

LATIN AMERICAN SOCIAL MOVEMENTS

POLS 354

Fall 2012
Tues/Thur 2:15-3:30pm
Xavier #128

Professor- J.D. Bowen
Office- 149 McGannon
Email: jbowen5@slu.edu
Phone: 314.977.4239

Office hours: Tuesday and Thursday, 9:00am-10:30am, or by appointment.

*I am in my office quite a bit, so it shouldn't be difficult to find me outside of my office hours. The easiest way to make an appointment is via email.

Course description and objectives:

Welcome! This course is designed to introduce students to the political, theoretical, and ethical debates concerning social movements in Latin America. In a region characterized by extreme inequalities based on wealth, class, race, sex, language, sexual orientation, nationality, and region (among others), organized collective action (aka, social movements) are a powerful tool for marginalized and excluded groups to make their voices heard.

We should not delude ourselves, however. Oftentimes the concrete gains these movements achieve are quite small and they have frequently confronted violent repression at the hands of the state and dominant groups. In part, this course will force us to consider what social movements are, what they do, and what we can reasonably expect them to achieve. For example, are women's groups that mobilize to demand greater access to education, medical care, or legal rights considered a failure when these demands are not met? Or is the act of organizing and making demands an achievement in itself?

The course begins with a theoretical introduction where we will consider what social movements are, where they come from, why they emerge in some contexts and not others, how they mobilize and make demands, and how other political actors respond to them. We will spend the rest of the semester examining a variety of different social movements in Latin America including those concerned with indigenous rights, women's rights and gender equality, LGBT issues, labor and economic rights, and the environment.

Throughout the semester students will use the theoretical and empirical tools we develop in the class to write a research paper which they will present to the class on December 4th and 6th. These papers can be theoretical essays, case studies, or (with my approval) other creative projects which the student designs.

Required texts:

All required texts are available for purchase at the Saint Louis University Bookstore in the Busch Student Center. They can also be readily located at the various online booksellers (often at lower prices). Readings that are not in any of the assigned books will be sent to the class via email during the first week of the semester.

The required books for the course are:

Benjamin Dangl. 2010. *Dancing with Dynamite: Social Movements and States in Latin America*. Oakland: AK Press.

Sidney Tarrow. 2011. *Power in Movement: Social Movements and Contentious Politics*, 3rd edition. New York: Cambridge University Press.

*NOTE: It is important that you have the correct addition. There are two new chapters that are not in previous editions.

Course requirements and grading:

Mid-term exam (25% of final grade):

*The mid-term exam will occur fairly early in the semester (October 9th) and will be mostly theoretical in nature. It will be in essay format.

5 Journal Entries (5% each = 25% of final grade):

*Each student will submit FIVE personal journal entries over the course of the semester. Each journal should be approximately one page (and no more than two pages) in length. In these journals you can reflect on any topic relevant to the course, but I'd like you to discuss and reflect on the readings that are relevant to that topic. These can be informal in nature (no need for titles, citations, etc.). **Students will turn in a *hard copy* of their journal in class. So that you don't wait until the end of the semester to write all five journals, you must turn in at least two journals by November 1st.**

Research paper: 40% of final grade:

All students will complete a formal research paper on a topic of their own choosing. Students should consult with the professor early in the semester (and no later than October 17th) to ensure that they have selected an acceptable topic. A 2-page introduction and preliminary bibliography (5% of grade) is due on November 13th. Final papers (25% of grade) should be approximately 20 pages in length and are due by December 18th by 2:00pm (e-mail submissions are NOT acceptable). 10% of the grade for the research paper will be based on students' in-class presentation of their research paper at the end of the semester (December 4th and 6th), so papers should be far enough along by that point that students can present their ideas to the class.

Class participation: 10% of final grade

Your attendance and active participation are vital to the success of this course. Different students participate in different ways. At a minimum, students should come to class on time having read

and thought about the assigned readings for that class. I expect that all students will make a contribution to class discussions through comments, questions, criticisms, and analysis of the assigned readings. In assigning grades, quality of participation will take precedence over quantity of participation (hence, the student who participates frequently but without giving much thought to their comments/questions is not at an advantage compared to the student who offers occasional but insightful analysis and questions).

Final letter grades will be assigned that correspond to the following numeric scale:

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

Attendance and participation:

I do not consider class time to be a time simply to review the assigned readings. We will cover materials during class that are not in the readings (and we will not cover every single point from the readings in class). Class attendance is, therefore, imperative. If you must miss class for an approved reason (e.g.; illness, death or medical emergency in the immediate family, University-sponsored activities), please let me know via email as soon as possible. You are responsible for all materials covered in class, whether you are physically present or not. Make-up exams will be given only under the most extraordinary of circumstances. Late papers will be penalized 5 points per day.

Classroom courtesy:

Out of respect for all of those in class, all cell phones, pagers, and any other noisemaking devices must be turned OFF during the entire class period and during exams. Laptop computers may be used in class provided they do not make noise that disturbs those around you. I reserve the right to ask you to turn off and put away your computer if it is creating a disruption.

Students with disabilities:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [314-977-8885](tel:314-977-8885) or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Academic integrity:

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in *an automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty:
<http://www.slu.edu/x12657.xml>

Class schedule: (Note: Students should have completed all assigned readings by the date noted on the syllabus)

Aug 28- Introduction and syllabus

30- No class

- Sep 4- Thinking about social movements and citizenship in Latin America
 *Philip Oxnorth. 2003. "Social Inequality, Civil Society, and the Limits of Citizenship in Latin America," in *What Justice? Whose Justice? Fighting for Fairness in Latin America*, pp. 35-63.
 *Susan Eckstein and Timothy Wickham-Crowley. 2003. "Struggles for Social Rights in Latin America: Claims in the Arenas of Subsistence, Labor, Gender, and Ethnicity," in *Struggles for Social Rights in Latin America*, pp. 1-56.
- 6- An introduction to theories of social movements
 *Tarrow, Ch. 1 (pp. 1-36)
- 11- Where did social movements come from?
 *Tarrow, Ch. 2-4 (pp. 37-94)
- 13- What do social movements do (Part I)?
 *Tarrow, Ch. 5-6 (pp. 95-139)
- 18- What do social movements do (Part II)?
 *Tarrow, Ch. 7-8 (pp. 140-182)
- 20- (Why) Do social movements matter?
 *Tarrow, Ch. 9-11 (pp. 183-233)
- 25- Social movements and international politics
 *Tarrow, Ch. 12 and Conclusion (pp. 234-274)
- 27- Revolutionary roots of social movements
 *Cynthia McClintock. 2001. "Peru's *Sendero Luminoso* Rebellion: Origins and Trajectory," in *Power and Popular Protest: Latin American Social Movements*, pp. 61-101.
- Oct 2- Diversified social movements and the resurgence of the Left
 *Deborah Yashar. 1999. "Democracy, Indigenous Movements, and the Postliberal Challenge in Latin America," *World Politics*, Vol. 52, No. 1, pp. 76-104.
 *Eduardo Silva. 2012. "Exchange Rising? Karl Polanyi and Contentious Politics in Contemporary Latin America," *Latin American Politics and Society*, Vol. 52, No. 2, pp. 1-32.
- 4- Review for midterm
- 9- Midterm exam**
- 11- Labor politics in times of crisis: The case of Argentina
 *Dangl, Ch. 3 (pp. 57-76)
- 16- Film: "The Take"

18- No class

25- Social movements and “progressive” governments

*Dangl, Introduction (pp. 1-12)

*Wendy Hunter. 2007. “The Normalization of an Anomaly: The Workers’ Party in Brazil,” *World Politics*, Vol. 59, No. 3, pp. 440-475.

*Esther Portillo-Gonzales. 2012. “FMLN Reflections, 20 Years Later: An Interview with Nidia Díaz,” *NACLA Report on the Americas*, Vol. 45, No. 1, pp. 55-57.

30- Struggling with/against “New Left” governments in Bolivia and Ecuador

*Dangl, Chs. 1 and 2 (pp. 13-56)

Nov 1- Environmentalism and struggles for sustainable development

*Anthony Bebbington. 2009. “The New Extraction: Rewriting Political Ecology in the Andes?” *NACLA Report on the Americas*, Vol. 42, No. 5, pp. 12-20.

*Paul Dosh and Nicole Kligerman. 2009. “Correa v. Social Movements: Showdown in Ecuador,” *NACLA Report on the Americas*, Vol. 42, No. 5, pp. 21-24.

*Linda Farthing. 2009. “Bolivia’s Dilemma: Development Confronts the Legacy of Extraction,” *NACLA Report on the Americas*, Vol. 42, No. 5, pp. 25-29.

6- Social movements in Chavez’s Venezuela

*Dangl, Ch. 5 (pp. 91-118)

8- Struggles for equality and participation in Brazil

*Dangl, Ch. 6 (pp. 119-138)

13- The political and economic legacies of authoritarianism: Social movements in Paraguay

*Dangl, Ch. 7 (pp. 139- 160)

***DUE DATE: 2-page introduction and bibliography.**

15- Conservative and middle class social movements

*Kent Eaton. 2011. “Conservative Autonomy Movements: Territorial Dimensions of Ideological Conflict in Bolivia and Ecuador,” *Comparative Politics*, Vol. 43, No. 3. (will distribute copies in class).

*Article TBA on Chilean student movement.

20- Gender, international relations, and human rights activism in Cuba and Argentina

*Lorraine Bayard de Volo. 2011. “Heroines with Friends in High Places: Cuba’s *Damas de Blanco*,” *NACLA Report on the Americas*, Vol. 44, No. 5, pp. 19-22.

*Navarro, Marysa. 2001. “The Personal is Political: Las Madres de Plaza de Mayo,” in *Power and Popular Protest: Latin American Social Movements*, pp. 241-258.

27- Gender and sexuality

* Gago, Veronica. 2007. "Dangerous Liasons: Latin American Feminists and the Left," *NACLA Report on the Americas*, Vol. 40, No. 2, pp. 17-19.

*Eduardo Gómez. 2010. "Friendly Government, Cruel Society: AIDS and the Politics of Homosexual Strategic Mobilization in Brazil," in *The Politics of Sexuality in Latin America*, pp. 233-250.

*Film: "Dangerous Living"

29- Discuss readings and film from previous class.

Dec 4- Paper presentations

6- Paper presentations

Final papers due- Tues, Dec. 18 @ 2:00.