



**UNSW**  
SYDNEY

Australia's  
Global  
University



## **ARTS2750**

Modern Latin America: Dependency and Development

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Dr Pablo Leighton	p.leighton@unsw.edu.au	Tuesdays 3:30-4:30	Morven Brown Building	

### School Contact Information

School of Humanities and Languages

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

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

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

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, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

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.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/>

## 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.

### At the conclusion of this course the student will be able to

1. Explain the political disputes of 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

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Journal	40%	26/10/2018 04:00 PM	3
Essay	40%	20/09/2018 04:00 PM	2,3,4
Test	20%	16/10/2018 12:50 PM	1,2

## Assessment Details

### Assessment 1: Journal

**Start date:** 16/08/2018 04:00 PM

**Length:** 150-200 words per entry (8)

**Details:** Students will submit eight journal entries of 150-200 words in which they respond to set readings. Feedback via rubric, individual comments, and in-class discussion. There will be opportunity for feedback prior to the census date.

#### Additional details:

Students will create eight journal entries with a short personal reflection on the topic together with a brief critical review of the mandatory reading(s) of the corresponding week of the course. Students will be able to choose and write about 8 of the 10 weeks of lectures and readings. Further details will be 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:** 2,000-2,500 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:

Students will choose one of the topics assigned in the Moodle site and will create a scholarly argument or a clear, viable and specific hypothesis based on reliable evidence around the elected theme. Students will be able to create an alternative topic or research question related to modern Latin America but the topic must be approved by convenor before the research starts.

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

reports.

### **Assessment 3: Test**

**Start date:** 16/10/2018 11:00 AM

**Length:** 60 to 100 minutes

**Details:** The test of ca. 1 hr duration will include short-answer and paragraph length questions. Students will receive a mark only. Further individual feedback available on request.

#### **Additional details:**

1. This is an in-class written test (without prepared notes or book support).
2. The test will consist of two sections with precise essay-type of answers: A first section of questions requiring short and paragraph-length answers about the topics covered in lectures, and a second section asking a one-page analysis of a text supplied in same test.
3. Test will consist of 13 questions with different weight (students will be given the option to choose and answer 9 of the 13 questions).
4. The best way to prepare the test is to attend all lectures, take good notes, and resolve doubts in lecture and tutorial times. Further details will be posted in Moodle site.

**Turnitin setting:** This is not a Turnitin assignment

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## 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](mailto: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.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:

<https://student.unsw.edu.au/special-consideration>



## 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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**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>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	<p><b>Week 1 (July 24) - Pre-1800s: Conquest and colonial legacy</b></p> <p>Introduction to the course and prologue to modern Latin America.</p> <p><b>NO TUTORIAL, but the recommended readings are:</b></p> <p>* Noam Chomsky, <i>Hopes and Prospects</i>, Chicago: Haymarket Books, 2010, pp. 3-7.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA51181618030001731">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA51181618030001731</a></p> <p>* Howard Zinn, <i>1492–1992: The Legacy of Columbus in Howard Zinn Speaks: Collected Speeches 1963-2009</i>, Chicago: Haymarket Books, 2012, pp. 77-90.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA51181725740001731">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA51181725740001731</a></p>
Week 2: 30 July - 5 August	Lecture	<p><b>Week 2 (July 31) - 1790s-1820s: Independence</b></p> <p>The birth of modern Latin America.</p>
	Tutorial	<p><b>Week 2 (July 31) - Discussion of topic and readings (with sharing of journal entries).</b></p> <p>Mandatory reading:</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.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_jstor_archive_73874426">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_jstor_archive_73874426</a></p> <p>Recommended reading:</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, 2018,  <a href="http://icaadocs.mfah.org/icaadocs/THEARCHIVE/FullRecord/tabid/88/doc/1052872/language/en-">http://icaadocs.mfah.org/icaadocs/THEARCHIVE/FullRecord/tabid/88/doc/1052872/language/en-</a></p>

		<a href="#">US/Default.aspx</a>
Week 3: 6 August - 12 August	Lecture	<p><b>Week 3 (August 7) - 1820s-1890s: The fragmentation of Latin America</b></p> <p>Neocolonialism, the new nation-states and regional conflicts.</p>
	Tutorial	<p><b>Week 3 (August 7) - Discussion of topic and readings (with sharing of journal entries).</b></p> <p>Mandatory readings:</p> <p>* José Bonifácio on Negro Slavery and Civilizing the Indians in <i>A Documentary History of Brazil</i> by E. Bradford Burns, (ed.), New York: Alfred Knopf, 1966: pp. 200-205.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21133991250001731">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21133991250001731</a></p> <p>* Kristine Jones, <i>Warfare, Reorganization, and Readaptation at the Margins of Spanish Rule: The Southern Margin (1573–1882)</i>, in <i>The Cambridge History of the Native Peoples of the Americas, Volume 3: South America, Part 2</i>, edited by Frank Salomon &amp; Stuart Schwartz, Cambridge University Press, 1999, pp. 178-183. <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_cambridge_sCBQ9781139053792A007">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_cambridge_sCBQ9781139053792A007</a></p> <p>Recommended reading:</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.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_museS1542427804202917">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_museS1542427804202917</a></p>
Week 4: 13 August - 19 August	Lecture	<p><b>Week 4 (August 14) - 1910s-1950s: New socio-economic models</b></p> <p>The Mexican Revolution, industrialisation and populism (Argentina, Brazil, Chile &amp; others)</p>
	Tutorial	<p><b>Week 4 (August 14) - Discussion of topic and readings (with sharing of journal entries).</b></p> <p>Mandatory readings:</p> <p>* David Craven, <i>Lineages of the Mexican Revolution (1910–1940)</i>, Third Text, 2014, Vol. 28,</p>

		<p>No. 3, pp. 223–234.  <a href="http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:TN_tayfranc10.1080/09528822.2014.899789">http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:TN_tayfranc10.1080/09528822.2014.899789</a></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.  <a href="http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:TN_wj10.1111/1467-7709.00298">http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:TN_wj10.1111/1467-7709.00298</a></p>
Week 5: 20 August - 26 August	Lecture	<p><b>Week 5 (August 21) - 1960s-1980s: Socialist revolutions (part 1)</b></p> <p>Armed revolutions and uprisings (Cuba, El Salvador, Guatemala &amp; Nicaragua)</p>
	Tutorial	<p><b>Week 5 (August 21) - Discussion of topic and readings (with sharing of journal entries).</b></p> <p>Mandatory readings:</p> <p>* Noam Chomsky, <i>Hopes and Prospects</i>, Chicago: Haymarket Books, 2010, pp. 50-53.  <a href="http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:UNSW_ALMA51181618030001731">http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:UNSW_ALMA51181618030001731</a></p> <p>* John Foran, <i>Theorizing the Cuban Revolution</i>, Latin American Perspectives, 2009, 165, 36, 2, pp. 16-28.  <a href="http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:TN_sagej10.1177_0094582X09331938">http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:TN_sagej10.1177_0094582X09331938</a></p> <p>Recommended reading:</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 &amp; Odd Westad, Cambridge: Cambridge University Press, 2010, pp. 201-221.  <a href="http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:TN_cambridge_sCBO9781139056106A014">http://primoa.library.unsw.edu.au/UNSWWS:SearchFirst:TN_cambridge_sCBO9781139056106A014</a></p>
Week 6: 27 August - 2 September	Lecture	<p><b>Week 6 (August 28) - 1970s: Socialist revolutions (part 2)</b></p> <p>Popular-electoral revolutions: The case of Chile</p>
	Tutorial	<p><b>Week 6 (August 28) - Discussion of topic and readings (with sharing of journal entries)</b></p>

		<p>Mandatory readings:</p> <p>* United States - Department of State, <i>Memorandum for the President [05/11/1970] &amp; Memorandum of Conversation, National Security Council [06/11/1970]</i>, in <i>The Chile Documentation Project</i>, National Security Archive, George Washington University, <a href="http://www.nsarchive.gwu.edu">www.nsarchive.gwu.edu</a></p> <p>* Salvador Allende, <i>Last words transmitted by Radio Magallanes</i>, in <i>Salvador Allende Reader</i>, edited by James Cockcroft, Ocean Press, Melbourne, 2000, pp. 239-241. <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21229243500001731">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21229243500001731</a></p> <p>* <i>Chile, The Kissinger Cables</i>, in <i>The Wikileaks Files: The world according to US empire</i>, Verso, London &amp; New York, 2016, pp.65-70. <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21176015530001731">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21176015530001731</a></p> <p>Recommended reading:</p> <p>Salvador Allende, <i>Address to the United Nations General Assembly</i>, in <i>Salvador Allende Reader</i>, edited by James Cockcroft, Ocean Press, Melbourne, 2000, pp. 200-221. <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21229243500001731">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21229243500001731</a></p>
<p>Week 7: 3 September - 9 September</p>	<p>Lecture</p>	<p><b>Week 7 (September 4) - 1970s-1980s: Civic-military dictatorships</b></p> <p>State terrorism across Latin America</p>
	<p>Tutorial</p>	<p><b>Week 7 (September 4) - Discussion of topic and readings (with sharing of journal entries)</b></p> <p>Mandatory readings:</p> <p>* Peter Imbusch, Michel Misse &amp; Fernando Carrión, <i>Violence Research in Latin America and the Caribbean: A Literature Review</i>, International Journal of Conflict and Violence, 2011, Vol.5(1), pp.88-95. <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_scopus2-s2.0-84864094539">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_scopus2-s2.0-84864094539</a></p> <p>* J. Patrice Mcsherry, <i>Military Power, Impunity and State-Society Change in Latin America</i>, Canadian</p>

		<p>Journal of Political Science, 1992, Vol.25(3), pp.463-472.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_wosA1992JR92400002">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_wosA1992JR92400002</a></p> <p>Recommended reading:</p> <p>Cristina Jiménez, <i>On Thinking Cruelty: An Interview with Jean Franco</i>, American Quarterly, Sep 2014, Vol.66(3), pp.791-800.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_museS1080649014300161">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_museS1080649014300161</a></p>
Week 8: 10 September - 16 September	Lecture	<p><b>Week 8 (September 11) - 1980s-1990s: Neoliberalism</b></p> <p>The 'lost decade' of the 1980s and its legacy</p>
	Tutorial	<p><b>Week 8 (September 11) - Discussion of topic and readings (with sharing of journal entries)</b></p> <p>Mandatory readings:</p> <p>* Naomi Klein, <i>Orlando Letelier: The one who warned us</i>, The Nation, Oct. 10, 2016, Vol.303(15), pp.19-22.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest1833231281">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest1833231281</a></p> <p>* Tomas Moulian, <i>A time of forgetting: The myths of the Chilean transition</i>, NACLA Report on the Americas; New York 32.2 (Sep/Oct 1998), pp. 16-22.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest202680713">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest202680713</a></p> <p>Recommended readings:</p> <p>* Tomás Undurraga, <i>Neoliberalism in Argentina and Chile: common antecedents, divergent paths</i>, Revista de Sociología e Política, 2015, Vol.23(55), pp.11-31.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest1775427233">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest1775427233</a></p> <p>* Henry Veltmeyer &amp; Raúl Delgado Wise, <i>Rethinking development from a Latin American perspective</i>, Canadian Journal of Development Studies, 2018, Vol.39, pp.1-15.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_tayfranc10.1080/02255189.2018.1409616">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_tayfranc10.1080/02255189.2018.1409616</a></p>

Week 9: 17 September - 23 September	Lecture	<p><b>Week 9 (September 18) - 2000s-present: The “Pink Tide” and beyond</b></p> <p>New popular and post-neoliberal governments (Bolivia, Ecuador, Argentina, Uruguay, Brazil, Paraguay and others)</p>
	Tutorial	<p><b>Week 9 (September 18) - Discussion of topic and readings (with sharing of journal entries)</b></p> <p>Mandatory reading:</p> <p>Steve Ellner, <i>The Distinguishing Features of Latin America’s New Left in Power</i>, Latin American Perspectives, 2012, Vol.39(1), pp.96-112.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_sagej10.1177_0094582X11425333">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_sagej10.1177_0094582X11425333</a></p> <p>Recommended readings:</p> <p>* Rafael Correa, <i>Ecuador’s Path</i>, New Left Review, 77, 2012, pp.89-104.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_scopus2-s2.0-84870454106">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_scopus2-s2.0-84870454106</a></p> <p>* Daniel Hellinger &amp; Anthony Petros Spanakos, <i>Introduction: The Legacy of Hugo Chávez</i>, Latin American Perspectives, Issue 212, Vol. 44 No. 1, 2017, pp. 4-15.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_sagej10.1177_0094582X16647082">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_sagej10.1177_0094582X16647082</a></p>
Break: 24 September - 30 September		<p>No lecture</p> <p>No tutorials</p> <p>No readings</p>
Week 10: 1 October - 7 October	Lecture	<p><b>Week 10 (October 2) - 1990s-present: Non-state contemporary actors</b></p> <p>Maras (Central America), Zapatistas (Mexico), and other indigenous, women, student and environmental movements.</p>
	Tutorial	<p><b>Week 10 (October 2) - Discussion of topic and readings (with sharing of journal entries)</b></p>



		<p>Mandatory readings:</p> <p>* José Cruz, <i>The Root Causes of the Central American Crisis</i>, Current History, Feb 2015, Vol.114(769), pp.43-48.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest1655119401">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest1655119401</a></p> <p>* Richard Stahler-Sholk, <i>The Zapatista Social Movement: Innovation and Sustainability</i>, Alternatives: Global, Local, Political, 2010, Vol.35(3), pp.269-286.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_sagej10.1177_030437541003500306">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_sagej10.1177_030437541003500306</a></p> <p>Recommended reading:</p> <p>Manuel Larrabure &amp; Carlos Torchia, <i>The 2011 Chilean Student Movement and the Struggle for a New Left</i>, Latin American Perspectives, 2015, Vol.42(5), pp.248-268.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_sagej10.1177_0094582X14547506">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_sagej10.1177_0094582X14547506</a></p>
<p>Week 11: 8 October - 14 October</p>	<p>Lecture</p>	<p><b>Week 11 (October 9) - Modern Latin American culture and identity</b></p> <p>Social impact and reflections of art, literature, cinema and music</p>
	<p>Tutorial</p>	<p><b>Week 11 (October 9) - Discussion of topic and readings (with sharing of journal entries)</b></p> <p>Mandatory readings:</p> <p>* Adolfo Sánchez Vázquez, <i>Diego Rivera: Painting and Partisanship</i>, Third Text, 2014, Vol. 28, No. 3, pp. 269-270.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_tayfranc10.1080/09528822.2014.917865">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_tayfranc10.1080/09528822.2014.917865</a></p> <p>* Julio Cortázar, <i>The night face up in End of the game</i>, London: Collins and Harvill Press, 1968.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21150603500001731">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA21150603500001731</a></p> <p>Recommended reading:</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.  <a href="http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest1508493270">http://primoa.library.unsw.edu.au/UNSW:SearchFirst:TN_proquest1508493270</a></p>

Week 12: 15 October - 21 October	Assessment	<b>Week 12 (October 16) - Written test in lecture time</b>
	Tutorial	<b>Week 12 (October 16) - Final discussion and sharing of journal entries</b>
Week 13: 22 October - 28 October	Tutorial	<b>Week 13 (October 23) - Conclusions of course</b>  General feedback and individual consultations

## **Resources**

### **Prescribed Resources**

Not available

### **Recommended Resources**

Not available

## **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 (i.e. legacy of colonial Latin America).
- National histories of specific countries will be emphasised further.
- 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).

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