

PHIL 342- Introduction to Latin American Philosophy

Professor Alejandro Arturo Vallega, WINTER 2012

Course goals: 1. To give a firm ground in the history of Latin American philosophy; 2. To introduce some of the crucial ideas, issues, problems, and forms of thinking that occur in some of the most important periods, movements, and figures in Latin American thought; 3. To cultivate the ability to read this tradition in its own right, and to recognize its distinct and meaningful contributions to world philosophies. The course involves close reading and analysis of texts through detailed lectures. The themes discussed in lectures will be developed further through work in the discussion sections.

Contact Information and Office Hours

Discussion section leaders:

Elizabeth F. Balskus: sec. 25957, f 13:00-13:50, 204 CHA. Office Hrs. TBA
25958, f 14:00-14:50, 307 CHA

Justine Pack: 25959, f 14:00-14:50, 471 MCK. Office hrs. TBA
25960. f. 15:00-15:50, 307 CHA

Professor Vallega's Office Number: PLC328;

Office hours: T 12:00-1:00: p.m.; W 1:00-2:00 also by appointment.

Email: avallega@uoregon.edu In your emails please specify your **full name and the title of the course** you are attending.

Course Text

Students will be expected to purchase the following texts, and will bring them to each class according to the assigned reading.

1. *Latin American Philosophy for the 21st Century: The Human Condition, Values, and the Search for Identity*, Ed. Jorge J. E. Gracia and Elizabeth Millán-Zaibert (New York: Prometheus Books, 2004).

2. Other reading materials will be posted on Blackboard.

Course Requirements

1. Four Three Page Papers (80%, 20% each x 4) The length of the paper refers to its body, and does not include title pages or bibliography (neither of them are required). The papers should be double-space, font 12, with standard spacing and margins. The topic of the paper will be assigned by the instructor. All papers should be printed out and handed out in the day they are due; do not send papers by e-mail. Plagiarism will result in the automatic failure of the course (see Rules of Academic Honesty, below). Papers should have your full name and the name of your discussion section leader.

2. Weekly quizzes (10%) At the beginning of class there will be quizzes on the assigned readings for that day, or week. The quiz will show that you have done the assigned reading/s before attending class and that you have general comprehension

of the main themes and issues discussed in them. There will not be any makeup quizzes. You are allowed two missed quizzes due to class absence or tardiness. The two will not be calculated as part of your grade. You will be expected to write 2 well-structured full paragraph, with complete and grammatically correct sentences, and clearly legible calligraphy.

3. Course participation and discussion section attendance (10%)

You are expected to attend all lectures and to participate actively in completing assignments in class and in discussion sections. Keep in mind that this is a philosophy course, and this means that unlike other courses you must take the time to digest the ideas and themes of the course and to develop your understanding of them and your ability to think critically. This is accomplished in part by participating in your discussion sections: both by offering your understanding of the material and issues in a clear manner, and by listening carefully to your fellow students. During discussion you will be expected to refer to and respond to your peers with respect.

Additional Requirements: Any short writing in class must be clearly legible. All assignments outside of class are to be typed and turned in when due, unless you have a documented excuse. All late assignments are to be turned in no later than a week after their original due date and with the permission of the professor.

Course Policies

1. Attendance

It is the student's responsibility to be in class and to make up the class assignments you have missed. Make sure you have at least one person in class who can provide you with notes and assignment information. Once you have worked on the material you missed, if you do not understand it or need clarification make sure you see your discussion leader during office hours.

Two consecutive unexcused absences will result in a "D" or lower grade for the course. If you know that you will be absent from class or if you have an emergency, notify your discussion leader before class or as soon as you can, make sure that you speak with him/her in person. Only serious emergencies will be considered as sufficient reason for an excused absence. Those who must be absent from class for athletic activities or other responsibilities related to the university will be expected to make up all work and may be required to meet with the instructor in order to discuss in detail their understanding of the material covered in class.

Unexcused absences will result in the lowering of your grade.

2. Computer, Cell Phone, and Electronic Equipment Policy

The use of computers, cell phones, or any other electronic equipment not specifically allowed by the instructor is **not permitted during class.**

3. Grade Breakdown

Four papers 80% (20% each); quizzes (10%); attendance to lectures and discussions (10%). Each of the three parts fulfills a different aspect of the course:

Therefore, failure to complete any one of them requirements will result in a “D” for the semester or failure of the course.

Grade Rubric:

A = excellent. No mistakes, well-written, and distinctive in some way or other.

B = good. No significant mistakes, well-written, but not distinctive in any way.

C = OK. Some errors, but a basic grasp of the material.

D = poor. Several errors. A tenuous grasp of the material.

F = failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.

Please note that the grades refer to the expected level of general performance, and to the understanding and articulation of the material covered in this course.

4. Rules of Academic Honesty

The following acts of academic honesty will result in course failure, i.e., an “F”

Plagiarism: Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. By placing one’s name on work submitted for credit, one certifies the originality of all work not otherwise identified by appropriate acknowledgements. Verbatim statements by others must be enclosed by quotation marks or set off from the regular text as indented extracts.

Students will avoid being charged with plagiarism if there is acknowledgement of indebtedness. Indebtedness must be acknowledged whenever: 1) one quotes another person’s actual words or replicates all or part of another’s product; 2) one uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words; 3) one borrows facts, statistics, or other illustrative material—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise prepared totally or in part by another person, even if that person is acting as a tutor or editor (and ends up substantially producing part of the work).

Fabrication: Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to: 1) citing information not taken from the source indicated; 2) listing sources in a reference not used in the academic exercise; 3) inventing data or source information for research or other academic exercises.

Cheating: Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include but are not limited to: 1) copying from another student’s work; 2) collaborating without authority or allowing another student to copy one’s work in a test situation; 3) using the course textbook or other material not authorized for use during a test; 4) using unauthorized material during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5) resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6) taking a test for someone else or permitting someone else to take a test for you.

5. Assistance/Resources:

If you need a **special learning assistance**, (for example, use of electronic devices, extended time in exams) please notify me right away and contact the *Accessible Education Center*.

Accessible Education Center (AEC): coordinates services, provides advocacy and support to students with documented physical, learning, and psychological disabilities and provides assistance to the general campus community in responding appropriately to requests for accommodations based on disability.

Location: 164 Oregon Hall

Web page: <http://aec.uoregon.edu/>

Phone: 541-346-1155

Email: uoaec@uoregon.edu

Teaching & Learning Center (TLC): TLC provides numerous resources (including courses, workshops, and tutoring) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions.

Location: 68 PLC.

Web page: <http://tlcuoregon.edu/>

Phone: 541-346-3226.

University Counseling and Testing Center (UCTC): The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops and outreach as well as emergency services.

Location: 2nd floor, University Health, Counseling, and Testing Center Building

Web site: <http://counseling.uoregon.edu/dnn/>

24-Hour Crisis Hotline: 541-346-3227

Course Reading Schedule

All readings are to be done before class.

- Week I
1/10
12
THE QUESTION OF LATIN AMERICAN PHILOSOPHY AND THOUGHT
Syllabus. Introduction to class: The challenges of developing a Latin American thought: Gabriel García-Márquez' Nobel Prize speech.
Simón Bolivar, "Jamaica Letter." (From *Lat. Am. Phil.*, p.61)
- Week II
17-19
THE CALL FOR LATIN AMERICAN IDENTITY
Leopoldo Zea, "The Actual Function of Philosophy in Latin America."
(*Lat. Am. Phil.* p.355)
- Week III**
24 -26
DEPENDENCE AND LATIN AMERICAN PHILOSOPHY
Augusto Salazar Bondy, "The Meaning and Problem of Hispanic American Philosophic Thought." (*Lat. Am. Phil.* p.379)
Juan Carlos Mariátegui
TUESDAY 24TH DUE: PAPER I (20%)
- Week IV
31-2/2
LATIN AMERICAN PHILOSOPHY OF LIBERATION
Enrique Dussel *Philosophy of Liberation.* (*Lat. Am. Phil.* p.415)
(SUGGESTED READING: Dussel, Enrique. "The 'World System': Europe as 'Center' and Its 'Periphery,' Beyond Eurocentrism," in *Latin America & Postmodernity* Ed. Pedro Lange-Churion and Eduardo Mendieta (New York: Humanity Books, 2001), pp. 93-121.)
- Week V
COLONIALITY AND THE DECOLONIAL TURN

- 7 **Aníbal Quijano**, "Coloniality of Power, Eurocentrism and Latin America." *Nepantla: Views from South* 1.3 (2000) 533-580.
- 9 Quijano, Aníbal "Modernity, Identity, and Utopia in Latin America."

-----CONTEMPORARY CRITIQUES-----

Week VI

14-16

Nelson Maldonado-Torres "On the Coloniality of Being: Contributions to the Development of the Concept," *Cultural Studies* Vol. 21, Nos. 2-3 March/May 2007, pp. 240-270.

(Suggested: Maldonado-Torres, Nelson "Enrique Dussel's Contribution to the De-Colonial Turn, from the Critique of Modernity to Transmodernity," *Against War* (Durham: Duke University Press, 2008).)

TUESDAY 14TH DUE: PAPER II (20%)

Week VII

21-23

Postmodernity and Latin American Thought

Santiago Castro-Gomez's Critique of Latin American reason.

Nelly Richard, "Cultural Peripheries: Latin America and Post-Modernist Decentering."

Week VIII

28-3/1

Feminist Critique and Latin American Thought

Ofelia Schutte's appeal to singularities from a feminist perspective Schutte, Ofelia *Cultural Identity and Social Liberation in Latin American Thought* (N.Y.: SUNY Press, 1993), ch.6, p.175-205.

Maria Lugones.

TUESDAY 28TH DUE: PAPER III (20%)

Week IX

6 -8

Intercultural Dialogue and Liberation: the Dussel and **Raúl Fornet-Betancourt** Dialogue.

(SUGGESTED READING: "Latin American Subaltern Studies Group / Founding Statement," in *The Postmodernism Debate in Latin America* Ed.J. Beverly, J. Oviedo and M. Aronna (Duke University Press, 1995), pp. 135-146.)

WEEK X

13-15

Epistemic Spaces Beyond Identity and Difference: The "Colonial Difference" and Decolonial Aesthetics in **Walter Mignolo.**

Mignolo Walter, "The geopolitics of Knowledge and The Colonial Difference." Mignolo, Walter "The Geopolitics of Knowledge and the Coloniality of Difference," *Coloniality at Large: Latin America and the Postcolonial Debate* Ed. M. Moraña, E. Dussel, Carlos A. Jáuregui (Durham: Duke University Press, 2008), p.225-258.

3/19-23

Examinations:

MONDAY 19TH DUE: PAPER FOUR (20%)