")  <i>Fire from the Mountain</i> ("Return to the Past," "Reasons for Living," "Legacy of a Sandinista")  <b>No class – Good Friday</b>	<b>No Assembly Today</b>

<b>Week 13</b> M   April 1  W   April 3   F   April 5	<b>No class – Easter Monday</b>  <b>VI. Arielismo today!</b> <b>Occupy and Spain's new day!:</b> “Young People Took to the Streets and all of a Sudden all of the Political Parties Got Old’: The 15M Movement of Spain” (Neil Hughes)  <b>From Marcos to #YoSoy132:</b> “Between the Light and the Shadow” (Marcos) and “Redrawing Power: YoSoy132 and Overflowing insurgencies” (Mariana Favela)	<b>Assembly 8</b> 21 <sup>st</sup> Century Students Imagine 21 <sup>st</sup> century Solutions <i>Discussion 8 Continued on Canvas</i>
<b>Week 14</b> M   April 8  W   April 10   W   April 12	<b>Nicaragua now!:</b> “My Experience in the 2018 Nicaraguan Student movement” (Marcella Castillo)  <b>Cubans speak out!:</b> Cuban Anti-government Activism (2021): “The Day Cubans Lost Their Fear” (Javier Corrales)  <b>The Final Assembly</b>	<b>Assembly 9</b> <b>The Final Assembly</b> <i>Discussion 9 Continued on Canvas</i>

**Thank you for taking the time to read through the course syllabus!**  
**I look forward to meeting you all in person on Monday, January 8<sup>th</sup>, in ORCH 4074!**