



COURSE:	Interdisciplinary Approaches to Latin American and Caribbean Studies LACS 5000W / MGDS 5002 / HIST 5713W
TERM:	Winter 2025
PRECLUSIONS:	N/A
CLASS:	Day & Time: Wednesdays, 2:30-5:30 Room: Class Location Available in Carleton Central
INSTRUCTOR:	Professor A. Diptée
CONTACT:	Office: PA 441 Office Hours: By appointment (Skype, Zoom, etc.) Telephone: 613-520-2600 Email: Audra.Diptee@carleton.ca

Course Description:

This interdisciplinary graduate seminar is designed to support students as they work to develop expertise in the study Latin America and the Caribbean. It does this through both its content coverage as well as by introducing students to the tools necessary for evidenced-based analyses and research. The seminar is organized around the following three elements:

- 1) **It introduces students to Latin American and Caribbean social and political thought.** Readings will explore the ways in which *people from the region* have perceived, articulated, and responded to the challenges they faced when confronted by the realities of colonialism and imperialism.
- 2) **It explores the ways in which colonialism and imperialism have shaped the trajectory of Latin America and the Caribbean through an analysis of various case studies.** In so doing, students will be better prepared to apply theoretical and methodological approaches that will enable critical and sophisticated analyses of discourses produced in various public arenas that are relevant to Latin America and the Caribbean.
- 3) **It guides students through the early stages of research and project development.** The course will cover specific techniques for developing a research project and writing a proposal on a topic addressing Latin America and the Caribbean. In consultation with the professor, students may choose a topic of interest.

Learning Outcomes:

- *Analyze* Latin American and Caribbean social and political thought.
- *Examine* and *evaluate* evidence based on case studies from countries in Latin American and Caribbean.
- *Develop* a feasible research project on a topic relevant to the region.

Course Material

Book costs = \$0. All books are available online through Brightspace of the library's website)

1) Iván Márquez, *Contemporary Latin American Social and Political Thought* (2008).

- **Library Access:** *A Digital Copy is Available online at Carleton University's MacOdrum Library.*
- **Available for Purchase:** *This text is available at both Amazon & Indigo. Indigo has both a digital version available for download as well as softcover version.*

2) Selections from the following:

- a. Aaron Kamugisha, *Caribbean Political Thought: The Colonial State to Caribbean Internationalisms* (2013).
 - b. Aaron Kamugisha, *Caribbean Political Thought: Theories of the Post-Colonial State* (2013).
- **Brightspace Access:** *Professor Diptée will make digital selections available on **Brightspace** as necessary.*

3) Other Readings Listed on the Syllabus:

- **Availability:** *These will be available online (from the MacOdrum Library or on **Brightspace**)*

Evaluation

*Details about the assignments will be uploaded on **Brightspace**.*

1. Assignment 1 - 40%: (**February 14**, Uploaded to **Brightspace**)
2. Final Assignment - 40%: (**April 8**, Uploaded to **Brightspace**)
3. Participation - 20%: (Ongoing throughout the term. Includes final presentation)

Assignments and Late Penalties

- Students who need extensions for their assignments must get in touch with the professor to determine a new submission date or risk a late penalty a grade for each day the assignment is late.

Participation

Weekly Participation

- Each week, students are required to prepare three (3) discussion questions (drawn from issues addressed in the assigned course material) for the seminar. *Guidelines for developing discussions questions will be made available on **Brightspace**. Your questions should be uploaded on **Brightspace** by 11pm of the day before class.*
- Class time will also be dedicated to discussing specific research and writing strategies and how these can be implemented to advance academic objectives. Students may also be given small tasks to complete, and their submissions will be discussed in class. *More details will be made available as necessary on **Brightspace**.*

LACS Atelier

- The LACS Atelier will be a research *atelier* (workshop) in which we meet as a group to discuss ongoing research projects. Members of the class will be invited to circulate some of the evidence they will be working with for their projects and present drafts of their ongoing research. *More details will be made available on **Brightspace**.*

Class Presentation

- At the end of the term, each student will give a 15-minute presentation on their selected project. Other members of the LACS community (faculty and students) will be invited to attend the presentations.

Course Calendar

Week 1: January 8

Course Introduction

Week 2: January 15

Case Study & Social & Political Thought, Part I

- **Case Study: The Haitian & Spanish American Revolutions**

The Haitian Revolution

- *Documentary:* Egalité for All: Toussaint L'Ouverture and the Haitian Revolution (60 minutes)
 - Available at this link: <https://youtu.be/pBdlwuEoCCU>
- *Reading: Social & Political Thought*
 - The Haitian Constitution, 1805 – See *Brightspace* for a copy of this document.
 - Jean-Jacques Dessalines, “Liberty or Death, Proclamation” – See *Brightspace* for a copy of this document.
- *Reading: Analysis*
 - “Prologue” in Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (2005).

The Spanish American Revolutions

- *Documentary: Simon Bolivar: The Great Liberator*
 - Available to view online through the university library. See the link: https://fod-infobase-com.proxy.library.carleton.ca/p_ViewVideo.aspx?xtid=816
- *Reading: Analysis:* Mohammed Elnaiem, “Bolivar in Haiti”, *JSTOR Daily*, December 24, 2019.
 - <https://daily.jstor.org/bolivar-haiti/>
- *Reading: Social & Political Thought*
 - “Address at the Congress of Angostura” (1819), Simón Bolívar
 - <https://library.brown.edu/create/modernlatinamerica/chapters/chapter-2-the-colonial-foundations/primary-documents-with-accompanying-discussion-questions/document-3-simon-bolivar-address-at-the-congress-of-angostura-1819/>
 - “Analysis of Arthur Syzk’s Bolívar and Sucre at Junin” oil on canvas (1950)
 - <https://library.brown.edu/create/modernlatinamerica/chapters/chapter-2-the-colonial-foundations/moments-in-late-colonial-history/analysis-of-arthur-syzk-bolivar-and-sucre-at-junin-oil-on-canvas-1950-about-the-artist/>

Week 3: January 22

Case Study & Social & Political Thought, Part II

- **Case Study: Cuba**
 - **Cuban War of Independence (late 19th century)**
 - **The Cuban Revolution (1953-1959)**
- *Documentaries:*
 - *Fidel: The Untold Story* (1hour 45 minutes)
 - https://youtu.be/_IqSPIoMIwk
 - *War on Cuba* (2020) - Each episode is about 12-20 minutes long
 - Episode 1: <https://youtu.be/z1mknIkBGUA>
 - Episode 2: <https://youtu.be/61hYxh9x61Y>
 - Episode 3: https://youtu.be/_pNBp0n08ak
 - Episode 4: <https://youtu.be/CfPq6uUO7Og>
 - Episode 5: <https://youtu.be/WavOrU-g2E4>
 - Episode 6: <https://youtu.be/uRxtVGeolu0>
- *Reading: Analysis:* Louis A. Perez, “Incurring a Debt of Gratitude: 1898 and the moral sources of US hegemony in Cuba”, *American Historical Review*, 1999, Vol.104, No.2, 356-398. - ***A Digital Copy is Available online at Carleton University’s MacOdrum Library.***
- *Primary Source:* Platt Amendment (1901-1934) - <https://www.docsteach.org/documents/document/platt-amendment>
- *Primary Source:* Good Neighbour Policy (1934 – 1945)
<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/04599.pdf>
- *Reading: Social & Political Thought:* Fidel Castro, “History Will Absolve Me” (1953) – **Available on Brightspace.**

Week 4: January 29

Guest Professor: Pablo Heidrich (BGINS, Carleton)

Readings and further details will be released on Brightspace.

Week 5: February 5

Guest Professor: To Be Announced

Readings and further details will be released on Brightspace.

Week 6: February 12

Case Study & Social & Political Thought, Part III

First Assignments Due February 14th!

- **Case Study: Chile (1970s)**
- *Documentary:* The Shock Doctrine (2009). <https://youtu.be/B3B5qt6gsxY> (1 hour 20 mins).
- *Reading: Analysis:* Introduction & Chapter 1, Tanya Harmer, *Allende's Chile and the Inter-American Cold War* (2011), 1-48. – ***A Digital Copy is Available online at Carleton University's MacOdrum Library.***
- *Reading: Social & Political Thought:* Salvador Allende - First speech to the Chilean parliament after his election (1970). - <https://www.marxists.org/archive/allende/1970/september/20.htm>
- *Reading: Social & Political Thought:* Enzo Faletto and Fernando Henrique Cardoso, 'Dependency and Development in Latin America' (1971) in Márquez Iván *Contemporary Latin American Social and Political Thought* (2008), Chapter 12, 218-230. - ***A Digital Copy is available online at the library.***

Week 7: February 19

Reading Week

Week 8: February 26

Case Study & Social & Political Thought, Part IV

Case Study: Nicaragua (1979-1990)

- **Case Study: Mexico**
- *Documentary:* Zapatista (2013)
 - *Access via the MacOdrum Library :* https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991023060998105153
- *Case Study (Readings):*
 - Mihalis Mentinis, *Zapatistas : The Chiapas Revolt and what it means for Radical Politics* (2006), **Chapter 1.**
 - *Access via the MacOdrum Library here:* https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/lortgfo/cdi_jstor_books_10_2307_j_ctt18f_sbch
 - Hilary Klein, 'A Spark of Hope: The Ongoing Lessons of the Zapatista Revolution 25 Years On.' January 18, 2019, NACLA.
 - <https://nacla.org/news/2022/12/21/spark-hope-ongoing-lessons-zapatista-revolution-25-years>

- *Social & Political Thought*:
 - Plinio Puleyo Mendoza, Carlos Alberto Montaner, and Avaro Vargas Llosa, 'Guide to the Perfect Latin American Idiot (1996)' in Márquez Iván *Contemporary Latin American Social and Political Thought* (2008), Chapter 14, 240-261.
 - *Access via the MacOdrum Library here:*
https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022619838205153
 - **Recommended reading:** Zapatista Army of National Liberation - Sixth Declaration of the Selva Lacandona (2005) in Márquez Iván *Contemporary Latin American Social and Political Thought* (2008), Chapter 17, 282-300. – Available on **Brightspace**
- *Documentaries*:
 - *Nicaragua: The 40-Year Revolution* (6 minutes)
 - <https://youtube.com/watch?v=9aTNtOQVxJg&si=EnSIkaIECMiOmarE>
 - *Nicaragua: An Unfinished Revolution* (2009) – 40 minutes
 - Part 1: <https://youtube.com/watch?v=LpEhi9XYllA&si=EnSIkaIECMiOmarE>
 - Part 2: <https://youtube.com/watch?v=URdzoDrp-Ss&si=EnSIkaIECMiOmarE>
 - Part 3: <https://youtube.com/watch?v=lxCIImH9ZOq0&si=EnSIkaIECMiOmarE>
 - Part 4: <https://youtube.com/watch?v=p2lBOPvMWqc&si=EnSIkaIECMiOmarE>
 - *Nicaragua: A Nation's Right to Survive* (1983) – 53 minutes
 - <https://youtube.com/watch?v=f0UBsGxD3kk&si=EnSIkaIECMiOmarE>
- *Case Study (Readings)*: Gary Prevost, 'Cuba and Nicaragua: A Special Relationship?' *Latin American Perspectives* Vol. 17(3), 1990, 120-137.
- *Social & Political Thought*: Eduardo H. Goleano, 'Open Veins of Latin America: Five Centuries of the Pillage of a Continent' (1971) in Márquez Iván *Contemporary Latin American Social and Political Thought* (2008), Chapter 10, 175-199.
 - *Available MacOdrum Library.* https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/lortgfo/cdi_askewsholts_vlebooks_9780742575103

Week 9: March 5 Case Study & Social & Political Thought, Part V

- **Case Study: Grenada (1979-1983)**
- *Videos: Grenada Revolution*
 - Part 1: <https://vimeo.com/9958883>
 - Part 2: <https://vimeo.com/10022627>
- US Propaganda airdropped in Grenada in 1984: *Grenada: Rescued from Rape & Slavery.* <https://drive.google.com/file/d/1GcUvElbVUvCEox0SYho1VyJZlWyz-swG/view?usp=sharing>

- *Case Study (Readings)*
 - Joseph Ewart Layne, 'Overstretch to Bursting Point: The Demise of the Grenada Revolution', in *Perspectives on the Grenada Revolution, 1979-1983*, 29-46 (Chapter 3).
 - Available at the CU MacOdrum Library: https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022895638505153
 - Merle Collins, 'What Happened? Grenada: A Retrospective Journey', *Social and Economic Studies*, September/December 2013, Vol. 62, No. ¾
 - Available at the CU MacOdrum Library: https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_proquest_miscellaneous_1663898161
 - Kevin Edmonds: 'A Bitter Anniversary: Remembering the Invasion of Grenada' (NACLA, 2012)
 - <https://nacla.org/blog/2012/10/22/bitter-anniversary-remembering-invasion-grenada>
 - Full transcript of a phone call between Ronald Reagan and Margaret Thatcher on Grenada Invasion, *Independent*, November 10, 2014.
 - <https://www.independent.co.uk/life-style/history/full-transcript-of-phone-call-between-ronald-reagan-and-margaret-thatcher-on-grenada-invasion-9850990.html>
- *Social and Political Thought:*
 - Maurice Bishop, 'In Nobody's Backyard.' In Aaron Kamugisha (ed.) *Caribbean Political Thought: The Colonial State to Caribbean Internationalisms* (2013), 78-82. – **Available on Brightspace.**

Week 10: March 12

Case Study & Social & Political Thought, Part VI

- **Case Study: Mexico (1994+)**
- *Documentary: Zapatista* (2013)
 - Access via the MacOdrum Library : https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991023060998105153
- *Case Study (Readings):*
 - Mihalis Mentinis, *Zapatistas : The Chiapas Revolt and what it means for Radical Politics* (2006), **Chapter 1.**
 - Access via the MacOdrum Library here: https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_jstor_books_10_2307_j_ctt18fsbch
 - Hilary Klein, 'A Spark of Hope: The Ongoing Lessons of the Zapatista Revolution 25 Years On.' January 18, 2019, NACLA.
 - Access via the MacOdrum Library here: <https://nacla.org/news/2022/12/21/spark-hope-ongoing-lessons-zapatista-revolution-25-years>

- *Social & Political Thought:*
 - Plinio Puleyo Mendoza, Carlos Alberto Montaner, and Avaro Vargas Llosa, ‘Guide to the Perfect Latin American Idiot (1996)’ in Márquez Iván *Contemporary Latin American Social and Political Thought* (2008), Chapter 14, 240-261.
 - *Access via the MacOdrum Library here:*
https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022619838205153
 - Recommended reading: Zapatista Army of National Liberation - Sixth Declaration of the Selva Lacandona (2005) in Márquez Iván *Contemporary Latin American Social and Political Thought* (2008), Chapter 17, 282-300. – Available on **Brightspace**

Week 11: March 19

LACS Atelier: Students on the Hot Seat

- *Research Atelier: Analyses of Research Material, Discussion of Methodologies*

Week 12: March 26

Individual Meetings with Prof. Diptée

- *Research Atelier: Analyses of Research Material, Discussion of Methodologies*

Week 13: April 2

Research Presentations

Final Assignments Due April 8!

REGULATIONS COMMON TO ALL LACS COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF	Official deferral of final exam (see "Petitions to Defer")
GNA	Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2020: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 11, 2020: Last day for academic withdrawal from **fall** courses.

April 9, 2022: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1