



UNIVERSITY OF CALGARY

Critical Contemporary Issues in Latin America—LAST 311

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Class Times: MWF 12:00PM-12:50PM

Classroom: SA119

Office Hours: MWF 1:00-1:50 PM; or by appointment

Zoom Meetings: <https://ucalgary.zoom.us/j/98625421690?pwd=a2hFZWZF6dml5TkdlSktpdjByVmtTQT09>

Meeting ID: 986 2542 1690

Passcode: 696122

Course Outline Update

As announced by the University of Calgary on Dec. 22, 2021, almost all classes will be offered online for the first three weeks of the Winter Term, 2022 (Jan 10-28), and possibly longer, depending upon the ongoing Covid-19 situation in the province. For this period, several important modifications to the original course outline will be in effect. During this time, synchronous online will be happening. The link to access the class is indicate above and in D2L. Office hours will now to be online through the same link. Expectations on assignments, participation and attendance remain the same (see our class schedule). While online, student must have their cameras on. Students should use the discussion forum on D2L to ask questions about course material and assignments. In all such cases, use responsible digital citizenship by ensuring content is respectful and relevant. Individual questions may also be asked over email. Questions about the news article and podcast analyses should be addressed to the instructor. Please contact me immediately if you have questions about accommodation. Emails will normally be responded to within 24 hours, Monday to Friday. When possible, I may offer to make contact over Zoom.

Learning Technologies Requirements

This course requires a certain level of technology in order to view lectures and other materials on D2L, and to complete assignments. This primarily involves regular access to a computer and a reliable internet connection. It is each student's responsibility to ensure that sufficient technology is available, and to find resources within the University of Calgary. As office hours will be conducted online (Jan 10-28), students need a microphone of any kind.

Description

This course is an introduction to contemporary Latin America (the Spanish and Portuguese-speaking countries of the Americas). It is simultaneously an overview of recent social, economic, and political trends, as well as an examination of current issues in the region. The latter will include the COVID-19 pandemic; the elections expected during this semester in Brazil, Colombia, and Costa Rica; and other issues that may become important from January to April 2022.

Learning Outcomes

Students who successfully complete this course will be able to do the following:

- a) Identify and explain the significance of the major social and economic trends in Latin America in the first two decades of this millennium and their relevance for Canada.

- b) Explain the significance of major socio-economic indicators for Latin American countries and the differences among these countries.
- c) Analyze (orally and in writing) news articles and podcasts on Latin America by identifying the type of information and assessing the assumptions that frame them.
- d) Use library resources to find relevant news articles and scholarly resources on contemporary issues in Latin America.
- e) Produce a podcast on contemporary Latin America based primarily on academic sources, media articles, and other podcasts.

Reading Material

Phillip Berryman, *Latin America at 200: A New Introduction* (Austin: University of Texas Press, 2016). Available at the bookstore.

The History Student's Handbook (available on the course D2L site).

News Articles and Podcasts (Links available on the course D2L site).

Course Requirements

In order to pass the course, you must complete the following assignments:

1. *Class Attendance, Participation, and Group Discussions* (10%): This is one of the most critical parts of the course. I am interested in you coming to class and hearing what you think about the issues and ideas presented in the readings. Group discussions are an integral component of the classroom environment and require that you are present. Please be on time. I will get the class started right at noon. You will learn as much from the other students as from me. Bring your notes to class and come prepared to discuss the material respectfully and thoughtfully. Treat your classmates the way you wish to be treated. Also, come with an open mind and any questions about the materials. Note that some days have larger assignments than others, so plan ahead. Excellent participation can elevate a borderline grade. I'll give you feedback on this assignment right after the midterm exam and before the end of classes.
2. *News Article Analysis Essay* (15%): You will select one news article on Latin America from a newspaper or newsmagazine to which the University of Calgary subscribes, published in the previous 30 days, of at least 700 words in length, and write a short essay (no more than 500 words) that identifies the type of article that it is (news, editorial, opinion, analysis), identifies the periodical in which it was published, the author, summarizes the main points of the article, considers how the journalist (or writer) frames the issues, and connects the article to the themes of this course. See the list of newspapers on D2L. Questions that may be addressed in these short essays include the following: What assumptions are embedded in the article? Is the writer in favour or opposed to the developments discussed in the article? How does the journalist present the issues? How does this article relate to the themes of this course? What does the topic addressed in this article (or how the journalist or writer presents it) tell us about contemporary Latin America?

Assessment of the news articles analysis essays is based on your comprehension of the news article, the effectiveness of your analysis, how well you relate the article to issues discussed in the course, and the quality of your writing. The assignment should include both the full citation of the newspaper article (e.g. John Smith [if there is a byline], "Colombian Election Likely To Be Interesting," *New York Times*, 10 January 2022.) and the URL that links directly to the article through the University of Calgary library. After you paste the URL into your document, test it to make sure works. Further instructions for this assignment are available on D2L.

3. *Midterm Exam* (20%): This exam will be a take-home essay due on Friday, February 18, by 11:59 pm. I will give you several questions a week ahead of time. You will choose one question to answer in an argumentative, well-written, proofread essay. These questions will focus on significant themes, big questions, key events, or change over time from the first part of the course. Your response will be 4-6 pages in length in 12-point Times New Roman font with one-inch margins and page numbers. It will contain a thesis that answers the question and uses specific examples as supporting evidence. You should use your notes and the readings (primary sources and textbook) for this class, taking care to cite correctly according to the Chicago Manual of Style.

4. *Podcast Analysis and Presentation (15%)*: This is a multi-part assignment that will help you think about current events in Latin America. It includes the following steps:
- a) By noon on the Wednesday before the Friday class, during which you will lead a group discussion, submit the complete podcast information, including the URL, to the respective dropbox on the course D2L site. Please ensure that your podcast has not already been discussed. This episode podcast should be from one of the websites listed on D2L, published in the previous 30 days (7 days is preferable), and about 10 minutes in length.
 - b) By 9:00 am on the Friday that you will lead a small-group discussion, submit your two-pages summary and analysis of the podcast on the course D2L site. This analysis should explain why it is significant and how it relates to Latin America. To the two-page summary, add a third part describing the podcast's website (and they all have a website) and answering the following questions:
 - Who is producing this podcast? And for what purposes? Who is the podcast's intended or presumed audience?
 - What are the backgrounds of the podcast's hosts? Are they historians? Journalists? Storytellers?
 - What are the podcast's core components? Is it an interview show? Do they focus on narrative?
 - What kind of genre would you give this podcast?
 - Does audio serve as an effective medium for the story they are telling? Or are there changes you would make to bring the piece in line with the standards of the historical profession?
 - c) Lead your group's podcast discussion by starting the conversation with your presentation.
 - d) By 5:00 pm on the Wednesday before the Friday discussions, I will post links to the podcasts on the course D2L site or via email. All students should listen to the podcasts before the Friday classes in preparation for the discussions. These discussions will involve group work, and your group's grade will be based on the quality of your answers to the discussion questions that you collectively arrive at (see please the sections *Class Attendance, Participation, and Group Discussions*). Designate one group member to serve as scribe to log your answers to the discussion questions in the Word document that will be available before class.
5. *Final Project (40%)*: Your final project for this class will be a 10-minute piece of audio scholarship on contemporary Latin America. For traditional academic essays, you investigated an issue and presented it as a proposal to an imagined audience composed of experts in the topic you selected. The subject of this final project will remain the same as a traditional essay. Yet, instead of addressing an audience with the expertise, you will target your text to the broader public. You might choose to think of this assignment as a public awareness text designed to draw attention to the issue you researched. In other words, you've already done the majority of the research needed to complete this project. You need to tailor that information for a more generalized audience, ensuring that they understand the importance of the issue you have selected. The assignment will be made up of the following material:
- a) Two-page Proposal and Partial Script (15%): The first "deliverable" for this project—you should ensure that you have a preliminary bibliography of at least three articles, two podcasts, two scholarly sources, and a detailed outline of your podcast and the beginnings of a script (Due before March 18).
 - b) Progress Report (5%): You must schedule a meeting (virtual or in-person) with me to discuss your project's status or to write a two-page report demonstrating the progress of your project (Due before April 8).
 - c) Final Project (20%): Your audio file, a copy of the script, and a statement of goals. You will also complete a reflective piece of writing—a statement of goals and choices—that will describe the decisions you made during the construction of your digital text (Due by April 21).

*Additional instructions on the course D2L site

* This is not a media production course. Therefore, you will not be assessed on the “polish” of your final podcast. I do not care if you use a professional microphone for your podcast or how well sound effects or background music is mixed together (as long as the content is understandable). Instead, you will be evaluated on the effectiveness of your podcast based upon the readings and discussions of class. You are responsible for engaging in effective problem solving throughout the creation of this project (making good use of D2L and Google Sites). See and use resources like the Audio-Visual Editing Suite Audio Production Rooms (UofC Library) or YouTube tutorials. If you get stuck, talk to your peers, and consult with me. Part of functioning as an effective member of a professional community is doing the hard work of teaching yourself. That said, other avenues of support will be made available to you as well. In particular, if you have specific concerns or difficulties, you can schedule a meeting at any time. This can ultimately be an enjoyable process, but this is a challenging assignment, and you do not have to approach it alone. Under your permission, I will upload the final products to a website to showcase our work to the university community.

*Make sure you choose to do a podcast that relates to our class and especially to your personal interests.

SCHEDULE

*I reserve the right to make changes to the course schedule with appropriate advance notice.

*If the class is canceled due to inclement weather, we will continue to follow the schedule below.

Date	Topic	Textbook Readings	Important Dates and Deadlines	
January 10-14 (Online)	Introduction to Latin America	Berryman, <i>Latin America</i> , introduction and chap. 1.		
January 17-21 (Online)	Urban Challenges	Berryman, <i>Latin America</i> , chap. 2.	Podcast Analysis and Presentation (Friday)	
January 24-28 (Online)	Economic Structures	Berryman, <i>Latin America</i> , chaps. 4, 13.	Podcast Analysis and Presentation (Friday)	
January 31- February 4	Growth with Sustainability	Berryman, <i>Latin America</i> , chap. 5.	Podcast Analysis and Presentation (Friday)	
February 7-11	Class and Inequality	Berryman, <i>Latin America</i> , chap. 6.	<i>News Article Analysis Essay.</i> Friday, February 11, by 11:59 pm.	Podcast Analysis and Presentation (Friday)
February 14-18	Overcoming Legacies of Conquest and Slavery	Berryman, <i>Latin America</i> , chap. 7.	<i>Midterm Exam.</i> Friday, February 18, by 11:59 pm.	Podcast Analysis and Presentation (Friday)

February 20-26	Winter Break No Classes			
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February 28-March 4	Gender and Religion	Berryman, <i>Latin America</i> , chaps. 8-9.	Podcast Analysis (Friday)	
March 7-11	Governance, Violence and Corruption	Berryman, <i>Latin America</i> , chaps. 14-15.	Podcast Analysis (Friday)	
March 14-18	Latin America in the World	Berryman, <i>Latin America</i> , chap. 16-17.	<i>Two-page Proposal and Partial Script.</i> Friday, February 18, by 11:59 pm.	Podcast Analysis and Presentation (Friday)
March 21-25	Latin America in the World	Berryman, <i>Latin America</i> , chaps. 16-17.	Podcast Analysis (Friday)	
March 28-April 1	Human Rights, Reconciliation, and Memory	Elizabeth Jelin, “Citizenship and Alterity: Tensions and Dilemmas,” <i>Latin American Perspectives</i> 30, no. 2 (2003): 101–117. J Patrice McSherry, “Memory and Truth: Memory, Truth, and Justice in Contemporary Latin	Podcast Analysis (Friday)	

		America," <i>The Americas</i> 76, no. 2 (2019): 384–385.		
April 4-8	Conclusions		<i>Progress Report</i> . Friday, April 8 by 11:59 pm.	Podcast Analysis and Presentation (Friday)
April 11	Last Day of Classes			
April 22 (Friday by 11:59pm.)			<i>Final Project</i>	

General Course Policies

Respectful Course Atmosphere: You must treat every other student with respect. This includes listening when other students speak and making contributions to class discussion that respect the race, religion, gender, sexual orientation, nationality, social class, etc. of your fellow students. You should also refrain from private conversations with each other, from using cell phones (talking, text messaging, and surfing), and from using laptop computers for purposes other than note taking or accessing readings.

Late Work/Make-Up Work: In order to preserve fairness to those of you who complete their work on time, you will lose ten points off your final assignment grade for every day that your papers are late.

Attendance/Tardiness

Students are expected to attend class. Lateness, except in extreme circumstances, is not acceptable. Chronic lateness and/or unexcused absences (except for serious illness, bereavement, legal proceedings, etc.) will reduce your participation grade. It will also very likely reduce your grades on your written work.

Office hours

I encourage everyone to visit me in office hours at least once, if not several times, throughout the semester. I am ALWAYS willing to meet with students, so if you cannot make my office hours please email me and we will arrange an alternate time. Keep in mind that it is a lot easier to avoid potential hazards early than to fix them after they have become a problem, so if you see trouble on the horizon, talk to me ASAP.

Email

Always, treat an email exchange as a professional communication. Please address me by name, use appropriate language and sign your name. Please include a subject heading indicating that your email pertains to LAST 311. Please allow adequate time for me to respond to emails. If you do not check your email account regularly, make sure that your emails are forwarded to another account.

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject

Percentage	Letter Grade	Grade Point Value	Description
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

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

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)

Winter 2022 (in-person)