



**CATALOG YEAR 2009-2010** \_\_\_\_\_  
 (Please use separate form for each add/change)

COLLEGE/SCHOOL/SECTION: Social Sciences // Arts and Sciences \_\_\_\_\_  
 Current Catalog Page(s) Affected: pp. \_\_\_\_\_

**Course:** Add:  Delete: \_\_\_\_\_ Change: Number \_\_\_\_\_ Title \_\_\_\_\_  
 (check all that apply) SCH \_\_\_\_\_ Description \_\_\_\_\_ Prerequisite

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, lecture/lab (hours if applicable) and **student learning outcomes**. If in current catalog, provide change, attach page with changes in red, and provide a brief justification.

**LAS 4310 LATIN AMERICAN INFORMATION RESOURCES**

This course will focus on analyzing the Latin American information infrastructure. Both public and private information resources and networks will be surveyed with emphasis in the social sciences. Students will be exposed to the state of Latin American information services as a mechanism for understanding the position of the region in the information age.

**STUDENT LEARNING OUTCOMES**

1. Students will develop skills that will allow them to utilize specific information resources for research, fact-finding, and discovery.
2. Students will demonstrate capacity for critical analysis and synthesis of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information in Latin America.
3. Students will obtain an informed vision of Latin America through study, investigation and use of reference tools, databases, and other regional print and electronic resources.

**Justification:** This course was prepared under the auspices of a grant from the U.S. Department of Education, which is being administered by the TAMU Latin American Studies Advisory Committee (LASAC).

**Program:** Add:  Change: \_\_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

**Minor:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

**Faculty:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

**College Introductory Pages:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

**Other:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

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Approvals:

Chair  
Department Curriculum Committee

Chair  
Department

Chair  
College Curriculum Committee

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Signature

Date

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**Texas A&M International University**

**LAS 4 \_\_\_\_\_**

**(course number to be decided after proposal is approved)**

**LATIN AMERICAN INFORMATION RESOURCES**

**SYLLABUS**

**Prepared by Rogelio Hinojosa, MLS, MSc**

Class Time: TBD

Instructor: Rogelio Hinojosa

Office: KL214C

Class Room: TBD

Office Hours: TBD

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**COURSE DESCRIPTION**

This course will focus on analyzing the Latin American information infrastructure. Both public and private information resources and networks will be surveyed with emphasis in the social sciences. Students will be exposed to the state of Latin American information services as a mechanism for understanding the position of the region in the information age.

**PREREQUISITES**

This course requires basic reading knowledge of Spanish, which can be obtained by taking SPAN 1311 or passing the CLEP Spanish Language Examination.

**COURSE OVERVIEW**

Latin America has commonly been studied from a social, legal, economic, political, technological, historical, literary, and cultural perspective. Little has been done, however, to analyze the region from an information-infrastructure perspective. This course will provide a consolidated view on information resources relevant to the Latin American region, and will provide a foundation for understanding Latin American countries as information-producers. Latin America has not historically been recognized as an information-rich region, but the advent of democracy, globalization and the internet in the 1990's is beginning to change this perspective.

**COURSE OBJECTIVES**

The course objectives are:

- To review the theoretical framework pertaining to the study of information use and users.
- To analyze the development and significance of national information policies.
- To inform and educate students about the diversity and state of information resources available in Latin American countries.

- To explore, use, and evaluate information products pertaining to Latin America.
- To develop life-long information seeking skills.
- To broaden the student's international perspective.

### **STUDENT LEARNING OUTCOMES**

1. Students will develop skills that will allow them to utilize specific information resources for research, fact-finding, and discovery.
2. Students will demonstrate capacity for critical analysis and synthesis of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information in Latin America.
3. Students will obtain an informed vision of Latin America through study, investigation and use of reference tools, databases, and other regional print and electronic resources.

### **COURSE READINGS and RESEARCH**

The subject matter of this course is extensive and highly specialized. You will not need to acquire a textbook. However, you are going to study a wide range of topics related to Latin American information resources. All of these will be covered by reading assigned academic papers and reports, selected book chapters, and handouts especially prepared by the instructor. All assigned readings and handouts will be available in *Angel* and/or the Reserve collection of the Sue & Radcliffe Killam Library.

#### **Diary of Readings**

Students will maintain a diary of readings. This is an individual task. Plagiarism will not be tolerated. For **each** assigned reading material, you are expected to write a short essay (one to two-pages, single space). For each essay you will include a summary of the material read and, most importantly, your opinion and personal comments of the contents. You will also develop new insights, and personal considerations in a way that demonstrates analysis of the material. To assist you in this process, consider the following questions for each assigned reading item:

- What did you personally think are the main points of each reading?
- What was new, what did you learn by reading this material?
- What additional thoughts did you develop after reading each assigned material and the related class discussion?
- Do you consider anything important was not covered?

Students who do not read the course literature and work on their readings diary continuously throughout the course are unlikely to complete it. It is highly recommended to write your diary while the memory is still fresh and before the following week's session.

The diary should be written in MS Word 2003 or 2007. It will be submitted via *Angel* on the date indicated in the course outline.

#### **Term Paper**

Each student will be given a research topic on the session indicated in the Syllabus (Week 6). These topics are to be investigated in depth during the rest of the semester. You

are expected to start the research project immediately. You are also encouraged to regularly visit or correspond with the instructor in order to discuss progress, preliminary findings, and problems encountered during the course of the research project. The term papers are due on the last session of the course, as indicated on the Syllabus.

### **Exams**

There will be a mid-term and a final exam. The mid-term exam will be based on the assigned readings. The final exam will be comprehensive, and will include questions that will require the use of some of the reference sources, websites and databases analyzed in class.

## **TEACHING METHODOLOGY**

The instructor will facilitate a learning environment that includes goals and pedagogical materials for each session. Handouts and journal articles will be available in *Angel* two weeks in advance of each class session. Lectures will be interactive. This is a practical course involving substantial analysis, review and discussion of reading assignments, relevant websites, electronic databases, and print reference sources.

## **ASSESSMENT**

Students will be evaluated based on their active participation in class, attendance, diary of readings, term paper, and exams.

### **COURSE REQUIREMENTS:**

<b>Requirement</b>	<b>Percentage of Final Grade</b>
Attendance & Class Participation	10%
Diary of readings	30%
Term Paper	20%
Mid-Term Exam	20%
Final Exam	20%

### **GRADING:**

<b>Final Grade</b>	<b>Overall Percentage Score</b>
A	90-100, excellent
B	80- 89, good
C	70-79, average
D	60- 69, passing
F	Below 60, failure

**Course policy: Exams will not be made up under any circumstance. Please advise the instructor in case of emergency.**

## **ATTENDANCE AND PARTICIPATION**

You are expected to attend class on a regular and timely basis. Attendance and active participation in class will not only improve your final grade, but will also facilitate your learning process. Excellent participation is shown by attending all class meetings, reading the material before class, asking thoughtful questions, and making relevant remarks and contributions to class discussion. Please make sure that you do not have any schedule conflicts during the class scheduled time, and consult the Student Handbook for details pertaining to attendance rules.

TAMIU (College of Arts and Sciences)

**Classroom Behavior:** The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

**Copyright Restrictions:** The Copyright Act of 1976 grants to copyright owners the exclusive 'right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

**Plagiarism and Cheating:** Plagiarism is the presentation of someone else's work as one's own. Recently, the Internet has complicated the picture. Getting something from the Internet and presenting it as one's own is still plagiarism. Copying another student's paper or a portion of the paper - is usually called "copying". Neither plagiarism nor copying will be tolerated. Should a faculty member discover that a student has committed plagiarism, the students will receive a grade of 'F' in that course and the matter will be referred to the Executive Director of Student Life for possible disciplinary action.

**Students with Disabilities:** Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counsel and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

**Incompletes** are discouraged and are assigned only under extenuating circumstances. In fairness to those students who complete the course as scheduled, under no circumstances will an Incomplete ("I") be changed to an "A" unless the student has experienced a death in the immediate family or has a written medical excuse from a physician.

**Independent Study (IS)** courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

## **LECTURE SCHEDULE**

**Dates to be decided once course is approved**

**Topics covered per session are subject to change and adjustments**

### **PART I – THEORETICAL FOUNDATIONS**

#### **WEEK 1**

- Session 1 Course overview, introduction, methodology, evaluation - **Syllabus**
- Session 2 Defining Latin America – **Swanson (Chapter 1)**

#### **WEEK 2**

- Session 3 Outlook of Latin America: political and economic - **Bamrud, Cardenas and Galindo**. Class discussion using the Economic Intelligence Unit's Country Profile database.
- Session 4 The information society – **Duguid and Brown (Chapter 1)**

#### **WEEK 3**

- Session 5 Information management - **Maceviciuté and Wilson**
- Session 6 Information use and users in the Latin American Context – **Rendón, Naranjo and Giraldo**

#### **WEEK 4**

- Session 7 National information policies in Latin America – **Morales, McConnell (Chapter 10)**
- Session 8 The Latin American information environment - **Hilbert and Katz**

### **PART II – ONLINE INFORMATION FRAMEWORK**

#### **WEEK 5**

- Session 9 Information and communication technologies at the local level – **Bonilla and Cliche (Chapter 6)**
- Session 10 The digital divide in Latin America - **Galperin & Mariscal (Chapter 1), Tanner and Hawkins**

#### **WEEK 6**

- Session 11 Discussion and assignment of term paper research topics - **ASSIGNMENT OF RESEARCH TOPICS FOR TERM PAPER**
- Session 12 The internet in Latin America, part 1 – **Molloy**

## **WEEK 7**

- Session 13 The internet in Latin America, part 2 – **Friedman**  
Session 14 Latin America online – **Tudor, HANDOUT** (outlines new developments in information and communication technology infrastructure).

## **WEEK 8**

- Session 15 Top Latin American-based websites - **HANDOUT** (analysis and review of SCIELO, CLASE, Webby Awards, Economia y Negocios, others).  
Session 16 **Mid-Term exam**  
**Diary of Readings due**

## **PART III – KNOWLEDGE PRODUCERS, CONSOLIDATORS, AND REFERENCE SOURCES**

### **WEEK 9**

- Session 17 Top websites on Latin America produced outside the region - **HANDOUT** (review and discussion of websites: LANIC, INFO-SOUTH, LADB).  
Session 18 The information and publishing industry of Latin America - **HANDOUT** (review of Latin American newspapers, publishing companies, serials, book fairs).

### **WEEK 10**

- Session 19 Term paper research assignments - **review and class discussion of initial findings.**  
Session 20 Latin American commercial information services – **HANDOUT** (review and discussion of companies producing and commercializing information resources and services for profit).

### **WEEK 11**

- Session 21 Latin American Regional Organizations – **HANDOUT** (review and discussion of information resources produced by ECLAC, OAS, MERCOSUR, NAFTA, PAHO, INTAL, and other regional organizations).  
Session 22 Governments and information in Latin America - **HANDOUT** (class discussion of Government and Statistical databases in the region), **Heeks** (Chapters 1 and 7).

### **WEEK 12**

- Session 23 Global Databases relevant to Latin America, part 1 - **HANDOUT** (review and discussion of databases: HAPI, World Bank eLibrary, WDI).  
Session 24 Global Databases relevant to Latin America, part 2 - **HANDOUT** (review and discussion of databases: IFS, EIU).

### **WEEK 13**

- Session 25 Research centers in Latin America - **HANDOUT** (review and discussion of research centers in the region producing information in various disciplines).  
Session 26 Libraries and Information Centers - **HANDOUT** (review and discussion of major National libraries, Academic libraries, Special Libraries).



#### **WEEK 14**

Session 27 Latin American Reference Sources (Atlases and Directories) - **HANDOUT**  
(review and use of relevant geographic Atlases and directories)

Session 28 Latin American Reference Sources (Dictionaries, Bibliographies) - **HANDOUT**  
(review and use of relevant dictionaries and bibliographies)

#### **WEEK 15**

Session 29 Latin American Reference Sources (Handbooks, Encyclopedias) - **HANDOUT**  
(review and use of relevant handbooks and encyclopedias)

Session 30 Latin American Reference Sources (Yearbooks, Biographical directories)  
**HANDOUT** (review and use of relevant yearbooks and biographical sources)

#### **WEEK 16**

Session 30 Latin American Special Collections in the Northern Hemisphere - **HANDOUT**  
(review and discussion of Latin American Special Collections at UT Austin, Cornell, Yale, Columbia, Stanford, Freie Universitat Berlin, Cambridge, others).

Session 31 Wrap-up session: Latin American "information-rich" and "information-poor" countries

#### **Term papers due**

*Information-rich and information-poor are a new classification of rich and poor. .. If you keep people ignorant, they're more likely to do what they're told.*

[Tony Benn, in the *Daily Telegraph*, June 1998]

**Texas A&M International University**  
**LATIN AMERICAN INFORMATION RESOURCES**  
**READING MATERIALS**

- Bamrud, Joachim. "Latin American political outlook." Latin Business Chronicle Special Reports, January 17, 2009.  
Open access at: <https://www.latinbusinesschronicle.com/app/article.aspx?id=3068>
- Bonilla, Marcelo and Gilles Cliché, eds. Internet and Society in Latin America and the Caribbean. Ottawa: International Development Research Centre, 2004.  
[Chapter 6: The social impact of information and communication technologies at the local level.]  
Open access at: [http://www.idrc.ca/en/ev-84517-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-84517-201-1-DO_TOPIC.html)
- Cárdenas, Mauricio and Arturo Galindo. "Latin America's economic outlook for 2009: no time for optimism." Brookings, January 22, 2009.  
Open access at:  
[http://www.brookings.edu/opinions/2009/0122\\_latin\\_america\\_cardenas.aspx](http://www.brookings.edu/opinions/2009/0122_latin_america_cardenas.aspx)
- Duguid, Paul and Brown, John Seely. The Social Life of Information. Boston: Harvard Business School Press (1st edition), 2002.
- Friedman, Elisabeth Jay. "The politics of Information and communication technology use among Latin American gender equality organizations." Knowledge, Technology, & Policy. Summer 2005, Vol. 18, No. 2, pp. 30-40.
- Galperin, Hernan and Judith Mariscal, eds. Digital Poverty : Latin American and Caribbean Perspectives. Ottawa: International Development Research Centre, 2007.  
[Chapter 1: The concept of information poverty and how to measure it in the Latin American context.]  
Open access at: [http://www.idrc.ca/en/ev-114367-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-114367-201-1-DO_TOPIC.html)
- Rendón Giraldo, Nora Elena, Edilma Naranjo Velez and Claudia Giraldo Arredondo.  
"Evolution and trends of users education in a Latin American context: Research findings." Revista Interamericana de Bibliotecología. Vol. 28, No. 2(jul-dec.2005); p.43-86
- Heeks, Richard, ed. Reinventing government in the information age. International Practice in IT-enabled Public Sector Reform. New York: Routledge, 1999.
- Hilbert, Martin R. and Jorge Katz. Toward a conceptual framework and public policy agenda for the information society in Latin America and the Caribbean. Santiago: CEPAL, UN, ECLAC, Oct. 2002.
- Maceviciuté, Elena and Wilson, T.D. (2002) "The development of the information management research area" Information Research, 7 (3)  
Open access at: <http://InformationR.net/ir/7-3/paper133.html>

McConnell, Paul, ed. "Making a difference: Measuring the impact of information on development." Ottawa:, International Development Research Centre, 1995.  
Open access at:[http://www.idrc.ca/ev\\_en.php?ID=30676\\_201&ID2=DO\\_TOPIC](http://www.idrc.ca/ev_en.php?ID=30676_201&ID2=DO_TOPIC)

Molloy, Molly. "The Internet in Latin America: Development and Reference Sources." Journal of Library Administration; 2005, Vol. 43 Issue 3/4, p129-147, 19p

Morales, Estela. "The Information Right and the Information Policies in Latin America." Bangkok: 65th IFLA Council and General Conference, August 20 - August 28, 1999.

Swanson, Philip, ed. Companion to Latin American Studies. New York: Oxford University Press, 2003.

Tanner, Eliza and Kirk A. Hawkins. "Bridging Latin America's digital divide. Government policies and internet access." Journalism & Mass Communication Quarterly, vol. 80, no.3, Autumn 2003.

Tudor, Jan Davis. "LA information environment." Database, April/May 1999.