

**UNIVERSITY COLLEGE OF THE FRASER VALLEY**

**COURSE INFORMATION**

**DISCIPLINE/DEPARTMENT:** Social, Cultural & Media Studies **IMPLEMENTATION DATE:** May 1998

**Revised:** Sept 1999

SCMS 310

Special Topics: Regional Studies  
in Latin America

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**SUBJECT/NUMBER OF COURSE**

**DESCRIPTIVE TITLE**

**UCFV CREDITS**

**CALENDAR DESCRIPTION:** Using sociological and anthropological approaches, this course is designed to provide you with insights into the society and culture of a specific nation or region within Latin America. In so doing we shall move effortlessly and with intellectual grace from the heady heights of macro analysis and theoretical sociology to the details of micro analysis and ethnography, and back again. In so doing, the course will increase our awareness of the diversity of the Latin American experience - an experience that is becoming increasingly important and which also offers many insights into our own society.

**RATIONALE:** More and more Canadians are finding that they will spend at least some of their working lives outside of Canada, many in Latin America. (A recent Federal government study estimates that 30% of university graduates will work outside of Canada during their professional lives.) Yet we tend not to be aware of the considerable differences between different regions in Latin America. Soc 310/Anth 310 tries to address this problem by analysing in depth the society and culture of a specific region or nation within Latin America. Students may take a maximum of two regional courses dealing with Latin America so long as these courses deal with different regions or nations.

The course provides a needed regional focus in the sociology and anthropology offerings, whilst also increasing the options for students participating in the Latin American Studies minor and extended minor. It will also form an important cornerstone in future study tours and field schools to Latin America.

**COURSE PREREQUISITES:** 45 credits, to include at least 6 credits of anthropology, sociology and/or LAS. (One or more of SOC 250, ANTH 220, or LAS 102, 110, 200 or 201 recommended.)

**COURSE COREQUISITES:** None

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

**MAXIMUM ENROLMENT:** 25

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

<b>AUTHORIZATION SIGNATURES:</b>	
Course Designer(s): _____ Colin Ridgewell	Chairperson: _____ (E. Davis) Curriculum Committee
Department Head: _____ J. Ballard	Dean: _____ J.D. Tunstall
PAC: Approval in Principle _____ (Date)	PAC: Final Approval: <u>September 29, 1999</u> (Date)

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**SYNONYMOUS COURSES:**

(a) replaces Anth 310/Soc 310/LAS310  
(course #)

(b) cannot take Anth 310/Soc 310/LAS 310 for further credit  
(course #)

**SUPPLIES/MATERIALS:****TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)**

Lois Hecht Oppenheim: *Politics in Chile*

Louis Faron: *The Mapuche of Chile*

Mark Falcoff: *Modern Chile: 1970-1989*

Isabel Allende: *The House of the Spirits*

**OBJECTIVES:**

1. To improve the employment and professional opportunities of students in a globalized world.
1. To encourage the use of sociological and anthropological approaches in the understanding of a specific nation or region of Latin America.
2. To contribute to an appreciation of the diversity of Latin America as a region.
3. To introduce students to a region with which Canada has important economic ties.
4. To provide an opportunity for students to increase their knowledge of Canada through comparison with a nation often referred to as the "Canada of the south"

Other, more general, objectives of the course would include:

1. The development of an informational and theoretical base from which to understand better international current events.
2. The development of an informational and theoretical base from which to better understand and work in Latin America.
3. The exercise and improvement of the logical thinking skills needed for full participation in a changing society and work environment.
4. The exercise and improvement of literacy skills in general and writing skills in particular.

**METHODS:**

A combination of lectures, seminar discussions, AV presentations and library research.

**STUDENT EVALUATION PROCEDURE:**

Research paper	35%
Seminar presentation	25%
Four reaction/reflection papers	10% each

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**COURSE CONTENT**

- Week 1:** Introduction to the course, library research, Internet sources and each other
- Week 2:** Visual sketches of Chile: an introduction to the geography, history, society and culture of Chile through photography
- Weeks 3-6:** Development theory and political strategy: an introduction to Chilean themes: Christian Democracy; the Unidad Popular; the military government of Augusto Pinochet; the democratisation process to the present
- Weeks 6-13:** Topics will be chosen from the following depending on student interest:-
- social movements (non-party opposition, self-help groups, neighbourhood associations, etc., with emphasis on the role of women)
  - the Mapuche and Aymaran cultures of Chile
  - traditional and non-traditional export growth - the nitrate and copper sectors and the new exports of fruit, fish, wine and forestry
  - land reform and agriculture, 1964 to the present
  - immigration and its impact
  - the role of the intellectual and the artist in Chilean society
  - social services in Chile
  - the structure of inequality
  - prospects for democracy and post-military politics
  - women in Chile
  - the church
  - the military as an institution
  - urban issues
  - the environment and sustainable development