



School of Humanities and Languages

**ARTS2750, Modern Latin America: Dependency and
Development
Semester 1, 2014**

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1. Course Staff and Contact Details			
Course Convenor			
Name	Peter Ross	Room	336 Morven Brown
Phone	9385.2418	Email	p.ross@unsw.edu.au
Consultation Time	Tuesdays 11-1pm		
Lecturer			
Name	As for convenor	Room	
Phone		Email	
Consultation Time			
Tutors			
Name	As for convenor	Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	The course elucidates the history and development of Latin America from the Independence period in the early nineteenth century to the present. The basic question posed is why the Latin American republics have been so slow in converging economically, socially and politically with the advanced capitalist countries. Why do so many of them continue to exhibit characteristics that we associate with the Third or Developing World, rather than those we associate with the First or Developed World? The course is organised chronologically and various development strategies including liberalism, import substitution industrialisation, socialism, neo-liberalism and the recent shift to more state directed and export oriented economies examined in the context of the ethnic, class, gender and political divisions within specific countries and the relationship of these countries with other parts of the world including the United States, Europe and Asia.
Course Aims	<ol style="list-style-type: none"> 1. To trace the history of development and underdevelopment in Latin America from independence to the present day and evaluate the success or otherwise of different development strategies. 2. To situate economic, social and political changes in Latin America in the context of international change and development. 3. To consider the cultural particularities of the Latin American nations and how these connect with political and economic changes.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. An understanding of the general trajectory of Latin American history since independence, including economic, social and political changes, and the reasons for these. 2. An understanding of the links between Latin America and

		the rest of the world over the last two centuries.
	3.	Ability to think more critically and form judgments based on the development of concepts of causation, the analysis of diverse interpretations of societal and cultural change, the interpretation of prescribed texts, and the formulation of explanatory arguments.
	4.	Ability to locate and use evidence in oral and written forms to support scholarly arguments.
Graduate Attributes	1.	Acquisition of the capacity for analytical and critical thinking.
	2.	Information literacy.
	3.	An appreciation of, and respect for, diversity.
	4.	An appreciation of, and responsiveness to, change.

3. Learning and Teaching Rationale

Learning is essentially derived from curiosity and interest. Teaching strategies aim to 1) stimulate interest by raising major issues related to historical developments; and 2) provide information that is necessary for students to address these issues. Ultimately it is the student who interprets the difficult questions and attempts to resolve them. In the first instance the student should be critical: "Doubt everything." Secondly, the student should analyse the problem. Thirdly, the student should develop a hypothesis or answer to the problem. Fourthly, the student should advance evidence to support the hypothesis, while not ignoring evidence to the contrary. By proceeding in this fashion the student will develop the analytical, research, and communicative skills (oral, aural and written) which are the bedrock of the tertiary education project and move beyond the mere expression of opinion.

4. Teaching Strategies

In general, **lectures** will follow a chronological trajectory and link with the readings for the tutorials. They will provide the necessary information to understand the historical changes in Latin America over the last two centuries. The major issues will be raised and students are encouraged to question any assertions made by the lecturer, and engage in dialogue with him. For those with unavoidable timetable clashes lectures will be recorded.

Tutorials will be based on readings that have been uploaded to the moodle site. The aim of using readings is to provide a common basis to generate discussion. Students are encouraged to read closely and critically. Questions for each reading are provided. The aim of these questions is to encourage this close and critical reading so that informed discussion of the issues will take place. The number of students in tutorials is, unfortunately, large, but it is also the aim of tutorials to develop students' oral skills. The tutor will endeavour to include all students in the discussion. Students will also be encouraged to formulate their own questions with regard to the readings. Note that the emphasis in tutorials is not on the tutor's providing answers but rather on raising problems for students to consider and reach their own conclusions.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay 1	2,250 words	40%	1, 2, 3, 4	1, 2, 3, 4	4 April
Essay 2	2,250 words	40%	1, 2, 3, 4	1, 2, 3, 4	30 May
Tutorial	50 words	20%	1, 2, 3, 4	1, 2, 3, 4	End of each tutorial

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Formal Examination

There is no formal examination.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date and deposited in the appropriate Assignment Drop Box to be found at the north east corner of level 2 of Morven Brown opposite the School's office. Assignments received after this time will be marked as having been received late.

Students will also submit an electronic copy of their essays via turnitin on the moodle site of the course under the learning activities icon. However, only the hard copy is marked. The turnitin requirement is to check for plagiarism and to provide evidence of submission should the hard copy go missing.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
3 March	Colonial heritage	Introduction to course Independence struggles and caudillos	No tutorials	See Content and Resources on moodle
10 March	19 th century political and economic changes and their consequences	Economic liberalism and positivism The Mexican Revolution	Personal introductions. Discussion of format of tutorials. Discussion and critique of the reading. (For this and other tutorial readings see Content and Resources on moodle.) Completion and submission of assessment and informal writing form for the tutorial.	Wolf, Eric R., and Edward C. Hansen, "Caudillo Politics: A Structural Analysis", <i>Comparative Studies in Society and History</i> , 9, 2, 1967, pp. 168-179.
17 March	The Great Depression of the 1930s	The Great Depression Nationalist and other critiques of liberalism	Discussion and critique of the reading. Raising and answering questions.	Véliz, Claudio, <i>The Centralist Tradition of Latin America</i> , Princeton New Jersey, Princeton University

			Completion and submission of assessment and informal writing form for the tutorial.	Press, 1980, pp. 163-188.
24 March	State directed development post WWII	Import Substitution Industrialisation (ISI) Argentina and Juan Domingo Perón	Discussion and critique of the reading. Raising and answering questions. Completion and submission of assessment and informal writing form for the tutorial.	Korzeniewicz, Roberto Patricio, "Democracy and Dictatorship in Continental Latin America During the Interwar Period", <i>Studies in Comparative International Development</i> , 35, 1, 2000, pp. 41-72.
31 March	Revolution and socialism	Cuba, Che Guevara and the continental revolution The FSLN and the Nicaraguan revolution	Discussion and critique of the reading. Raising and answering questions. Completion and submission of assessment and informal writing form for the tutorial.	Prebisch, Raúl, "Five Stages in My Thinking on Development", in Gerald M. Meier and Dudley Seers, eds, <i>Pioneers in Development</i> , New York, World Bank/Oxford University Press, 1984, pp. 173-191.
7 April	Dictatorships and democratisation	Dictatorships and Development – Brazil Democratisation	Discussion and critique of the reading. Raising and answering questions. Completion and submission of assessment	Foran, John, "Theorizing the Cuban Revolution", <i>Latin American Perspectives</i> , 165, 36, 2, 2009, pp. 16-30.

			and informal writing form for the tutorial.	
14 April		Public Holiday	Tuesday tutorial will discuss dependency theory. There is no reading.	
28 April	The lost decade of the 1980s	The Debt Crisis and Neoliberalism Trading Blocs	Discussion and critique of the reading. Raising and answering questions. Completion and submission of assessment and informal writing form for the tutorial.	Wolff, Jonas, "Towards Post-Liberal Democracy in Latin America? A Conceptual Framework Applied to Bolivia", <i>Journal of Latin American Studies</i> , 45, 1, 2013, pp. 31-59.
5 May	The Pink Tide	Hugo Chávez and Venezuela Political and social changes in the 21 st century	Discussion and critique of the reading. Raising and answering questions. Completion and submission of assessment and informal writing form for the tutorial.	Margheritis, Ana, and Anthony W. Pereira, "The Neoliberal Turn in Latin America", <i>Latin American Perspectives</i> , 154, 34, 3, 2007, pp. 25-48.
12 May	Economic development in the 21 st century	Growth and development Endogenous development	Discussion and critique of the reading. Raising and answering questions. Completion and submission of assessment	Correa, Rafael, "Ecuador's Path", <i>New Left Review</i> , 77, 2012, pp. 89-104.

			and informal writing form for the tutorial.	
19 May	Contemporary Latin America	Equity Responses to global and domestic environmental concerns	Discussion and critique of the reading. Raising and answering questions. Completion and submission of assessment and informal writing form for the tutorial.	Kenemore, Amy, and Gregory Weeks, "Twenty-First Century Socialism? The Elusive Search for a Post-Neoliberal Development Model in Bolivia and Ecuador", <i>Bulletin of Latin American Research</i> , 30, 3, 2011, pp. 267-281.
26 May	Whither Latin America?	Opportunities and challenges Summation and conclusion	Discussion and critique of the reading. Raising and answering questions. Completion and submission of assessment and informal writing form for the tutorial.	Hall, Anthony, "GETTING REDD-Y Conservation and Climate Change in Latin America", <i>Latin American Research Review</i> , 46, 2011, pp. 184-210.
2 June	Conclusion	No lectures	Discussion and critique of the reading. Raising and answering questions. Completion and submission of assessment and informal writing form for	Ross, Peter, "The Bolivarian Alternative for the Americas (ALBA): A fresh approach to international trade as a means of development" in Lynn Chester et al, eds, <i>Contemporary</i>

			the tutorial. Critique of the course.	<i>Issues for Heterodox Economics</i> , SHE, UNSW, 2008, pp. 268-277.
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9. Course Resources

Textbook Details: There is no textbook. It is recommended that students read one of the survey texts of modern Latin America listed in recommended readings under content and resources icon on moodle site.

Journals: See recommended readings under content and resources icon on moodle site.

Additional Readings: See recommended readings under content and resources icon on moodle site.

Websites: See recommended readings under content and resources icon on moodle site.

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at: <http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

As Peter Ross is the Grievance Officer for the School, any problem that cannot be resolved at the level of the lecturer should be taken up with the Head of the School, Professor Vanessa Lemm (v.lemm@unsw.edu.au).

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.