

**DEVELOPMENT AND SOCIAL CHANGE IN LATIN AMERICA**  
**SOC. 130LA, SPRING 2008, Th. 6-9 PM, BUCHANAN 1920**  
**PROFESSOR: WILLIAM I. ROBINSON**  
**PHONE: x5607/E-MAIL: [wirobins@soc.ucsb.edu](mailto:wirobins@soc.ucsb.edu)**  
**OFFICE HOURS: TH. 3:30-5:30, OR BY APPOINTMENT**  
**TAs: VERONICA MONTES ([veronicamontes@umail.ucsb.edu](mailto:veronicamontes@umail.ucsb.edu))**  
**OFFICE HOURS: Ellison Hall 2707, T. 10 AM TO 12 NOON**  
**MATTHEW TOMPKINS ([matthewthompkins@sbcglobal.net](mailto:matthewthompkins@sbcglobal.net))**  
**OFFICE HOURS: Ellison, 2702, W. 4-6 PM**

## **Overview**

Latin America faces heightened social change in the early 21<sup>st</sup> century. Its 33 nations have been swept up into the process of globalization. Old identities are become transformed and new identities emerging among the region's 500 million women and men of Indigenous, African, European, and Asian descent. While middle classes and elites integrate into the global consumer culture, for the poor majority of Latin Americans the structures of inequality, oppression, and underdevelopment first laid with the Conquest 516 years ago remain in place. But those structures - and the struggles against them - are undergoing dramatic transformation. The early 21<sup>st</sup> century is an uncertain moment for Latin America. It is a time of rising social conflict, political mobilization, renewed revolutionary movements, further economic restructuring, transnational migration, and cultural redefinition, as diverse social forces struggle over the terms of development and the direction of change.

In exploring dimensions of development and social change in Latin America, this course will take an historical and global perspective to understanding the region. Several classes will be devoted to the concepts of development, poverty, and inequality, and include a review of theories and practices of development. There will be several videos. Specific themes include: theories of modernization and underdevelopment; pre-Colombian civilizations; the Conquest and its aftermath; the stages of Latin America's incorporation into the world capitalist system; revolutions; U.S. intervention and inter-American relations; women and gender relations in Latin America; race and ethnic relations in the Americas; and current event topics, such as the conflicts in Colombia and Venezuela, political crises in Argentina and Bolivia, social and political change in Brazil, and so forth. This course will require hard work, and will also be an eye-opener for those willing to work hard and to **think critically**. It aspires to help students develop the critical thinking, analytical skills, and historical perspective necessary, to examine your own assumptions regarding poverty, development, inequality, and social change and conflict, and to apply sociological inquiry in an attempt to provide explanations for these phenomena in Latin America.

## **Required Reading**

- 1) Duncan Green, *Faces of Latin America*
- 2) Rigoberta Menchu, *I, Rigoberta Menchu, an Indian Woman in Guatemala*
- 3) Reading Packet, Grafikart, 6550 Pardall Road, Isla Vista. Ph: 968-1485.

## Grading and Course Requirements

There will be 4 take-home assignments for 15 points each, and four in class quizzes for 5 points each. There will be a term paper for 20 points. Details of all these assignments will be announced in class.

Four take-homes:	4 x 15:	60
Four quizzes:	4 x 5:	20
Term paper:	1 x 20:	20
TOTAL		100

You are expected to do ALL the assigned readings and to come to class prepared to discuss these readings. Please bring each week's reading to class with you. You are encouraged to ask questions, debate, and provide critical commentary on the readings and the lectures.

I do not accept assignments that are turned in late unless some prior arrangement has been made with me. Please take careful note: **DO NOT SLIP ANY ASSIGNMENTS UNDERNEATH MY DOOR OR IN MY MAILBOX, AS I WILL DEPOSIT THEM INTO THE TRASH.** The only exception is if you have made prior arrangement with me to turn an assignment in outside of class.

All assignments must be submitted in hard copy during class. *We will not accept assignments that are emailed.*

It is very important that you save all your graded assignments. We often make mistakes in grading and any mistake on our part may be corrected at the end of the quarter provided you are able to show your returned assignments and the grades received.

Students are expected to arrive on time to class and to not leave early unless prior arrangements have been made with the instructor. I also ask that you turn off cell phones and beepers while in class.

*Also, I consider it extremely rude for students to use their lap tops and cell phones to send text messages and e-mails during class. If I see you doing this I will ask you to leave class. If it becomes a regular pattern I will prohibit the use of laptops during class. Please be mature and courteous in this regard.*

Please note that attendance is *required*. I may at any time take spot attendance roll. *Please note carefully that you will lose two points from your final grade for each absence. The only excused absence is a medical or family emergency with documentation provided. I may take spot attendance at the beginning, in the middle, or at the end of class. If you are not present at any time you are considered absent. Moreover, I may take spot attendance twice in the same class session; you must be*

*present for the entire class session.* In addition, the exam and other assignments will be based on both class lectures and the readings. If you do not come to class or if you do not read the assigned material you should not expect to do well in this course.

### Home Video Film Assignment

For this assignment you should view outside of class any *two* of the following films and then write up a 2-3 page brief on the films, focusing on how they are related to what we have been covering in the course. Your brief should not be merely a description of the films: **you should analyze them in relation to the historical and analytical themes of the course.** You may also make reference, with appropriate citations, in the brief to class lectures and readings.

- **MISSING** (*NOT* the 2003 film by this title. This is an early 1980s film on Chile, the 1973 coup and the U.S. role in it, starring Jack Lemmon)
- **ROMERO** (about El Salvador and Archbishop Oscar Arnolfo Romero)
- **EL NORTE** (about the struggle of two Guatemalan refugees in the US)
- **THE AGRONOMIST** (about the Haitian tragedy as told through the story of the murder of a famous Haitian journalist)
- **LA HISTORIA OFICIAL** (about the “dirty war” against dissidents during Argentina’s military dictatorship, 1976-83)
- **BREAD AND ROSES** (about the struggle of largely Latino/a immigrant and black labor force of janitors in Los Angeles to unionize)
- **LA OTRA CONQUISTA** (about Mexico post-conquest)
- **CENTRAL STATION** (about a child’s quest for survival in the face of inequality, power and abuse in the “mean streets” of Brazil’s *favelas*)
- **LA ULTIMA CENA** (depicts slavery in 19<sup>th</sup> century Cuba)
- **LA BOCA DEL LOBO** (a fictional account of the Shining Path guerrilla movement in the 1980s in Peru)
- **MARIA FULL OF GRACE** (the noxious combination of poverty, gender oppression, and international inequality is depicted in this film about three Colombian women forced into participating in narcotics trafficking. Note: the women work in the transnational flower industry)
- **CASA DE LOS ESPIRITUS** (the story of a family over several generations from the landed oligarchy in Chile, through which the country’s power relations and painful history of struggle is told)
- **KISS OF THE SPIDERWOMAN** (a homosexual and an underground revolutionary are placed in the same jail cell during Brazil’s military dictatorship (1964-1982)
- **FRESAS Y CHOCOLATE** (strawberries and chocolate, a Cuban film on homosexuality in Cuba)
- **IN THE TIME OF THE BUTTERFLIES** (a fictional account of the real life story of the Marabel sisters’ participation in the struggle against the U.S.-supported Trujillo)

dictatorship in the late 1950s and early 1960s in the Dominican Republic.

- **TANGO BAR, or TANGO, NO ME DEJES NUNCA (do not chose both, just one or the other)** (both films explore Argentine's historical and contemporary reality by weaving it through the lens of tango).
- **MEMORIAS DE SUBDESARROLLO/MEMORIES OF UNDERDEVELOPMENT, or CUBA, or THREE FACES OF CUBA (chose one of these only)** (all three are historic films from the early years of the Cuban revolution).
- **LA FIESTA DEL CHIVO** (about the brutal Trujillo dictatorship in the Dominican Republic, available in Spanish and maybe with English subtitles).
- **CAUTIVA** (about the life of one girl in Argentina who learns that her real parents were detained, tortured, and killed by the military dictatorship just as she was born and that she was giving over and raised by a couple who collaborated with the dictatorship...based on a true story and a widespread phenomenon during the 1976-83 dictatorship)

### **Internet Assignment**

For this assignment you will explore the web sites listed at the end of this syllabus and read at least three news/analysis items or feature articles that address at least three distinct current events or topical matters in Latin America. Hypothetically, for example, you could read an article about a U.S.-Venezuela dispute, another article about elections in Mexico, and a third about how an indigenous organization has been increasing its influence in Peru. Note that each article must come from a different web site. Then you will write an approximately one-page write up on each news, analysis, or feature article, in which you analyze and relate the particular item to the themes you have learned about and the perspective you have gained from the course and indicating insights that the course and its required readings have given you. Make sure you do not merely describe the article: rather, you must *analyze* the article. What you want to show is how the course has helped you to be able to understand contemporary developments in Latin America. Print up the three articles and staple them to your three page essay. Also, feel free to write more than three pages if necessary (but not less).

### **Term Papers**

**CHOOSING A TOPIC.** You should choose any topic on Latin American development and social change that interests you, so long as it may be related to the central themes of the course. The topic may be a single country or region of Latin America or population group, a current event, or a specific issue. By way of example, any of the following would be typical good themes for the paper: women in the Cuban revolution; the conflict in Central America in the 1980s; race relations in Brazil; the conflict in Colombia; the historic experience of the Aymara Indians in the Andean region with regard to development; Puerto Rico and the struggle for independence; the Bolivarian Revolution in Venezuela; U.S. Intervention in the Caribbean; the Zapatista uprising; a critique of

U.S. foreign policy towards Latin America; the maquiladora industries along the U.S.-Mexico border; etc. The key point is to relate your topic to the issues in the course. For example, a paper exploring the cultural mythology of the Mapuche indigenous people of southern Chile, while certainly an important issue, is NOT appropriate for this particular course. However, a paper on the struggles of the Mapuche people of southern Chile to retain their land and their autonomy IS appropriate. I recommend you chose a topic that interests you personally.

**YOU MUST TURN IN A PRINTED SHEET WITH YOUR NAME, PERM NUMBER, AND ONE PARAGRAPH SUMMARIZING WHAT YOU PLAN TO DO FOR YOUR PAPER TOPIC, AND LISTING 4 ACADEMIC SOURCES YOU WILL CONSULT. THIS ONE PAGE IS DUE ON MAY 8. I WILL RETURN THESE TO YOU ON MAY 15, INDICATING WHETHER THE TOPIC IS ACCEPTABLE OR RECOMMENDING AN ALTERNATIVE.**

**FAILURE TO TURN IN THIS SHEET ON TIME WILL RESULT IN A LOSS OF 5 POINTS ON THE TERM PAPER.**

**STRUCTURE OF PAPER:** The paper should be approximately 2,000 to 2,500 words, or approximately 8-10 double-spaced typed pages. You should start with a 1-2 page introduction that summarizes your topic, questions, argument, method and conclusions or findings. The main body of the paper, 5-6 pages, should present the materials you reviewed, include any narrative, present any data, and develop your analysis or argument. Although you certainly may state your own view on the topic, make sure to distinguish between the material you present and your own views on that material. The conclusion, some 1-3 pages, should recapitulate your findings and indicate what further considerations might be explored in future research. NOTE: THIS IS A LOOSE GUIDELINE, NOT A RIGID FORMULA.

**STYLE:** The paper must be typed, each page numbered, and include a bibliography of books and articles you used. Sources must be indicated (either in footnote/endnote form, or marked off in parenthesis). Please note that although you may use internet sources, I also expect you to consult print books and articles **and use at least 4 academic sources (meaning journal articles or books)**. A paper based wholly, or even mostly, on internet sources, will receive a low grade. You may also cite class lectures directly and course readings. Please include a title, your name and student ID number, and subtitles for each section.

A recent social science study found that 80 percent of college students plagiarize in writing their papers. I *do* periodically investigate student term papers, and have my TAs undertake investigations, including tracking internet sources. *If I find you have plagiarized you will receive an automatic zero for the paper, a likely failing grade for the course, may be expelled from the course, and suffer other sanctions, in accordance with the student code of conduct.* I would prefer a less than perfect paper that demonstrates

you struggled to research and to write in your own words than a perfectly written paper that involves plagiarism.

*Papers are due on the last day of class and will not be accepted late. You may always turn your paper in early. I do not accept papers that you are prepared for other courses. Your paper must be an original work.*

### **Tentative Week-by-Week Course Outline and Schedule of Readings (subject to change)**

April 3: Introduction to course: What is Latin America? What is *social change* in Latin America? What is *development*?

No readings for this first class.

April 10: Uneven Development in the World Capitalist System: Poverty, Inequality, and Social Justice; Theories of Development, Underdevelopment, and Social Change.

Films: Global Assembly Line and Hungry for Profit

Read: "The Sociology of Development" (in reading packet).

April 17: Uneven Development...Pre-Colombian Societies.

Read: Stanton, "Before Columbus", pp. 17-54, plus photos (in reading packet)

**First take home assignment: Write a two-page (double-spaced) brief of your analytical impressions of the films you have seen (in class and in section) and their relation to the course.**

THIS ASSIGNMENT IS DUE ON APRIL 24.

April 24: Pre-Colombian Societies, and The Stages of Latin America's Incorporation into the World Capitalist System. Themes: The Conquest, myth and reality; precious metals and minerals; export-crop plantations; dependent industrialization, globalization.

Read: "Pestilence and Genocide," from *American Holocaust* (in reading packet), Galeano, "Lust for Gold, Lust for Silver" from *Open Veins of Latin America* (in reading packet); Chapters I and II in Green, *Faces of Latin America*, "The Curse of Wealth: The Commodity Trade.", and "Promised Land: Land Ownership, Power and Conflict."

May 1: CATCH-UP: DETAILS OF THIS CLASS MEETING WILL BE ANNOUNCED.

**Second take home assignment: See above, “home video film assignment.”**

**THIS ASSIGNMENT WILL BE DUE ON MAY 8.**

May 8: Conclusion of Stages of Latin America’s Incorporation into the World Capitalist System. Themes: The Conquest, myth and reality; precious metals and minerals; export–crop plantations; dependent industrialization, globalization,

Read: Green, chapter 5, “Industrialization, the Debt Crisis, and Neo-Liberalism, and, Robinson, “Latin America, State Power, and the Challenge to Global Capital” (in reading packet).

**ONE PAGE SHEET SUMMARIZING YOUR PROPOSED PAPER TOPIC DUE TODAY.**

May 15: Revolutions and the Struggle for Social Change in Latin America

Read: Green, chapter 9, “The Left: Guerrillas, Social Movements, and the Struggle for Change,” SubComandante Marcos, “A Tourist Guide to Chiapas” (in reading packet) and Che Guevara, “Message of the Tricontinental” (in reading packet); “Central America: From Revolution to Neo-Liberal Reform” (in reading packet).

Film: Che Guevara

**THIRD TAKE HOME (INTERNET) ASSIGNMENT DUE ON MAY 29.**

May 29: U.S. Intervention in Latin America.

Read: Robinson, “Polyarchy: Coercion’s New Face in Latin America” (in reading packet), Green, chapter 8, “Men at Arms”, Isacson, “Washington’s ‘New War’ in Colombia”, in reading packet, and “Radio Libre: Negro Primero” (in reading packet).

Film: “The Panama Deception”

**Fourth and final take-home assignment: Write a four-page (double-spaced) summary of your impressions of Rigoberta Menchu’s autobiography, emphasizing how the events of her life are related, in an analytical and historical sense, to the diverse themes we have covered in the course. This**

**will be due June 5.**

June 5: Racial and Ethnic Relations in Latin America/Women and Gender in Latin America

Read: Green, chapters 10 and 11, “Women’s Work: Gender and Politics” and “Race Against Time: Indigenous Peoples”, and from reading packet “Latin American Feminism: Gains, Losses, and Hard Times,” “The Resurgence of Racism in Cuba,” and “A Hard Road for Argentina’s Bolivians”.

: Case Study: Guatemala and the Indigenous Struggle, discussion of Rigoberta Menchu

Read: *I, Rigoberta Menchu*

Film: Winds of Memory

**Fourth Take Home Assignment Due Today:**

**Term Papers Due Today**

### **Supplemental Bibliography on Latin America**

- Jan Knippers Black (ed), *Latin America: Its Problems and Its Promise*
- Ronaldo Munck, *Contemporary Latin America*
- Duncan Green, *Faces of Latin America* (2<sup>nd</sup>, updated edition)
- Walter D. Mignolo, *The Idea of Latin America*
- Peter Winn, *Americas: The Changing Face of Latin America and the Caribbean*
- E Bradford Burns, *Latin America: Conflict and Creation, A Historical Reader*, and *Latin America: A Concise Interpretive History*.
- Eduardo Galeano, *The Open Veins of Latin America*.
- Thomas E. Skidmore and Peter H. Smith, *Modern Latin America*
- Frederick Weaver. *Latin America in the World Economy: Mercantile Colonialism to Global Capitalism*
- William I. Robinson, *Transnational Conflicts: Social Change, Globalization, and Development* (2003); and *Latin America and Global Capitalism: A Critical Globalization Perspective* (2008).
- Robert N. Gwynne and Cristobal Kay, *Latin America Transformed: Globalization and Modernity*
- Hershberg and Rosen (editors), *Latin America After Neo-Liberalism*

- Duncan Green, *Silent Revolution: The Rise of Market Economics in Latin America*
- Joseph Nevins, *Operation Gatekeeper\**
- Deepa Fernandes, *Targeted: Homeland Security and the Immigrant Business*
- Peter Wade, *Race and Ethnicity in Latin America*
- June C. Nash, *Mayan Visions: The Quest for Autonomy in the Age of Globalization*
- Kay B. Warren, *Indigenous Movements and Their Critics: Pan-Maya Activism in Guatemala.*
- Edward E. Telles, *Race in Another America: The Significance of Skin Color in Brazil*
- Mark Q. Sawyer, *Racial Politics in Post-Revolutionary Cuba*
- Marilyn Grace Miller, *Rise and Fall of the Cosmic Race: The Cult of Mestizaje in Latin America*
- George Reid Andrews, *Afro-Latin America, 1800-2000*
- Helen Safa, *The Myth of the Male Breadwinner*
- Padula A and Smith LM, 1996, *Sex and Revolution: Women in Socialist Cuba*
- Jane Jaquette (ed.), *The Women's Movement in Latin America: Participation and Democracy.*
- Lynn Stephen, 1997, *Women and Social Movements in Latin America: Power From Below*, Austin, University of Texas Press
- Arturo Escobar and Sonia Alvarez, *The Making of Social Movements in Latin America: Identity, Strategy, and Democracy.*
- Forrest Hylton and Sinclair Thomson, *Revolutionary Horizons: Popular Struggle in Bolivia*
- Doug Stokes, *America's Other War: Terrorizing Colombia*
- William I. Robinson, *A Faustian Bargain: U.S. Intervention in the Nicaraguan Elections and American Foreign Policy in the Post-Cold War Era*
- William I. Robinson, *Promoting Polyarchy: Globalization, U.S. Intervention, and Hegemony*
- Greg Grandin, *The Last Colonial Massacre*
- William Blum, *U.S. Military and CIA Interventions Since WWII* (updated 2003 edition – you will find an exhaustive bibliography on U.S. interventionism by following the footnotes to each entry)
- Elisabeth Jean Wood, *Insurgent Collective Action and Civil War in El Salvador*
- Greg Wilpert, *Changing Venezuela By Taking Power: The History and Politics of the Chavez Government*
- Richard Gott, *Cuba: A New History*
- Walter LaFeber, *Inevitable Revolutions*
- Jorge G. Castañeda, *Utopia Unarmed: The Latin American Left after the Cold War*
- German Sanchez, *Cuba and Venezuela: An Insight into Two Revolutions.*
- Richard Gott, *Hugo Chavez: The Bolivarian Revolution in Venezuela*
- Tariq Ali, *Pirates of the Caribbean: Axis of Hope*
- Jack Weatherford, *Indian Givers: How the Indians of the Americas Transformed the World* (New York: Fawcett Columbine, 1988).

- Oscar Olivera, *Cochabamba! Water War in Bolivia*.

### **Leading Journals And News Sources On Latin America**

- *Latin America Perspectives* (journal)
- *Journal of Latin American Studies* (journal)
- *Bulletin of Latin American Research* (journal)
- *Latin American Research Review* (official journal of LASA)
- *Latin American Politics and Society* (journal)
- *Journal of Latin American Cultural Studies* (journal)
- *Hispanic American Historical Review* (journal)
- *Canadian Journal of Latin American and Caribbean Studies* (journal)
- *NACLA* [North American Congress on Latin America] *Report on the Americas* (bi-monthly semi-journal, semi-news/analysis magazine) [HIGHLY RECOMMENDED].
- *Latin American Weekly Report* (weekly news brief)
- LANIC-University of Texas at Austin. Crucial portal to news and data on and from Latin America, considered *the* “Virtual Library” for Latin American Studies, <http://lanic.utexas.edu/las.html>
- <http://www.narconews.com/> (website providing radical perspective and analysis on news events in Latin America)
- <http://upside-downworld.org/main/> (same)
- <http://www.clacso.edu.ar>, website of the Consejo Latinoamericano de Ciencias Sociales (Latin American Social Science Council, based in Buenos Aires)
- <http://lasa.international.pitt.edu/>, website of the U.S.-based Latin American Studies Association (LASA).

### **Web Sites with News, Analysis, and Feature Stories on Latin America**

- <http://www.latinbusinesschronicle.com/index.html>. Business and economic news from a conservative viewpoint.
- <http://www.zmag.org/weluser.htm>. News, analysis, and commentary from Latin America and around the world from a progressive and radical social justice viewpoint.
- <http://upside-downworld.org>. Website on Latin American social movements and popular struggles.
- <http://alainet.org/>. Excellent website for news, analysis and commentary on social struggles in Latin America, in Spanish, English, and Portuguese.
- <http://www.narconews.com/>. This website was started originally to “report on the drug war and democracy in Latin America” and now covers social movements and current events very broadly from a progressive perspective.
- <http://www.inthenameofdemocracy.org/>. Website dedicated to reporting on and exposing U.S. political intervention in Latin America and around the world.

- <http://www1.lanic.utexas.edu/>. The most important single website for research on Latin America. Run out of the University of Texas-Austin, this is a clearinghouse for a vast quantity of websites, reports, and data on Latin America, largely from Latin America.
- <http://americaspolicy.org>, and <http://americas.irc-online.org>. Web site of the Americas Policy Program, providing a wide variety of articles and analysis.
- <http://www.barnews.com/index.php>. This website is a porthole that will direct you to newspapers and magazines published in different Latin American countries.
- <http://www.telesurtv.net/index.php>. Note: This is a Spanish-language only website. Journalists and governments from several South American countries, including Venezuela, Bolivia, Argentina, Brazil, Cuba, among others, wanted to create an alternative news channel to CNN International in Latin America. *Telesur* is the collective effort and this is the website.
- <http://www.americas.org/>. This website offers a wide range of articles and commentaries and also reproduces articles from the English and Spanish language press from throughout the Americas.
- <http://www.rebellion.org/>. This website is in Spanish, and contains critical analyses of current political processes and events in Latin America.
- <http://amlat.oneworld.net/>. Excellent site with a wide range of articles on Latin America in English, Spanish, and Portuguese.
- <http://www.venezuelanalysis.com/>. This website is dedicated to critical news coverage and analyses of events in Venezuela and in particular regarding the Bolivarian revolution.
- [www.flickr.com/photos/wirobinson](http://www.flickr.com/photos/wirobinson). This is my own photo web page. Most although not all of the photos are from Latin America and many of them have detailed captions. If you chose this as one of your 3 websites you do not need to print anything up but you must describe what you have reviewed and analyze the photos and what they tell us about contemporary politics, society, and development in Latin America.