



LAC 300

JUSTICE AND THE DEVELOPING WORLD

Instructors:	<u>Dr. Terry-Ann Jones</u>	<u>Dr. William Vasquez</u>
Office:	DMH 251	DMH
Office Hours:	Mon, Thu 12:00-1:30	Wed 10:00-12:00
Telephone:	254-4000 x2786	254-4000 x2363
E-mail:	tjones@fairfield.edu	wvasquez@fairfield.edu
Meeting time/place:	Wednesday, 2:00 - 4:30 p.m. /CNS 101	

Recommended Reading:

- 1) A Short History of Guatemala by Ralph Lee Woodward Jr.
- 2) The Taste of Many Mountains by Bruce Wydick
- 3) Latin American Economic Development by Javier A. Reyes and W. Charles Sawyer.
- 4) Guatemala: Gobierno, Gobernabilidad, Poder Local y Recursos Naturales by J. T. Way C. James MacKenzie Gema Sánchez Medero

****Required reading will be uploaded on Blackboard**

Description:

Justice and the Developing World is an interdisciplinary course examining poverty and justice in Latin America and the Caribbean. Our readings will include texts from the humanities and the social sciences, such as the narratives of Octavio Paz (*The Death of Artemio Cruz*) to the economic study of Amartya Sen (*Development as Freedom*). Our course will also include a host of guest lecturers from various departments in our university, in order to illustrate the diverse ways different disciplines study and tackle the issue of justice in the developing world.

Important to the course is a one-week immersion in Nicaragua during spring break. The trip to Nicaragua is not mandatory but participation is encouraged. Each student will plan and carry out a research project on a subject related to development, asking critical questions and using research methodologies relevant to their academic major or minor. The trip to Nicaragua will provide students with an intensive field research opportunity whose findings they will incorporate into their final papers. Students not traveling to Nicaragua are expected to gather

first-hand local data, and invest as much time in developing their project as their classmates traveling to Nicaragua. *This course fulfills the Fairfield University World Diversity requirement.*

Objectives

It is expected that, at the end of this course, students will:

1. Become familiar with problems faced by individual citizens, groups, governments, and institutions in developing nations, as well as with the complexities that attend solutions to such problems.
2. Learned to apply methods from their own disciplines, supplemented with insights from other disciplines, in the exploration of “real world” developmental issues such as those affecting people in Guatemala.
3. Learned how to maintain a research journal and how to effectively combine field research notes and raw data with traditional academic sources, in producing an original and relevant study.
4. Increased their sensitivity towards the needs and potentials of developing countries and traditionally marginalized sectors of society.
5. Enriched their knowledge of Spanish and/or Latino culture.

Requirements

1. Attendance including completion of all reading assignments in advance of each class as per the syllabus. Active participation in class discussion, based on material covered in the reading assignments – **25% of final grade.**
2. Regular quizzes in which students will demonstrate their completion of the readings assigned for the corresponding session, as well as summarize and reflect on the presentation conducted by the guest lecturer during the previous class. Students’ lowest scoring quiz will not be counted in this part of the evaluation -- **15% of grade**
3. Students must select by the second class a subject for this course’s final research project. Research subjects can be chosen from a list of general topics proposed by instructors below, or proposed by the students themselves, subject to instructors’ approval. We suggest that students select topics that are relevant to their particular field of study, and that are also amenable to interdisciplinary perspectives. Based on the subject chosen for their research, students will be assigned an advisor from among Fairfield University’s broader faculty, to ensure that each research project meets standard requirements within the discipline concerned with the study’s topic. – **5% of grade.**
4. Submission of a 1-3 page statement of research project’s subject (paper proposal), annotated bibliography, revised outline, literature review and list of field research questions by the due date announced in class – **10% of grade.**
5. Completion of research project and presentation to the class (20 min.) – **35% of grade.** Students who cannot go to Nicaragua will work with the instructors to identify a research topic they can complete in the U.S., by combining original first-hand data with traditional library resources. Total grade for this rubric is broken down as follows: *25 percent for the paper, and 10 percent for the presentation of the project.*
6. Throughout spring break (either during trip to Nicaragua or while conducting U.S.-based research), students will keep a journal with field notes and personal reflections to their data

collection process (i.e., discussion of first-hand sources, written questions to be used in interviews, quality of data obtained, difficulties and opportunities identified during data gathering, etc.). For students traveling to Nicaragua, participation in evening group discussions to share their notes is also required. Students who cannot go on the trip should keep the same type of journal and field notes for their on-site interviews and research. This will account for **10% of your grade**.

List of suggested subjects/topics for research project:

We suggest 10 major general subjects, although you are not limited to these areas:

- (1) Politics and corruption
- (2) Women-related issues
- (3) Education and literacy
- (4) Economy and labor, in connection with globalization trends
- (5) Latin American literature and cultural studies
- (6) Religious practices, cultural identity, and human rights
- (7) Poverty and migration
- (8) Environmental problems and sustainable development
- (9) Health care, social security, and welfare
- (10) Telecommunications and information networks

Students are encouraged to select more specific topics within any of these general topics and consult with instructors about the kind of primary data that can be realistically collected by students during the semester. Students are welcome to propose other topics on their own, but they must consult with the instructors and get their approval before starting working on the project.

Course's Policy on Missed Assignments and Evaluations

Please note that you are getting a timeline for the course, specifying dates for class sessions and examinations, as well as deadlines for assignments, with enough time in advance to accommodate other activities accordingly. Make sure that travel plans, family events, etc. do not interfere with the course's timeline. Since this course meets only once a week, missing more than one session will impact your final grade in a significantly negative way. With the exception of extremely serious and adequately documented emergencies (corroborated in writing by the office of the Dean of the College of Arts & Sciences) we cannot make special arrangements to accommodate schedule conflicts students might face during the semester. If for any reason you are forced to miss a class, make sure to both consult the timeline and get notes from a classmate.

Academic Honesty and Plagiarism

The following is an excerpt from the 2009-2010 Student Handbook, stating Fairfield University's policy regarding academic honesty, academic dishonesty, and plagiarism. Such a policy will be strictly enforced in this course:

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must be based on mutual trust and respect. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty and integrity. [...] **All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity.** As such, faculty members have an obligation to set high standards of honesty and integrity through

personal example and the learning communities they create. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and to include attribution for any ideas or language that is not their own. Examples of dishonest conduct include but are not limited to:

- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course – commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

(Fairfield University's Student Handbook 2009-2010, p. 29).

Students with Disabilities

We encourage any student with any physical or cognitive disability who might require special accommodations to contact the instructors and the office of Academic and Disability Support Services (atiu@fairfield.edu) by the first week of classes. His/her case will be treated in the strictest confidentiality, as stated by Fairfield University's policy on the matter.

Quality Expectation Regarding Academic Writing

We expect written assignments in this course to reflect high quality academic writing and proper use of citation styles (e.g., APA, MLA). This will be part of all assignments' grade. Students needing assistance with writing and citation styles are urged to visit Fairfield University's Writing Center, located on DMH 255, and get help at an early point of the semester. For more information, or to schedule an appointment, go to http://www.fairfield.edu/cas/wc_index.html

Schedule of Lectures, Readings, Discussions and Assignments

Jan	20	Introduction
Jan	27	<u>Read:</u> "Central American Migration" (Blackboard) <u>Due:</u> Paragraph description of research paper topic and identify one faculty in area of research.
Feb	03	<u>Read:</u> "Uncoupling the Name and the Reference," The Idea of Latin America By Walter Mignolo (Blackboard) <u>Due:</u> Research Topic <u>Guest:</u> Carl Bailey, Philanthropist
Feb	10	<u>Read:</u> "A Small Place" by Jamaica Kinkaid <u>Due:</u> Bibliography with min. of 10 citations and confirmed meeting with one faculty in area of research. Flight purchase confirmation <u>Guest:</u> Professor Edrik Lopez
Feb	17	<u>Read:</u> "Latin American Countries as Norm Protagonists of the Idea of International Human Rights <u>Due:</u> Full one-page paper proposal. <u>Guest:</u> Professor Lucrecia Garcia-Iommi
Feb	24	<u>Read:</u> "The Task and Content of Liberation Theology," by Gustavo Gutierrez. "Toward a Maya Theology of Liberation: The Reformulation of a 'Traditional' Religion in the Global Context" by Christopher L. Chiappari "Liberation Theology is back as Pope Francis holds Capitalism to Account" by Ambrose Evans-Pritchard <u>Due:</u> Annotated bibliography, full citation and short summary of 10 sources. <u>Guest:</u> Professor Paul Lakeland
Mar	02	<u>Watch:</u> Film TBA <u>Due:</u> Fifty to one-hundred word thesis statement. A minimum of 10 questions on your topic for spring break interviews.
Mar	9	<i>Spring Break – Guatemala!</i>
Mar	16	<u>Due:</u> Portfolio of field notes, travel journal, interview/site visit report <u>Guest:</u> Prof. Dina Franceschi

- Mar 23 **Read:** *Gutierrez et al. 2006 'Confronting the Neglected Problem of Snake Bite Envenoming: The Need for a Global Partnership.'
 *Gutierrez et al. 2015 'A Call for Incorporating Social Research in the Global Struggle against Snakebite.'
 *C. Ingraham 2015 'The crazy reason it costs \$14,000 to treat a snakebite with \$14 medicine'
 *B. Hays 2015 'Snake bite crisis: Sanofi Pasteur to stop producing anti-venom'
Due: Source map bibliography to the outline.
Guest: Prof. Jim Biardi
- Mar 30 **Read:** TBA
Due: Three-page literature review
Guest: Prof. Brian Walker
- Apr 06 **Read:** Amartya Sen, *Development as Freedom*, Introduction & Ch 1-3
Due: Revised outline and thesis statement. Updated lit review & bibliography.
Guest: Prof. Dina Franceschi
- Apr 13 **Due:** First draft of paper.
 Class presentations of research project
- Apr 20 **Due:** One-hundred word abstract.
 Class presentations of research project
- Apr 27 **Due:** Class presentations of research project
- May 04 **Final paper due (12pm)**