

Colombia: space, time, difference



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Modality: Face-to-face enhanced with ICT

Training area: Undergraduate

Numbers of credits: 2

Weeks: 8



Description



Colombia: space, time difference” is a mandatory general education course for all undergraduate students at Los Andes University. Its main purpose is for students to understand that Colombia is a heterogeneous, diverse, and unequal country. This course will allow students to critically examine their own perspectives about Colombia. To achieve this, students will conduct a guided inquiry on the topic of the land tenure and land access in Colombia, incorporating space, time, gender, race, as analysis lenses, among others . After this experience, students will carry out an autonomous inquiry about a topic of their interest related to the country. The blended modality -online and face-to-face sessions- will support the aforementioned learning experiences.

Design

What will students understand?

1. People perspectives are determined by their place and time in the world.
2. This historical perspective is essential to develop the skills for searching, evaluating and reading information critically.
3. Diversity and inequality have characterized the historical processes of Colombia, and they have been characterized differently in time and space.
4. It's essential to learn about Colombia's context to perform professionally in an ethical and relevant manner.
5. Having empathy, respect for difference, and the capacity to give in are necessary attitudes to responsible citizenship.



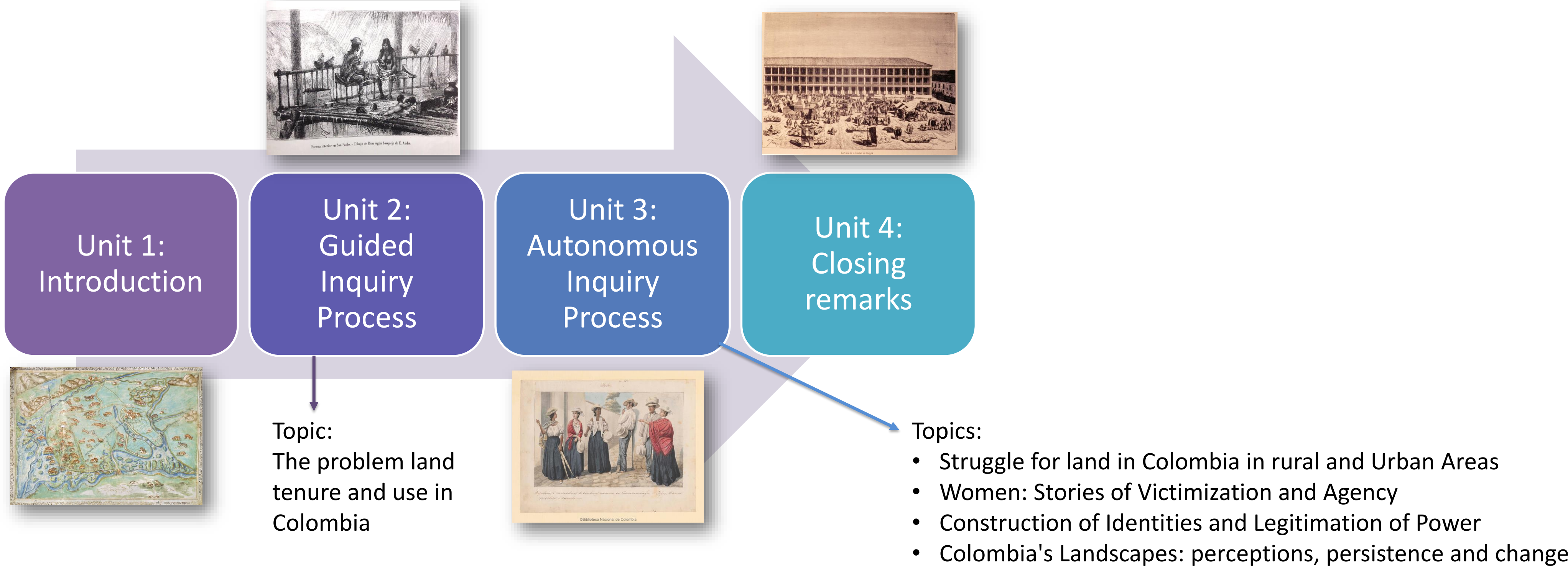
How will students develop and demonstrate they understand?

Students will develop and demonstrate their understandings through two inquiry projects. The product of the first one is an essay and the product of the second one will be a digital product (such as a video, blog, or podcast) or an essay.

In this course, students are at the center of the learning process. To achieve this, we use flipped learning. It means students read primary and secondary sources on their own with the help of guiding questions (comprehension and analysis questions). In class, students discuss and analyze what they learn on their own in small groups and with the whole class. Additionally, throughout the eight-week course, they work on two inquiry projects. These projects invite students to take a position about some of the most concurrent problems in Colombia, one of which is the property and tenure of the land throughout history. The last inquiry project is more autonomous in the sense that students may choose the topic and there is less guidance from the teacher on how to answer the guiding question. The project is done collaboratively in interdisciplinary groups of three, and it should have an impact beyond the classroom. For this reason, students have to decide the purpose, audience, and medium of the project. Most of the primary sources selected are testimonials. The purpose of this is to help students identify the perspectives of the texts and be able to determine who and what is being protected and harmed in the text from the texts perspectives and from their critical view. Given that this is a blended learning course, the course will be hosted in a Blackboard platform. Here, they will find the resources and tools for the course.



Units



Course by week

