UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

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

Revised: Dec. 1998

Sociology 463 Special Topics in Development Studies 4
SUBJECT/NUMBER OF COURSE CREDITS DESCRIPTIVE TITLE UCFV

CALENDAR DESCRIPTION: An examination of processes of social and cultural change in selected Third World societies. Topics will change from semester to semester, but may include liberation movements and colonialism, the comparative study of post-revolutionary societies, the persistence, transformation and disappearance of contemporary peasantries, directed change programs.

RATIONALE:

COURSE PREREQUISITES: 60 credits, to include at least 9 credits of sociology and/or anthropology. (ANTH 220, ANTH/SOC 363 and SOC 250 recommended.)

COURSE COREQUISITES: None

HOURS PER TERM Lecture 30 hrs Student Directed Laboratory hrs Learning hrs Seminar hrs Other - specify: hrs Field Experience hrs

TOTAL 60 HRS

MAXIMUM ENROLMENT: 25

Is transfer credit requested? 9 Yes : No

AUTHORIZED SIGNATURES:

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

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

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

(a) replaces ____________

(course #)

(b) cannot take ____________ for further credit

(course #)

SUPPLIES/MATERIALS:

TEXTBOOKS, REFERENCES, MATERIALS  (List reading resources elsewhere)

Dennis Gilbert: *The Sandinistas*
Robert J. Alexander: *The Tragedy of Chile*
Sandor Halebsky: *Cuba in Transition: Crisis and Transformation*

OBJECTIVES:

The course will allow students to:

- develop an understanding of social and cultural change in the "third world".
- appreciate the inadequacy of the term "third world" when looking at development in Latin America.
- assess the strengths and weaknesses of macro-level planned change.
- appreciate the inter-connectedness of all elements of planned change.
- appreciate the importance of culture and history when assessing efforts at planned change.
- understand the similarities, and not just the differences, between change in Latin America and change in Canada.
- evaluate the impact of the collapse of the USSR on specific "third world" nations.
- develop a deeper appreciation of the problems of development in Latin America and, by extension, in Canada.
- have a greater, general insight into the culture and society of Latin America in a way that is useful to their performance in a number of relevant career paths.

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.
- 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.
Sociology 463
NAME & NUMBER OF COURSE

METHODS:

Lecture and seminar discussion.

STUDENT EVALUATION PROCEDURE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>seminar presentation</td>
<td>30%</td>
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<tr>
<td>three reaction papers</td>
<td>30%</td>
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<tr>
<td>research essay</td>
<td>40%</td>
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COURSE CONTENT

The disappearance of the Soviet Union as a nation and the rejection of the old patterns of socialism as a model of development in Eastern Europe has given clearer focus to discussion concerning both the viability of a socialist option for Latin America and about the alternatives available if that option is indeed no longer viable.

This course examines the three most influential attempts by governments to pursue some kind of socialist development agenda in Latin America: Chile under the Unidad Popular government of Salvador Allende, Cuba since the 1959 Revolution and Nicaragua under the Sandinistas following the 1979 insurrection. Clearly the course will not try to develop a full analysis of the society and culture of each case study. Instead, we shall examine specific development objectives and practices which taken together might reasonably be seen as a profile of the socialist model in Latin America as it has emerged in practice, not theory. We will be avoiding what Manuel Garreton refers to as the "functionalism of the left" by seeking to identify whether there are or are not structural and historical factors that limit the applicability of the socialist model of development to Latin America.

Our analysis will concentrate on a selection from the following overlapping areas of interest: the structure of power, with attention to the nature and role of the party, state and mass organisations; social programs such as healthcare, education, housing and social welfare; human rights and freedoms; the position of minority groups, and specifically minority indigenous groups; changes to the class structure; the role of domestic and international opposition; agrarian reform and the position and nature of the peasantry; economic policy; the role of the military. Using a comparative approach, we shall construct an audit of the socialist option by identifying successes and failures, problems and solutions, mistakes and contradictions in each case study.

The weekly seminars will be organised as a collaborative, "jigsaw" learning experience with each presenter or group taking responsibility for the presentation of material from their area of focus.
Bibliography of Assigned Readings

Alexander, Robert J.

Ceardi, Arturo Navarro

Feinberg, Richard E.

Forster, Nancy

Kaufman, Edy

Leiner, Marvin

Mesa-Lago, Carmelo

Morris, David

Norsworthy, Kent

Prevost, Gary

Roca, Sergio G.