

**Simon Fraser University**  
IS 835/419: Social and Political Change in Latin America.  
School of International Studies  
Fall Semester 2013. Mondays 9:30-1:20  
Harbour Centre Campus, Rm. HCC1520

Professor: Gerardo Otero. Office: H.C. 7130 (and A.Q 5100 at the Burnaby Campus). Office Hours at Harbour Centre: Mondays after class or by appointment. Phones: 778-782-4508 (off.); 604-980-8703 (hm.). E-mail: [otero@sfu.ca](mailto:otero@sfu.ca).

## **OBJECTIVES AND EXPECTATIONS**

The neoliberal reform that started in the 1980s has brought momentous shifts in Latin American politics and societies. Democracies of varying characteristics have supplanted dictatorships and diverse social actors have articulated longstanding grievances in new ways. The region remains plagued by levels of social and economic polarization that undermine efforts to promote equitable development, but patterns of distribution are changing in often unforeseen fashion. Trade liberalization and biotechnology have led to new patterns in food production, dependency and crisis. Demographic shifts are also noteworthy, as migration from the countryside swells the ranks of both city dwellers and expatriates via international migration. These and other trends shape the ways in which political and social institutions are evolving, rapidly and unevenly, with striking variations across countries and sub-regions of Latin America.

This seminar aims to familiarize students with the key characteristics of contemporary Latin American politics and society and to situate their traits historically in the context of their social underpinnings and the development challenges facing the region. The objective is both to strengthen our understandings of particular political and social formations and to develop conceptual and methodological frameworks for analyzing particular cases and for carrying out comparisons of change over time and across settings. Readings analyze a wide range of countries and draw from several disciplines, particularly sociology, political science, economics, geography, and anthropology.

Weekly seminars will consist of a combination of lectures by the instructor (minimal), structured discussion of extensive readings, occasional films, and a presentation of final-paper drafts during the last session of the term. Each student will moderate seminar discussions one week, choosing discussion questions from the weekly assignments. A short book review (800-1000 words) and a final review essay (2,000-3,000 words for undergraduate students; 3,000-5,000 words for graduate students) on the same book (or a different one if preferred) will be required. The review essay will focus on one of the required or recommended readings for this seminar, which could be the same one used for the book review. Notice that a review essay is more than just a book review and always entails citing more readings than the central book in question. Suggested readings for the various topics of this course may be used to write your review essay, either as the central focus or in support of it. You can consult review essays published in a recent issue of *Latin American Research Review* or *Contemporary Sociology* to see how this is done. If you would like to review a book that is not contained in this syllabus, this should be discussed and approved by the instructor.

## Learning Goals:

This seminar has several learning goals beyond the substantive topic of its title as specified above. Other learning goals include the following:

*Critical synthesis.* One of the main abilities that any university student must acquire is to gather, classify, analyze and synthesize large amounts of information. Information is usually abundant, so what you need is the ability to process it. For graduate students, this ability will become critical when writing their theses or dissertations. Most assignments in this course are geared to enhance this ability.

*Peer review.* Scholarly life progresses largely as a result of dialogue, discussion and debate in the community of peers. Peer review is the process by which a scholarly contribution is subjected to the reading by other scholars in a similar field with the goal of assessing its merits and identify areas in which it could be improved. There are several essential conditions to engage in fair peer review. One is to read materials generated by others with an open mind, looking for both strengths and weaknesses. Rendering a synthesis of core strengths is a condition to then engage in a discussion of weaknesses. Another condition for doing a fair peer review is to humbly subject one's own work to the review of others, get their feedback, and try to make the best of it in revising our work. This reciprocal back-and-forth process among scholars makes for a cooperative mode of advancing in the production of knowledge. Unfortunately some feedback is negative and ill intended but, in my view, most scholarly exchange tends to be constructive and well meaning. This is the type of feedback that I hope to promote in this seminar, both in relation to all of its members and the authors that we will be reading, reviewing, and discussing.

*Group interaction.* Most settings in the world of work will involve discussion, dialogue, debate and group interaction. Fruitfully interacting with other students is a skill to be learned or developed. Our group discussions will also involve that each student will take different roles in each seminar, which shall be rotated weekly among group members: **moderator**, chooses questions, introduces readings, and coordinates discussion, making sure that no two people speak at one time and that everyone gets a fair share of time to contribute; **time keeper**, makes sure that discussion is flowing at an adequate pace to finish assignment on time; **participation encourager**, makes sure that everyone in the group contributes in some way to the discussion; **concept clarifier**, checks the readings as needed to make sure that the group is properly understanding the key concepts under discussion; and **reporter** to class, records the names of group participants and keeps minutes of the discussion with a view to give a summary of conclusions to the entire class, and hand in an outline of the group's discussion with the names of participants to professor.

*Presentation skills.* Each student will do a presentation of about 10 minutes during the last week of class. This will be done using power point with no more than about 10 slides, assuming that you take a minute per slide. **Technical guidelines:** Each slide should not contain much more than 3-4 lines, with not more than 3-4 words per line, always using a 36-point font in the main text and 40 points for slide titles. If you use pictures or images, then shorten text within those slides or leave them without a text. Do not try to cram all of your content in the slides. These should serve only as the guide to the public and yourself for what you will say. **Content guidelines:** (1) Introduce your topic, why you were interested in the book you chose, its relevance, and how it relates to your thesis or dissertation's research question. This should take no more than 2 minutes. (2) Go over the main theoretical positions in which the book is inserted and what is the author's position within the debate. What is your own position in this debate and with respect to the book's author (3-4 minutes). (3) Briefly describe the empirical evidence used

by the author as it relates to the debate and/or to your own stance (2 min.) (4) Finally, what are your main conclusions and ideas for your future research? (1-2 min.) This exercise will prepare you for your thesis or dissertation defense. One thing to avoid at all cost is saying one thing while the slides refer to another. Instead, there should be strong congruence between slides and presentation.

*Theory and practice.* Most of the books that we will be reading for this class have a theoretical component which colours the way the author presents his or her evidence. A good way for us to gain a better understanding of the theoretical concepts involved will be to see the specific ways in which they can be employed as tools for analysis of similar concrete historical situations to those that the author is presenting. In order to put some of the main concepts to work beyond the book's evidence, students leading the weekly discussion are encouraged to identify a current-news article on Latin America in a major newspaper (e.g., *The New York Times*, *The Globe and Mail*, *The Guardian*, *The Economist* [a weekly]) in the 600-800 words range. Ideally, such article will be thematically related to one of the core topics for the student's final review essay, thesis or dissertation. In any case, the article should be susceptible for analysis with the relevant concepts of the week. Each discussion leader should print enough copies of the article for use in class, besides posting it on our Canvas space. The leader can then allow the class to engage either in a structured discussion around concepts that she or he considers most appropriate from the relevant week's readings or, better, allow the discussion groups to inductively derive such concepts in their interaction. Groups can spend 5-10 minutes reading the news article and then 20 minutes establishing the article content's relationship with major concepts. The whole seminar can then spend another 20 minutes to better understand both the substantive issues involved in the current-news article and the concepts used for its analysis.

**Required Books** (available for purchase at the Harbour Centre SFU bookstore, but half of these books are also available as online resources at SFU's library):

- Peter H. Smith. 2012. *Democracy in Latin America: Political Change in Comparative Perspective*. New York: Oxford University Press. ISBN: 9780195387735.
- Steve Striffler. 2002. *In the Shadows of State and Capital: The United Fruit Company, Popular Struggle, and Agrarian Restructuring in Ecuador, 1900-1995*. Durham: Duke University Press. ISBN: 0822328631. (Available online at SFU library.)
- Gerardo Otero, ed. 2008. *Food for the Few: Neoliberal Globalism and Biotechnology in Latin America*. Austin: University of Texas Press. ISBN: 9780292726130. (Available for purchase from instructor at author's cost, \$10, and online at SFU library.)
- Kathleen C. Schwartzman. 2013. *The Chicken Trail: Following Workers, Migrants, and Corporations Across the Americas*. Ithaca and London: Cornell University Press. ISBN: 9780801478093.
- Maxwell Cameron and Eric Hershberg, eds. 2010. *Latin America's Left Turns: Politics, Policies, and Trajectories of Change*. Boulder, CO.: Lynne Rienner Publishers. ISBN: 9781588267399.
- Gianpaolo Baiocchi, Patrick Heller, and Marcelo K. Silva. 2011. *Bootstrapping Democracy: Transforming Local Governance and Civil Society in Brazil*. Stanford: Stanford University Press. ISBN: 9780804760560.

RECOMMENDED BACKGROUND HISTORICAL READING:

- Theresa A. Meade. 2010. *A History of Modern Latin America: 1800 to the Present*. Malden, MA.: Wiley-Blackwell. ISBN: 9781405120517.
- Martinez Peláez, Severo. 2009. *La Patria del Criollo: An Interpretation of Colonial Guatemala*. Durham: Duke University Press. ISBN: 9780822344155. (Electronic version available through SFU library.)

#### OTHER RECOMMENDED BOOKS (AND ARTICLES) FOR BOOK REVIEWS AND REVIEW ESSAYS:

##### **On Democracy:**

- Evelyn Huber and John D. Stephens. 2012. *Democracy and the Left: Social Policy and Inequality in Latin America*. Chicago: University of Chicago Press.
- Eduardo Silva. 2009. *Challenging Neoliberalism in Latin America*. New York: Cambridge University Press. ISBN: 9780521705721.
- Paul W. Drake. 2009. *Between Tyranny and Anarchy: A History of Democracy in Latin America, 1800-2006*. Stanford: Stanford University Press.
- Larry Diamond, Marc F. Plattner, and Diego Abente Brun. 2008. *Latin America's Struggle for Democracy*. Baltimore, MD: Johns Hopkins University Press.

##### **On Inequality:**

- Merike Blofield, ed. 2011. *The Great Gap: Inequality and the Politics of Redistribution in Latin America*. University Park, PA: Pennsylvania University Press.
- Evelyn Huber and John D. Stephens. 2012. *Democracy and the Left: Social Policy and Inequality in Latin America*. Chicago: University of Chicago Press.
- Luis F. López-Calva and Nora Lustig, eds. 2010. *Declining Inequality in Latin America: A Decade of Progress?* New York: United Nations Development Programme; Washington, DC: Brookings Institution. (Online version available through SFU library.)
- David M. Deferranti et. al. 2003. *Inequality in Latin America: Breaking with History?* The World Bank.
- Terry Karl. 2004. "The Vicious Cycle of Inequality in Latin America," in *What Justice? Whose Justice?* Berkeley: University of California Press.
- Evelyn Huber, Francios Nielsen, Jenny Pribble, and John D. Stephens. 2006. "Politics and Inequality in Latin America and the Caribbean." *American Sociological Review* 71(6): 943-963
- Roberto Patricio Korzeniewicz and William C. Smith. 2000. "Poverty, Inequality, and Growth in Latin America: Searching for the High Road to Globalization." *Latin American Research Review* 35(3):7-54

##### **On Agriculture and Food**

- Elizabeth Fitting. 2011. *The Struggle For Maize: Campesinos, Workers, and Transgenic Corn in The Mexican Countryside*. Durham, NC: Duke University Press. ISBN: 9780822349563. (Available online at SFU library.)
- Fridell, Gavin. 2007. *Fair Trade Coffee: The Prospects and Pitfalls of Market-Driven Social Justice*

- Jaffe, Daniel. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. Berkeley: University of California Press.
- Laura J. Enriquez. 2010. *Reactions to the Market: Small Farmers in the Economic Reshaping of Nicaragua, Cuba, Russia, and China*. University Park, PA: Pennsylvania University Press.
- Henry J. Frundt. 2009. *Fair Bananas: Farmers, Workers, and Consumers Strive to Change an Industry*. Tucson: University of Arizona Press.
- Gabriela Pechlaner and Gerardo Otero. 2008, "The Third Food Regime: Neoliberal Globalism and Agricultural Biotechnology in North America." *Sociologia Ruralis*. 48(4):351-371.
- Gabriela Pechlaner and Gerardo Otero. 2010. "The Neoliberal Food Regime: Neoregulation and the New Division of Labor in North America." *Rural Sociology*. 75(2):179-208.
- Gerardo Otero and Gabriela Pechlaner. 2009. "Is Biotechnology the Answer? The Evidence from North America." *NACLA Report on the Americas*. 42(3):27-31.
- Armando Bartra and Gerardo Otero. 2009. "Contesting Neoliberal Globalism and NAFTA in Rural Mexico: From State Corporatism to the Political-Cultural Formation of the Peasantry." Pp. 92-113 in Jeffrey Ayres y Laura Macdonald, eds. *Contentious Politics in North America: National Protest and Transnational Collaboration Under Continental Integration*. Houndmills, England: Palgrave Macmillan. Available at: <http://blogs.sfu.ca/people/otero/publications/selected-book-chapters/>
- McMichael, Philip. 2009. "A Food Regime Analysis Of The 'World Food Crisis'". *Agriculture and Human Values*. 26(4):281-295.
- Friedmann, Harriet. 1993. "The Political Economy of Food: A Global Crisis" *New Left Review* 197:29-57
- Jeffrey M. Pilcher. 1998. *¡Que vivan los tamales! Food and the Making of Mexican Identity*. Albuquerque, New Mexico: University of New Mexico Press. ISBN: 0826318738.
- Raynolds, Laura T., Douglas Murray, and John Wilkinson. 2007. *Fair Trade: The Challenges of Transforming Globalization*. New York, NY: Routledge.
- Liu, Pascal. 2009. *Certification in the Value Chain for Fresh Fruits: The Example of Banana Industry*. Rome: Trade Policy Service, Trade and Markets Division, Food and Agriculture Organization of the United Nations.

### **On Citizenship Empowerment and the Environment:**

- Alexander J. Loftus and David A. Macdonald. 2001. "Of Liquid Dreams: a Political Ecology of Water Privatization in Buenos Aires." *Environment & Urbanization* 13(2):??.
- Hugh Raffles. 2002. *In Amazonia: A Natural History*. Princeton: Princeton University Press.
- Javier Auyero and Debora Alejandra Swistun. *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford and New York: Oxford University Press.
- Gianpaolo Baiocchi. 2005. *Militants and Citizens: The Politics of Participatory Democracy in Porto Alegre*. Stanford, Calif.: Stanford University Press. ISBN: 0804751234.
- James Holston. 2008. *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil*. Princeton: Princeton University Press. ISBN: 0691130213.
- Gianpaolo Baiocchi. 2003. *Radicals in Power: The Workers' Party (PT) and Experiments in Urban Democracy in Brazil*. London: Zed Books.
- Brian Wampler. 2007. *Participatory Budgeting in Brazil: Contestation, Cooperation, and Accountability*. University Park, PA.: Pennsylvania University Press.

## **On Migration and Urbanization:**

- Janice Perlman. 2010. *Favela: Four Decades of Living on the Edge in Rio de Janeiro*. Oxford, New York: Oxford University Press. ISBN: 9780195368369.
- Teresa P.R. Caldeira. 2000. *City of Walls: Crime, Segregation, and Citizenship in São Paulo*. Berkeley: University of California Press. ISBN: 0520221435.
- David Fitzgerald. 2009. *A Nation of Emigrants: How Mexico Manages its Migration*. Berkeley: University of California Press.
- Juan Pablo Pérez Sainz and Katherine Andrade Eekhoff, *Communities in Globalization: The Invisible Mayan Nahual*. Rowman and Littlefield, 2001.
- Mike Davis, "Planet of Slums," *New Left Review* 26, March - April, 2004.

## **On Social Movements:**

- Deborah Yashar. 2005. *Contesting Citizenship in Latin America: The Rise of Indigenous Movements and the Postliberal Challenge*. Cambridge and New York: Cambridge University Press. ISBN: 0521534801.
- Gerardo Otero. 2007. "Class or Identity: A False Dichotomy." *International Journal of Comparative Sociology*. 48(1): 73-80. (Review essay on Yashar 2005.) Available at: <http://blogs.sfu.ca/people/otero/publications/selected-articles/>
- Donna Lee Van Cott. 2005. *From Movements to Parties in Latin America: The Evolution of Ethnopolitics*. Cambridge and New York: Cambridge University Press.
- Neil Harvey, *The Chiapas Rebellion: the Struggle for Land and Democracy*. Duke University Press, 1998.
- Richard Stahler-Sholk. 2007. "Resisting Neoliberal Homogenization: The Zapatista Autonomy Movement." *Latin American Perspectives*. 34(2):48-63.
- Chris Gilbreth and Gerardo Otero. 2001. "Democratization in Mexico: The Zapatista Uprising and Civil Society." *Latin American Perspectives*. 28(4):7-29.
- Bernd Reiter. 2010. "What's New in Brazil's 'New Social Movements'?" *Latin American Perspectives*.
- Armando Bartra and Gerardo Otero. 2005. "Indian Peasant Movements in Mexico: The Struggle for Land, Autonomy and Democracy." Pp. 383-410 in Sam Moyo and Paris Yeros, eds. *Reclaiming the Land: The Resurgence of Rural Movements in Africa, Asia and Latin America*. London and New York: Zed Books. Available at: <http://blogs.sfu.ca/people/otero/publications/selected-book-chapters/>
- Gerardo Otero and Heidi Jugenitz. 2003. "Challenging National Borders from Within: The Political Class Formation of Indigenous Peasants in Latin America." *Canadian Review of Sociology and Anthropology* 40(5): 503-524. Special Issue. Available at: <http://blogs.sfu.ca/people/otero/publications/selected-articles/>
- Gerardo Otero. 2003. "The 'Indian Question' in Latin America: Class, State, and Ethnic Identity Construction." *Latin American Research Review*. 38(1):248-266. <http://blogs.sfu.ca/people/otero/publications/selected-articles/>
- Sonia Alvarez, Arturo Escobar, and Evelina Dagnino, eds. 1998. *Cultures of Politics Politics of Cultures*.
- Susan Eckstein, ed. 2001. *Power and Popular Protest: Latin American Social Movements*. Berkeley: University of California Press.
- Gerardo Otero. 1999. *Farewell to the Peasantry? Political Class Formation in Rural Mexico*.

- Boulder, CO: Westview. (Available at my personal web page: <http://www.sfu.ca/~otero/>.)
- Aaron Bobrow-Strain. 2009. *Intimate Enemies: Landowners, Power, and Violence in Chiapas*. Durham and London: Duke University Press. ISBN: 978082234004.
- Lynn Stephen. 2002. *¡Zapata Lives! Histories and Cultural Politics in Southern Mexico*. Berkeley: University of California Press.
- June C. Nash. 2001. *Mayan Visions: The Quest for Autonomy in an Age of Globalization*. New York and London: Routledge.
- John Womack, Jr. 1999. *Rebellion in Chiapas: An Historical Reader*. New York: The New Press.
- Thomas Olesen. 2005. *International Zapatismo: The Construction of Solidarity in the Age of Globalization*. London and New York: Zed Books.
- Alex Khasnabish. 2008. *Zapatismo Beyond Borders: New Imaginations of Political Possibility*. Toronto: University of Toronto Press.
- Shannon Speed, R. Aída Hernández Castillo, and Lynn M. Stephen, eds. 2006. *Dissident Women: Gender and Cultural Politics in Chiapas*. Austin: University of Texas Press.

### **On the Post-Neoliberal State**

- Kurt Weyland, Raúl L. Madrid, and Wendy Hunter. 2010. *Leftist Governments in Latin America: Successes and Shortcomings*. New York: Cambridge University Press. (Online version available through SFU library.)
- Madrid, Raúl L. 2012. *The Rise of Ethnic Politics in Latin America*. New York: Cambridge University Press.
- Kurt Weyland. 2009. "The Rise of Latin America's Two Lefts: Insights from Rentier State Theory." *Comparative Politics* 41(2).
- Jeffrey R. Webber. 2011. *From Rebellion to Reform in Bolivia: Class Struggle, Indigenous Liberation, and the Politics of Evo Morales*. Chicago: Haymarket Books.
- Sven Harten. 2011. *The Rise of Evo Morales and the MAS*. London and New York: Zed Books.
- Kepa Artaraz. 2012. *Bolivia: Refounding the Nation*. London: Pluto Press.
- Miguel Tinker Salas. *The Enduring Legacy: Oil, Culture, and Society in Venezuela*. Durham, NC; and London: Duke University Press.
- Forrest Hylton (Alvaro García Linera) "The Landslide in Bolivia," *New Left Review* 37 (Jan. Feb. 2006).
- Forrest Hylton and Sinclair Thomson. 2007. *Revolutionary Horizons: Past and Present in Bolivian Politics*, with a prologue by Adolfo Gilly. London and New York: Verso. ISBN: 9781844670970
- Kent Eaton, "Backlash in Bolivia: Regional Autonomy as a Reaction against Indigenous Mobilization," *Politics and Society* 35 (1) March 2007:1-32.
- Steve Ellner. 2008. *Rethinking Venezuelan Politics: Class, Conflict, and the Chávez Phenomenon*. Boulder, CO: Lynne Rienner.

### **On Migrant Workers in Canada:**

- David Fairey, Christina Hanson, Glen MacInnes, Arlene Tigar McLaren, Gerardo Otero, Kerry Preibisch and Mark Thompson. 2008. *Cultivating Farmworker Rights: Ending the Exploitation of Immigrant and Migrant Farmworkers in BC*. An Economic Security Project Report. Canadian Centre for Policy Alternatives. 77 pp. Available at: [http://www.policyalternatives.ca/documents/BC\\_Office\\_Pubs/bc\\_2008/bc](http://www.policyalternatives.ca/documents/BC_Office_Pubs/bc_2008/bc)

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- Kerry Preibish. 2004. "Migrant Agricultural Workers and Processes of Social Inclusion in Rural Canada: Encuentros and Desencuentros" *CJLACS* 29(57-58):203-239
- Tanya Basok. (2002). *Tortillas and Tomatoes: Transmigrant Mexican Harvesters in Canada*. Montreal and Kingston, McGill-Queens University Press.
- Basok, Tanya. 2000. "Migration of Mexican Seasonal Farm Workers to Canada and Development: Obstacles to Productive Investment." *International Migration Review* 34(1):79-97
- Ndarishikanye, Barnabe. 2005. "Remittances from Canada to Central America and the Caribbean." pp 143-156 in Samuel Munzele Maimbo and Dilip Ratha eds. *Remittances: Development Impact and Future Prospects*. Washington, DC: The International Bank for Reconstruction and Development/The World Bank.

**Grades** will be assigned based on the following formula:

Five Discussion Papers	25% (5% each, one every-other week)
Five Responses	10% (2% each, alternate weeks)
Book Review:	15% (due 21 October)
Final Review Essay	25% (due 6 December)
Draft Presentation	10% (on last day of class)
Participation:	15%

**Discussion Papers** (a total of five, 5% each): These typewritten, single-spaced papers (450-600 words), in 12-point font are due **no later** than 12:00 noon on the Wednesday of the relevant week (i.e., one day before the class). Discussion papers should be posted on the relevant week's container within our Canvas space (the replacement of WebCT). Save an electronic copy for your files. If you need to communicate with the whole class, for class-related matters, send me an email so I can post it on Canvas: [otero@sfu.ca](mailto:otero@sfu.ca). Make sure to write "IS835/419" in the **Subject** field of any email correspondence to insure my immediate attention.

Please follow these guidelines when posting your discussion papers: (1) Include your name and week for which you are writing on the top line, using **only one line** for this information: the fewer pages I have to print the better. (2) There is no need to include the full reference to the works you are writing about in discussion papers, except the author's name. (3) The discussion papers should be written **EXCLUSIVELY** on the basis of required readings.

**Organizing the content.** Discussion papers should include **4 explicit** sections. That is to say, divide your papers into four **overt sections**, resembling the following model:

(1) **Introduction.** Brief paragraph raising a paradox or central question about the topic of the readings. Provide a **brief agenda or outline** of what you will write in the rest of your mini-essay (i.e., a synthesis, an assessment and two discussion questions). (Write 30-40 words.)

(2) **Synthesis.** Provide a brief **synthesis** of what the author is saying. Identify the central questions, main points, concepts, and/or core arguments. Rather than presenting an inventory of all the ideas presented by the author, you should focus in depth on the most significant aspects of the text, always mentioning the key concepts used by the author. Brief definitions of such concepts would help, and you should include a reference to a specific page number or provide the author's most synthetic rendering of the concept(s) by using a textual quotation (with page number). A synthesis is not the same as a summary. The latter is an attempt to provide an

account of the entire text. A synthesis is not as easy because it presupposes that the text has been understood, and focuses on the core, most central parts. In contrast to an inventory that simply lists topics, a good synthesis of a text requires that you give the reader a good idea of what the author means, not just the particular facts that are presented to support an argument. Providing citations and quotations is essential in this part of the assignment, as the text constitutes your “empirical” evidence of what you are writing about. (Write 200-280 words.)

(3) **Assessment.** Make a brief **assessment** of the *strengths* and/or *weaknesses* of the authors’ central arguments or concepts. Without being authorities, comment here on whether the authors’ evidence or analysis really supports what they set out to do and their conclusions. How does their viewpoint colour the interpretations they make? Rather than giving your opinions, say why you agree or disagree with their argument and conclusions, or what you thought was particularly illuminating. I encourage you to be contentious and take a risk by taking a strong stand that will get debate going in class, and be ready to defend your stance with relevant evidence and/or analysis. (Write 60-100 words.)

(4) **Questions.** Finally, provide two discussion **questions** that will help us further disentangle the readings, e.g., a lingering question whose answer would further clarify the author’s theory, and one that will promote class discussion. (Write 30-40 words.)

I am looking for well-written papers which extract the main theoretical concepts and propositions, critique the readings directly or support their arguments, and which draw in questions and issues that have been raised in other readings, lectures, and/or discussions from earlier in the course (50% for ten papers, or 5% each).

Discussion papers will be marked according to the following criteria:

### Discussion Paper Evaluation

Name: _____		Grade: _____
POOR	EXCELLENT	
1    2    3    4    5	1    2    3    4    5	Contains four <b>explicit</b> sections, as requested.
1    2    3    4    5	1    2    3    4    5	Introduces main topic and sets up clearly defined <b>agenda</b> .
1    2    3    4    5	1    2    3    4    5	Focuses on <b>core</b> arguments, concepts and perspectives (rather than a superficial summary or inventory of themes).
1    2    3    4    5	1    2    3    4    5	<b>Coherence</b> of explanation. Clear statements. Succinct (i.e. thorough on core points, yet stays within word limit).
1    2    3    4    5	1    2    3    4    5	Key terms and concepts are <b>defined and explained</b> .
1    2    3    4    5	1    2    3    4    5	Assertions and arguments supported with specific <b>cites</b> to required readings.
1    2    3    4    5	1    2    3    4    5	Assertions and arguments supported with specific <b>quotes</b> from required readings.
1    2    3    4    5	1    2    3    4    5	<b>Reasoned</b> assessment of strengths and weaknesses (rather than merely agreeing or disagreeing).
1    2    3    4    5	1    2    3    4    5	<b>Questions</b> help disentangle readings conceptually, referring back to text rather than eliciting opinion or application.
1    2    3    4    5	1    2    3    4    5	<b>Depth</b> of coverage of required readings.

**Note: Late discussion papers and responses will not be marked or counted.**

Students not writing a paper for a given week are required to write a **response** on the ideas of *at least* two of the other students' discussion papers. Send at least five sets of responses in as many alternate weeks. The ideal responses are those that will promote further disentangling and understanding of the readings, rather than simply rendering an opinion. **All** responses should be based on your peers' rendering of the text, **using citations and quotations** from the text as needed to make your points. Assume that the texts constitute your "empirical evidence," which must be referred to in order to back up or reinforce your statements and main arguments. In a sense, students writing discussion papers are accountable to those writing responses. Respondents will make sure that the right interpretations are being conveyed in discussion papers, or point out their disagreements (or agreements with reinforcement or elaboration). Responses without some cites or quotes will automatically be marked with a zero. Post your responses in Canvas by 7:00 p.m. on the Monday before class. Make sure that you post your response as a single paper in its own weekly container under "Responses" (10%, or 2% each).

**Book Review.** This is a book review (600-800 words) in which the central task is to present a **neutral point of view**, or what Wikipedia calls NPOV, of the book: a straight forward synthesis of the author's perspective and arguments without yourselves being argumentative. This is akin to what could be required in a policy analysis position in the form of a "policy brief." While a policy brief is expected to cover a wide range of debate and discussion on a given topic, the writer must present a neutral rendering of such debate. In this case you are expected to develop the ability to engage in this type of writing in a book review. Students can endeavour to make an actual contribution to Wikipedia with their review, but the group will have to collectively figure out how to implement it. Notice that actual book reviews published in scholarly journals are expected to do this kind of neutral presentation plus an assessment of strengths and weaknesses which is usually argumentative. But this will be the task of the final paper. You may choose a different book for that. Otherwise, the book review will be a constitutive element of the final review essay. (15%)

**Presentation.** Students will make a 10-minutes presentation of a draft of their final review essay during the last session of the seminar (see guidelines above, under "learning goals." The idea is to give you a forum to practice the type of presentation entailed in an M.A. or Ph.D. defence. While you cannot be exhaustive in articulating all the points of the book (or your thesis), you need to highlight the most central points and make it exciting and understandable for the audience beyond your committee (15%).

**Final Review Essay.** The **review essay** is intended for students to think through the various theoretical approaches and interpretations of your specific theme in a comparative perspective, while focusing the discussion on a single book. Please note that the "essay" part of this assignment should be taken seriously: the essay should **engage** the book under consideration and you are also encouraged to make an original argument while discussing the book's perspective.

You are welcome to focus on a single central issue of the book and support your arguments with citations or quotations from other readings. Each essay must resort to at least **three** (but preferably ten) of the required and/or supplementary readings for sustained discussion (2,000-3,000 words for undergraduate students; 3,000-5,000 words for graduates; double-spaced, 12-point font, times roman). This is your chance to integrate your views on a central topic (25%).

Submit a **printed and an electronic version** of each essay and attach a sociological-evaluation sheet to the printed version for the book review and the final review essay. The electronic

version will be for my files.

### **Academic Dishonesty and Misconduct Policy**

This course follows SFU policy in relation to grading practices, grade appeals (Policy T 20.01) and academic dishonesty and misconduct procedures (S10.01- S10.04). Unless otherwise informed by your instructor in writing, in graded written assignments you must cite the sources you rely on and include a bibliography/list of references, following an instructor-approved citation style. It is the responsibility of students to inform themselves of the content of SFU policies available on the SFU website: <http://www.sfu.ca/policies/gazette/student.html>.

### **LATE ASSIGNMENTS:**

Deadlines are firm and late assignments will receive a grade of zero (0). Extensions may be granted in the direst of circumstances provided (1) you contact me in person, by phone, or email 24 hours prior to the deadline; and (2) have appropriate documentation to back up your request. Please note: the direst of circumstances include illness, death, or some other equally significant event. Technical difficulties associated with computers (not being able to print a document, a crashing computer, whatever) or scheduling (the number of papers or exams you have due during a given period or work commitments or family commitments like weddings, trips, or birthdays) do not constitute the direst of circumstances.

### **Grading System**

Course Grading System is A+, A, A-, B+, B, B-, C+, C, C-, D, F, N (N standing to indicate the student did not complete). Intervals for the assignment of final letter grades based on course percentage grades are as follows:

A+ 95 – 100	B+ 80 - 84	C+ 65 - 69	D 50 – 54
A 90 - 94	B 75 - 79	C 60 - 64	F 0 – 49
A- 85 - 89	B- 70 - 74	C- 55 - 59	

### **Tentative Class Schedule:**

#### **Week 1 (Sept. 9): Course Introduction: Inequality, Democracy and Development**

Peter H. Smith. 2012. *Democracy in Latin America*. New York: Oxford University Press. (Read through Ch. 4, inclusive.)

#### **Week 2 (Sept. 16): Democracy and Neoliberalism**

Required Readings:

Peter H. Smith. 2012. *Democracy in Latin America*. New York: Oxford University Press. (Read at least five Chapters from Ch. 5 to the end, including Ch. 12 and the Epilogue.)

### **Week 3 (Sept. 23): Class and Inequality**

Required Readings:

Kelly Hoffman and Miguel Centeno. 2003. "The Lopsided Continent: Inequality in Latin America," *Annual Review of Sociology*, Vol. 29, pp. 363-390, August.  
Alejandro Portes and Kelly Hoffman. 2003. "Latin American Class Structures: Their Composition and Change during the Neoliberal Era." *Latin American Research Review*, 38(1):41-82.

### **Week 4 (Sept. 30): Transnational Corporations, Primary Exports, and Community**

Required Readings:

Steve Striffler, *In the Shadow of State and Capital: The United Fruit Company, Popular Struggles and Agrarian Restructuring in Ecuador, 1900-1995*.

### **Week 5 (Oct. 7): Neoliberalism, Green Revolution and Food in Latin America, I**

Required Readings:

Gerardo Otero, ed. 2008. *Food for the Few: Neoliberal Globalism and Biotechnology in Latin America*. Austin: University of Texas Press. (Chs. 1-2, and at least other two other chapters from Chs. 3 to 6.)

### **Week 6 (Oct 14) Neoliberalism, Green Revolution and Food in Latin America, II**

Required Readings:

Gerardo Otero, ed. 2008. *Food for the Few: Neoliberal Globalism and Biotechnology in Latin America*. Austin: University of Texas Press. (Read at least four chapters from Chs. 7 to 12.)

### **Week 7 (Nov. 21): The Chicken Commodity Chain in North America**

Required Readings:

Kathleen C. Schwartzman. 2013. *The Chicken Trail: Following Workers, Migrants, and Corporations Across the Americas*. Ithaca and London: Cornell University Press. ISBN: 9780801478093.

BOOK REVIEW DUE TODAY AT 9:30 A.M. IN CLASS

### **Week 8 (Oct. 28): Social Movements New and Old**

Required Readings:

Yashar, Deborah J. 1998. "Contesting Citizenship: Indigenous Movements and Democracy in Latin America." *Comparative Politics* 31(1): 23-42  
Hellman, Judith Adler. 1995. "The Riddle of New Social Movements: Who They Are and What

They Do” pp. 165-180 in *Capital, Power and Inequality in Latin America*, Sandor Halebsky and Richard Legé Harris Eds. Westview Press Inc (version online available at: [http://www.yorku.ca.proxy.lib.sfu.ca/cerlac/jhellman/The\\_riddle.pdf](http://www.yorku.ca.proxy.lib.sfu.ca/cerlac/jhellman/The_riddle.pdf))

Gerardo Otero. 2004. “Global Economy, Local Politics: Indigenous Struggles, Civil Society and Democracy.” *Canadian Journal of Political Science*. 37(2):325-346.

### **Week 9 (Nov. 4): Building the Post-Neoliberal State I**

Required Reading:

Maxwell Cameron and Eric Hershberg, eds. 2010. *Latin America’s Left Turns: Politics, Policies, and Trajectories of Change*. Boulder, CO.: Lynne Rienner Publishers. Read through Ch. 5 inclusive.

### **Week 10 (Nov. 11): Building the Post-Neoliberal State II**

Required Reading:

Maxwell Cameron and Eric Hershberg, eds. 2010. *Latin America’s Left Turns: Politics, Policies, and Trajectories of Change*. Boulder, CO.: Lynne Rienner Publishers. Read Chs. 6-12.

### **Week 11 (Nov. 18): Participatory Democracy**

Required Readings:

Gianpaolo Baiocchi, Patrick Heller, and Marcelo K. Silva. 2011. *Bootstrapping Democracy: Transforming Local Governance and Civil Society in Brazil*. Stanford: Stanford University Press. ISBN: 9780804760560.

### **Week 12 (Nov. 25): Cultivating Farmworkers’ Rights in Canada**

Film: El Contrato

Required Readings:

Gerardo Otero and Kerry Preibisch. 2010. *Farmworker Health and Safety: Challenges for British Columbia*. A Research Report for WorkSafeBC. (Available at: <http://www.sfu.ca/~otero/> under “farmworkers.”)

Kerry Preibisch and Leigh Binford. 2007. “Interrogating Racialized Global Labour Supply: An Exploration of the Racial/National Replacement of Foreign Agricultural Workers in Canada.” *Canadian Review of Sociology and Anthropology*. 44(1):5-36.

### **Week 13 (Dec. 2): Presentations of Final Draft of Review Essays**

FINAL REVIEW ESSAYS DUE: DECEMBER 6, 4:30 P.M.

## Book Review and Review Essay Evaluation

PLEASE ATTACH COPY OF THIS SHEET TO EACH OF YOUR PAPERS.

Name: \_\_\_\_\_ Paper # \_\_\_\_\_ Paper grade: \_\_\_\_\_

### Analysis and Criticism:

POOR		EXCELLENT			
1	2	3	4	5	Follows the directions of the assignment (e.g., answers questions sufficiently).
1	2	3	4	5	Clearly defined agenda to demonstrate the thesis or hypothesis.
1	2	3	4	5	Coherence of explanation. Clear statements. Succinct.
1	2	3	4	5	Key terms and concepts are defined and explained.
1	2	3	4	5	Assertions and arguments supported with specific <u>cites</u> to the original works.
1	2	3	4	5	Assertions and arguments supported with specific <u>quotes</u> from the original works.
1	2	3	4	5	Creative use of insights from lecture and class discussion.
1	2	3	4	5	Various parts and paragraphs of paper well structured and interconnected.
1	2	3	4	5	Depth of coverage of existing literature and original works.
1	2	3	4	5	Analyzes literature beyond summarizing.

### Technical presentation:

X denotes that attention should be paid to this problem.

XX denotes that extra attention is warranted.

- \_\_\_\_\_ Late paper (one letter grade is deducted for each day the paper is late).
- \_\_\_\_\_ Paper format: pages numbered in top right hand corner, one-inch margins, double-spaced.
- \_\_\_\_\_ Appropriate citation format not followed.
- \_\_\_\_\_ Text is too long.
- \_\_\_\_\_ Text is too short.
- \_\_\_\_\_ Redundancy (wordy; can be trimmed without loss of meaning).
- \_\_\_\_\_ Some statements are unsupported (e.g., undeveloped and/or vague statements).
- \_\_\_\_\_ Insufficient coverage of existing literature.
- \_\_\_\_\_ Insufficient depth of coverage.
- \_\_\_\_\_ Typographic errors, misspelled words, punctuation errors.
- \_\_\_\_\_ Incomplete sentences, awkward sentence structure.
- \_\_\_\_\_ Some paragraphs are too long.
- \_\_\_\_\_ Some paragraphs are too short.

Name: \_\_\_\_\_

Phone(s): \_\_\_\_\_

Degree Program? \_\_\_\_\_ Year Started \_\_\_\_\_

E-mail: \_\_\_\_\_

Other courses taken this semester (names, not numbers):

Home town and/or country? \_\_\_\_\_

How long have you studied at Simon Fraser University? \_\_\_\_\_ If you come from another college or university, please name: \_\_\_\_\_

Why are you interested in this course? (check one:)

It is required  [ ]Interested in subject  [ ]Fit my timetable  [ ]Looked easy  [ ]Other  [ ] Specify \_\_\_\_\_.

Please name two to three courses taken at Simon Fraser University or other universities or colleges that have influenced your thinking the most. Write course names, not numbers.

Have you spent any time in Latin America? Yes \_\_\_\_\_, No \_\_\_\_\_. If yes, for how long and what were your general impressions? (2-3 sentences)