

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

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

~~lit802~~ ~~Enslit802~~f
unit of the course is devoted to the most contemporary issues of
question, women and development, problems or urbanization a

RATIONALE:

COURSE PREREQUISITES: 45 credits, to include SOC 1
anthropology or LAS. (SOC

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	30
	Laboratory	
	Seminar	30
	Field Experience	

	<u> </u>	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: J. Ballard Dean: J.D. Tunstall

PAC: Approval in Principle _____ PAC: Final Approval: December 16, 1998

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)

LAS 318NAME & NUMBER OF COURSE

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.