**SPAN 3200: GLOBALIZATION**

**IN LATIN AMERICA**

**PROF. JUAN CARLOS RODRÍGUEZ**

**OFFICE:** SWANN 313

**OFFICE HOURS:** MONDAY/WEDNESDAYS 1:00-2:30PM (with previous appointment)

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***COURSE DESCRIPTION***

What is globalization? Is it a series of economic adjustments that has resulted in the integration of systems of production and financial markets at a world scale? Alternatively, is it a variety of biological, environmental, political and cultural phenomena that go beyond state governments and involve a number of transnational actors, such as religious organizations, multinational corporations, NGOs, media, and civil society? Does globalization imply more homogeneity or diversity? What does it mean to live in a globalized world? In what ways do global processes affect our lives? These are some of the question that inspire this course, which is a study of globalization in Latin America.

Globalization has been defined in many ways. Some have observed that globalization is a world tendency towards political and economic integration that began after World War II and gained more force after the collapse of the Soviet Union and the triumph of the neoliberal model of capitalism based on the free market doctrines. Others consider globalization as a long historical process that began with the discovery of the Americas and has resulted in the creation of a planetary consciousness with diverse consequences in politics, industry, and culture. In this course, we will investigate globalization in the Latin American context through case-studies that refer to four areas: 1. Politics and Industry; 2. Migration; 3. Culture and communication; 4. Health and the Environment.

***LEARNING OBJETIVES***

After this course, students will be able to:

* define and apply concepts and terms in Spanish associated with globalization processes;
* develop an understanding of historical and cultural contexts related to various regions, including the impact of globalization on economic, political, and social development;
* investigate case-studies to identify challenges and opportunities related to globalization in Latin America;
* argue, defend and critique, orally and in writing, their own informed perspectives about globalization in Latin America as well as those of others.

***BOOKS***

*Atlas de la Globalización*, by Philippe Copinschi et al. (2008).

***FILMS***

South of the Border (Oliver Stone, 2009)

The Pinochet Case (Patricio Guzmán, 2001)

Maquilapolis (Vicki Funari, 2006)

Memorias del Saqueo (Fernando Solanas, 2004)

La dignidad de los Nadies (Fernando Solanas, 2007)

Inside Job (Charles Fergusson, 2010)

Balseros (Carles Bosch and Josep María Domenech, 2002)

Los que se quedan (Juan Carlos Rulfo, 2008)

La ciudad de papel (Jorge Garrido Barros and Claudia Sepulveda, 2007)

***EVALUATION***

**Class Participation 10% (weekly)**

**10 Quizzes 10%**

**6 blog entries 48% (8% each)**

**Project 1 16%**

**Project 2 16%**

***EVALUATION CRITERIA FOR ASSIGMENTS AND ESSAYS***

**ARGUMENT:** Clear statement of the thesis or argument that will be developed in the essay. Avoid generalizations, as well as simple, superficial or trivial arguments.

**COHERENCE OF THE COMPOSITION:** Organized, well structured, and coherent discussion of ideas. Avoid unnecessary digressions.

**EXPLANATION OF CONCEPTS, CATEGORIES, ISSUES AND PROBLEMS DISCUSSED IN CLASS:** Adequate selection and explanation of relevant concepts, categories, issues or problems. Provide definitions and explanations based on bibliographical sources.Establish connections between concepts or categories and issues or problems discussed in class.

**APPLICATION OF CONCEPTS AND CATEGORIES TO THE ANALYSIS OF ISSUES AND PROBLEMS:** Adequate application of concepts and categories to the analysis of issues and problems. Discuss the connection between concepts or categories and the examples and quotes you include in your analysis of issues and problems.

**ANALYSIS OF ISSUES AND PROBLEMS BASED ON SPECIFIC CASES AND CONCRETE EXAMPLES:** Explain and analyze the specific issues and problems related to Latin American music by elaborating a discussion of specific cases. Provide examples and quotes to support your analysis. Take into consideration the historical context of the cases and examples you discuss.

**IN-DEPTH DISCUSSION OF EXAMPLES AND QUOTES TO SUPPORT ANALYSIS AND ARGUMENT:** Include in your analysis an in-depth discussion of examples and quotes. The role of examples and quotes is to support your argument: select carefully these examples and quotes; avoid choosing examples or quotes that would not contribute much to your discussion. Avoid also superficial observations about and generalizations based on the material you discuss.

**IMPACT, CONSEQUENCES AND/OR IMPLICATIONS:** In your concluding remarks, explore the impact, consequences and/or implications of the cases, examples, problems or issues you discuss and connect this them with your argument.

**CORRECT USE OF SPANISH:** Adequate selection of vocabulary, verb conjugation; correct use of articles and prepositions.

***EVALUATION CRITERIA FOR UNDERGRADS***

**2 PROJECTS (16% EACH)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Argument | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Coherence | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Concept: explanation | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Concept: application | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Analysis: problems, cases | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Examples: evidence to support argument | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Impact, consequences, implications | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |
| Use of Spanish | 2 | 2-1.9 | 1.89-  1.8 | 1.79-  1.7 | 1.69-1.6 | 1.59-1.5 | 1.49-1.4 | 1.39-1.2 | 1.19-0 |

10 **QUIZZES (1% EACH)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Concept: explanation | .5 | .49-.45 | .44  -.40 | .39  -.35 | .34-.30 | .29-.25 | .24-.20 | .19-  .10 | .09  -0 |
| Concept: application | .5 | .49-.45 | .44  -.40 | .39  -.35 | .34-.30 | .29-.25 | .24-.20 | .19-  .10 | .09  -0 |

**CLASS PARTICIPATION: CONSISTENT AND INFORMED PARTICIPATION (10%)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Consistency | 5 | 4.9-4.5 | 4.4  -4.0 | 3.9  -3.5 | 3.4-3.0 | 2.9-2.5 | 2.4-2.0 | 1.9-  1.0 | .9  -0 |
| Informed | 5 | 4.9-4.5 | 4.4  -4.0 | 3.9  -3.5 | 3.4-3.0 | 2.9-2.5 | 2.4-2.0 | 1.9-  1.0 | .9  -0 |

**6 BLOGS ENTRIES OF (500 WORDS) (8% EACH)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRITERIA | Total value | Excellent | Very good | Good | Satisfactory | Average | Below average | Poor | Very  poor |
| Argument | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Coherence | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Concept: explanation | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Concept: application | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Analysis: problems, cases | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Examples: evidence to support argument | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Impact, consequences, implications | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |
| Use of Spanish | 1 | 1-.95 | .94-.90 | .89-.85 | .84-.80 | .79-.75 | .74-.70 | .69-.60 | .59-0 |

***ATTENDANCE***

* Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar.  <http://www.catalog.gatech.edu/rules/4/>
* Unexcused absences are not welcome and will affect your final. See the evaluation section in the syllabus.
* To have an absence excused, you need to (1) get my approval beforehand or (2) bring in a note documenting a medical or comparable emergency ***the class directly following your absence***.
* Two tardies of more than 15 minutes equate to an absence.
* Not having the assignment ready in class equates to an absence.
* **Note:** Language courses require daily contact with the target language. In case of having problems that may affect class attendance (chronic absences due to personal situations), I invite students to consider taking the course at another semester, when they will be able to come to class regularly. Absences not only affect your grades but also your possibilities of improving your language skills. Please see your academic advisor before making any decisions regarding your status in this course. We can also meet and discuss your situation.

***GRADING AND LATE POLICIES***

* No late assignments or essays will be accepted, except for cases of official GT absences. You will receive zero points if you don’t turn in your assignment or essay in time. Make-ups of the assignments and essays will only be available if you present a medical excuse to justify that you could not complete the work on time. No other exceptions will be considered.
* Except for official GT absences, no make up for GROUP PROJECTS will be allowed unless you provide a medical excuse. If a group member is absent for the presentation, he or she should meet with me in office hours to discuss alternative assignments—if and only if the absence is excused.

***ACADEMIC HONESTY***

<http://www.catalog.gatech.edu/rules/18/> As a student at Georgia Tech, you are expected to fully understand and to carefully follow the policies and standards of academic honesty set forth in *The* *Student Handbook*, which is available from the office of the Dean of Students and online. Lack of familiarity with the university’s policy on academic honesty will not be accepted as an excuse or justification for violations. The policy set forth in the Handbook offers examples of plagiarism, cheating, and unauthorized collaborations. If you have any questions, or concerns about this policy, you should consult with your academic advisor, instructor, or department chair. Confirmed violations will result in appropriate disciplinary actions.

While several forms of academic dishonesty are possible, the most common form is plagiarism, the essence of which is representing the work of others as your own by not attributing sources of ideas and facts, failing to indicate and cite direct quotations, or falsifying citations. Any widely used style guide, such as the MLA’s, will offer guidelines regarding attribution, quotation, and citation, and these rules should be followed completely and consistently. These rules apply equally to books, journals, newspapers, other hard copy publications, and materials obtained over the Internet.

***DISABILITY SERVICES***

<http://www.catalog.gatech.edu/policies/disabled-assistance/> Students and prospective students who wish to learn more about accommodations for students with disabilities should contact: Office of Disability Services Suite 221 Smithgall Student Services Building Georgia Institute of Technology Atlanta, Georgia 30332-0285 call 404.894.2563 (voice) or 404.894.1664 (TTY) visit <http://disabilityservices.gatech.edu> or email [dsinfo@gatech.edu](file:///C:\Users\ds49\Downloads\dsinfo@gatech.edu) Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee.

***COURSE SCHEDULE***

**WEEK 1: COURSE INTRO**

**WEEK 2: LATIN AMERICA GOVERNMENTS IN THE CONTEXT OF WORLD REGIONS**

* Reading: "Diversidad de las regiones" and "Las Américas" in *Atlas de la Globalización*
* Film: South of the Border (Oliver Stone, 2009)

**WEEK 3: MULTINATIONAL CORPORATIONS IN LATIN AMERICA**

* Reading: "Regular el comercio mundial" and "Empresas globales y empresas mundo" in *Atlas de la Globalización*
* Film: *Maquilapolis* (Vicki Funari, 2006)

**WEEK 4: GLOBAL JUSTICE: THE PINOCHET CASE**

* Reading: "Un gobierno mundial?" and "Regulaciones políticas" in *Atlas de la Globalización*
* Film: The Pinochet Case (Patricio Guzmán, 2001)

**WEEK 5: GLOBAL FINANCIAL SYSTEMS: THE ARGENTINE DEBT CRISIS**

* Reading: "La sociedad civil organizada" in *Atlas de la Globalización*
* Film: Memorias del Saqueo (Fernando Solanas, 2004)

**WEEK 6: MIGRATIONS IN LATIN AMERICA: CUBA**

* Reading: "Diversificación de las migraciones" and "Movilidades de guerra y paz" in *Atlas de la Globalización*
* Film: Balseros (Carles Bosch and Josep María Domenech, 2002)

**WEEK 7: MIGRATIONS IN LATIN AMERICA: MEXICO**

* Reading: "La urbanización del mundo" in *Atlas de la Globalización*
* Film: Los que se quedan (Juan Carlos Rulfo, 2008)

**WEEK 8: PREPARATION OF PROJECT 1: MAPPING GLOBAL CHALLENGES**

**WEEK 9: PRESENTATION OF PROJECT 1: MAPPING GLOBAL CHALLENGES**

**WEEK 10: CULTURE AND EDUCATION**

* Readings: "Individuo y Culturas" and "Educación: Fracturas y Competencias" in *Atlas de la Globalización*
* Discussion: Education Reform in Chile

**WEEK 11: RELIGION AND MEDIA AS CULTURAL INSTITUTIONS**

* Readings: "El devenir del cristianismo," "ONGs plurales," "Medios de comunicación mundiales" and "La brecha digital" in *Atlas de la Globalización*
* Discussion: Role of the Church in Latin America; Latin American Media in the USA

**WEEK 12: ENVIRONMENTAL PROTECTION IN LATIN AMERICA**

* Reading: "Medio Ambiente" and "Contaminación y el futuro común" in *Atlas de la Globalización*
* Film: La ciudad de papel (Jorge Garrido Barros and Claudia Sepulveda, 2007)

**WEEK 13: HEALTH IN LATIN AMERICA**

* Reading: "Ricos y pobres," "Vivir y Morir" and "Enfermedades globales" in *Atlas de la Globalización*
* Discussion: HIV AIDS in Latin America

**WEEK 14: PREPARATION OF PROJECT 2: MAPPING GLOBAL CHALLENGES**

**WEEK 15: PREPARATION OF PROJECT 2: MAPPING GLOBAL CHALLENGES**

**WEEK OF FINAL EXAMS: PRESENTATION OF PROJECT 2: MAPPING GLOBAL CHALLENGES**