

**Latin American Studies 311**  
**Critical Contemporary Issues in Latin America**  
**Winter 2016**  
**Lectures Monday, Wednesdays, Fridays 12:00 - 12:50**

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### **Course Description**

Latin America is a vibrant and diverse region, which is closely linked to Canada—we share a future. Canadian interests in Latin America range from billions of dollars of investment through to leisure pursuits. A long history of immigration to Canada along with growing and sizeable investments of Latin American companies in our industrial and resource sectors ensure that the countries and people of the region have significant ties with us. This course explores Latin America by examining current issues and events that are shaping the region, and asking the question “what is behind the news”. Departing from an interdisciplinary perspective, the course combines historical, political, social, and cultural approaches to understand contemporary Latin America.

### **Objectives of the Course**

The student of this course should finish with:

1. Understanding of Latin American from a multi-disciplinary perspective
2. Understanding of recent political social and economic developments in the region
3. Understanding of the role Canada’s role in the region
4. Understanding of the role previously-marginalized groups play in the region
5. Understanding how the social structure of the region is changing
6. Ability to take this knowledge and understanding and apply it as a tool for critical analysis of current events in the region
7. Honed skills in critical thinking
8. Honed skills in written and verbal communication
9. Strong basis from which to develop a comparative framework for understanding the world (beyond Latin America).
10. Understanding the most important topics of debate and expectations in regards to the political, economic, and social spheres.

### **Textbooks and Readings:**

Prevost, Gary and Harry Vanden. *Latin America: An Introduction*, New York: Oxford University Press, 2011.

*Recommended Text*

Other readings used for specific lectures (these are not required, but recommended):

Arocena, Felipe and Kirk Bowman

2013 Lesson from Latin America Innovations in Politics, Culture, and Development. University of Toronto Press. Canada. UofC library.

Cardenas, Sonia.

2011 Human Rights in Latin America: A Politics of Terror and Hope. Pennsylvania Studies in Human Rights. Philadelphia, PA, University of Pennsylvania Press. Electronic resource accessible through UofC library.

Green, Duncan and Sue Branford.

2012 Faces of Latin America. Monthly Review Press. New York. USA. Electronic resource accessible through UofC library.

Hardin, Rebecca

2011 Collective contradictions of "corporate" environmental conservation. *Journal of Global and Historical Anthropology* 60:47-60.

Heidrich, Pablo, Kindornay, Shannon, and Blundell, Matt.

2013. Economic Relations Between Canada and Latin America and the Caribbean. Latin American Caribbean Economic System. Venezuela. Electronic resource accessible through UofC library.

Korzeniewicz, Roberto P. and William C. Smith

2000 Poverty, Inequality, and Growth in Latin America. Searching for the High Road to Globalization. *Latin American Research Review* Vol. 3(3): 1:54. Electronic resource accessible through UofC library.

Roberts, Keneeth

1997 Rethinking Economic Alternatives in Chamers, Douglas, Carlos Vilas, and Katherine Hite (eds). *New Politics of Inequality in Latin America. Rethinking Participation and Representation*. Oxford GBR Oxford University Press. UK. Pp. 314-336. Electronic resource accessible through UofC library.

Siavelis, Peter, M.

2004 Democracy and Political Institutions in Latin America. *Latin American Research Review*. 39(2):275-290. Electronic resource accessible through UofC library.

Silva, Eduardo

2013 Transnational Activism and National Movements in Latin America. Bridging the Divide. Routledge Studies in Latin American Politics. New York. Electronic resource accessible through UofC library.

Speed, Shannon and Maria Teresa Sierra  
2005 Critical Perspectives on Human Rights and Multiculturalism in Neoliberal Latin America. Political and Legal Anthropology Review 28(1):1-9. Electronic resource accessible through UofC Library.

Spencer, Charles F.  
2000 Food Scarcity, Rural Poverty, and Agricultural Development in Latin America: Issues and Evidence. Culture and Agriculture 22(3):1-14. Electronic resource accessible through UofC library.

Tedesco, Laura, 2004 Democracy in Latin America > Issues of Governance in the Southern Cone. Bulletin of Latin American Research. Vol. 23(1): 30-42. Electronic resource accessible through UofC library.

Vegas, Emiliana and Jenny Petrow  
2008 Raising Student Learning in Latin America. The World Bank. Washington D.C. Electronic resource accessible through UofC library.

Walker, Ignacio  
2013 Democracy in Latin America. Between Hope and Despair. ND Kellogg Institute of International Studies. Notre Dame IN, USA. Electronic resource accessible through UofC library.

### **Assignments and Evaluation**

1. Latin America Political geography Quiz 10%  
January 13
2. Test on Early history, colonialism, and independence 20%  
January 25
3. Article analysis 20% (4 analyses in total)  
Students will select an article from a reputable newspaper every week (Al Jazeera, The Economist, The New York Times, The Washington Post, The Globe and Mail, Financial Times, CNN Latin America, Quarterly Americas, Latin Americas News Dispatch) that best relates to the topics covered in weekly lectures.

Students need to hand in their analysis and the article they are using for the analysis. Students will provide only one introductory paragraph with a brief summary of the article, the rest of the paragraphs should include a contextual discussion on how this reflects recent transformations (maximum 2 pages), or how the article conflicts with reality. Extension: two pages max. No email submissions; all assignments should be handed in to the Instructor. Check for format requirements for this assignment in D2L

Students will **choose only 4** issues from the following list of topics to do their article analyses; they due as follows:

1. Race, class and/or ethnicity Feb 05
2. Religion and beliefs Feb 12
3. Economy Feb 26
4. Development and/or inequality March 04
5. Political Culture - Democracy March 11
6. Social movements - resistance March 18
7. Education March 23
8. Human Rights –environmental issues April 01

3. Written Reports: 4 Policy Briefs 25%

Students will work on four policy briefs based on the topics presented in lectures and article readings.

Please check the following website about How to write a Policy Brief by the International Development Research Center of the Government of Canada:

[http://www.idrc.ca/EN/Resources/Tools\\_and\\_Training/Documents/how-to-write-a-policy-brief.pdf](http://www.idrc.ca/EN/Resources/Tools_and_Training/Documents/how-to-write-a-policy-brief.pdf) from.

Please read also the following document explaining what is a policy brief and what should include:  
<http://www.policy.hu/ipf/fel-pubs/samples/PolicyBrief-described.pdf>

Get ideas and instructions on how to build your own PB using the FAO (Food and Agriculture Organization) document on Preparing Policy Briefs:

<http://www.fao.org/docrep/014/i2195e/i2195e03.pdf>

A description on what to include and how to write a Policy Brief and its required format will be posted in D2L

Due February 29 and March 28

4. Final Exam 25%

The final exam will include two sections.

Section 1 : Questions based on general information provided by lectures, films and invited speakers. Format: multiple choice answers, and short answer questions.

Section 2: Three questions will be given for discussion from topics of *Why and How Latin America Should Think About the Future* by Sergio Bitar. Two short discussion questions from the text: *United Nations Human Development Program UNDP Human Development Report 2013: The Rise of the South: Human Progress in a Diverse World 2013*.

To be scheduled

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your written assignments directly to your instructor on due date, no email submissions are accepted.

### Schedule of Lectures, assignments, evaluations, and recommended readings

| Schedule   | Lectures                                    | Written report on article analysis                 | Policy Brief | Quiz-Test                                | Readings                                  |
|------------|---|--|--------------|--|---|
| L1: 01/11  | Introduction to Latin America               |  |              |  |   |
| L2: 01/13  |   |  |              | Quiz Political Geography – LA Presidents |   |
| L3: 01/15  | PreColumbian History                        |  |              |  | P&V Early Origins                         |
| L4: 01/18  | Colonial LA                                 |  |              |  | P&V Colonial past                         |
| L5: 01/20  | Colonial LA - Independence                  |  |              |  | P&V Independence Movements                |
| L6: 01/22  | Independence                                |  |              |  |   |
| L7: 01/25  |   |  |              | Test: Pre Columbian, Colonial            |   |
| L8: 01/27  | Social fabric: race and ethnicity           |  |              |  | P&V Society                               |
| L9: 01/29  | Social fabric: society                      |  |              |  |   |
| L10: 02/01 | Social fabric: family and gender            |  |              |  |   |
| L11: 02/03 | Social fabric: social classes               |  |              |  | P&V Ethnicity and Race                    |
| L11: 02/05 | Religion and belief                         | Race/class/ethnicity/society, family or/and gender |              |  |   |
| L12: 02/08 | Religion and belief                         |  |              |  | P&V Religion                              |
| L13: 02/10 | Latin American Economy: managing volatility |  |              |  | UN HDR2013<br>Korzeniewicz and Smith 2000 |
| L14: 02/12 | Latin American Economy: managing volatility | Religions-belief systems                           |              |  | UN HDR2013;<br>Spencer 2000               |
| L15: 02/22 | Poverty in Latin America                    |  |              |  | P&V Economy                               |

|            |                                      |                             |  |  |   |
|------------|--------------------------------------|-----------------------------|--|--|---|
|            |                                      |                             |  |  |   |
| L16: 02/24 | Film on poverty and/or globalization |                             |  |  | Siavelis 2004; Tedesco 2004; Richards 1997; Walker 2013 |
| L17:02/26  | Poverty in Latin America             | Economy                     |  |  | P&V, Korzeniewicz and Smith 2000                        |
| L18: 02/29 | Development and inequality           |                             | Two policy briefs: poverty, social issues, or gender disparity                     |  |   |
| L19:03/2   | Development and inequality           |                             |  |  | Arocena and Bowman 2013                                 |
| L20: 03/4  | Political culture and democracy      | Development-inequality      |  |  | Walker et al 2013                                       |
| L21: 03/07 | Political culture and democracy      |                             |  |  | Tedesco 2009  |
| L22: 03/09 | Film: Eufrosina's Revolution         |                             |  |  |   |
| L23: 03/11 | Social movements-resistance          | Political culture-democracy |  |  | P&V Social Movements                                    |
| L24: 03/14 | Social movements-resistance          |                             |  |  | Silva 2013  |
| L25: 03/14 | Education                            |                             |  |  | Vegas and Petrow 2003                                   |
| L26: 03/16 | Education                            |                             |  |  |   |
| L27:03/18  | Social rights                        | Social movements-resistance |  |  | Smith and Sierra 2005                                   |
| L27:03/21  | Health                               |                             |  |  |   |
| L28:03/23  | Health and well being                | Education                   |  |  | Cardenas 2011   |
| L29:03/25  | GOOD FRIDAY NO CLASSESS              |                             |  |  |   |
| L30:03/28  | Environmental concerns               |                             | Two policy briefs: chose to write on education, health, human rights, or democracy |  | Hardin 2011   |
| L31:03/30  | Invited speaker                      |                             |  |  |   |

|            |  |                                   |  |  |                      |
|------------|--|-----------------------------------|--|--|----------------------|
| L32:04/01  | Environmental concerns                     | Human rights-environmental issues |  |  |                      |
| L33:04/04  | Tourism and Development<br>Invited speaker |                                   |  |  |                      |
| L34: 04/06 | Immigration                                |                                   |  |  |                      |
| L35:04/08  | Canada- Latin American Relations           |                                   |  |  |                      |
| L36: 04/11 | Invited speaker                            |                                   |  |  | Heidrich et al. 2013 |
| L38:04/13  | Group discussion                           |                                   |  |  |                      |

**Registrar-scheduled Final Examination:** Yes

### **Policy for Late Assignments**

Late Assignments (submitted after the deadline) will be accepted ONLY the following class after deadline, they will be penalized with the loss of a grade (e.g.: A- to B+).

### **Important Departmental, Faculty, and University Information**

#### **Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre at 403-220-5881, visit the office on the 3<sup>rd</sup> floor of the Taylor Family Digital Library or the web site: <http://www.ucalgary.ca/ssc/>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

#### **Writing Support Services:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Students are encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can visit the service for assistance structuring their assignments, constructing thesis statements ensuring proper citation, and improving the overall clarity and correctness of their writing.

Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will be strictly adhering to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

### **Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

### **Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all History courses.

| <b>Percentage</b> | <b>Letter Grade</b> | <b>Grade Point Value</b> | <b>Description</b>  |
|-------------------|---------------------|--------------------------|---|
| 90-100            | A+                  | 4.00                     | Outstanding   |
| 85-89             | A                   | 4.00                     | Excellent—superior performance showing comprehensive understanding of subject matter. |



| Percentage | Letter Grade | Grade Point Value | Description   |
|------------|--------------|-------------------|---|
| 80-84      | A-           | 3.70              |   |
| 77-79      | B+           | 3.30              |   |
| 73-76      | B            | 3.00              | Good—clearly above average performance with knowledge of subject matter generally complete.                       |
| 70-72      | B-           | 2.70              |   |
| 67-69      | C+           | 2.30              |   |
| 63-66      | C            | 2.00              | Satisfactory—basic understanding of the subject matter.   |
| 60-62      | C-           | 1.70              | Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.                       |
| 56-59      | D+           | 1.30              | Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject. |
| 50-55      | D            | 1.00              |   |
| 0-49       | F            | 0                 | Fail—unsatisfactory performance or failure to meet course requirements.   |

**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

**Universal Student Ratings of Instruction:**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI Surveys.

**Student Accessibility Services:**

It is students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact SAS at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at [www.ucalgary.ca/access](http://www.ucalgary.ca/access).

**Other Useful Information:**

*Faculty of Arts Representatives:* 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca),  
[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).

*Safewalk and Campus Security:* 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

*Freedom of Information:* <http://www.ucalgary.ca/secretariat/privacy>

*Emergency Evacuation Assembly Points:*

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

*Safewalk:* <http://www.ucalgary.ca/security/safewalk>

*Student Union Information:* <http://www.su.ucalgary.ca/>

*Graduate Student Association:* <http://www.ucalgary.ca/gsa/>

*Student Ombudsman Office:* <http://www.ucalgary.ca/provost/students/ombuds>