School of Humanities and Languages

ARTS2750 Modern Latin America: Dependency and Development S1 2015

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1. Course Staff and Contact Details

Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>Peter Ross</th>
<th>Room</th>
<th>336 Morven Brown</th>
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<tbody>
<tr>
<td>Phone</td>
<td>9385.2418</td>
<td>Email</td>
<td><a href="mailto:p.ross@unsw.edu.au">p.ross@unsw.edu.au</a></td>
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Consultation Time 10-12pm Thursdays

Lecturer

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<tr>
<th>Name</th>
<th>As for convenor</th>
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Consultation Time

Tutors

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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

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

1. An understanding of the general trajectory of Latin American history since independence, including economic,
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<tr>
<td>2.</td>
<td>An understanding of the links between Latin America and the rest of the world over the last two centuries.</td>
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<tr>
<td>3.</td>
<td>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.</td>
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<td>4.</td>
<td>Ability to locate and use evidence in oral and written forms to support scholarly arguments.</td>
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**Graduate Attributes**

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<tbody>
<tr>
<td>1.</td>
<td>Acquisition of the capacity for analytical and critical thinking.</td>
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<tr>
<td>2.</td>
<td>Information literacy.</td>
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<td>3.</td>
<td>An appreciation of, and respect for, diversity.</td>
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<tr>
<td>4.</td>
<td>An appreciation of, and responsiveness to, change.</td>
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</table>
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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>2,250 words</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>2 April</td>
</tr>
<tr>
<td>Essay 2</td>
<td>2,250 words</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>29 May</td>
</tr>
<tr>
<td>Tutorial</td>
<td>100 words per tutorial</td>
<td>20%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>End of each tutorial</td>
</tr>
</tbody>
</table>
Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Formal Examination

There is no formal examination

For information about examination dates, location and procedures at UNSW, visit: https://student.unsw.edu.au/exams

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://student.unsw.edu.au/grades

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. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
• Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

• A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
• A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a
course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

• Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

• A student who arrives **more than 15 minutes late** may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf
For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. 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: https://student.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

10. Course Schedule

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

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
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<tbody>
<tr>
<td>2 March</td>
<td>Colonial heritage</td>
<td>Introduction to course</td>
<td>No tutorials</td>
<td>See Content and Resources on moodle site</td>
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<tr>
<td></td>
<td></td>
<td>Independence struggles and caudillos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Discussion and critique of the reading.</td>
<td>Raising and answering questions.</td>
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<tr>
<td>30 March</td>
<td>Revolution and socialism</td>
<td>Prebisch, Raúl, “Five Stages in My Thinking on Development”,</td>
<td>Discussion and critique of the reading.</td>
<td>Raising and answering questions.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
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| 13 April | Dictatorships and democratisation          | Dictatorships and Development – Brazil Democratisation                   | Discussion and critique of the reading.  
Raising and answering questions.  
Completion and submission of assessment and informal writing form for the tutorial. |            |
| 20 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. |            |
| 27 April | The Pink Tide                              | Hugo Chávez and Venezuela Political and social changes in the 21\textsuperscript{st} century | Discussion and critique of the reading.  
Raising and answering questions. |            |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Topic Details</th>
<th>Tasks</th>
<th>Reading</th>
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<tbody>
<tr>
<td>18 May</td>
<td>Contemporary Latin America</td>
<td></td>
<td>Discussion and critique of the reading, Raising and answering questions, Completion and submission of assessment and informal writing form for the tutorial.</td>
<td>Shakow, Miriam, Along the Bolivian Highway: Social Mobility and Political Culture in a New Middle Class, Philadelphia, University of</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
<td>Reading Source</td>
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### 11. 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.
### 12. 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.

### 13. 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

### 14. 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://student.unsw.edu.au/complaints

### 15. 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 https://www.ohs.unsw.edu.au/

**Special Consideration**

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**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.
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://student.unsw.edu.au/special-consideration

**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.