



**Course Syllabus**

<b>COURSE NUMBER:</b> SOCS 5030 03	<b>COURSE TITLE</b> Contemporary World Affairs: Latin America	<b>TERM:</b> Fall 2 2006
<b>SITE:</b> Webster Groves	<b>INSTRUCTOR CONTACT INFORMATION:</b> Daniel Hellinger, Priest 206, hellinc@webster.edu 968-7064	<b>CREDIT HOURS:</b> 3

**1. COURSE DESCRIPTION:** (insert course description below, the box will automatically expand as you type.)

**SAME AS CATELOGUE (LOOK IT UP), BUT FOCUSED ON LATIN AMERICA**

**2. LEARNING OUTCOMES:** (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>Students will develop an understanding of the historical, economic, and cultural influences in Latin American politics.</li> <li>Students will develop and appreciation for the economic and social issues that remain sources of division in Latin America after transitions.</li> <li>Students will develop and appreciation theoretical ideas drawn from the field of comparative politics, as applied to Latin America.</li> </ol> <p><b>SOCS 5030 Objectives:</b></p> <p><b>Students will be able to take the</b></p>	<p><b>NOTE</b> If your course is directly linked to a specific M.A.T. or certification program, please insert relevant program outcomes. If your course does not fit clearly into a single program or certification area, you may wish to delete this column. If you do not have a copy of your program's outcomes, please contact your M.A.T. coordinator. Questions regarding certification program outcomes should be forwarded to the Director of Undergraduate and Initial Certification.</p> <p>Fill it in as you like.</p>	<p>Note The individual instructor should decide what goes into this column based on student needs. Information may be coded with narratives attached to the document or narratives may be listed here.</p> <p>Fill it in as you like.</p>

<p><b>general objectives expressed above and integrate them into one or more lesson plans.</b></p> <p>Description of content: A major focus of this course will be consideration of issues left unresolved after transitions from military rule, the end of civil wars in Central America, and the prospect of change in Cuba.</p>		

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.** (Insert schedule below; the box will expand as you type.)

## Schedule of readings and classes

### October 13

Comparative Politics, Pedagogy, and Area Studies

Assignment:

Bray, “A New Latin Americanist Pedagogy” and “Latin American Studies in the Twenty-first Century,” Pino, “A Twenty-first-Century Agenda for Teaching the Modern History of Latin America”; Calderón, “Lessons from an Activist Intellectual”, all from *Latin American Perspectives*, vo. 31, no. 1 (Jan. 2004)

Vanden and Prevost, xiv-xix

In class: Lectures on the subdiscipline of Comparative Politics and on the nature of area studies. Discussion on teaching Latin America.

### October 20

Latin America’s search for justice, peace, development, stability

Vanden and Prevost, pp. 1-80, 145-235

Human Rights and Wrongs in post-transition Argentina

Vanden and Prevost, pp. 396-431 (Argentina)

Eric Hershberg, “Why Argentina Crashed and Is Still Crashing,” Roger Burbach, “Throw Them All Out, Argentina’s Grassroots Rebellion,” Both in *NACLA, Report on the Americas*, 36, no. 1, July/Aug. 2002, on e-reserve.

Lectures on theories and approaches to development, the idea of dependency.

Video on Argentina. Discussion about contemporary issues in Argentina.

### October 27

Gender, Religion, Class and Race: Sources of conflict in Latin America

Vanden and Prevost, 81-144

Democratic Breakdown: Chile

Vanden and Prevost, 432-467 (Chile)

Recent articles on Michelle Bachelet

Video: *In women’s hand*

Lecture: Democratic Breakdown and Transition

### November 3

Approaches to Development: Import Substitution, Populism, Neoliberalism

Brazil's Worker President

Vanden and Prevost review pp. 145-174; read 483-511 (Brazil)

Readings on Lula, Brazil's worker president

Video: "Capital Sins" (on Brazil)

Lecture: Populism, Import Substitution, and Neoliberalism

**November 10** Mexico, Migration and Conflict

Vanden and Prevost, 285-324 (Mexico), 264-295 (Guatemala)

NAFTA reading to be assigned

Video on Migration and Development in Mexico

November 17

The Cuban and Nicaraguan Revolutions

Vanden and Prevost, Review 236-263. read 336-367; 526-559

Lecture: Historical Background on Venezuela  
Revolution and Pluralism

**November 24** Pink Tide Rising? Venezuela

Vanden and Prevost, 468-525

Harnecker, interviews

Additional articles provided (provided)

Film: "The Revolution will Not be Televised"

December 1

Revolution and US Intervention: Central America

Grandin, *Empire's Workshop*

December 8

Final Exam

Take home essay or curriculum project due on December

#### 4. RESOURCES:

**Required Text(s):** (Insert text information below; box will expand as you type.)

**Text:** Vanden and Prevost, *Latin America: The Power Game*, 2<sup>nd</sup> edition

Harnecker, *Understanding the Venezuelan Revolution*

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**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

**(Insert evaluation Criteria below; the boxes will automatically expand as you type.)**

<b>Assessments</b>	<b>Links to Course Outcomes</b>	<b>Percentage of Grade</b>
Midterm essay		33.3
Lesson Plan		33.3
Final exam, part take-home		33.3

**6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)**

<b>I don't use a scale</b>
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**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.**

## ACADEMIC HONESTY POLICY

**(You may use or modify this statement or create your own).**

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

#### **Students:**

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

#### **Consequences of Academic Dishonesty:**

**You will be grilled mercilessly until you confess.**

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

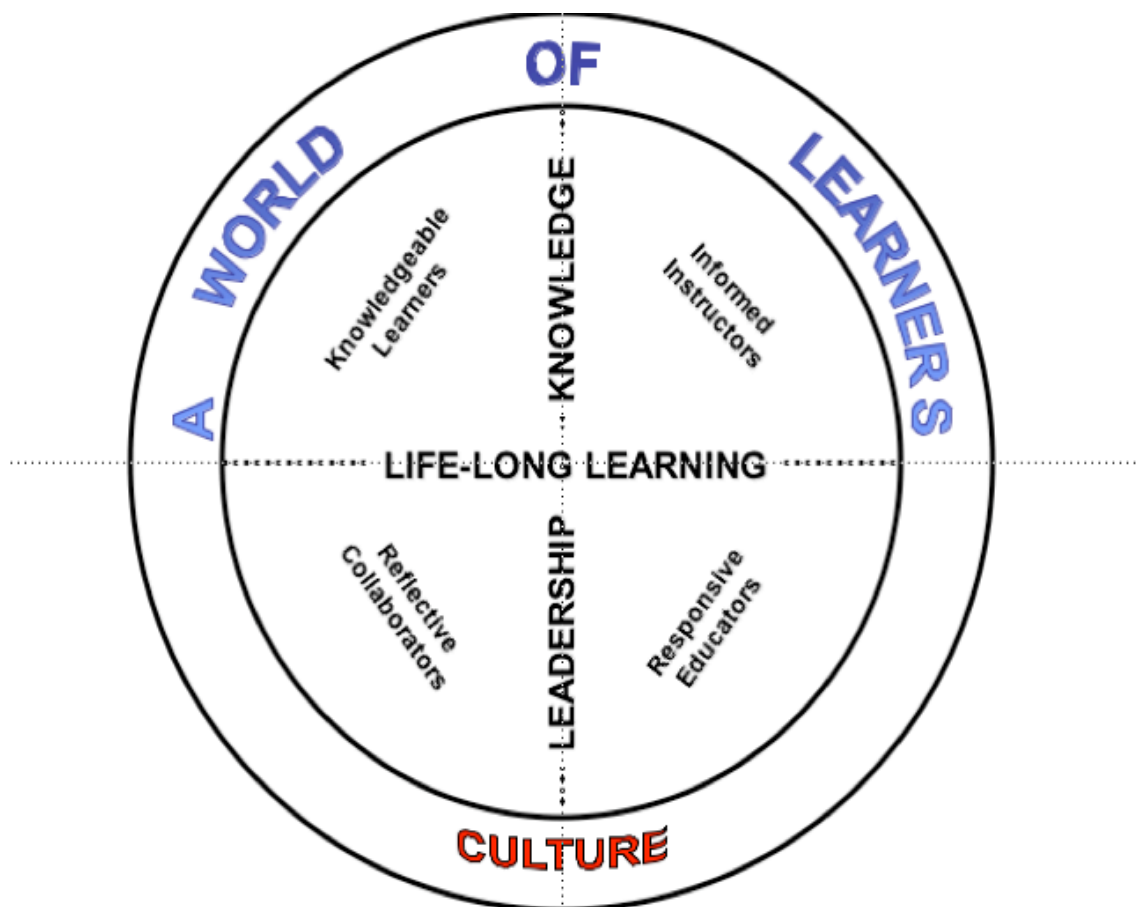
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University  
School of Education**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

**(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).**