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ARTS2750

Modern Latin America: Dependency and Development

Term Two // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr Pablo Leighton	p.leighton@unsw.edu.au	Thursday, 14:15-14:45 & 16:30-17:00 (with previous booking & confirmation via email)	Morven Brown Building, room 221	

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Development Studies*

This course can also be studied in the following specialisations: *History; Spanish and Latin American Studies*

This course explores the history and development of Latin America from the Independence period in the early nineteenth century to the present. It asks why the Latin American republics have not fully converged economically, socially and politically with developed capitalist countries. Why do so many of them continue to exhibit characteristics that we associate with the Developing World? The course is organised chronologically. You will explore development strategies including liberalism, industrialisation, socialism, neo-liberalism and the recent shift to more state-directed societies in the context of ethnic, class, gender and political divisions within Latin America and its relationships with other parts of the world including the United States, Europe and Asia.

Course Learning Outcomes

1. Explain the political disputes since the nineteenth century and relate these to economic, social and cultural changes.
2. Answer historical questions using argument and evidence
3. Analyse relevant scholarly literature
4. Conduct independent research

Teaching Strategies

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.

In general, content provided 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. In class discussions will focus on linking core readings to course content. Students will be asked to answer shared questions and to pose questions of their own.

Assessment

Detailed instructions for the three assessments will be available through ARTS2750 Moodle site.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Journal	40%	19/08/2019 09:00 AM	3
Essay	40%	15/07/2019 09:00 AM	2,3,4
Test	20%	08/08/2019 11:50 AM	1,2

Assessment Details

Assessment 1: Journal

Start date: Not Applicable

Length: 5 written journal entries (250 words each)

Details: Students will submit five journal entries of 200-250 words in which they respond to set readings. Feedback via rubric, individual comments, and in-class discussion.

Additional details:

Deadline first journal entry: 24 June, 9AM

Deadline for remaining four entries: 19 August, 9AM

See full details and instructions in Moodle site.

Submission notes: See full details and instructions in Moodle site.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Essay

Start date: Not Applicable

Length: 2,000 words

Details: Students write a research essay of ca. 2,500 words. Feedback via rubric and written comments. This is the final assessment for attendance purposes

Additional details:

See full details and instructions in Moodle site.

Submission notes: See full details and instructions in Moodle site.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Test

Start date: 08/08/2019 09:00 AM

Length: 90 to 120 minutes

Details: The test of 90 minutes duration will include short-answer and paragraph length questions. Students will receive a mark only. Further individual feedback available on request.

Additional details:

See full details and instructions in Moodle site.

Submission notes: See full details and instructions in Moodle site.

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

Attendance of lectures and tutorials is mandatory in this course. Unexcused absence from more than 20% of lectures and tutorials may result in the award of a fail grade. In lectures and tutorials you will actively engage with core course content, enabling you to attain Course Learning Outcomes 1, 2 and 3.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Lecture	Week 1 (June 6) - Introduction to the course and prologue to modern Latin America (pre-1800s): Indigenous civilisations, colonialism and the first Latin American revolution (Haiti).
	Tutorial	<p>Discussion of topic and readings (with sharing of journal entries)</p> <p>Mandatory readings:</p> <p>Bartolomé de Las Casas, <i>On New Spain I and II</i>, in <i>An account, much abbreviated, of the destruction of the Indies, with related texts</i>, Indianapolis & Cambridge: Hackett Publishing Company, 2003, pp. 28-38. UNSW Library link: https://bit.ly/2O46YCK</p> <p>Noam Chomsky, <i>Year 514: Globalization for Whom?</i> [excerpt], in <i>Hopes and Prospects</i>, Chicago: Haymarket Books, 2010, pp. 3-7. UNSW Library link: https://bit.ly/2F0KoXt</p> <p>Howard Zinn, <i>1492-1992: The Legacy of Columbus</i>, in <i>Howard Zinn Speaks: Collected Speeches 1963-2009</i>, Chicago: Haymarket Books, 2012, pp. 77-90. UNSW Library link: https://bit.ly/2HoNIVw</p> <p>Recommended readings:</p> <p>Noam Chomsky, “<i>The Great Work of Subjugation and Conquest</i>” and <i>The Tragedy of Haiti</i> [excerpts], in <i>Year 501: The Conquest continues</i>, London: Verso, 2015, pp. 3-6, 270-285. UNSW Library link: https://bit.ly/2FcOAF0</p> <p>Howard Zinn, <i>Columbus, the Indians and human</i></p>

		<p><i>progress and Drawing the color line</i> [excerpt], in <i>A people's history of the United States: 1492-present</i>, New York: Routledge, 2013, pp. 1-36. UNSW Library link: https://bit.ly/2T2ssRv</p>
Week 2: 10 June - 14 June	Lecture	<p>Week 2 (June 13): Independence, neocolonialism and the fragmentation of Latin America (1800s).</p>
	Tutorial	<p>Discussion of topic and readings (with sharing of journal entries)</p> <p>Mandatory readings:</p> <p>Claire Brewster, <i>Women and the Spanish-American Wars of Independence: An Overview</i>, <i>Feminist Review</i>, 2005, No. 79, pp. 20-33. UNSW Library link: https://bit.ly/2HvqqXI</p> <p>José Bonifácio on <i>Negro Slavery and Civilizing the Indians</i>, in <i>A Documentary History of Brazil</i>, edited by E. Bradford Burns, New York: Alfred Knopf, 1966, pp. 200-205. UNSW Library link: https://bit.ly/2CljaKy [also through Leganto link in Moodle site]</p> <p>Kristine Jones, <i>Warfare, Reorganization, and Readaptation at the Margins of Spanish Rule: The Southern Margin (1573–1882)</i> [excerpt], in <i>The Cambridge History of the Native Peoples of the Americas, Volume 3: South America, Part 2</i>, edited by Frank Salomon and Stuart Schwartz, Cambridge: Cambridge University Press, 1999, pp. 178-183. UNSW Library link: https://bit.ly/2THyLPP</p> <p>Recommended readings:</p> <p>Simón Bolívar, <i>The Jamaica Letter</i>, in <i>Documents of 20th-century Latin American and Latino Art</i>, Houston: International Center for the Arts of the Americas at the Museum of Fine Arts, 2012 [see Leganto link in Moodle site].</p> <p>Frederick Nunn, <i>Peace and war in Latin America: Changing perspectives on military-civilian relations</i>, <i>Latin American Research Review</i>, 2004, Vol.39 (2), pp. 291-299. UNSW Library link: https://bit.ly/2XZDlql</p>
Week 3: 17 June - 21 June	Lecture	<p>Week 3 (June 20) – New socio-economic models</p>

		<p>Part 1: The Mexican Revolution, and industrialisation and populism in Argentina, Brazil and Chile (1910s-1950s).</p> <p>Part 2: Socialist revolutions: The case of Cuba (1950s-present).</p>
	Tutorial	<p>Discussion of topic and readings (with sharing of journal entries)</p> <p>Mandatory readings:</p> <p>David Craven, <i>Lineages of the Mexican Revolution (1910-1940)</i>, Third Text, 2014, Vol. 28, No. 3, pp. 223–234. UNSW Library link: https://bit.ly/2XT7tEI</p> <p>Noam Chomsky, <i>Hopes and Prospects</i>, Chicago: Haymarket Books, 2010, pp. 50-53. UNSW Library link: https://bit.ly/2F0KoXt</p> <p>John Foran, <i>Theorizing the Cuban Revolution</i>, Latin American Perspectives, 2009, 165, 36, 2, pp. 16-28. UNSW Library link: https://bit.ly/2F5pWVn</p> <p>Recommended readings:</p> <p>Glenn Dorn, <i>Peron's gambit: The United States and the Argentine challenge to the Inter-American order, 1946-1948</i>, Diplomatic History, 2002, Vol.26(1), pp.1-7. UNSW Library link: https://bit.ly/2TLsGAW</p>
Week 4: 24 June - 28 June	Lecture	<p>Week 4 (June 27) – Socialist revolutions (continuation): Armed uprisings in Nicaragua, El Salvador and Guatemala, and a popular-electoral revolution in Chile (1970s-1990s)</p>
	Tutorial	<p>Discussion of topic and readings (with sharing of journal entries)</p> <p>Mandatory readings:</p> <p>United States - Department of State, <i>Memorandum for the President [05/11/1970] & Memorandum of Conversation, National Security Council [06/11/1970]</i>, in <i>The Chile Documentation Project</i>, National Security Archive, George Washington University, 2000 [see Leganto link in Moodle site].</p> <p>Salvador Allende, <i>Last words transmitted by Radio Magallanes</i>, in <i>Salvador Allende Reader</i>, edited by James Cockcroft, Melbourne: Ocean Press, 2000, pp. 239-241. UNSW Library link: https://bit.ly/2F2xOHI [also through Leganto link in</p>

		<p>Moodle site].</p> <p><i>Chile, The Kissinger Cables</i>, in <i>The Wikileaks Files: The world according to US empire</i>, London & New York: Verso, 2016, pp. 65-70. UNSW Library link: https://bit.ly/2UEjrjc [also through Leganto link in Moodle site].</p> <p>Recommended readings:</p> <p>John Coatsworth, <i>The Cold War in Central America, 1975-1991</i>, in <i>The Cambridge History of the Cold War</i>, edited by Melvyn Leffler & Odd Westad, Cambridge: Cambridge University Press, 2010, pp. 201-221. UNSW Library link: https://bit.ly/2F1vGQf</p> <p>Salvador Allende, <i>Address to the United Nations General Assembly</i>, in <i>Salvador Allende Reader</i>, edited by James Cockcroft, Melbourne: Ocean Press, 2000, pp. 200-221. UNSW Library link: https://bit.ly/2F2xOHI [also through Leganto link in Moodle site].</p>
Week 5: 1 July - 5 July	Lecture	Week 5 (July 4) - Civic-military dictatorships and state terrorism (1970s-1980s)
	Tutorial	<p>Discussion of topic and readings (with sharing of journal entries)</p> <p>Mandatory readings:</p> <p>Marcia Esparza, <i>Introduction: Globalizing Latin American studies of state violence and genocide</i>, in <i>State Violence and Genocide in Latin America: The Cold War Years</i>, edited by Marcia Esparza, Henry Huttenbach and Daniel Feierstein, Florence: Taylor and Francis, 2009, pp. 1-10, 13-14. UNSW Library link: https://bit.ly/2XY0nhP</p> <p>Rodolfo Walsh, <i>Open letter from a writer to the military junta</i>, Buenos Aires, Argentina: Ministerio de Justicia y Derechos Humanos, 1977. Link(s): https://bit.ly/2DFPU2r or https://bit.ly/2HRURYz [also through Leganto link in Moodle site].</p> <p>J. Patrice Mcsherry, <i>Military Power, Impunity and State-Society Change in Latin America</i>, Canadian Journal of Political Science, 1992, Vol.25(3), pp.463-472. UNSW Library link: https://bit.ly/2XZF67i</p> <p>Recommended readings:</p>

		Marc Drouin, <i>Understanding the 1982 Guatemalan genocide</i> , in <i>State Violence and Genocide in Latin America: The Cold War Years</i> , edited by Marcia Esparza, Henry Huttenbach and Daniel. Feierstein, Florence: Taylor and Francis, 2009, pp. 81-96. UNSW Library link: https://bit.ly/2XY0nhP
Week 6: 8 July - 12 July	Reading	Week 6 - Reading week (completion of essays): No lecture/tutorial
Week 7: 15 July - 19 July	Lecture	Week 7 (July 18) - Neoliberalism: The ‘lost decade’ of the 1980s and its legacy in Chile, Argentina, Brazil, Peru, Colombia and others.
	Tutorial	<p>Discussion of topic and readings (with sharing of journal entries)</p> <p>Mandatory readings:</p> <p>Naomi Klein, <i>Orlando Letelier: The one who warned us</i>, <i>The Nation</i>, Oct. 10, 2016, Vol.303(15), pp. 19-22. UNSW Library link: https://bit.ly/2CiLkGg</p> <p>Tomás Undurraga, <i>Neoliberalism in Argentina and Chile: common antecedents, divergent paths</i>, <i>Revista de Sociología e Política</i>, 2015, Vol.23(55), pp. 11-31. UNSW Library link: https://bit.ly/2W2jq8H</p> <p>Recommended readings:</p> <p>Tomás Moulian, <i>A time of forgetting: The myths of the Chilean transition</i>, <i>NACLA Report on the Americas: New York</i>, Issue 32.2 (Sep./Oct.), 1998, pp. 16-22. UNSW Library link: https://bit.ly/2Fd697Z</p> <p>Henry Veltmeyer and Raúl Delgado Wise, <i>Rethinking development from a Latin American perspective</i>, <i>Canadian Journal of Development Studies</i>, Vol.39, 2018, pp. 1-15. UNSW Library link: https://bit.ly/2Jgbtvf</p>
Week 8: 22 July - 26 July	Lecture	Week 8 (July 25) - The “Pink Tide” and beyond: Post-neoliberal governments and the conservative restoration in Venezuela, Bolivia, Ecuador, Argentina, Uruguay, Brazil and others (2000s-present).
	Tutorial	Discussion of topic and readings (with sharing of journal entries)

		<p>Mandatory readings:</p> <p>Steve Ellner, <i>Pink-Tide Governments: Pragmatic and Populist Responses to Challenges from the Right</i>, Latin American Perspectives, Issue 224, Vol.46(1), 2019, pp. 4-15. UNSW Library link: https://bit.ly/2HWIZEm</p> <p>Daniel Hellinger and Anthony Petros Spanakos, <i>The Legacy of Hugo Chávez</i>, Latin American Perspectives, Issue 212, Vol.44(1), 2017, pp. 4-15. UNSW Library link: https://bit.ly/2CzxNKI</p> <p>Recommended readings:</p> <p>Steve Ellner, <i>The Distinguishing Features of Latin America's New Left in Power</i>, Latin American Perspectives, Issue 182, Vol.39(1), 2012, pp.96-112. UNSW Library link: https://bit.ly/2FshGKN</p> <p>Rafael Correa, <i>Ecuador's Path</i>, New Left Review, Issue 77, 2012, pp.89-104. Link: https://bit.ly/2HFVoNO [also through Leganto link in Moodle site].</p>
<p>Week 9: 29 July - 2 August</p>	<p>Lecture</p>	<p>Week 9 (August 1):</p> <p>Part 1 - Non-state contemporary actors: Indigenous, women, migrant, student and environmental movements (1990s-present).</p> <p>Part 2 - Modern Latin American culture and identity: The social impact of art, literature, cinema and music.</p>
	<p>Tutorial</p>	<p>Discussion of topic and readings (with sharing of journal entries)</p> <p>Mandatory readings:</p> <p>José Cruz, <i>The Root Causes of the Central American Crisis</i>, Current History, Vol.114(769), 2015, pp.43-48. UNSW Library link: https://bit.ly/2upsusC</p> <p>Richard Stahler-Sholk, <i>The Zapatista Social Movement: Innovation and Sustainability</i>, Alternatives: Global, Local, Political, Vol.35(3), 2010, pp.269-286. UNSW Library link: https://bit.ly/2HE1kXG</p>

		<p>Adolfo Sánchez Vázquez, <i>Diego Rivera: Painting and Partisanship</i>, Third Text, Vol. 28(3), 2014, pp. 269-270. UNSW Library link: https://bit.ly/2U8KyWh</p> <p>Recommended readings:</p> <p>Manuel Larrabure and Carlos Torchia, <i>The 2011 Chilean Student Movement and the Struggle for a New Left</i>, Latin American Perspectives, Issue 204, Vol.42(5), 2015, pp. 248-268. UNSW Library link: https://bit.ly/2YIOoL9</p> <p>Eric Benson, 'This is not a film. This is the healing of my soul', New York Times Magazine, Mar. 16, 2014, pp. 24-27. UNSW Library link: https://bit.ly/2JDR1EH</p> <p>Julio Cortázar, <i>The night face up in End of the game</i>, London: Collins and Harvill Press, 1968. UNSW Library link: https://bit.ly/2HFk1ue [also through Leganto link in Moodle site].</p>
Week 10: 5 August - 9 August	Assessment	Week 10 (August 8) - Written test in lecture time
	Tutorial	Final discussion and sharing of journal entries (no readings)

Resources

Prescribed Resources

ARTS2750 Course Reader/StudyKit (sold in UNSW Bookstore).

Recommended Resources

Course Evaluation and Development

Actions have been taken in response to evaluation feedback. The main actions are:

- Content of lectures has been streamlined to focus on more central topics (national histories of specific countries will be emphasised further).
- More group work during lectures and tutorials have been added to make students feel a stronger link with a learning community.
- More time and material given to prepare for in-class written test.
- Course readings have been sent to UNSW Bookshop to be sold as Study Kit (hard copy).
- More Latin American indigenous content has been added to lectures.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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