

California State University, San Bernardino

CSUSB ScholarWorks

Q2S Enhancing Pedagogy

Winter 1-17-2020

Reacting to the Past Pedagogy

Jesus-David Jerez-Gomez
jdjerez@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/q2sep>



Part of the [Comparative Literature Commons](#), [Digital Humanities Commons](#), and the [Spanish and Portuguese Language and Literature Commons](#)

Recommended Citation

Jerez-Gomez, Jesus-David, "Reacting to the Past Pedagogy" (2020). *Q2S Enhancing Pedagogy*. 148.
<https://scholarworks.lib.csusb.edu/q2sep/148>

This Lesson/Unit Plans and Activities is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

Reacting To The Past (RTTP) Dr. Terri Nelson Workshop. Friday, January 17th, 2020.

Brief Summary of Activities

Dr. J. David Jerez-Gómez, WLL

I will implement *Reacting to the Past* model and the RTTP game "Prado Expansion: Spanish Art", playable in English, in HUM 335/ WLL 3950: Origin and Contemporary Role of Latino Culture. The Prado Expansion RTTP game will facilitate the exploration of the birth of Latino culture in Spain and its continued development in Latin America and the United States as seen in literature, art, music, and philosophy.

The proposed course HUM 335/WLL 3950 (its revision for the semester), is focused in teaching Spanish and Latin American literature, language diversity and history through literary texts and different forms of art. It aims to introduce students to the history of Spain and Latin America from its multicultural and diverse origins in Antiquity in the Mediterranean to the cultural hybridity that characterizes Latin American identity in Modern day, not only in South and Central America but in North America as well. The course also aims to familiarize students with works of literature and art that represent the concept of Hispanic identity, diverse and multicultural as can be seen in its linguistic variations, its folklore, music, and other artistic forms. The implementation of this RTTP strategy and materials set in El Prado Museum will contribute by introducing different Latino American paintings and artistic periods, symbolizing the birth of the Modern Latino American artistic voice as an expression of historical and social changes that define it. The course will serve as a platform to review and introduce students to critical analysis of other artistic forms beside literature, such as painting, music, and cinema. At the same time, students will be able to engage as central agents in the course development, taking an active role in presenting, arguing and analyzing works of arts from the position of museum curators in charge of preparing an exhibition. By contemplating the history, life and society of Spain and Latin America through its art, students will address issues related to world politics, social inequalities, minorities, and diversity, relevant today and to their own world.

The Reacting to the Past (RTTP) and Prado Expansion materials, already implemented in other HUM/WLL classes (such as by Dr. Nelson demonstrated), significantly can increase classroom interaction, promoting active learning in both small and large groups, while integrating problem-based learning (PBL) and project-based learning. The implementation of these strategies and innovative model requires the incorporation of new teaching strategies, assignments and materials into the existing course. In order to do this, I plan to follow Dr. Nelson direction in how to redesign the course around the Prado Expansion RTTP game.

Some the strategies and activities employed will be the historical character's role playing, and the use of technology for class debate. As an example, I will use the *Slack* application to increase student's involvement and communication. In this way, integration of Web 2.0 technologies, digital media, social media, blogging will be implemented to increase student learning and engagement. The course will maintain explicit scaffolding and supporting strategies to promote students' reading, writing, critical information literacy, and developing critical thinking across the disciplines.