

Dr. Patricia Richards
Office: Baldwin 314
OH: T 11 am–1 pm
Tel: 542-3235
Email: plr333@uga.edu

TA/Writing Coach: Kim Kelly
Office: Baldwin 419
OH: T/TH 11 am–12 pm
Tel: 542-3208
Email: kelly819@uga.edu

LATIN AMERICAN SOCIETY

SOCI 4290
Spring 2008
T/R 9:30-10:45 am
SLC 247

This course explores historical and contemporary questions of inequality, identity, development, social change, and globalization in Latin America. Students will be expected to critically examine common assumptions about Latin America and US intervention in the region. This is a writing intensive course, the benefits of which include smaller enrollment and a writing coach (your TA).

This course is designed as an introductory overview of sociological approaches to the study of Latin America. However, the course is not comprehensive, but rather focuses on a selection of topics and case studies that will allow us to explore particular topics and debates in detail. We will begin with an examination of the concepts of empire and neocolonialism as they apply to Latin America. We will then consider inequality, identity, and development policies in the mid-20th Century. Next, we will cover social protest and authoritarianism, focusing on the case studies of Chile and Argentina. The fourth unit briefly considers the substance of citizenship upon the return to democracy, and the fifth takes Honduras as a case study of the multiple effects of neoliberal globalization and the contemporary development industry. The sixth unit is dedicated to writing skills, and in the seventh we will analyze two contemporary debates of particular relevance: indigenous politics and immigration. The final weeks will be devoted to research paper presentations. This is the pilot version of this course and I appreciate your ongoing feedback.

Required Texts:

Available at University Bookstore:

Taking Back the Streets: Women, Youth, and Direct Democracy by Temma Kaplan
The Globalizers: Development Workers in Action by Jeffrey T. Jackson

Additional Readings will be made available on WebCT. You are expected to bring PRINTED COPIES of these readings to class on the relevant days.

Course Requirements

Students are expected to attend all class sessions and complete all reading assignments on time.

1. Attendance and Participation: 10%

I will take attendance randomly on 8-10 occasions over the course of the semester. I will do so by either asking you to write a discussion question on the assigned readings OR by giving a short pop quiz on the readings. In other words, the manner in which I take attendance is also designed as a

check on your reading. **Since these quizzes and discussion questions are measures of attendance, you cannot make them up. Absolutely no exceptions!**

Active and informed participation is expected of all students. You must be present in class in order to participate; excessive absences will result in a lower participation grade. Because not all students are comfortable speaking up in class, however, it is accepted that participation can be verbal or non-verbal. Other acceptable forms of participation include: suggesting outside readings, recommending related films or television programs, and attending and reporting on related campus activities.

Some readings and class discussions may challenge how you think about the world. At times you may disagree with statements made by me, other students, and the authors we read. This is part of developing an informed and analytical perspective, and disagreements can help us think more critically about the material. However, in order for the classroom to be a comfortable environment for all of us, it is essential to voice disagreements in a respectful manner, to listen carefully to others, and to avoid attacking and insulting others.

Consistent tardiness, packing up early, or sleeping in class will result in a lower participation grade. Failure to bring printed copies of books and/or WebCT readings to class on the relevant days will also result in a lower participation grade.

There are several days of mandatory attendance noted on the course schedule. Failure to attend on any one of those days will result in a 25% reduction in your overall attendance grade.

2. Take-Home Exams: 2 at 20% = 40%

There will be two written, take-home exams consisting of short answer and essay questions. Your exams should be printed in 12 pt. font, with 1 inch margins, stapled at the top left corner. No binders or paper clips, please. Guidelines for writing essays can be found on page 9 of this syllabus.

3. Research Paper: 50%

As this is a writing intensive course, a total of 50% of your final grade will be based on a research paper, options for which can be found on page 6 of this syllabus. Papers must be approximately 15-20 pages in length, 12 pt. font, with 1 inch margins, stapled at the top left corner. No binders or paper clips, please. Assessment criteria can be found on pages 8-9 of this syllabus.

The quality of your writing will impact upon the grade you receive. Although significant guidance about the writing process is incorporated into the course schedule, if you are unsure about how to write papers or have concerns about your writing and research skills, please see me or Kim as soon as possible. You should also plan on visiting the UGA Writing Center, located at Park Hall 66 or on the web at <http://www.english.uga.edu/writingcenter/>. They have lots of good classes and individual help. *Don't wait until it is too late!* The library also has a great site to help you design and write research papers: <http://www.libs.uga.edu/researchcentral/index.html>.

The grade for the research paper will be divided into the following components:

a) Proposal: 5%

You must hand in a one-page proposal and bibliography for your research paper by Feb 19. You will find guidelines on expected content and structure for this proposal on page 7 of this syllabus.

b) First Draft: 10%

You are expected to turn in a complete draft of your paper on March 6. Double spaced, stapled, etc.

c) Peer Review: 5%

Each student will review and provide written evaluation of another student's first draft in preparation for a peer review workshop on March 25. Attendance is mandatory on that day. Additional guidelines will be provided in class. No late peer review assignments will be accepted.

d) Presentation: 5%

Each student will prepare a short presentation on his/her research paper. Presentations should summarize the main argument and findings of your research paper, and, additionally, should make explicit linkages to course concepts. Presentations will take place in the last 2½ weeks of class. Attendance is mandatory for each of those class sessions.

e) Final Draft: 25%

The final version of the research paper will be due in my box (Baldwin 114) by 5 pm on Monday, April 28th.

Additional Policies

Late Assignments: Late proposals, papers and exams will be marked down one-half letter grade for each day they are late, including weekends.

Academic Misconduct: Academic misconduct of any sort will not be tolerated. Any student found guilty of cheating or plagiarism will be penalized according to university policy. Please consult the Academic Honesty Policy if you are uncertain about what constitutes plagiarism or cheating:
http://www.uga.edu/honesty/ahpd/culture_honesty.htm

Accommodations for Students with Special Needs: I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Before course accommodations will be made, you may be required to provide documentation to Disability Services (<http://www.dissvcs.uga.edu>, 542-8719).

Cell Phones: Please make sure to turn your cell phones off at the beginning of class.

Laptops: No laptop use will be permitted in the classroom.

Grading Scale: 100-94 = A 93-90 = A-
 89-86 = B+ 85-83 = B 82-80 = B-
 79-76 = C+ 75-73 = C 72-70 = C-
 69-60 = D < 60 = F

**WEEKLY TOPICS AND ASSIGNMENTS
(SUBJECT TO CHANGE)**

Jan 8: Course Introduction

Jan 10 & 15: Empire

Reading: Grandin, Robinson

Video: Gringo in Mañanaland

National Development and Identity

Jan 17 & 22: Stratification, Development, and Dependency

Reading: Roberts Ch 6, Rostow, Cardoso

Jan 24: National Identity

Reading: Wade, Mallon

Political Upheaval

Jan 29-31: Revolution and Social Change

Movie: Machuca

Reading: Kaplan Ch 1-2 (BOOK), Chasteen Ch 8-9

Feb 5-7: Authoritarianism

Reading: Kaplan Ch 3-6 (BOOK)

First exam distributed by Feb 5

Return to Democracy

Feb 12: Citizenship and Contemporary Inequalities

Reading: Roberts, Cepal pp. 1-37

Recommended Reading: Cepal's *Statistical Yearbook 2006*, available at www.eclac.org under "documents."

Neoliberalism and Globalization

Feb 14: Sources, Citing, and Plagiarism

First exam due today

Reading: Jackson Introduction (BOOK)

Feb 19-21: Development Institutions and Experts

Reading: Jackson Ch 1-4 (BOOK)

Proposals due Feb 19

Feb 26-28: Development Projects

Reading: Jackson Ch 5-7 (BOOK)

Recommended Video: Life and Debt

Mar 4: Maquiladoras
Reading: Jackson Ch 8-9 (BOOK)
Recommended Video: Maquiapolis

Mar 6: Global Governance (BOOK)
Reading: Jackson Ch 10, Conclusion
First Drafts Due Today

Mar 11-13: Spring Break

Focus on Writing

Mar 18: Draft Grading Workshop

Mar 20: Peer Review Guidelines

Mar 25: Peer Review Workshop
Attendance Mandatory Today

Contemporary Debates

Mar 27 & Apr 1: Indigenous Politics
Reading: EZLN, Speed, Hale & Millaman, New Bolivian Constitution, Rivera, Hooker

Apr 3 & 8: Labor, Immigration, and the Global Economy
Reading: Fernandez-Kelly and Massey, Bickham-Mendez, Hammond, Bacon, Binford
Recommended Video: The Take
Second exam distributed today

Student Presentations

****Attendance mandatory for remainder of semester****

Apr 10, 15, 17, 22, 24

Second exam due Apr 17

Final Papers Due: Monday, April 28th by 5 pm

RESEARCH PAPER OPTIONS

Each of the following options requires that you conduct a comparative analysis of two countries within Latin America. In selecting the countries you will address, remember that the most fruitful analyses tend to be of cases that are similar enough for a comparative analysis to be meaningful, but different enough for varying outcomes to be explored. Regardless of the option you select, you must come up with a specific research question that you will address over the course of your paper.

Option 1: Development

Choose a specific issue or problem related to development. (Possibilities include education; health issues; land reform; social security; urbanization; agricultural development, etc.) Outline the issue/problem and explore how it has manifested in two countries and discuss how each has addresses it. What are the similarities and differences between your two cases? If you see differences, how do you account for them? If you don't see differences where you expected to find them, discuss that. What has been the role of international intervention? A variation on this option might be to attend to ways the issue/problem you are addressing is informed, complicated, or varied in its implications on the basis of gender, class, race/ethnicity, religion, urban/rural residency, sexual orientation, and/or age. Note: This should not be taken as an exercise in deciding which country is "better."

Option 2: Social Movements

Choose an issue around which people have been activist or have developed social movements in different parts of the world. (Possibilities include: democratization; authoritarianism; militarization; women's rights; religion; HIV/AIDS; GLBT rights; land rights; environmentalism; indigenous rights; anti-racism, etc.) Compare and contrast movements from two countries. Briefly summarize the movements' respective histories, their motivations, the reasons behind their emergence, and their successes and failures. What are the similarities and differences between the movements? If you see differences, how do you account for them? If you don't see differences where you expected to find them, discuss that. A variation on this option might be to choose a transnational movement and compare its manifestations in two countries (ex: Via Campesina, Social Forum, Anti-Globalization, etc.).

Option 3: Intervention

Choose a particular area of intervention (for example, bilateral/multilateral aid, military intervention, espionage, drug eradication efforts, or transnational corporations). Either compare or contrast interventions in two Latin American countries on behalf of one nation/entity (e.g., the US, Britain, the World Bank, the CIA, etc) or the interventions of two nations/entities in one Latin American country. What differences and similarities exist in the cases you are analyzing? If you see differences, how do you account for them? If you don't see differences where you expected to find them, discuss that. What has been the role of international intervention?

Option 4: Media Representations

Choose a particular issue related to globalization, social movements, development, social change, or social conflict in ONE country. (For example, you might want to analyze Chavez's policies in Venezuela, the creation of the new Bolivian constitution, or the Chiapas conflict.) Conduct a systematic analysis of media coverage of this issue in at least two media outlets (magazines, newspapers, radio stations, TV networks). At least one of your outlets must be from the country you are analyzing, but others may be international. If you are unclear of what constitutes a "systematic" analysis, see me or Kim. In your paper, describe the issue you are addressing, and compare and contrast media coverage from you different sources. Are there differences in the way the issue is portrayed? What might account for those differences? Pay close attention to role of power, inequality, and political/elite interests in shaping media representations.

PROPOSAL GUIDELINES

The proposal for your final paper is due on Feb 19 at the beginning of class. You are encouraged to discuss your topic idea with Kim or me before you write the proposal. My purposes in requiring you to hand in a proposal are to make sure you are not putting off your paper until the last minute; to help you refine your topic so that you have the best chance for success; to make sure you haven't picked a topic that is too big, small, or obscure; and to make sure you have a good sense of how to proceed and where to get sources. Your proposal must be typed (12 pt. font with one inch margins) and should be one or two double-spaced pages long, plus bibliography. Its pages should be stapled at the top left corner. It must contain the following elements:

- The number of the topic option you have selected.
- A title for your paper that indicates the specific topic you will address. Make sure to specify the time span you are focusing on (even if it is "contemporary").
- A summary of the questions or issues you will discuss. If you can, tell me what your argument, thesis, or central question will be. (Note: eventually you *must* have an argument/thesis/central question!) The clearer you are about this, the better. I want to be sure that your thesis is broad enough to be interesting but narrow enough to be supported in a short paper.
- A few sentences explaining the relationship between your topic and material covered in class.
- A bibliography or list of sources you will use. This should be on a separate sheet of paper. You should plan on using ten to twenty scholarly sources (such as books, articles, and chapters in edited volumes) for your paper. For more information about scholarly sources, see: <http://www.libs.uga.edu/researchcentral/choosing/what/scholarly.html>. In some cases, it may be acceptable to gather *some* information for your paper on the internet from sources we approve.

ASSESSMENT CRITERIA FOR RESEARCH PAPERS

1. Do you have a clear and interesting question and argument, or do you just have a "topic?" (If you are not sure of the difference, see me.)
2. How clearly and carefully do you spell out what your topic is, and what you are attempting to do in this paper?
3. How challenging was the assignment you chose? I will take into account the difficulty of your project when I assess how well you did. If you pick a very easy problem to work on, I will expect more from you.
4. How well do you accomplish what you set out to do?
5. Do you cover all the aspects of the topic that you *should* cover? Do you include all of the elements specified in the paper option you selected?
6. How accurately and completely do you present the information and evidence necessary to make your points? Is it clear that you understand the information and evidence you present?
7. Have you used credible, worthwhile sources of information, such as those based on well-done research? Or have you used whatever shows up on the web search you did?
8. To what degree do you identify and understand alternative views and problems that might be raised with respect to your topic? Do you just argue a case, or do you consider alternative perspectives and interpretations?
9. Do you integrate information and theories discussed in this course into your paper? Your paper must incorporate theories, approaches, questions, or information from the lectures, classes, and/or readings. Your paper should read as though it was written by someone taking Sociology 4290.
10. To what degree do you go *beyond* the information covered in lectures, classes, and the assigned readings? Your paper should not simply rehash what you were already expected to know on the basis of doing the assigned readings and going to class.
11. To what degree is your paper clearly presented and well-written?

Specific Structural/Format Guidelines for Research Papers and Essay Exams

Argument/Central Question & Introduction

The argument/central question is the single most important element in your paper/essay. The argument or central question should appear clearly stated in your introduction. By clearly stated I mean that it should be anticipated by an expression such as "My argument is..." "The question I wish to address in this paper/essay is..." "In this paper I want to demonstrate that..." so the reader will have little trouble identifying what the paper is about. In addition to the argument, the introduction should provide a few sentences outlining the contents of the paper.

Body of the paper

Once the argument/question has been stated and the paper/essay outlined, proceed to demonstrate your argument. Try to decompose your argument or central question into several points/central themes and devote a section to each one. These sections (and each paragraph within them) should also have a topic sentence, preferably the first one, which announces what the section/paragraph deals with. The sections should provide examples and citations from the sources you select for the paper. However, examples do not necessarily mean block quotations. Try as much as possible to limit the number and extent of quotations. Keep the quotations subordinated to the overall line of argument. When you do provide a quotation remember to use the proper punctuation and supply a citation. For the citation style you can use either in text citation or footnotes.

Conclusion

The conclusion's main function is to remind the reader of the importance of the different points developed in the body to substantiate the argument. Papers/essays without a conclusion will be considered incomplete.

Bibliography

The bibliography must include full citations and be consistent in style.

Additional Grading Criteria for Essay Exams and Papers

In addition to the criteria described above, your grade will be based on the ability and creativity demonstrated to analyze the contents. If you demonstrate that you have done a serious reading of the texts and provide a well-sustained argument, the grade will fall within the 80-89 range. If, in addition, you manage to engage the reader by using a variety of examples, imaginative metaphors, and sharp and stylish sentences, by making sophisticated reflections on the readings, and/or by drawing unforeseeable implications you will earn a grade between 90 and 100.

If you prove some mastery of the topic but your paper/essay still shows some problems your grade will fall within the 70-79 range. Those problems could be: demonstrated lack of understanding of the authors' points, overly long quotations, insufficient examples, colloquialisms, lack of topic sentences, lack of balance among different paragraphs, lack of flow, repetition of ideas and/or expressions, excessive use of the passive voice.

If the paper/essay does not have a clear argument and it is plagued with the above mentioned problems it will earn between 60 and 69. If your paper/essay does not follow the minimum format requirement, does not address the question you set out to address, or makes assertions that cannot be documented, your paper will earn less than 60 points.

Bibliography of Readings on WebCT, by Topic

Empire

- Grandin, Greg. 2006. "Chapter 1: How Latin America Saved the United States from Itself." in *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. New York: Owl Books.
- Robinson, William I. 2007. "Democracy or Polyarchy?" *NACLA Report on the Americas* 40(1): 32-35.

Stratification, Development, and Dependency

- Roberts, Bryan R. 1995. "Chapter 6: The Nature of Urban Stratification," in *The Making of Citizens*. New York: Arnold.
- Rostow, W.W. 1972. "Chapter 2, "The Five Stages of Growth--A Summary"." Pp. 4-16 in *The Stages of Economic Growth: A Non-Communist Manifesto* Cambridge: Cambridge University Press.
- Cardoso, Fernando Henrique. 1972. "Dependency and development in Latin America." *New Left Review* 74:83-95.

National Identity

- Wade, Peter. 2004. "Images of Latin American mestizaje and the politics of comparison." *Bulletin of Latin American Research* 23(3):355-366.
- Mallon, Florencia. 1996. "Constructing Mestizaje in Latin America: Authenticity, Marginality, and Gender in the Claiming of Ethnic Identities." *Journal of Latin American Anthropology*. 2(1): 170-181.

Revolution and Social Change

in addition to chapters in Kaplan book

- Chasteen, John Charles. 2001. "Chapter 8: Revolution," and "Chapter 9: Reaction," in *Born in Blood and Fire: A Concise History of Latin America*. New York: Norton.

Citizenship and Contemporary Inequalities

- Roberts, Bryan R. 2005. "Citizenship, Rights, and Social Policy." in *Rethinking Development in Latin America*, edited by B. R. Roberts and C. Wood. University Park, PA: Penn State University Press.
- CEPAL. 2007. *Social Panorama of Latin America*. Santiago: CEPAL.

Indigenous Politics

EZLN Declaration

- Hale, Charles R. and Rosamel Millaman. 2006. "Cultural Agency and Political Struggle in the Era of the Indio Permitido." in *Cultural Agency in the Americas*, edited by D. Sommer. Durham: Duke University Press.
- Speed, Shannon. 2006. "Rights at the Intersection: Gender and Ethnicity in Neoliberal Mexico." in *Dissident Women: Gender and Cultural Politics in Chiapas*, edited by S. Speed, R. A. Hernandez Castillo, and L. M. Stephen. Austin: University of Texas Press.

New Bolivian Constitution

- Rivera Cusicanqui, Silvia. 2004. "Reclaiming the Nation." *NACLA Report on the Americas* 38(3): 19-23.
- Hooker, Juliet. 2005. "Indigenous Inclusion/Black Exclusion: Race, Ethnicity, and Multicultural Citizenship in Latin America." *Journal of Latin American Studies* 37:285-310.

Labor, Immigration, and the Global Economy

- Mendez, Jennifer Bickham. 2002. "Creating Alternatives from a Gender Perspective: Transnational Organizing for Maquila Workers' Rights in Central America." Pp. 121-141 in *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*, edited by N. A. Naples and M. Desai. New York: Routledge.
- Hammond, John L. 2005. "The World Social Forum and the Rise of Global Politics." *NACLA Report on the Americas* 38(5):30-34.
- Bacon, David. 2005. "Stories from the Borderlands." *NACLA Report on the Americas* 39(1):25-30.
- Binford, Leigh. 2005. "A Generation of Migrants: Why they leave, where they end up." *NACLA Report on the Americas* 39(1):31-37.
- Fernandez-Kelly, Patricia and Douglas S. Massey. 2007. "Borders for Whom? The Role of NAFTA in Mexico-U.S. Migration." *Annals of the American Academy of Political and Social Science* 610(March): 98-118.