Course Description:

This course focuses on the vast region known as Latin America, stretching from the Mexican border, a mere half day’s drive from ASU, to Cape Horn, not far from Antarctica, considering the main development trends and issues in the region. The intent of this course is to provide an overview of the region, focusing on historical and current patterns in political and socioeconomic development, while giving students the opportunity to apply theories and concepts from GTD core classes. These concepts and frameworks include colonial legacies, income inequality and uneven development, resource extraction and sustainable development, social stratification, authoritarianism, democratization, and the effects of globalization and the information economy. We will also take a look at relations between Latin America and the United States, as this relationship has, at times, significantly impacted political and economic development in the region. The course is designed for graduate students in the Global Technology and Development program, challenging you to apply theories and concepts from core graduate seminars in this regionally focused course. The course may also be taken by graduate students in other disciplines with an interest in the region.

Each student will have the opportunity to focus on a single country within Latin America, and follow its current political and economic trends and issues, and analyze its development priorities and policymaking. At the end of the course students should have
a more detailed knowledge of a single country, general understanding of a sub region (Central, Andes, etc.), and an overall perspective on the entire region of Latin America in terms of the complexity of development.

**Course Objectives and Outcomes:**

In this course participants will:

- Identify the significant historical trends and events that have shaped the region, especially politically and economically.
- Evaluate how the region is being affected by the current era of globalization and its relations with the rest of the world economy, particularly the United States.
- Compare and appraise current political, socioeconomic, and technological development and change while applying relevant theories and concepts.
- Write a policy critique, analyzing current science and/or technology policy for a selected country, evaluating the strategy in light of development priorities for the region.
- Research and write a paper on a current political, economic or social issue, with a focus on a selected country, or a region-wide trend.

**Required Books:**

- Other readings are assigned that are free and available on our course site, such as: *Journal of Human Development and Capabilities*, Vol 16, Issue 3, 2015 Issue devoted to inequality in Latin America (whole issue free via ASU Library Website)

**Grading:**

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<tr>
<th>Assignments</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>150</td>
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<tr>
<td>Policy Paper</td>
<td>50</td>
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<tr>
<td>Issue Paper</td>
<td>100</td>
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<td>Country Project</td>
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<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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To determine your final percentage, divide your final point total by the total points available in the class (400). For example, a final point total of 375 would be a percentage total of 93% which will be a final grade of A. Any final percentage total less than 65% will result in a final grade of E. Grades are calculated and assigned using the following plus/minus percentages. Final grades will not be rounded up or down!

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<tr>
<th>Grade</th>
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**Discussion Board:**

Regarding all online discussions, proper online etiquette should be observed at all times: i.e., no ‘shouting’ with capital letters, no name calling, and show respect and restraint when stating opinions and responding to others, especially when you disagree (and it is fine to disagree, as long as you do so respectfully!). Disruptive or inappropriate behavior in the course may result in immediate removal from the Blackboard site and the receipt of an email from me. Also, please observe traditional grammatical rules in your postings – i.e., capital letters where necessary and full spelled out words and phrases. In general, discussion board posts should be 500 to 700 words.

The criteria for grading your class discussion board participation include the following:

- Posting insightful comments that reflect an understanding of the course material and prompt on-topic discussion.
- Writing comments that reflect complete thoughts and ideas that are clearly articulated.
- Clarifying, synthesizing, or asking insightful questions to another student’s comments.
- If disagreeing with other students’ ideas, the participant states his/her disagreement or objections clearly, yet respectfully.
- Cite all sources.
- Respond to at least one other participant’s post with a reflection, question, or clarification.

**Policy Paper**

This is a brief paper, approximately 5 pages double-spaced, that examines the government’s science/technology policy of a selected nation-state in the region, and analyzes its relevance to development. The government would be that of the nation-state,
or country, that you select (see Country Project below). How broad or specific this policy is will depend on the country, as well as whether it addresses just technology or science and technology. The goal is to assess how the country conceptualizes and potentially implements technological/scientific solutions, and what potential outcomes might be, both positive and negative. Sources can be limited to government reports and websites that post policy, but other academic research and analysis articles can be used as well.

**Issue Paper**

This longer paper is to be an analysis of a researched issue that is current in Latin America, related to development and/or technology in some way, and that is of interest to the student. It can be a political, economic or social issue either within any country in the region, or between countries. It should be around 10 pages (double-spaced), and there should be at least 10 sources used. The sources should be a mixture of media, government, academic journals, and books, and international organizations. Do not use Wikipedia as a source - go to the original sources. The paper must have all facts, ideas not from the author, and direct quotes of sentences and phrases cited within the text, as well as have a list of sources at the end, following the APA style manual.

The paper should have a **title** that indicates or hints at the central problem or thesis, and must cover the following points:

* background to the problem or thesis - this would include history, going only as far back as necessary to explain the current issue
* the main perspectives, sides, including scholarly research
* application of a theory, policy approach, framework, etc. from the development literature, or other stream of academic literature, that seems relevant to the issue (and if you are in program other than GTD, please feel free to explore and use concepts from you discipline)
* a strong conclusion in which the author provides an **analysis** (not opinion!) of the issue

**Country Project**

Each student will choose a country in the region; depending on the size of the class there may be more than one student working on a particular country, but the idea is to have wide regional coverage. There will therefore be structure in how countries are selected. Once a country is chosen a good news sources should be found to follow events in the country, as well as the government website to begin search for the technology/science policy (see Policy Paper above). A focus on this chosen country will also impact some of the discussion assignments with participants reporting on their countries of expertise, and culminate with a brief presentation at the end of the course. Details on this presentation will be available on the course site. For the Issue Paper the focus may also be on this country, though it can also focus on a different country, or even a regional issue that involves more than one country.
Schedule of Topics and Required Readings/Films (may be subject to change):

**Week 1: January 11 - 18: Colonial History: Technology, Hegemony and Conquest**
- Reading: Chasteen, *Born in Blood and Fire*, Introduction and Chapters 1-2 (Encounter, Colonial Crucible); and *Beyond Imported Magic: Introduction*
- Film: *America, Un Nuevo Mundo* (2004, 47 min., in Spanish with English subtitles, #34524)
- Geography – regions and countries of Latin America
- Selection of countries for country project and policy paper

**Week 2: January 18 - 25: Post-Colonial History and Development**
- Film: Chasteen, Chapters 3-6 (Independence, Postcolonial Blues, Progress, Neocolonialism); and *Beyond Imported Magic: Who Invented Brazil?*
- Film: *Simon Bolivar: The Great Liberator* (2006, #816, 58 min.)
- Social stratification of the independence movements
- Legacy of colonialism in Latin America
- Technologies, extractive economies, and uneven development

**Week 3: January 25 – February 1: 20th Century Political Development**
- Reading: Chasteen, Chapters 7-9 (Nationalism, Revolution, Reaction); and *Beyond Imported Magic: Bottling Atomic Energy*
- Film: *Che Guevara: A Guerilla to the End* (1999, #9043, 51 min.)
- Film: *Brazil* (2004, #33616, by John McCarthy)
- Dictatorships and Cold War intervention
- Religion and politics
- Policy Paper Due February 2nd (midnight)

**Week 4: February 1 - 8: 20th Century Economic Development**
- Reading: Kingstone, *The Political Economy of Latin America*, Chapters 1 and 2; Williamson, *Latin American Inequality, Journal of Human Dev.*, 2015; and *Beyond Imported Magic: Tropical Assemblage*
- Technology and import substitution industrialization (ISI)
- Dependency and economic nationalism
- Latin American inequality and the debt crisis

**Week 5: February 8 - 15: Global Neoliberalism, Regional Development**
• Reading: Chasteen, Chapter 10 (Neoliberalism); Kingstone, Chapter 3; Beyond Imported Magic: Neoliberalism as Political Technology; Intergovernmental Science Networks in Latin America, and New Frontiers in Science Diplomacy
• Films: Cappuccino Trail: the Global Economy in a Cup (2001, #30038, 50 min.); and Mexico City (2004, 26 min.)
• The Market and the Washington Consensus
• Globalization and Latin America
• Science Diplomacy, Regionalism and Development

Week 6: February 15 - 22: Backlashes Against Neoliberalism
• Reading: Kingstone, Chapter 4; Bebbington, A. (2009) The new extraction: Rewriting the political ecology of the Andes? NACLA Report on the Americas; Latin America: Informal Economy, ILO 2011; and Beyond Imported Magic: Balancing Design
• Film: Hugo Chavez (2005, 54 min.); Coca and the Congressman: Drugs, Farming and Socialism in Bolivia (2003, 57 min.); and Ecuador: Divided over Oil (2004, 26 min.)
• 2000s and political swings to the left
• Indigenous politics, technology, the land and development

Week 7: February 22 – March 1: Future Directions
• Reading: Kingstone, Chapter 5; Bebbington & Bebbington (2014) An Andean Avatar: Post-neoliberal and neoliberal strategies for securing the unobtainable, New Political Economy, 16, 1; Szekely & Mendoza, Is the Decline in Inequality in Latin America Here to Stay?; and Beyond Imported Magic: Translating Magic
• Films: Chile and Bolivia: A South American Journey, 2011, 59 min.; The Amazon River, 2008, 58 min; and (optional) Eyes Wide Open: Exploring Today’s South America, 2009, 1 hr, 50 min.
• The state, the market, technology and development
• Sustainable development
• Research Paper Due March 1 (midnight)
• Country Project Presentation Due March 1 (midnight)

Arizona State University Academic Policies:

Plagiarism:

Academic integrity and honesty is expected of all students at Arizona State University, and is so stated in the ASU Student Code of Conduct (available at http://www.asu.edu/studentaffairs/studentlife/judicial/). Plagiarism or cheating can result in the grade of "XE". The XE grade denotes failure through academic dishonesty. Plagiarism also includes copying sections, including sentences and phrases of text written by someone else, without citing the source and putting phrase/sentences in full
For more information on plagiarism and the ramifications of academic dishonesty see: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm. Students are responsible for understanding these policies and following proper academic research and citation protocol.

Incomplete Policies

According to University grading policies (https://students.asu.edu/grades), a grade of “I” (incomplete) may be given by an instructor when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control. In this course acceptable work assumes that at least 50% of the written coursework has been completed. Incompletes must be completed with a calendar year; after that the “I” changes to an “E”. The student must complete Request for Incomplete Form, and deadlines must be set for the completion of the work.

Accommodations for Disabilities:

Accommodations for disabilities are made according to the policy of Arizona State University, which is in compliance with the Americans with Disabilities Act. For more information on ASU’s Disability Resource Center see http://www.asu.edu/studentaffairs/ed/drc/. If you need any specific assistance with this class please let me know.

Sexual Violence and Harassment:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students