

**University of Wisconsin-Madison**  
Community and Environmental Sociology  
Latin American, Caribbean and Iberian Studies  
CES982: Food Politics and the Rise of the Left in Latin America  
Fall 2014

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**Office:** 340A Agriculture Hall. **Office Hours: Fridays:** after class and 2:00-3:00 p.m. or by appointment  
**Location:** 379 Nolan Zoology Building, **Fridays 9:30-12:30.**

**Course Description:**

The neoliberal reform that started in the 1980s has brought historic shifts in Latin American politics and societies. The state had played a central role in economic development since the 1930 in a top-down and mostly authoritarian model of politics. Focused on import-substitution industrialization (ISI), the state-centered model came to depend heavily on foreign indebtedness and proved unsustainable economically and politically. The indebtedness crisis of the 1980s forced a shift in the development model toward reducing state intervention, enhancing the role of private firms and market liberalization. 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, which were actually deepened by the neoliberal reform. Trade liberalization and biotechnology have led to new patterns in food production, dependency and crisis. Hence, some of the most important social movements in the region are based in the countryside.

Since the 1990s, new political forces coming from a broadly-defined “left” have won political office or exercised hefty influence from civil society and tried to transcend the neoliberal model with varying degrees of success. This graduate seminar aims to familiarize students with the key characteristics of contemporary Latin American politics and society and to situate the rise of the left historically. Given the strategic socioeconomic and political importance of food and agriculture they will be the guiding thread in this course. The objective is both to strengthen our understanding of particular political and social formations and to develop conceptual 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 in the social sciences. Weekly seminars will consist of a combination of lectures by the instructor (minimal), discussions moderated in part by students, and structured discussion of extensive readings.

**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 to develop is the ability to process it in a coherent way. For graduate students, this ability will become critical when writing their theses or dissertations. Undergraduate students planning to do graduate work will also greatly benefit from this exercise.

Most assignments in this course are geared to enhance the ability for critical synthesis.

*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; **timekeeper**, 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. **Because this will be a small seminar, we will function with groups of four people and the roles of moderator and timekeeper will be merged.**

*Presentation skills.* A presentation of about 15 minutes using power point with no more than about 15 slides, assuming that you take a minute per slide, will be done in the last class. Technical guidelines: Each slide should not contain much more than 3-5 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. 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 3 minutes. (2) Go over the main theoretical positions in which the book is inserted and what is the author's position in the debate. What is your own position in this debate and with respect to the book's author (3-5 minutes). (3) Briefly describe the empirical evidence used by the author as it relates to the debate and/or to your own stance (3-5 min.) (4) Finally, what are your main conclusions and ideas for your future research? (2-3 min.) This exercise will prepare you for your thesis or dissertation defense.

*Theory and practice.* Most of the books that we will be reading for this class tend to be on the theoretical rather than the historical side of scholarly production. The best way of gaining an understanding of theoretical concepts, however, is by seeing the specific ways in which they can be employed as tools for analysis of concrete historical situations. In order to put some of the main concepts to work, students leading the weekly discussion are encouraged to identify a current-news article in a major newspaper (e.g., *The New York Times*, *The Globe and Mail*, *The Guardian*) in the 600-800 words range. Ideally, such article will be thematically related to one of the core topics for the student's thesis or dissertation. The article should be posted on our Canvas space. Each student may choose to print the article for use in class. 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 allow the group to inductively derive such concepts from discussion. The group can spend 5-10 minutes reading the news article and then 20 minutes establishing the relationship with major concepts. We 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. (This is an optional exercise and you are welcome to experiment.)

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

Ten Discussion Papers	50% (one per week in ten of 15 weeks, 5% each)
Book Review	10% (mid October)
Draft Presentation	10% (December 12)
Review Essay	25% (due December 15)
Moderating discussion	5%
Participation:	10%

**Required Texts:**

- 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 as online resource.)
- Gerardo Otero, ed. 2008. *Food for the Few: Neoliberal Globalism and Biotechnology in Latin America*. Austin: University of Texas Press. ISBN: 9780292726130.
- Elizabeth Fitting. 2011. *The Struggle For Maize: Campesinos, Workers, and Transgenic Corn in The Mexican Countryside*. Durham, NC: Duke University Press. ISBN: 9780822349563.
- A. Haroon Akram-Lodhi. 2013. *Hungry for Change: Farmers, Food Justice and the Agrarian Question*. Sterling, VA: Kumarian Press. ISBN: 1565496434.
- Miguel Carter, ed. 2012. *Challenging Social Inequality: The Landless Rural Worker's Movement and Agrarian Reform in Brazil*. Durham: Duke University Press. ISBN: 9780822351863.
- Roger Burbach, Michael Fox, and Federico Fuentes. 2013. *Latin America's Turbulent Transitions: The Future of Twenty-First Century Socialism*. London: Zed Books.
- Jeffrey R. Webber and Barry Carr. 2013. *The New Latin American Left: Cracks in the Empire*. Lanham: Rowman & Littlefield Publishers. ISBN: 074255757X.
- Jeffrey R. Webber. 2011. *Red October: Left-Indigenous Struggles in Modern Bolivia*. Leiden: Brill. ISBN: 1570-1522.

**Discussion Papers** (a total of ten for weeks 2-14. You can only miss two weeks so plan accordingly): These typewritten, single-spaced papers (450-600 words), in 12-point font are due **no later** than 12:00 noon on the Thursday of the relevant week (i.e., one day before the class). Discussion papers should be sent to the classlist, [history982-1-f14@lists.wisc.edu](mailto:history982-1-f14@lists.wisc.edu), so that all class members have access to them. Make sure to write "CES982" in the **Subject** field of any email correspondence you send to the class or to me (oterorodigu@wisc.edu). This will insure my immediate attention. Everyone should read at least the discussion questions raised by others. Please follow these guidelines when writing 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** parts, i.e., divide your papers into the following **overt sections** (use the following description as a model):

(1) **Introduction.** Write a paragraph raising a paradox or central question about the topic of the readings. You must then provide an **outline** of the rest of your essay (50 words). Having an explicit agenda or outline, however brief, is a crucial element in social-science writing, so it is important to compose a proper introduction.

(2) **Synthesis.** Provide a brief **synthesis** of what the author is saying. (250-350 words.) Identify

the central questions, main points, concepts, and/or core arguments. Rather than analyzing all the ideas that the author presents, 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, including a reference to a specific page number or providing the author's most synthetic rendering of the concept(s) by using a textual quotation. A synthesis is not the same as a summary. The latter is an attempt to provide an inventory 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. A good synthesis of a text requires an awareness and knowledge of the author's style of thinking, not just the particular facts that are presented to support an argument. Focus on interrogating the texts about their theory and/or methodology, whichever seems most relevant in a given text, as well as the core argument.

(3) **Assessment.** Brief **assessment** of the *strengths* and/or *weaknesses* of the authors' central arguments or concepts. (50-150 words.) Do the authors' evidence or analysis really support what they set out to do and their conclusions? How does their viewpoint color the interpretations they make? How well does the theory and method serve the author(s)? Rather than merely giving your opinions, say why you agree or disagree with their argument and conclusions. 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.

(4) **Questions.** Finally, provide two discussion **questions** related to the readings. (30-40 words.) One should be a lingering question whose answer would further clarify the readings for you, with a focus on theory. The other may be a question on methods or one that will promote class discussion on some central substantive issue. The main task of discussion papers is to help understand the text, a precondition to assess and discuss their applicability.

Discussion papers will be marked according to the following criteria:

Name: _____.					<b>Discussion Paper Evaluation</b>	Grade: _____.
POOR		EXCELLENT				
1	2	3	4	5	Contains four <b>explicit</b> sections, as requested.	
1	2	3	4	5	Introduces main topic and sets up clearly defined <b>agenda</b> .	
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	<b>Coherence</b> of explanation. Clear statements. Succinct (i.e. thorough on core points, yet stays within word limit).	
1	2	3	4	5	Key terms and concepts are <b>defined and explained</b> .	
1	2	3	4	5	Assertions and arguments supported with specific <b>cites</b> to required readings.	
1	2	3	4	5	Assertions and arguments supported with specific <b>quotes</b> from required readings.	
1	2	3	4	5	<b>Reasoned</b> assessment of strengths and weaknesses (rather than merely agreeing or disagreeing).	
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	<b>Depth</b> of coverage of required readings.	

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).

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

**Book Review.** This is a book review (800-1200 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. For this assignment, 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. Such assessment will be the task of the final review essay. You may choose a different book for that. Otherwise, the book review may be a constitutive element of the final review essay. Therefore, this assignment may be cumulative toward the final paper (10%). Due at 9:00 a.m. on November 7<sup>th</sup> in class.

**Presentation.** Students will make a 5-7 minutes presentation of a draft of their final review essay during the last session of the seminar, on December 12<sup>th</sup>. 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.

**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** of the required and/or supplementary readings for sustained discussion (3,000-5,000 words, double-spaced, 12-point font, times roman). This is your chance to integrate your views on a central topic (25%). Because the review essay can be based on the same book used for the book review (10%), this may be a cumulative assignment of 35%. Due on August 1 at my office, A. Q. 5100 (under my door if I'm not there).

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.

## Tentative Class Schedule

### Week 1 (Sept. 5): Introduction and Course Overview

Required Readings: Steve Striffler. 2002. *In the Shadow of State and Capital: The United Fruit Company, Popular Struggles and Agrarian Restructuring in Ecuador, 1900-1995*. (Start reading)

### Week 2 (Sept. 12): 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*. (Finish Book.)

#### Supplementary Readings

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

Juan Pablo Pérez Sainz and Katherine Andrade Eekhoff, *Communities in Globalization: The Invisible Mayan Nahual*. Rowman and Littlefield, 2001.

Tendler, Judith. 1997. *Good Government in the Tropics*. Johns Hopkins University Press.

Hugh Raffles. 2002. *In Amazonia: A Natural History*. Princeton: Princeton University Press.

### Week 3 (Sept. 19): Class and Inequality

Required Readings: 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.

Nora Lustig, Luis F. López-Calva, and Eduardo Ortiz-Juárez. 2013. "Declining Inequality in Latin America in the 2000s: The Cases of Argentina, Brazil, and Mexico." *World Development*. 44:129-141.

#### Supplementary Readings

López-Calva, Luis F., and Nora Lustig, editors. 2010. *Declining Inequality in Latin America: a Decade of Progress?* New York: United Nations Development Programme; Washington, D.C.: Brookings Institution Press.

Gasparini, Leonardo, Guillermo Cruces, Leopoldo Turnarolli, and Daniel Mejía. 2011. "Recent Developments on Inequality in Latin America and the Caribbean." *Economía*. 11(2):147-201.

Kelly Hoffman and Miguel Centeno. 2003. "The Lopsided Continent: Inequality in Latin America," *Annual Review of Sociology*, Vol. 29, pp. 363-390, August.

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.

Wendy Hunter and Tim Power. 2007. "Rewarding Lula: Executive Power, Social Policy, and the Brazilian Elections of 2006." *Latin American Politics and Society* 49(1):1-30.

Wendy Hunter and Natasha Borges Sugiyama. 2009. "Democracy and Social Policy in Brazil:

Advancing Basic Needs, Preserving Privileged Interests.” *Latin American Politics and Society* 51(2):??.

- 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
- Florencia Torche. 2005. “Unequal but Fluid: Social Mobility in Chile in Comparative Perspective.” *American Sociological Review* 70(3): 422-450.

#### **Week 4 (Sept. 26): Maize and the Neoliberal Food Regime, I**

Required Readings: Fitting, Elizabeth. 2011. *The Struggle For Maize: Campesinos, Workers, and Transgenic Corn in The Mexican Countryside*. Durham, NC: Duke University Press. (Read through Ch. 2.)

#### Supplementary Readings:

- Appendini, Kirsten, 2014. “Reconstructing the maize market in rural Mexico.” *Journal of Agrarian Change*. 14(1):1-25.
- Schwartzman, Kathleen. 2013. *The Chicken Trail: Following Workers, Migrants, and Corporations Across the Americas*. Ithaca: Cornell University Press.
- Otero, Gerardo, Gabriela Pechlaner, and Efe Can Gurcan. 2013. “The Political Economy of ‘Food Security’ and Trade: uneven and combined dependency.” *Rural Sociology*. 78(3): 263-289.
- 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
- Walden Bello. 2009. *The Food Wars*. London: Verso.
- Gerardo Otero and Gabriela Pechlaner. 2009. “Is Biotechnology the Answer? The Evidence from North America.” *NACLA Report on the Americas*. 42(3):27-31.
- Gerardo Otero and Cornelia Butler Flora. 2009. "Sweet Protectionism: State Policy and Employment in the Sugar Industries of the NAFTA Countries." Pp. 63-88 in Juan M. Rivera, Scott Whiteford, and Manuel Chávez, eds. *NAFTA and the Campesinos: The Impact of NAFTA on Small-Scale Agricultural Producers in Mexico and the Prospects for Change*. Scranton and London: University of Scranton Press. Available at: <http://www.sfu.ca/~otero/docs/Sweet-Protectionism-2009.pdf>
- 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://www.sfu.ca/~otero/docs/Bartra-Otero-Contesting-2009.pdf>
- 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

**Week 5 (Oct. 3) Maize and the Neoliberal Food Regime, II**

Required Readings: Fitting, Elizabeth. 2011. *The Struggle For Maize: Campesinos, Workers, and Transgenic Corn in The Mexican Countryside*. Durham, NC: Duke University Press. (Finish book.)

**Week 6 (Oct. 10) Neoliberalism, Green Revolution and Food in Latin America**

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 another chapter from first half.)

Supplementary Readings:

(Note: there are many books on the Green Revolution. Those below are suggestions on food, culture and biotechnology links, including favorable perspectives.)

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.

Douglas L. Murray. 1994. *Cultivating Crisis: The Human Cost of Pesticides in Latin America*. Austin: University of Texas Press.

Lipton, Michael. 2007. "Plant breeding and poverty: Can transgenic seeds replicate the 'Green Revolution' as a source of gains for the poor?" *Journal of Development Studies* 43(1):31-62.

Carl E. Pray and Anwar Naseem. 2007. "Supplying Crop Biotechnology To The Poor: Opportunities And Constraints." *Journal of Development Studies* 43(1):192-217.

**Week 6 (Oct. 10): Neoliberalism and Biotechnology in Latin America**

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 three chapters from second half.)

**Week 7 (Oct. 17): Food Movements and the Agrarian Question**

Required Readings: A. Haroon Akram-Lodhi. 2013. *Hungry for Change: Farmers, Food Justice and the Agrarian Question*. Sterling, VA: Kumarian Press.

Suggested Readings:

**Week 8 (Oct. 24): Social Movements and Agrarian Reform I**

Required Readings: Miguel Carter, ed. 2012. *Challenging Social Inequality: The Landless Rural Worker's Movement and Agrarian Reform in Brazil*. Durham: Duke University Press. ISBN: 9780822351863. (Read first half.)

Suggested Readings:

Wolford, Wendy. 2010. *This Land is Ours Now: Social Mobilization and the Meanings of Land in Brazil*. Durham, NC: Duke University Press.

Wright, Angus, and Wendy Wolford. 2003. *To inherit the Earth: The Landless Movement and the Struggle for a New Brazil*. Oakland, CA: Food First Books.

Branford, Sue, and Jan Rocha. 2002. *Cutting the wire : the story of the landless movement in Brazil*. London : Latin America Bureau.

Fabricant, Nicole. 2012. *Mobilizing Bolivia's Displaced: Indigenous Politics & the Struggle over Land*. Chapel Hill: University of North Carolina Press.

### **Week 9 (Oct. 31): Social Movements and Agrarian Reform II**

Required Readings: Miguel Carter, ed. 2012. *Challenging Social Inequality: The Landless Rural Worker's Movement and Agrarian Reform in Brazil*. Durham: Duke University Press. ISBN: 9780822351863. (Finish book.)

### **Week 10 (Nov. 7): Rise of the Electoral Left in Latin America I**

Required Readings: Roger Burbach, Michael Fox, and Federico Fuentes. 2013. *Latin America's Turbulent Transitions: The Future of Twenty-First Century Socialism*. London: Zed Books.

Supplementary Readings:

Steve Ellner, ed. 2014. *Latin America's Radical Left: Challenges and Complexities of Political Power in the Twenty-First Century*. Boulder, CO: Rowman & Littlefield.

Steven Levitsky and Kenneth M. Roberts, eds. 2011. *The Resurgence of the Latin American Left*. Baltimore: Johns Hopkins University.

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.

Barrett, Patrick, Daniel Chavez, and César Rodríguez-Garavito, eds. 2008. *The New Latin American Left: Utopia Reborn*. London: Pluto.

**Book Review Due Today by 9:00 in class.**

### **Week 11 (Nov. 14): Rise of the Electoral Left in Latin America II**

Required Readings: Jeffery R. Webber and Barry Carr, eds. *The New Latin American Left: Cracks in the Empire*. Boulder, CO: Rowman & Littlefield. (Read Ch. 1 and at least three other chapters from 2-7.)

Suggested Readings (for contrast of struggles focused on civil society):

John Holloway 2010 [2001]. *Changing the World Without Taking Power*. London and New York: Pluto Press. ISBN: 980745329185.

Raúl Zibechi. 2010. *Dispersing Power: Social Movements as Anti-State Forces*. (Forward by Benjamin Dangl and John Holloway.) Oakland, CA: AK Press.

Thomas Olsen. 2005. *International Zapatismo: The Construction of Solidarity in the Age of Globalization*. London & New York: Zed Books.

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.

### **Week 12 (Nov. 21): Rise of the Electoral Left in Latin America II**

Required Readings: Jeffery R. Webber and Barry Carr, eds. *The New Latin American Left: Cracks in the Empire*. Boulder, CO: Rowman & Littlefield. (Read at least four chapters from 8-15, preferably including Ch. 15 to see the influence of U.S. and Canadian imperialism.)

**Week 13 (Nov. 28): THANKSGIVING WEEKEND—NO CLASS TODAY** (but you can still post a discussion paper).

### **Week 14 (Dec. 5) Rise of the MST in Bolivia**

Required Readings: Jeffery Webber. 2011. *Red October: Left-Indigenous Struggles in Modern Bolivia*. Chicago, IL: Haymarket. (Read as much as you can, especially Chs. 1 and 9.)

Suggested Readings on participatory politics:

Clifton Ross and Marcy Rein, eds. 2014. *Until the Rulers Obey: Voices from Latin American Social Movements*. Oakland, CA: PM Press.

Geraldine Lievesley & Steve Ludlam. 2009. *Reclaiming Latin America: Experiments in Radical Social Democracy*. London: Zed Books.

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.

Gianpaolo Baiocchi. 2006. *Militants and Citizens: the Politics of Participatory Democracy in Porto Alegre*. Palo Alto: Stanford University Press.

Brian Wampler. 2007. *Participatory Budgeting in Brazil: Contestation, Cooperation, and Accountability*. University Park, PA.: Pennsylvania University Press.

Gianpaolo Baiocchi, ed. 2003. *Radicals in power: the Workers' Party (PT) and Experiments in Urban Democracy in Brazil*. London and New York: Zed Books.

Suggested Readings on Ethnic Politics in Latin America:

Donna Lee Van Cott. 2005. *From Movements to Parties in Latin America: The Evolution of Ethnic Politics*. New York: Cambridge University Press.

Madrid, Raúl. 2012. *The Rise of Ethnic Politics in Latin America*. New York: Cambridge University Press.

### **Week 15 (Dec. 12): Presentations**

**Review Essay Due on Monday, December 15, 2014 by 4:00 p.m. Please send by email.**

## Sociological Essay Evaluation (for Book Review and Review Essay)

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

Essay 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): \_\_\_\_\_

Major? \_\_\_\_\_ Year/Class \_\_\_\_\_

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

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

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

How long have you studied at the University of Wisconsin-Madison? \_\_\_\_\_ 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 this or other universities or colleges that have influenced your thinking the most. Write course names, not numbers.

What is your current definition of the "Left" in Latin America? (2-3 sentences)