

Course Outline
LAST 401: Integrative Seminar on Latin American Studies
Sustainability and Global Change in Latin America
Fall 2018

Instructor: Gabriela Alonso-Yanez
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Office Location: Education Tower 734
Class Meeting Days/times: **MWF 11:30 – 12:50**
Room Number: EDC 370 A

Feel free to send me an email message if you have course-related inquiries. I will try to respond as quickly as possible. However, if you have a question that requires more than a brief (two- to three-sentence) response, you should contact me to set up an appointment. Please add "LAST 401" to the subject line of your email. This will help me to prioritize our correspondence.

Course Overview

This course provides you with the opportunity to study and learn about Latin America, with a focus on sustainability issues in this region. In this iteration of the course, you will have the opportunity to focus more deeply in three country cases: Mexico, Chile and Uruguay. The course activities will engage you and your classmates in discussions, debates and critical readings about four dimensions of sustainability in each country: economic, social, environmental and institutional (Toumi, Le Gallo & Ben Rejeb, 2017). In addition to learning about the case of each country, you will enhance your general knowledge and understanding of the history, geography, societies and bio-physical systems of Latin American at a regional scale.

This learning experience comes primarily in the form of dialogue-based discussions of readings, followed by in-group work. In contrast to a more traditional approach to instruction, this course embraces as its foundation the notion of the classroom as a "community of learners" (Rogoff, 1996). A community of learners is a vehicle through which learning occurs collaboratively. Consequently, members of the community depend on one another's active engagement to achieve the learning goal of the course.

The course is structured around the completion of three tasks. Task descriptions and assessment details will be discussed in class. The instructor will facilitate the ongoing work and will support students as they engage in the learning tasks by providing ongoing, timely and constructive feedback to further their learning. Desire2Learn (D2L) will be used for communication, sharing of readings and resources and final submission of completed learning tasks for evaluation. Throughout the course, we will welcome invited guest speakers who will provide additional information and support for the completion of tasks.

Tasks Overview

| Task | Percentage of final grade | Due Date |
|--|---------------------------|--|
| Task 1: Essay Emerging understanding of Sustainability in the Latin American context | 30% | October 4 <i>September 2</i> <i>Draft ready for peer feedback</i> |
| Task 3: Multimodal presentation Sustainability Science and Transdisciplinarity | 30% | November 6 November 1 st <i>Draft ready for peer feedback</i> |
| Task 4: Research Paper – Country Study Case | 40% | December 6 |

Tentative Schedule of weekly activities/readings – Weekly plans and detailed information regarding course work will be posted in D2L

| Topics/Themes | Readings and Assignments |
|---|---|
| Week of Sept 6 Welcome & Introduction to the course | 1. Ferreira, F. (2017). Critical sustainability studies: A holistic and visionary conception of socioecological conscientization. <i>Journal of Sustainability Education</i> , 13. http://www.susted.com/wordpress/content/critical-sustainability-studies-a-holistic-and-visionary-conception-of-socio-ecological-conscientization_2017_04/ |
| Week of Sept. 11 - 25 Socio-environmental sustainability Complex systems and sustainability Sustainability and Actionable Science | 2. Rockström J, Bai X, deVries B(2018). Global sustainability: the challenge ahead. <i>Global Sustainability</i> 1, e6, 1– 3. https://doi.org/10.1017/sus.2018.8 https://www.cambridge.org/core/journals/global-sustainability/article/global-sustainability-the-challenge-ahead/F98FF11E5A1A309D8BA6EF8EADC264EE 3. Margaret A. Palmer; Socioenvironmental Sustainability and Actionable Science, <i>BioScience</i> , Volume 62, Issue 1, 1 January 2012, Pages 5–6, http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eih&AN=70538380&site=ehost-live |

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| | <p>https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.1525/bio.2012.62.1.2</p> <p>4. Wei, C. A., Burnside, W. R., & Che-Castaldo, J. P. (2015). Teaching socio-environmental synthesis with the case studies approach. <i>Journal of Environmental Studies and Sciences</i>, 5(1), 42-49.</p> <p>https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s13412-014-0204-x</p> |
| <p>Week of Oct. 2</p> <p>Peer feedback session (Monday Oct. 2nd)</p> | <p>Assignment 1 Due 4th October 2018- 30%</p> |
| <p>Week of Oct. 9 -30</p> <p>Country Cases</p> <p>Assessment of Latin American sustainability</p> <p>Indigenous Communities and Sustainability</p> <p>Transdisciplinarity and sustainability in The Americas</p> | <p>1. Pittman, J., Tiessen, H., & Montaña, E. (2016). The evolution of interdisciplinarity over 20 years of global change research by the IAI. <i>Current opinion in environmental sustainability</i>, 19, 87-93.</p> <p>https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1877343515300166</p> <p>2. Alexander, C., Bynum, N., Johnson, E., King, U., Mustonen, T., Neofotis, P., ... & Vicarelli, M. (2011). Linking indigenous and scientific knowledge of climate change. <i>BioScience</i>, 61(6), 477-484.</p> <p>http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eih&AN=61071308&site=ehost-live</p> <p>https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.1525/bio.2011.61.6.10</p> <p>3. Toumi, O., Le Gallo, J., & Rejeb, J. B. (2017). Assessment of Latin American sustainability. <i>Renewable and Sustainable Energy Reviews</i>, 78, 878-885.</p> <p>https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1364032117306482</p> |

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| Week of Nov 6th Peer feedback session (November 1st.) | Assignment 1 Due 6th November 2018- 30% |
| Week of Nov 19 – Dec 6 Research Paper Chile (Water Security) Uruguay (Biodiversity Conservation) Mexico (Biodiversity Conservation) | <p>Fernández, I. C., Manuel-Navarrete, D., & Torres-Salinas, R. (2016). Breaking resilient patterns of inequality in Santiago de Chile: Challenges to navigate towards a more sustainable city. <i>Sustainability</i>, 8(8), 820. http://www.mdpi.com/2071-1050/8/8/820</p> <p>Ecosystem Profiles - CHILEAN WINTER RAINFALL-VALDIVIAN FORESTS – Critical Ecosystems Partnership Fund http://legacy.cepf.net/resources/hotspots/South-America/Pages/Chilean-Winter-Rainfall-Valdivian-Forests.aspx</p> <p>Ecosystem Profiles – Northern Mesoamerica - Critical Ecosystems Partnership Fund http://legacy.cepf.net/where_we_work/regions/central_america/mesoamerica/Pages/default.aspx</p> |
| Final Week of Class | Assignment 3 Due December 6th 2018 -40% |

Additional Recommended Readings and Resources

Additional class readings and other support resources will be posted on the course shell in D2L prior to class. It is your responsibility to keep up with materials and announcements posted on D2L.

Important Departmental, Faculty, and University Information

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

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.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. 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.

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 strictly adhere 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 course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. 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 (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student**

number. 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 Canadian Studies, History, and Latin American Studies courses.

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|---|
| 90-100 | A+ | 4.00 | Outstanding |
| 85-89 | A | 4.00 | Excellent—superior performance showing comprehensive understanding of subject matter. |
| 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* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), 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 (USRI):

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

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- 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>