

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: Social, Cultural & Media Studies **IMPLEMENTATION DATE:** May 1994

Revised: Dec. 1998

LAS 318	Political Economy of Latin American Development	4
SUBJECT/NUMBER OF COURSE	DESCRIPTIVE TITLE	UCFV CREDITS

CALENDAR DESCRIPTION: This is a survey course which introduces students to the various theoretical approaches which have been used since the 1950's to understand the political economy of Latin American development. It deals with some of the classic theories of modernization, dependency, world systems, and modes of production analysis. The last unit of the course is devoted to the most contemporary issues of Latin American development, such as the agrarian question, women and development, problems of urbanization and the informal sector.

RATIONALE:

COURSE PREREQUISITES: 45 credits, to include SOC 101 and at least 3 additional credits of sociology, anthropology or LAS. (SOC 250, ANTH 220, and/or LAS 200 recommended.)

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	30	hrs	Student Directed Learning	hrs
	Laboratory		hrs	Other - specify:	
	Seminar	30	hrs		
	Field Experience		hrs		
				TOTAL	60
					HRS

MAXIMUM ENROLMENT: 24

Is transfer credit requested? **9** Yes : No

AUTHORIZATION SIGNATURES:

Course Designer(s): Colin Ridgewell Chairperson: _____
(E. Davis) Curriculum Committee

Department Head: _____ Dean: _____
J. Ballard J.D. Tunstall

PAC: Approval in Principle _____ PAC: Final Approval: December 16, 1998
(Date) (Date)

LAS 318**NAME & NUMBER OF COURSE**

SYNONYMOUS COURSES:(a) replaces _____
(course #)(b) cannot take _____ for further credit
(course #)**SUPPLIES/MATERIALS:****TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)**

J. Black: Development in Theory and Practice
 B. Hettne: Development Theory and the Three Worlds

OBJECTIVES:

The course will allow students to:

- trace the debates within development theory
- critically assess the alternative theoretical approaches used to analyze development issues
- evaluate the relative merits of different theoretical applications through the use of case studies
- have a deeper appreciation for the complexities of development issues in Latin America
- develop an appreciation for the diversity of Latin America

Other more general, objectives of the course would include:

- the development of an informational and theoretical base from which to understand better international current events and development issues
- the development of an informational and theoretical base from which to better understand and work within underdeveloped countries and, specifically, Latin America
- the exercise and improvement of the logical thinking skills needed for full participation in a changing society and work environment
- the exercise and improvement of literacy skills in general and writing skills in particular

METHODS:

Lecture and seminar discussion

STUDENT EVALUATION PROCEDURE:

1 summary/abstract of the work of a development theorist (1000 words)	10%
1 detailed presentation on the work of the theorist discussed above (20 minutes)	10%
1 mid-term take-home exam	25%
1 research essay (3-5000 words)	25%
1 group presentation (one hour) based in part on your research essay	20%
general participation	10%

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COURSE CONTENT

The process of development has been the focus of voluminous theoretical writing and decades of practical effort. Unfortunately, theories of development and underdevelopment have not always had an obvious and positive practical outcome; also, at times, the efforts of development practitioners have been undertaken without a clear appreciation of the wider context of their work - something that good theory might be expected to offer.

This course is based on the assumption that there is nothing as practical as a good theory. For this reason we will spend the first part of the course examining the emergence and transformation of the major models and perspectives that have attempted to explain and/or direct social change in the "third" world in general, and in Latin America in particular. In so doing we shall become acquainted with the debates and arguments between the competing perspectives used since the 1950's to understand development in Latin America. A critical evaluation of these approaches in the light of recent changes in international economics and politics will lead to a discussion of new theoretical trends, re-assessments and alternatives. Thus we shall consider theories of modernization, dependency, world systems, modes of production analysis, the concept of sustainability, and the "alternatives-to-development" school.

Taking Latin America as a focus, the second part of the course will consider critically the application of theory to empirical examples of development issues. This will involve student presentations and discussion in which all students will be expected to participate. The exact issues to be considered will depend, in part, on student interest, but it can be expected that we will include at least some of the following: the problems of poverty and inequality; the agrarian question; the costs and benefits of industrialisation; regional indebtedness; the environmental costs of development programs; urbanization and the informal development process; the socialist option; the 'new international economic order'; the 'retreat' of the military and the process of democratisation; the indigenous peoples and development.